



## Sadie and Jack feel

Sadie and Jack make faces in empty picture frames to express their emotions.

### Expressing Emotions

Put your own head within the frame and demonstrate the following emotions. Ask the children to guess which emotion is being expressed:

- Happy
- Sad
- Disgusted
- Bored
- Shy
- Proud
- Surprised
- Scared
- Excited

Then invite the children to come and make their own faces.

### Variation # 1

Explain to the children that emotions can be felt on a scale of 1 – 3:  
1 is “a little bit sad”

2 is “sad”

3 is “very sad”.

Once they have made, for example, a sad face, see if they can make a face which is “a little bit sad” and a face which is “very sad”.

### Variation # 2

Give the children a situation:

- It's your birthday. You've just opened a present and it's exactly what you wanted
- A polar bear is chasing you
- Your friend has a toy that you want to play with and won't share it with you
- You've just painted a picture which the teacher has pinned up on the wall
- Your pet has died.

Ask them to think how they might feel in that situation and invite them to demonstrate it using the picture frame.

### Variation # 3

Ask a child to demonstrate one of the emotions outlined above.

Ask the children to suggest situations in which they have felt that way.

### Variation # 4

Ask a child to demonstrate one of the emotions outlined.

Ask the children to suggest situations in which other people might feel that way:

- Teacher
- Brother or sister
- Mum or dad or step-mum or step-dad
- Granny or Grandad
- Friend.

The children could draw a face on the blackboard or paint a picture of a face expressing one of the emotions they've been exploring.

The children could be asked to use their whole body to express these emotions.





## Sadie and Jack Listen

### Listen hard

Ask the children to close their eyes, be very quiet, and listen for one minute. Then ask them to tell you all the sounds they could hear, such as the tick of a clock, distant traffic, birds chirping, the wind, people breathing.

### Variation # 1

Ask them to listen first to sounds inside the room and then sounds outside the room.

### Sound Orchestra

The children are the sound orchestra. Each child chooses a sound to make, e.g:

- animal sounds
- car or train sounds
- laughing
- tongues clicking
- lips smacking
- a made up, nonsense sound (gibberish).

The teacher is the conductor, pointing a 'baton' or finger to indicate who gets to make their sound. The conductor can indicate which sounds s/he wants to be loud or soft.

### Drumming

Jack drums on a wide range of objects – a suitcase, a lamp, a basket, a tin and a top hat. Teach the children some simple rhythms and then play them with their fingers on pots, pans, desks, their own bodies – in fact, anything in the nursery. Ask the children to listen to the different sound qualities of the different objects.

### Mood Music

Put on some music, give the children paper and pencils, markers or paints and paint brush. Ask the children to draw or paint in response to the way the music makes them feel.

### The Udu

The udu is a vessel drum originally from the Igbo people of Nigeria. Traditionally it was a water jug with another hole in the side, played by women for ceremonial music. The udu has become a very popular instrument in the West, and can be heard at least once a week on a television or movie soundtrack, if you know what to listen for. Pictured is a modern udu made from a thin clay mixed with metal filings, to give it a nice ring when the body is struck. Although many udus are made from stoneware, more porous clay seems to give a better sound, but is unfortunately quite fragile – we hope ours won't break during the show!





## Sadie and Jack Listen

### The Jaws Harp

Found throughout much of the world, the Jaws' Harp is not a harp at all but a hand-sized instrument placed in front of the mouth. Holding the closed end in your mouth, you can make different pitches and sounds by changing the size and shape of your mouth which acts as a natural resonating chamber.



### Five Little Speckled Frogs

Five little speckled frogs  
Sat on a speckled log  
Eating the most delicious grubs  
Yum, yum  
One jumped into the pool  
Where it was nice and cool  
Then there were four green speckled frogs.



Four little speckled frogs...etc

Teach the children this rhyme and then ask them to recite it while miming the actions – remembering to wipe the slime and goo off themselves when they come out of the pool.

## Sadie and Jack Remember

Sadie and Jack play with many of the objects in the attic and remember many of the games they played when they were children.

### Then and Now

Ask each of the children to bring in a photograph of themselves as a baby (then). Take a photograph of each child (now) and display these two photos alongside one another.

Ask each of the children to bring in a photograph of a parent/sibling/grandparent at the age of 3 or 4. Make a display of these.

### Remember the time when

Ask the children to remember and talk about significant things that have happened to them - e.g:

- Other houses they've lived in
- Places they've visited
- Holidays they've been on
- Birthday parties they've had or been to
- Bumps and scrapes they've had – or illnesses or operations.



## Sadie and Jack move

Jack and Sadie (especially Sadie) enjoy dancing. In the play :

- Sadie dances to the udu (the instrument that looks like a pot) which Jack plays while sitting in the basket.
- Sadie and Jack dance together to La Mer – an old French song from the 1920's. They dance in a style that is reminiscent of old films.

Maybe you would like to show them clips from films such as:

- 'Way Out West' starring Laurel and Hardy
- Any of the films of Fred Astaire and Ginger Rogers
- 'Singing in the Rain' starring Gene Kelly.

### Musical Tidying

As Sadie and Jack tidy up, they start to move in time to the music coming from the radio. Play some music with a strong rhythm while the children are tidying up (or engaged in some other everyday activity in the nursery) and ask them to move in time to the music.

### Feather Game

Sadie and Jack play a game where they try to keep a feather in the air by blowing.

The children can play this game in pairs.

They can also keep the feather in the air by tapping it with their hands.

## Sadie and Jack Like

### Jack likes:

- Playing music – especially with his drum brushes
- Dressing up.

### Sadie likes:

- Dancing
- Dressing up
- Tidying up.

### I like:

Ask the children to tell or show one another:

- The ways in which they like to move
- The places they like to go
- The things they like to eat
- The people they like
- Their favourite colour
- Their favourite book.

### I like:

- Tell or show the children what you like.



## Sadie and Jack play

### **I Spy With My Little Eye**

In the wintry landscape, Sadie and Jack play I Spy:

*"I Spy With My Little Eye*

*Something beginning with.... Ssssss."*

*"Ssssky."*

*"Ssssnow."*

*"I Spy With My Little Eye*

*Something beginning with....I (eye)."*

*"Ice."*

*"Iceberg."*

*"Icecream."*

*"Icicle."*

*"I Spy With My Little Eye*

*Something beginning with..... P."*

*"Penguins."*

*"Polar bear."*

Teach the children the rhyme, and then play the game.

### **Variation # 1**

Another alternative is to use colours or size:

*"I Spy with my little eye*

*Something which is .... blue/green/red/yellow"*

or

*"Something which is .... very small."*

### **I Spy With My Mind's Eye**

Now ask the children to close their eyes and imagine that they are somewhere else – the park, the beach, the supermarket. Ask them to think of everything they might see there – to recreate their surroundings in their mind's eye.

*"I Spy with my mind's eye*

*Something beginning with ....."*

### **Mirrors**

Ask two children to hold the picture frame. Invite two other children to position themselves either side of the frame - one is the person looking in mirror, one is their reflection. The reflection has to copy everything the other person does. (The person being copied should try and move slowly in order for the reflection to keep up.)

### **Full length mirror**

Without the frame the children can try the same mirror exercise using their whole body – as if looking in a full-length mirror.

### **Mirror or frame painting**

Using a real mirror, ask the children to paint portraits of themselves – or, using the picture frame, ask the children to paint portraits of one another.



## Sadie and Jack play

### Walk Like

Ask the children to walk round the room like:

- A giant
- A fairy
- A baby
- An old person
- A soldier
- A robot
- A ballerina
- A frog
- A polar bear

### Stand Like

Ask the children to make statues of the same characters.

### Wintry Words

Sadie and Jack create a snowy landscape by draping a white silk parachute over the furniture and objects in the attic:

- Ask the children to suggest wintry words: e.g. icy, cold, freezing, snow.
- Ask the children to suggest words relating to the other seasons.

### Let's pretend

Jack and Sadie pretend to be cold, they make a fire, they spot penguins and a polar bear (which they have to run away from ..... he's hungry!) Ask the children to imagine they're in a snowy landscape and make up a story about what they can see and what happens.



## Notes for Teachers

**'That's Mine!'**, Theatr lolo's new show for nurseries, tells the story of Jack and Sadie who return home to their parents' house and explore the attic which is full of the furniture, everyday objects, clothes and musical instruments they remember from their childhood. Their delight at finding these objects reignites their ability to play: dressing-up in order to create a range of characters; making a snowy landscape out of white cloth draped over the furniture; creating pictures in an empty frame and then using it as a mirror; having a tennis-match with a feather.

The inspiration for this show came from an article in **Eye - Early Years Educator** (Feb 2005) entitled **'The Importance of Play'** which stated that *"Play is about possible alternative worlds which involve 'supposing' and 'as if' which lift the players to their highest level of functioning. This involves being: imaginative, creative, original, innovative"*.

This article described an experiment, 'A Toy-free Kindergarten', in which, with the agreement of parents and children, a nursery in Bavaria sent all its toys 'on holiday' for three months. *"Blankets, cloths, tables, chairs, planks and so on were all that remained. At first the children wandered round aimlessly, but before long they were playing again, with gusto and imagination."*

The article concluded that *"When children transform objects with their imagination into something else, when they add to the visible with what is seen only in the mind in symbolic play, they are experiencing a foretaste of the richness of metaphor in language. In contrast, when faced with an excess of manufactured toys, a paralysing effect on the ability to play can occur. Where there are no visual props, children have to work harder at creating their own pictures; they must flex the muscles of their imagination."*

**'That's Mine!'** not only shows two characters flexing their imagination muscles, but also calls upon the children in the audience to do the same.

We hope they will enjoy and benefit from this exercise!

Sarah Argent, Project Director, **'That's Mine!'**



**Theatr  
Iolo**



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THE ARTS COUNCIL OF WALES  
SUPPORTING CREATIVITY

# That's Mine!

## CAST

Sadie	Anna Joseph
Jack	Steve Hickman
Director	Sarah Argent
Designer	Sara Bean
Composer/ Musical Director	Adrian Wiggins
Choreographer	Sallie MacLennan
Stage Manager	Åsa Malmsten

With thanks to Nia Davies for clowning workshops.

## FOR THEATR IOLO

Artistic Director	Kevin Lewis
Administrative Director	Wendy York
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