



REFUGEE WEEK

THINK SIMPLE ACT BIG

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REFUGEE WEEK

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TEACHER RESOURCES



NOTE TO TEACHERS

Dear Teachers,

Bigfoot are delighted to be working with Refugee Week & the Simple Acts Campaign to bring you a creative exploration of what being a refugee means, the contribution made by refugees to the UK and the roles we can play in creating a happier society for all!

We hope you enjoy using this educational resource pack which includes art, drama, literacy, ICT and shared learning activities.

We have also included lesson plans for the workshop which should give you an insight into the work our facilitators will be doing on the day. Please note, however, that the content of each workshop may vary slightly in practice due to differing ages of the group, available space and workshop length.

The workshop has been designed to include all types of learning as creatively as possible and in a safe learning environment. We try to encourage teacher involvement where appropriate so that you can become familiar with the techniques for future use in the classroom. All tasks/exercises can be adapted to suit the needs of your group. If you would like any suggestions as to how to do this then please approach us on the day. Also, if you feel there is any information about your class that you wish to impart to the drama facilitator that may be useful, please do so.

If you would like us to clarify any of the activities and/or tasks included in the pack, or indeed, if you would like any further ideas for post workshop activities, please do not hesitate to call us.

We look forward to working in your school!

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AN INTRODUCTION TO NATIONAL REFUGEE WEEK & SIMPLE ACTS

Different Pasts Shared Futures

Refugee Week is important because it reminds us that refugees are not just statistics to be used and abused, they are living, breathing people. I am British, I was born here and I have no intention of leaving here, so I want to create a society here where compassion is built into our culture, in this society we will be so aware of the world around us that we will not need a Refugee Week. Until then this is how we do it."

Benjamin Zephaniah, Poet

Refugee week

Refugee Week is a UK wide programme of arts, cultural and educational events that celebrate the contribution of refugees to the UK and encourages a better understanding between communities.

The main focus of Refugee Week activities will be about 60 years of contribution, highlighting the positive impact refugees have had on UK society in 60 years of the UN Refugee Convention.

Refugee Week provides a platform where positive images of refugees can be promoted in order to create a better understanding between different communities and to encourage successful integration enabling refugees to live in safety and to continue making a valuable contribution to the UK.

The Simple Acts Campaign

Simple Acts is about inspiring individuals to use small, everyday actions to change perceptions of refugees.

Back in March 2008 Simple Acts asked everyone they knew to ask everyone they knew one question:

Have you got one tiny idea for one simple action that would make a huge difference to the way we see refugees?

The result was around 400 serious, silly and plain stupid ideas for simple actions sent in by all sorts of people from across the UK; from sending an email to your MP, organising a speed dating event, to wearing wellies on Wednesdays. The response and imagination was inspiring!

Understanding that choosing from 400 actions is a bit overwhelming, they asked a panel of experts to choose 20 of their favourite ideas.

These 20 actions can now be done by anyone and encourage us to learn and do more with refugees. With every person who joins in on the idea and does a small thing with and for refugees, we get a little closer to removing barriers between communities and to creating the kind of world we all want to live in.

Every journey begins with a single step and it is with simple acts of kindness, generosity and empathy that we can begin the change. Please join us.

WORKSHOP PLAN KEY STAGE 1

Time example:	Theme	Creative activity	Learning objectives / Skills explored
5 Minutes	INTRODUCTION & WARM UP	Students entering the space and greeting each other (register) Outline rules / boundaries and expectations Demonstrate rules for 'circle' and 'silence' Name Game / Opposites / Freeze	To introduce yourself and establish rules and expectations of the group
15 Minutes	INTRODUCTION & WARM UP	Who remembers what? Talk about the characters from the stories in the assembly – what happened and how they were feeling Write down all the different feelings / emotions that are discussed (Emotion graffiti wall) In groups / pairs or mould as class (depending on capability) create tableau of feelings i.e if emotion was lonely – when would you feel lonely create the picture For the final picture create 'sad', ask each person what could be done to make each person in the pictures happier – depending on ability either recreate the picture, or create scene to change picture and re-freeze	Recalling and affirming assembly Connecting emotions with events – empathy Tableau Positive changes - understanding positive impact of actions.
15 Minutes	SIMPLE ACTS / HAPPINESS MACHINE	Group discussion in circle When refugees arrive here they are often scared, lonely and sad, we just looked at what we could do to make the pictures we created happier. What could we do to make refugees feel safe and happy Going around the circle each give a suggestion and create an action and noise to represent it Choose six or seven of the children to create a Happiness / Simple Acts machine. Happiness machine stand in a line, facilitator to go through first – start as 'grumble face', when going through see how it makes you feel with people being kind etc to you. Clear change of emotions in face and body language. Ask a few of the children to go through Depending on time / ability, create different happy/ simple act machines in small groups, which combination worked the best? Talk about all these 'Simple Acts' and how they can make a huge difference to how a person feels. Ask if they would like to join the campaign for Simple Acts (continuation activity in resource pack)	Speaking and Listening skills Connecting own feelings with events to those a refugee may have Actions Impact of positive actions Group work Reflection

WORKSHOP PLAN KEY STAGE 1 (CONTINUED)

Time example:	Theme	Creative activity	Learning objectives / Skills explored
10 Minutes	CELEBRATING DIVERSITY	<p>Diversity circle – what do we all bring</p> <p>What is Diversity?</p> <p>Create a magical pot and carry it into the centre of the circle</p> <p>Everyone is different – what is different and special about YOU?</p> <p>Everybody takes turns to say out loud what is different and special about them and put it into the magical diversity pot</p> <p>This can go around twice</p> <p>Something different about me – where from, physical difference etc</p> <p>Something special about me – I am good at / I can</p> <p>At the end ask one of the children to mix the pot with you, shrink it and either carry it to the corner or give it to the teacher to put in their pocket.</p> <p>Talk about the amount of amazing differences we have in the class and how exciting that is – what about the rest of the school? What could we all learn from each other etc</p> <p>(continuation activity in resource pack)</p>	<p>Understanding Diversity</p> <p>Celebrating uniqueness and looking at self in relation to diversity</p> <p>Celebrating the class as a diverse unit</p>
5 Minutes	REFLECTION	<p>What have we learnt?</p> <p>What have we enjoyed?</p> <p>Any questions?</p>	Consolidate information

Notes

- Please use a game you are comfortable with for the warm up.
- Each workshop will be different and it is important that you feel comfortable with the subject and therefore able to tailor it so that issues are not avoided. If however you feel uncomfortable with a subject brought up please do not tackle within the workshop but speak to the office with regards to further support. If any possible CP issues to be referred to the class teacher.

Preparation:

- White board or large sheet of paper and pens for emotion graffiti wall

WORKSHOP PLAN KEY STAGE 2

Time example:	Theme	Creative activity	Learning objectives / Skills explored
5 Minutes	INTRODUCTION & WARM UP	Students entering the space and greeting each other (register) Outline rules / boundaries and expectations Demonstrate rules for 'circle' and 'silence' Name Game / Opposites / Freeze	To introduce yourself and establish rules and expectations of the group
5 Minutes	TRUE / FALSE	True or false game to consolidate information dispelling media myths surrounding refugees	Factual Information regarding refugees
15 Minutes	EMOTIONS OF A REFUGEE	Carrying on from warm up game get into groups of different numbers ie when I say four get into groups of four When fully mixed up ask them to create a 'photo' from one of the stories from the assembly. When created each one is looked at individually Facilitator to ask each character what they are doing / how they are feeling Ask groups to create scene from photo (current picture) to a new picture (one of happiness) what acts could they perform to make sure everyone in the photo is happy. If there first photo is a happy photo, a scene showing what they are doing is great!	Tableau Connecting emotions with events – empathy Positive changes - understanding positive impact of actions.
15 Minutes	SIMPLE ACTS / HAPPINESS MACHINE	Group discussion in circle When refugees arrive here they are often scared, lonely and sad, we just looked at what we could do to make the pictures we created happier. What could we do to make refugees feel safe and happy Going around the circle each give a suggestion and create an action and noise to represent it Choose six or seven of the children to create a Happiness / Simple Acts machine. Happiness machine stand in a line, facilitator to go through first – start as 'grumble face', when going through see how it makes you feel with people being kind etc to you. Clear change of emotions in face and body language. Ask a few of the children to go through Separate into groups to create different happy machines, when complete ask groups to join up for one group to go through another happy machine and swop etc.	Speaking and Listening skills Connecting own feelings with events to those a refugee may have Actions Impact of positive actions Group work

WORKSHOP PLAN KEY STAGE 2 (CONTINUED)

Time example:	Theme	Creative activity	Learning objectives / Skills explored
	SIMPLE ACTS / HAPPINESS MACHINE (CONTINUED)	Coming back into the group talk about what really made you feel happy when going through the machine. These 'Simple Acts' and how they can make a huge difference to how a person feels. Ask if they would like to join the campaign for Simple Acts (continuation activity in resource pack)	Reflection
10 Minutes	CELEBRATING DIVERSITY	Diversity circle – what do we all bring What is Diversity? Create a magical pot and carry it into the centre of the circle Everyone is different – what is different and special about YOU? Everybody takes turns to say out loud what is different and special about them and put it into the magical diversity pot This can go around twice Something different about me – where from, physical difference etc Something special about me – I am good at / I can At the end ask one of the children to mix the pot with you, shrink it and either carry it to the corner or give it to the teacher to put in their pocket. Talk about the amount of amazing differences we have in the class and how exciting that is – what about the rest of the school? What	Understanding Diversity Celebrating uniqueness and looking at self in relation to diversity Celebrating the class as a diverse unit

Notes

- Please use a game you are comfortable with for the warm up.
- Each workshop will be different and it is important that you feel comfortable with the subject and therefore able to tailor it so that issues are not avoided. If however you feel uncomfortable with a subject brought up please do not tackle within the workshop but speak to the office with regards to further support. If any possible CP issues to be referred to the class teacher

Preparation:

- White board or large sheet of paper and pens for emotion graffiti wall

21 SIMPLE ACTS

1. Cook a dish from another country
2. Tell a child a story from another country
3. Watch a movie about refugees
4. Do a quiz on refugees
5. Say a little prayer for me
6. Read a book about exile
7. Sign off your email with a note about refugees
8. Find five facts about refugees
9. Find out who you REALLY are
10. Visit a Refugee Week event
11. Smile :O)
12. Learn to say a few things in a new language
13. Have tea with a refugee
14. Share a song
15. Join a big action campaign in support of refugees
16. Share your sweets
17. Give a book about refugees as a present to someone
18. Define the word "Refuge"
19. Take a picture of you and your pro-refugee banner
20. Play football with refugees
21. My Simple Act

PADDINGTON BEAR'S SIMPLE ACT

My name is Paddington Bear and in 2010 I celebrated 50 years of living in England. Bears years are different; they have two birthdays a year for a start. But even so, having travelled all the way from Darkest Peru as a stowaway in a lifeboat, I can still picture it all as if it were yesterday.

I am not quite sure how it happened, but I ended up on Paddington station and it was so full of people, dashing here, there and everywhere, I began to wish I had landed somewhere else.

Nobody had time for a small bear, and I had no idea what to do next, or even where to go, so I found a dark corner near the Lost Property Office and sat on my suitcase waiting for something to happen.

It was my first time in a foreign country, and I had never felt quite so lonely, or so lost, so I couldn't believe my good fortune when Mr. and Mrs. Brown spotted me and decided to do something about it.

I think that the label round my neck must have helped. It said: PLEASE LOOK AFTER THIS BEAR. THANK YOU. I have my aunt Lucy to thank for that. She lives in a Home for Retired Bears in Lima and is very wise. Because I lost both of my parents in an earthquake, I was missing her most of all.

Since that day I have often woken up in the night wondering what would have happened if the Browns hadn't taken me back home with them.

My best friend, Mr. Gruber, who keeps an antique shop in the Portobello Road, says there are so many homeless people in the world nowadays, I would have probably ended in up in a camp along with lots of others.

He was a refugee himself once, and he says that although the people who run the camps try to do their best, it isn't easy, and it's particularly hard for children who are alone in the world and have no else to turn to. They, more than anyone else, need all the help they can get.

That's why REFUGEE WEEK is so important.

The most precious thing you can give a child is your time. Every little helps and it's the thought that counts.

The Refugee Week website is full of ideas; what they call "Simple Acts", but they will be grateful for any others you can think of.

My "Simple Act" is making some marmalade sandwiches. Mind you, although it sounds simple, it can be a bit complicated at times – especially if you get your paw stuck in the jar and can't get it out again. It makes shaking hands very difficult although I've found it does break the ice and people remember you years later.

It's awful to feel unwanted. I should know! Thanks goodness, it didn't last very long at the time – I was one of the lucky ones, but I have never forgotten it.

Michael Bond



DEFINITIONS

The majority of young people will, at some time in their lives, come across others who have travelled to this country to seek refuge. The status of that person depends on whether they have applied to live permanently in this country, and whether that application has been successful or not. There is concern that many people misunderstand what the terms refugee, asylum seeker and illegal immigrant mean. Therefore, use the simple definitions below to try and explain to your class the differences between each.

Refugee:

In the UK, a person is officially a refugee when they have their claim for asylum accepted by the government. The 1951 United Nations Convention Relating to the Status of Refugees states that:

“A person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such a fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or owing to such fear, is unwilling to return to it.”

Asylum seeker:

A person who has left their country of origin and formally applied for asylum in another country but whose application has not yet been concluded.

Refused asylum seeker:

A person whose asylum application has been unsuccessful and who has no other claim for protection awaiting a decision. Some refused asylum seekers voluntarily return home, others are forcibly returned and for some it is not safe or practical for them to return until conditions in their country change.

‘Illegal’ immigrant:

Someone whose entry into or presence in a country contravenes immigration laws.

Economic migrant:

Someone who has moved to another country to work. Refugees are not economic migrants.

Information courtesy of the Refugee Council

THE SIMPLE ACTS TOOLKIT FOR SCHOOLS

www.refugeeweek.org.uk/simple-acts

“Ideas are funny little things. They don’t work unless you do.”

Anon

Thanks for getting involved in the Simple Acts campaign!

The Simple Acts campaign is about inspiring people to use small, everyday actions to change our perceptions of refugees. It consists of 20 actions that can be done by anyone, of any age, and that encourage us to learn and do more with refugees. With every person who joins the campaign and does a small thing with and for refugees, we get a little closer to removing barriers between communities and to creating the kind of world we all want to live in. Within the next year we hope to see hundreds of thousands of people doing at least one small action!

Your school is a very important part of making that possible! Just by booking this programme and reading this toolkit you’ve already completed one.

Easy wasn’t it?

The important thing is to let Refugee Week (RW) know that your class has done it! So every time you and your class do a simple act, let them know what act you have done, how many times you have done it, and how many took part in it and we will add your contribution to the Action Tracker on the Simple Acts website. This will bring us one step closer to our goal!

Which Simple Acts could your school take part in?

- Tell a child a story from another country
- Share a song
- Define the word refuge
- Learn to say a few things in another language
- Find five facts about refugees

USEFUL LINKS

The following sites provide a variety of helpful and informative resources in order to aid in the understanding and teaching of 'Refugee Week' for all ages:

- **Refugee Week**

www.refugeeweek.org.uk

This is the main source of information and guidance relating to the National celebration of Refugee Week. You will find a collection of stories and case studies about the contribution that refugees have made to Britain over the last 60 years, as well as ideas and resources for events.

- **Simple Acts**

www.refugeeweek.org.uk/simple-acts

A fun and practical website encouraging individuals to take part in the Simple Acts campaign and use small, everyday actions to change perceptions of refugees.

- **Refugee Council**

www.refugeecouncil.org.uk

This site is a useful source for current legislation and statistics relating to Refugees and asylum applications.

- **Amnesty International**

www.amnesty.org.uk

This website gives you an insight into the work of this well known campaigning organisation, whose purpose is to protect people wherever justice, fairness, freedom and truth are denied.

- **British Red Cross**

www.redcross.org.uk

The British Red Cross provides useful information about how you can explore Refugee Week in the classroom. The website offers an insight into the work they do to support vulnerable refugees and asylum seekers in the UK.

- **Refugee Action**

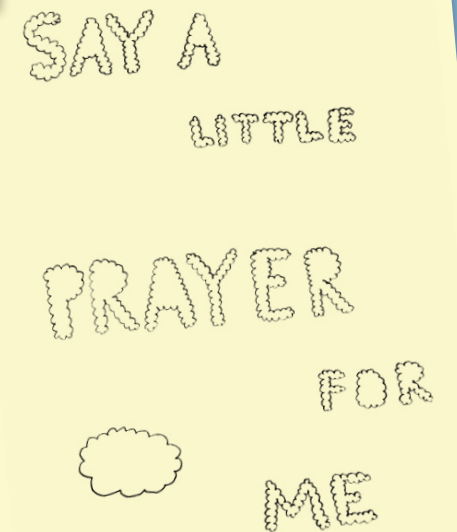
www.refugee-action.org.uk

This website provides a useful resource when exploring how independent national charities work with refugees to provide advice and support to build new lives in the UK.

POST WORKSHOP ACTIVITIES



SMILE



SAY A
LITTLE
PRAYER
FOR
ME

TRUE OR FALSE

Let's see what you've learnt...

The following facts were given to you within the 'Think Simple, Act BIG!' assembly and workshop – do you know which are true and which are false?

- 1 Sigmund Freud was once a refugee
- 2 Forty nine countries have signed the 1951 Convention Relating to the Status of Refugees
- 3 The UK hosts less than 2% of the Worlds Refugees
- 4 Everyone gets granted refugee status
- 5 16 Refugees have received knighthoods

ANSWERS:

1. (TRUE)
2. (FALSE – One hundred and thirty four countries have signed)
3. (TRUE)
4. (FALSE – Anyone can apply for asylum but not everyone is granted refugee status)
5. (TRUE – but tricky as it wasn't in the performance!)

WHERE DOES IT COME FROM?

Using your cunning investigative skills, try to find out where the following items have originated from and how they made their journey into our everyday culture

There are certain things that really define the UK as a country, like the delicious meal of Fish & Chips, the shop Marks & Spencer's, or a nice piece of Victoria Sponge cake.

The question is; how much do we know about these iconic parts of our history and heritage and where do they originate from? HINT: Surprisingly, not all of them are from the UK!

Teacher hint: Can we find this information out in more than one way?

- Computer Team – glasses and headset
- Library Team – Notepad and pencils
- Questionnaire Team – Clipboards / pretend microphone

1 Marks and Spencer's

2 Cup of tea

3 Big Ben

4 Fish and chips

5 Cricket

6 The Notting Hill Carnival

7 Saint George- Patron Saint of England

8 Top Hat

9 Steam Train

10 Rabbits

GET CREATIVE- MAKE THAT MACHINE!

Turn your human Simple Acts machine into a live art piece!

During the workshop we physically created a 'Simple Acts Happiness Machine'. It is now time to immortalise this!

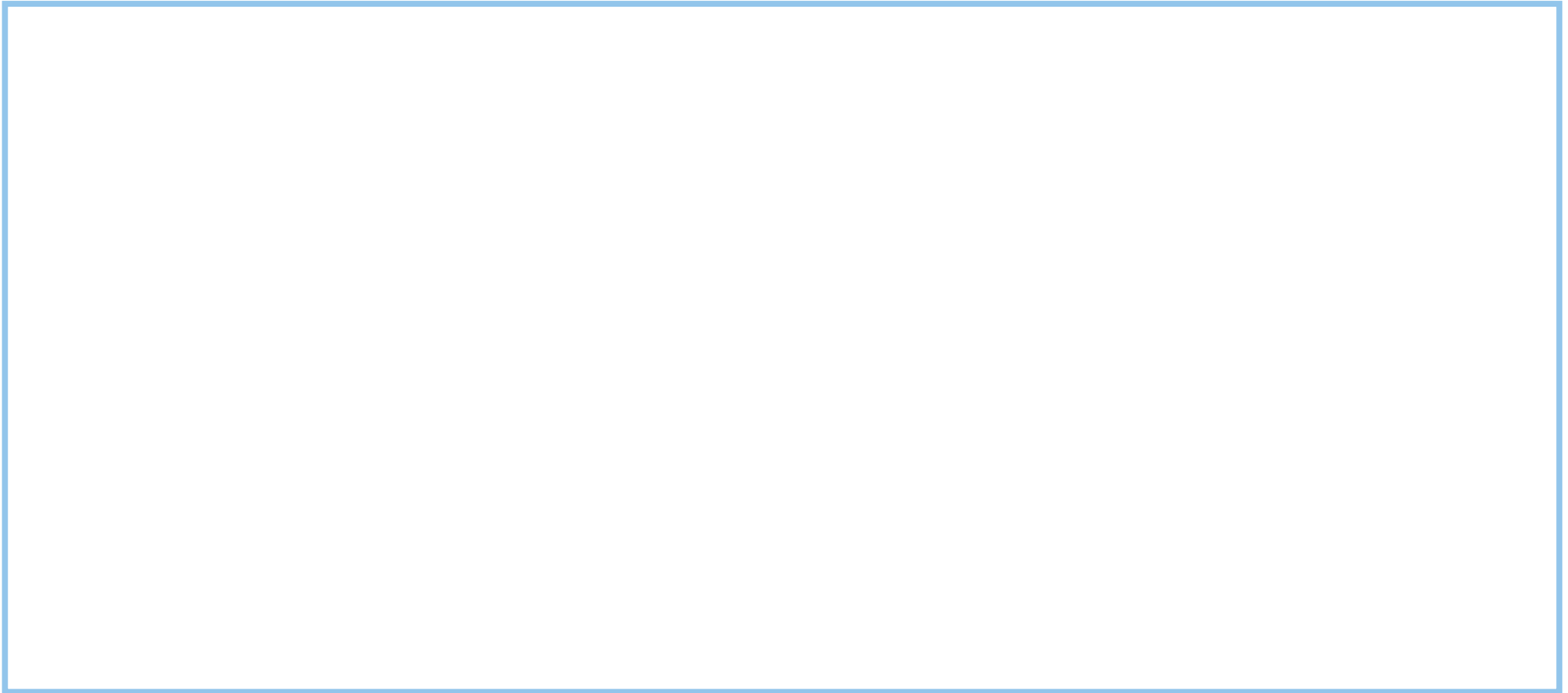
As much as our school and country is diverse, so this machine should be!!

We would love to see photos of your machine – and would be even MORE impressed if it could move... Creative hats ON!

Teacher hint: It is your choice whether to make it a full 3D piece (you can walk around it and pick it up) or a 2D piece (you can look at it and stick it on the wall). All we ask is that you use as many different types of material as possible to create it... silver foil, coloured paper, feathers, fabrics, curtain's... whatever you can find!

GET CREATIVE- MAKE THAT MACHINE!

IDEAS PAGE Write or draw some of your ideas in the box below:



DIVERSIFY

During your workshop we created a very special magical diversity pot for your class. The pot will always be kept safe and continue mixing up all your creative talents and your unique differences. But can you imagine what would happen if we mixed the pots up for your entire school??

It is time to go on a fact finding mission! We have provided a list of questions to start you off, but you need to think of five of your very own diversity questions.

The next challenge is how to display this information? If you are feeling mathematical you might show the information through graphs or pie charts. If you are feeling creative you could show it through pictures or photographs. Words, maps, diagrams, pots – the possibility is endless and the more exciting and individual your diversity display the better - that is what we are celebrating after all!!

Questions

How many different countries are represented within your school?

How many different languages are spoken in your school?

How many people have moved house before?

Write a list of all different types of food – which one is the most popular in your school?

Teacher Hint: Add 'Investigator' costumes and named roles.
For example: 'The Collector (of data)', 'The Asker (of questions)'

How many people have been to more than one primary school?

How many people have visited another country?

List all the continents and find out how many people in your school have visited each one?

DEAR DIARY

Write a diary entry of someone who has arrived in the UK and just had their first day in your school.

Think about what you would like them to say; what lessons might they have had, is there anything special you do when a new student first arrives?

How do you think they might have felt? Is there anything they might have enjoyed or felt nervous or anxious about? What may have been on the lunch menu that day?

Think about adding pictures- this could be the first person they saw when they arrived or something unique to your school or class that may have stood out.

Dear Diary,

Today was my first day at school.



IF YOU DON'T KNOW ME BY NOW...

Everyone has a story – what is yours?

Stories began long before classrooms and books (and long before literacy tests and spelling checks). Stories were used to pass on information about heritage and where a person has come from since the beginning of time.

Now you need to find out your story and share it with the class!

Teacher Hint: Try and find a cloak/hat/stick for the person telling the story

Part One :

Investigate!

In class, think of questions you can ask parents, grandparents, neighbours and friends to find out where you are from! What different cultures are in your background, are there any exciting strange stories that are always told at family reunions?

Part Two:

Share it!

Once you have all your facts and stories you will need to share them with the class, make sure to use lots of expression and exciting words. Could you use anything else; sound effects, photographs or even act some of it out.

LET'S GET PACKING

People leaving their countries due to war or political danger often have to leave very quickly and travel lightly.

If you had to pack **FIVE** items from home to take with you what would they be and why?

On this page is an outline of a suitcase. Inside draw the items you would like to take with you and write next to it the boxes why you have chosen them; could it be a reminder of home, something to keep you safe, or even something to make you smile?

I packed in my suitcase...



POST IT!

At Bigfoot we love receiving mail; a nice postcard from someone's holiday, a birthday card or even a get well card. We would like you to create an entirely new type of card – one for someone new to the UK seeking asylum.

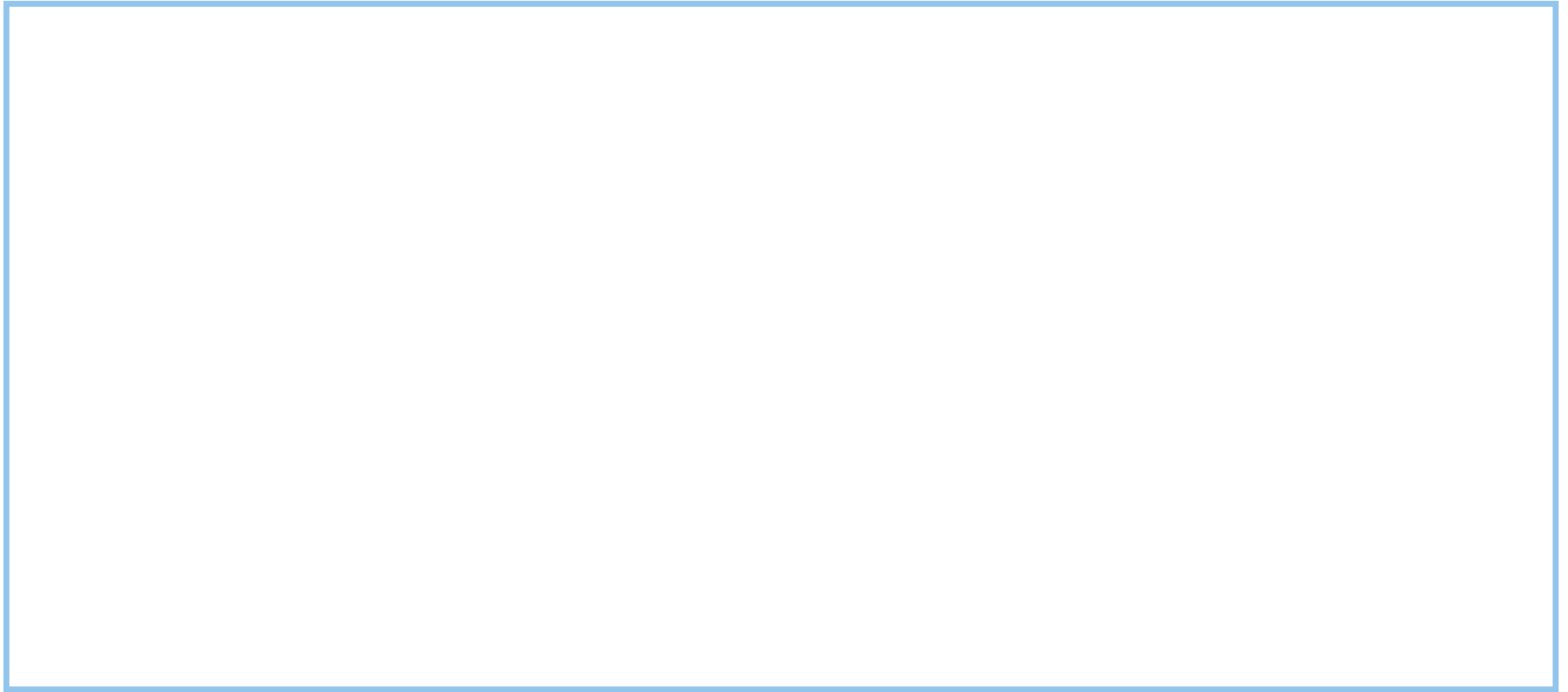
**What sort of information do you think they would find helpful?
How do you think they might be feeling?**

You could include some general information about England and handy hints about your local area. Try to also think about how they may be feeling and so include some words of encouragement and empathy in your writing.

Teacher Hint: The front of the card could be a drawing or collage... or even a photo of the Simple Acts Machine?

POST IT!

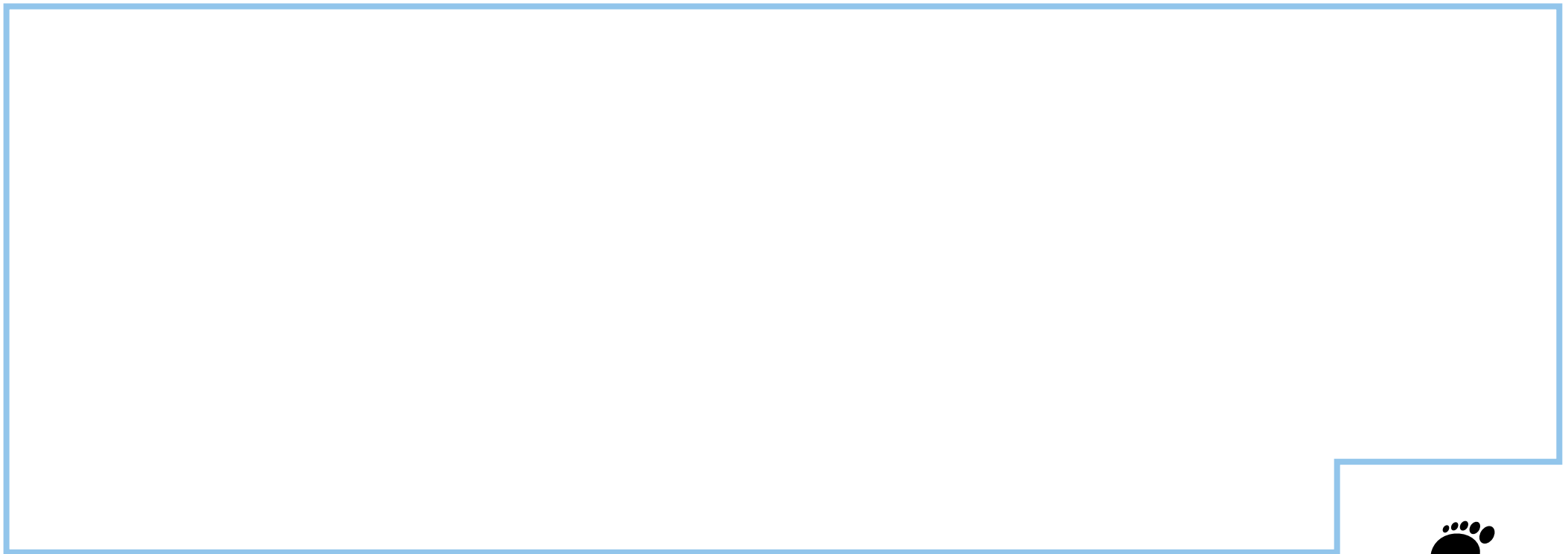
IDEAS PAGE



WHAT DOES IT MEAN TO YOU?

**What do you think of when you hear the word refugee?
Has anything changed since the Bigfoot workshop?**

**Write as many different words as possible to do with Refugees
and the difficulties they face in the box below:**



WHAT DOES IT MEAN TO YOU?

In order to share our thoughts with others, we can create a mnemonic. A mnemonic is a sentence that can help us remember information because the first letter of each word of that sentence is the same as the thing we have to remember.

Create your own mnemonic using the word 'R-E-F-U-G-E-E' as a basis. You may also like to add pictures to decorate your mnemonic and then display it in the classroom

For Example:

Remembering the home they
have had to leave behind

G

E

E

F

E

U

LET'S CELEBRATE!

We've found out about refugees

We've found out about where things come from in England

We've found out where we came from

It must be time to celebrate!

Ask everyone to bring in:

- A type of food from their country (or their favourite food)
- Different types of music
- Wear cultural dress
- Share their favourite experiences of refugee week

We hope you have enjoyed it as much as we have!

ABOUT BIGFOOT

Bigfoot is a thriving independent arts education company that operates nationwide. We dedicate ourselves to providing schools and organisations with unique programmes that creatively enrich and extend the national curriculum. We believe that children and teachers become more inspired and motivated through creative expression which consequently helps to raise standards of learning and teaching within schools.

Our programmes are designed to help children and teachers learn in a fun and expressive way. We aim to develop speaking and listening skills, teamwork, cooperation and communication whilst giving young people confidence in their own ideas and abilities. We have developed schemes of work for most areas of the key stage one and two curriculum, whilst our secondary programmes help raise standards in GCSE & A Level Drama, Gifted and Talented provision, key skills development and enriching schools citizenship programmes. Equally important is our ability to listen to schools and organisations specific needs in order to tailor-make bespoke programmes.

In addition to work within schools, Bigfoot boasts exciting performing arts summer schools, part time performing arts courses and specialist programmes. These projects help children realise their full potential as individuals, developing key life skills and performance skills through the use of 'devising' techniques, where participants contribute their own creative ideas and experiences to their work giving them ownership and helping them to focus on team work and problem solving.

Some of Bigfoot's core programmes include:

Bigfoot Creative Residencies

Using specially trained drama, dance, music and art practitioners to work within your school covering PPA time, working with small groups, assisting your class teachers, running assemblies and directing productions! Creative techniques such as improvisation, storytelling, theatre exercises and devising techniques are employed to enrich and extend the curriculum.

Curriculum Enrichment Programmes

A range of school programmes which explore the curriculum imaginatively are available throughout the year. Programmes include Creative Literacy, Black History Month, Rapspeare, Big Steps (transition), Anti Bullying and Promoting Positive Relationships, Healthy Living, Drugs Awareness, and Cool It! (Climate Change)

Bigfoot Youth Theatre

Our community of youth theatre's inspire creativity whilst encouraging the development of speaking, listening and responding, group discussion, interaction and drama.

PSHE & Citizenship Programmes for KS3, KS4 and Post 16

Providing young people with a creative forum where they can confront sensitive and controversial issues allowing them to develop a greater understanding of the world and community in which we live.

Creative Approach

Creative INSET programme for schools whereby teachers learn new ways to in which to engage with their students, by developing a creative approach' to teaching and learning inspired through drama.

Creative Days

Bigfoot also offers a range of 'one off day' workshops to cover teacher absences, as 'hook' days for particular topics, or as special treats. These can be our successful 'Buzz Days' or 'Go Mantle' whereby our facilitators work with students using 'Mantle of the expert'. We can also devise bespoke projects to meet schools and other organisations specific requirements. Projects range from day long projects with one class group to week long projects involving hundred's of students to specialised events with organisations such as the British Museum to the London Zoo. Anything is possible!

Our facilitators

Bigfoot trains professional theatre practitioners as 'educators' who work with young people in a variety of different settings. We work with actors, directors, designers, dancers, choreographers, musicians, circus specialists, physical theatre practitioners, designers, and poets! All Bigfoot facilitators attend our compulsory two day training course once fully vetted and CRB checked. We monitor and assess our facilitators and evaluate all of our programmes thoroughly to ensure the highest quality of provision.



Bigfoot Arts Education

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