



Boxed In

Overview

This education resources pack has been designed to accompany Boxed In, a coproduction between Daryl & Co and Half Moon Theatre.

These resources are intended to support and enhance engagement and understanding of the show, offering a variety of activities, all aimed to bring the show to life and explore key themes through role play, creative activities, discussion and exploration.

We have designed the activities to be child centred, and where possible child led. However, we understand that some children may need additional support to achieve the tasks, but wherever possible the child should still take the lead. All activities offer a range of ways to engage in the tasks, adaptable to the individual children's needs.

The menu of suggested activities are offered on a 'pick and mix' basis, covering a range of different topics which can be selected from and tailored to suit the needs and interests of each child.

We hope to encourage individual thought, exploration and creativity and most importantly, reinforce that there are no wrong answers or outcomes for any of the activities!

Key themes: Imagination, exploration, creative problem solving, collaboration and teamwork, difference, resilience, inclusion, accessibility, empathy, friendship, barriers

This educational resource pack was produced by Nicola Middler.



About The Show

A playful show about (mis)understanding the rules.

A Daryl & Co and Half Moon co-production

Boxed In follows the journey of someone who can't make head nor tail of the unspoken rules that surround us all. Sometimes stop means go and go means stop. Are you to go this way or that? Sometimes it's up and sometimes it's down.

In a world where everyone else seems to understand, it can all get a bit confusing. And when you get it wrong, you're made to sit out, but you don't understand why. It seems so unfair.

Boxed In explores the unspoken barriers of attitudes, social etiquette and behaviour that surround us... How do you know a barrier is there if you can't see it? And if you can't see it, how can you remove it?

This heartfelt story is about being made to feel naughty, just because the rules don't make sense.



PRE-SHOW ACTIVITIES

The following activities should be done before children watch the show, to introduce them to ideas and concepts that will be presented in Boxed In

Sensory exploration: What's in the box?

This activity taps into the sensory elements of the show, exploring some of the tactile items used. Children should not be able to see the items they are exploring, only feel them. You can use a series of empty boxes, each with a hole cut in it, large enough for a child's hand to enter and feel what is inside. The boxes should contain the following (one item per box):

- Bubble wrap
- A banana
- Textured fabric – both rough and smooth
- A cube (3D shape)
- A roll of tape
- Torn up pieces of cardboard
- Shredded paper

Encourage discussion around textures, sizes of the objects, how they make you feel, what they make you think of or remind you of....?

Extension task: Go on a texture hunt

Take the children outdoors – this can be in the garden, to a local park, woodland or town. Challenge them to explore the area to find as many different surface textures as they can – they can take pictures of these, write them down or sketch them... or even take rubbings using thin paper and wax crayons (A step by step guide for taking rubbings can be found [here](#). Credit: Treehouse Learning)

Speaking and Listening: The role of a rule

This sequence of activities is intended to stimulate children's thinking and understanding of what a rule is, and why we have them.

Part 1: Use the following prompts for discussion:

- What are rules?
- Why do we have them?
- What happens if we break rules?
- Explore the idea of consequences
- What if we don't understand the rules?
- What if we make a mistake?

Part 2. Create a set of 3 new rules together to support our learning time. Focus on 'rules' that are helpful and beneficial (rather than 'dos and do nots').

- How can we make sure everyone can understand how to follow our new rules?
- Can we show how to follow rules / make an instruction understood without using words?
- Can we use symbols? (arrows / simple faces / shapes)
- Can we use specific colours to show meaning?
- Do we associate different colours with certain instructions (eg red = stop/no and green = yes/go?)

Visual Language: Showing emotions through symbols

Emojis are often used as a way of communicating feelings and reactions without speaking

Part 1: Use the examples of signs provided (in the attachment section at the end of this document or you can add more of your own to these too) to see which of the emojis the children are familiar with, or if they can guess what the emoji is communicating by looking at the expression or any visual clues.



Part 2: Ask children to create their own emoji for how they are feeling today.

This activity can be repeated after watching ‘Boxed In’, asking children to draw an emoji to communicate how the show made them feel.

Visual Language: Reading the Signs

Signs are often used as a non-verbal way to communicate instructions or rules.

Part 1: Use the examples of signs provided (in the attachment section at the end of this document or you can add more of your own to these too) to see which of the symbols the children are familiar with, or if they can guess what the sign is communicating by the pictures and symbols shown.



Discuss:

- Do the different shapes of the signs mean different things?
- Do the colours used on the signs mean anything?
- Are the images simple or complicated?

Part 2: Challenge children to create their own signs – they can be serious or silly!

Word search

This word search uses vocabulary relevant to the show, that can act as a mechanism to open up discussion around any unfamiliar words to consolidate learning.

The 16 words below are hidden in the word-search ((in the attachment section at the end of this document)

| | | | |
|-------|---------|----------|-----------|
| YES | NAUGHTY | DISAGREE | DIRECTION |
| NO | ARROW | RULE | SILENCE |
| RIGHT | BOX | CONFUSED | STOP |
| WRONG | NOISE | BANANA | GO |



POST-SHOW ACTIVITIES

The following activities should be explored after the children have watched Boxed In.

Creative Writing Activity: I am ...

This activity gives children the opportunity to think about descriptive language and using a range of adjectives to communicate their thoughts.

Begin with asking the children to think about themselves. They need to choose words to describe themselves – this may be physically, emotionally, personality... or a mixture of all of those elements. Children can write as many examples as they would like, but if setting parameters is preferable 5-6 lines work well for this exercise.

For example:

My Name is Joe.

I am playful.

I am stubborn.

I am funny.

I am talented.

I am unique.

Next, ask the children to think about rules and how they may be described (or how, if 'Rule' was a person, how they may describe themselves)

For example:

My Name is Rules.

I am strict.

I am boring.

I am safe.

I am necessary.

I am bossy.

The writing produced naturally creates a short poem, and can be used to cover any theme.

Extension activity: Children can be asked to reflect on the 'poems' they have created and see if the words feel positive / negative or happy / sad. Can we reorder them so they begin with one feeling and end with another?

For example:

This is the original version of Joe's poem. Some of the words speak of his positive traits, others feel less so.

My Name is Joe.

I am stubborn.

I am funny.

I am confused.

I am talented.

I am unique.

Drama / PE: Not playing by the rules...

This activity is intended to highlight the importance of being adaptable in order to be inclusive. It also challenges the idea of rules, their importance and how we cope when they are taken away.

Part 1. Discussion around playing games and having rules to play by:

- Why do games have rules?
- What happens if we don't play by the rules?
- What happens when we change the rules?
- What happens if we each play by our own rules? Can we still play together?

Part 2: Play an adapted version of What's the Time Mr Wolf?

One of the rules for this game are you must freeze / be still when the 'wolf' turns around, otherwise you are out... BUT what happens if you are unable to stand still?

- How can we adapt the rules of this game so you can still join in without being at a disadvantage?
- One solution to this is that instead of freezing, children can be asked to make a particular facial expression eg. When the wolf turns round you must look really, really happy or you must have your eyes closed
- Play the game again, with rules you have adapted to make it possible for people unable to stand still to join in

Look for different ways to adapt the game so that no one is excluded from playing – *how could you adapt the game for someone who is non speaking? How could you adapt the game for someone who is unable to hear?*

Speaking and listening / PE: Let's play by your rules!

This is an open ended, child led activity where children will work in pairs or with a grown up (*child taking the lead role*) to create their own movement pathways, with simple rules, to explore and experiment with using different symbols and marks to communicate with.

Part 1: Using chalk (ideally outdoors) or electrical / masking tape (indoors) ask children to draw and create their own pathways for movement, using arrows and shapes to give meaning (refer back to thinking about the signs and symbols explored in the pre-show activities)



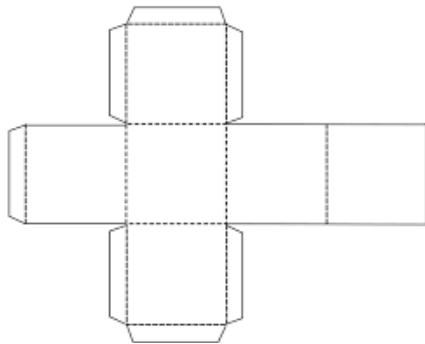
Use shapes, arrows, patterns and colours to explain what actions should be done...

Part 2: Children to swap partners and test / play by each-others rules to follow their pathways – is there anything that needs to be adjusted to make it accessible for all children?

Shape Nets – Create a Cube

Using the shape net template (in the attachment section at the end of this document), support children to create their own boxes (cubes). This will involve using scissor skills, folding accurately and following instructions.

The template is best used on thin cardboard (eg. cereal boxes) to make a more rigid structure for the box... paper is too floppy!



1. Cut out the template
2. Fold carefully along the DOTTED lines
3. Use the flaps to stick your box together

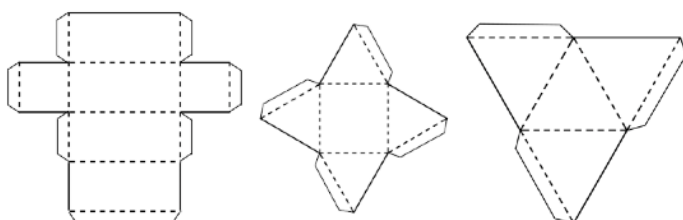
In groups, children should be encouraged to explore stacking the cubes, making larger shapes and structures by combining them. Challenge to build tall towers, long lines, cityscapes...

The cubes can be used in a later activity – so keep them safe!

Alternative / simplification:

Use broken down / flattened cardboard boxes – children reconstruct with masking tape.

Extension: Explore other 3D shapes and their nets. (in the attachment section at the end of this document)



Design and Problem Solving: Let's Create our own Comfort Zone

This activity is intended to encourage children to think about and explore how they feel most comfortable to watch a show, or participate in a 'sit down' and view activity. Reflecting on how they felt when watching 'Boxed In' and what they saw happen in the show.

Part 1. Children to work in small groups to create an 'ideal' environment to feel comfortable. They should be encouraged to design the overall room set up, thinking about their own personal space to suit their needs / preferences. Children should be provided with a range of materials – this can be gathered from items to hand around the house (beanbags, different types of chairs, cushions, pillows, blankets etc) as well as using the boxes / cubes they created in an earlier activity, which they can use to build up their space.

- The environment should aim to cater to each individual and should provide comfort
- There is no right or wrong approach to this and there are **no rules!**

Part 2. Use this newly created 'comfort zone' and read a story or do a relaxed activity.

- Explore how the children feel being in this different space, that they have created
- Children to talk about and compare their experiences to their learning environment
- What can we take from this that will help us feel more comfortable within our learning environment in the future?

Research Task:

What does Neurodivergent mean?

Neurodivergent is the term for when someone's brain processes, learns, and/or behaves differently from what is considered 'typical.' It refers to a wide range of differences in how our brains work. It is sometimes abbreviated as 'ND'.

A lot of the time people use the term "neurodiverse" to describe an individual neurodivergent person, but this is wrong as only a group of people can be neurodiverse.

Take a look at some of the links below to find out more and do your own research to help you to understand these terms better.

**Top Tips for Talking to your child about neurodiversity form
brighthorizons.co.uk**

<https://www.brighthorizons.co.uk/family-zone/family-resources/additional-resources/work-and-young-children/neurodiversity-top-tips>

Neurodiversity for Children - Part 1 - Different Brains from Future Minds on YouTube



Neurodiversity for Children - Part 2 - What is Neurodiversity? from Future Minds on YouTube



Part 1: Can you write or explain in your own words:

- What does neurodivergent mean?
- How might a neurodivergent person's brain work differently?
- Can you remember some of the different types of neurodivergence?
- Do you think it's better to have lots of different brains in our world? Or would it be better if we were all the same?

Part 2: Draw a map of your brain and what you think it looks like

- Think about how you like to learn...
- Do you like to sit still or do you prefer to move around?
- Do you like to work quickly or take your time?
- What makes you excited?
- What helps you concentrate or feel calm?
- Is there anything that makes it tricky for you to think?

There's no right or wrong way to do this – it's just a great way for children to think about how they think and to begin to explore and understand how their own brains work...and in turn how you can support them to learn and experience the world in the best way for them to thrive!





About The Companies

Boxed in is a Daryl & Co and Half Moon co-production; an exciting collaboration by a ground-breaking Disabled-led theatre company and the UK's leading small-scale young people's venue and touring company.

About Daryl & Co

Daryl & Co is a Disabled-led children's theatre company where collaboration and co-creation meet mischief and merriment. We make accessible theatre to delight young audiences and their families and we tour in the UK and Internationally.

We love working with young people and every day we get to be surprised and enthused by how they see things and their way of being in the world.

We take fun seriously, we hold the door open for others and we believe in the power of arts to include not exclude.

Our vision is a world where Disabled artists and young people have unrestricted choices to creative experiences and careers.

Website: darylandco.com

Email: hello@darylandco.com

Instagram, X & Facebook: @darylandco

About Half Moon

The UK's leading small-scale young people's venue and touring company Half Moon is a local organisation with a national remit. Working from our base in Limehouse, East London, we give young people from birth to 18 (25 for disabled young people) an opportunity to experience the best in young people's theatre, both as a participant and as an audience member.

Half Moon's expertise is in supporting artists and young people at every stage of their creative development, providing a gateway to engagement, offering pathways for progression and experimentation and then disseminating outcomes within the wider cultural sector.

Website: halfmoon.org.uk

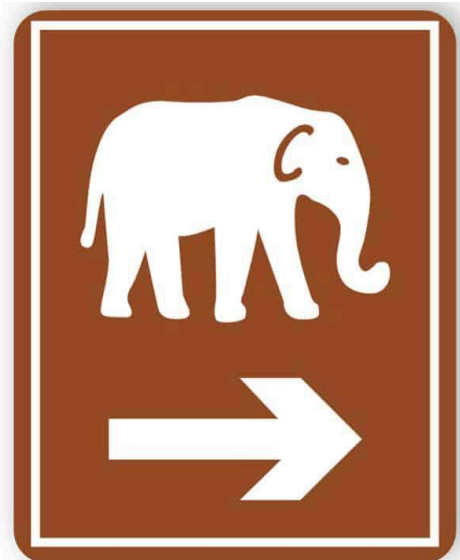
Email: admin@halfmoon.org.uk

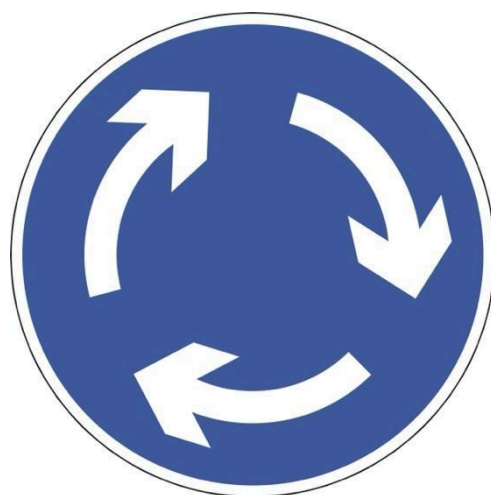
X & Facebook: @halfmoontheatre

Instagram: @halfmoon_theatre

Attachments

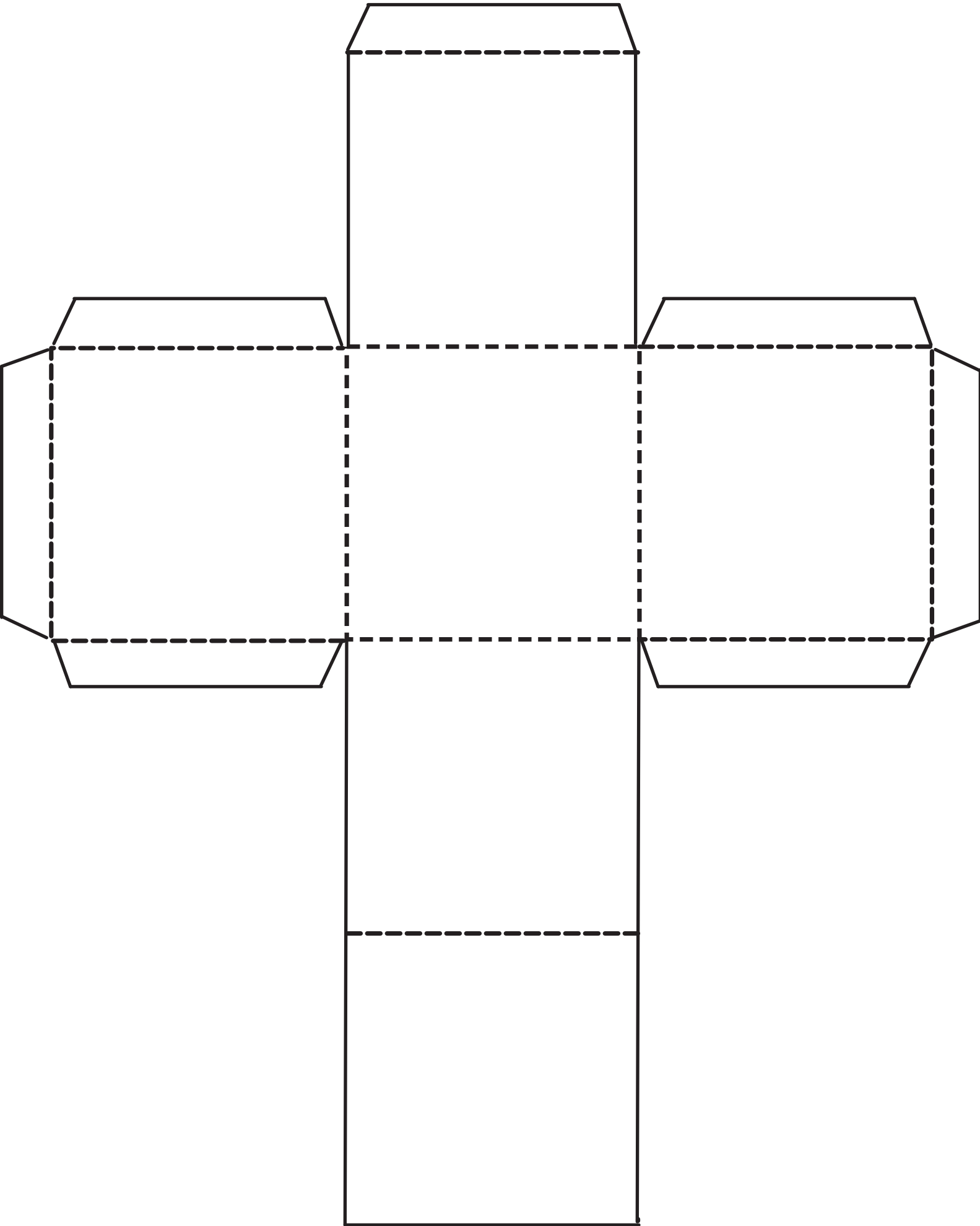






Cube Pattern

Cut on solid lines - Fold on dashed lines

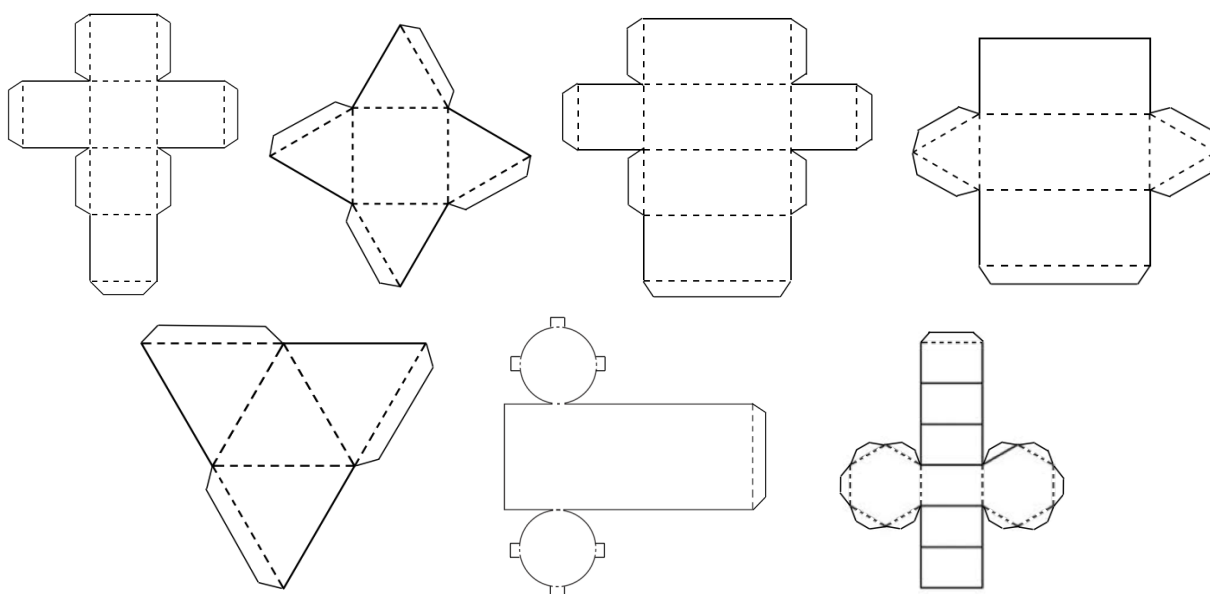


Nets for Making 3D Solids

A net is a two dimensional plan or shape that can be folded to make a three dimensional solid. For some solids, such as the cube, there are many different nets. However, in the pages below, just one net has been provided for the cube, square pyramid, rectangular prism, triangular prism, triangular pyramid, cylinder and hexagonal prism.

Cutting out these nets, folding and gluing them to create a solid object, will help children become familiar with the features of these solids (such as their faces, edges and corners). Tabs have been included to help the children glue the solids together. (The tabs are not part of a net itself).

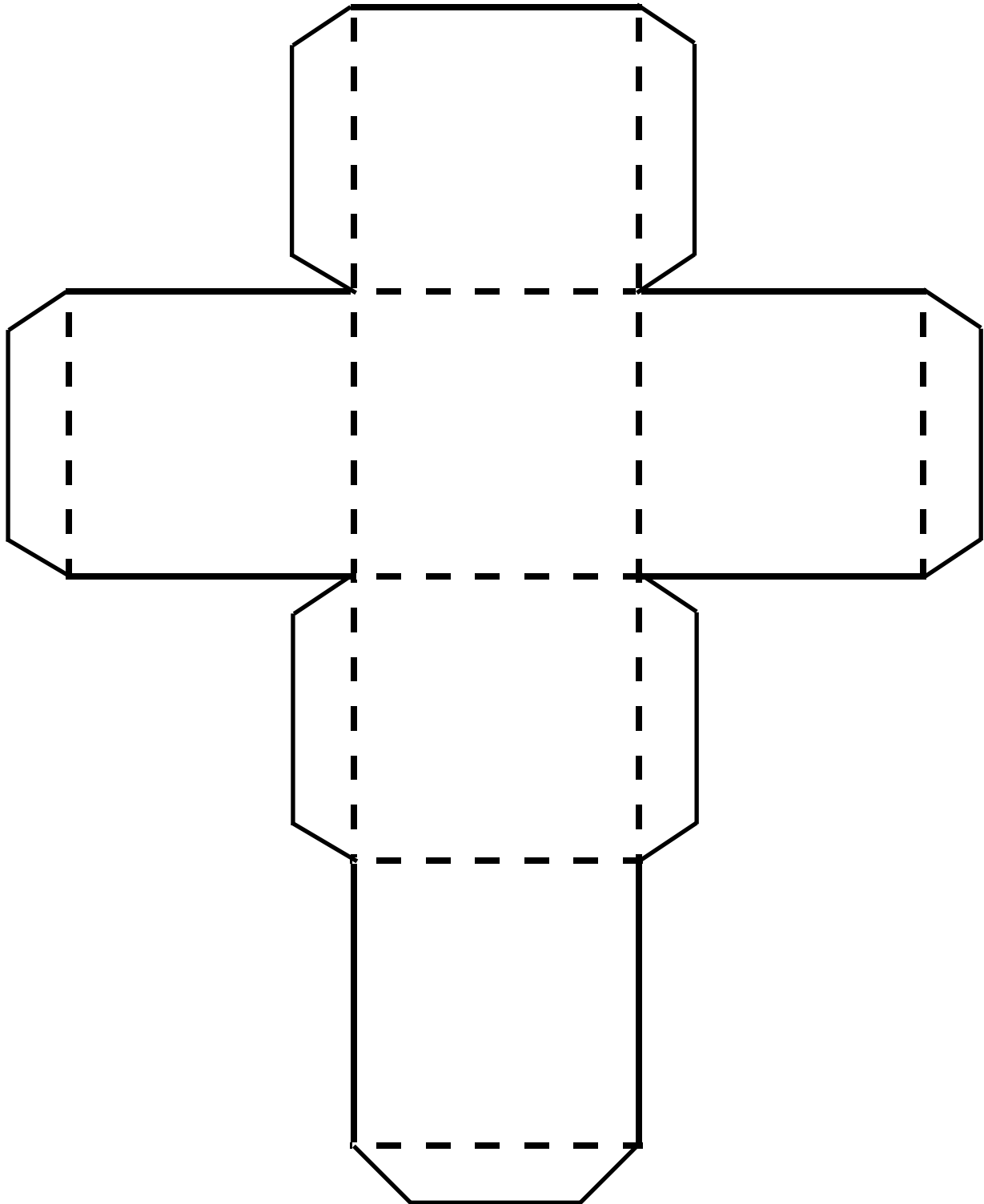
Another worthwhile activity is to cut open solids and unfold these to view a net. For example an empty tissue box could be cut open and folded out to see the net of a rectangular prism.



A Cube

Cut out the net below. Fold along the dotted lines. Use the tabs to glue the solid together.

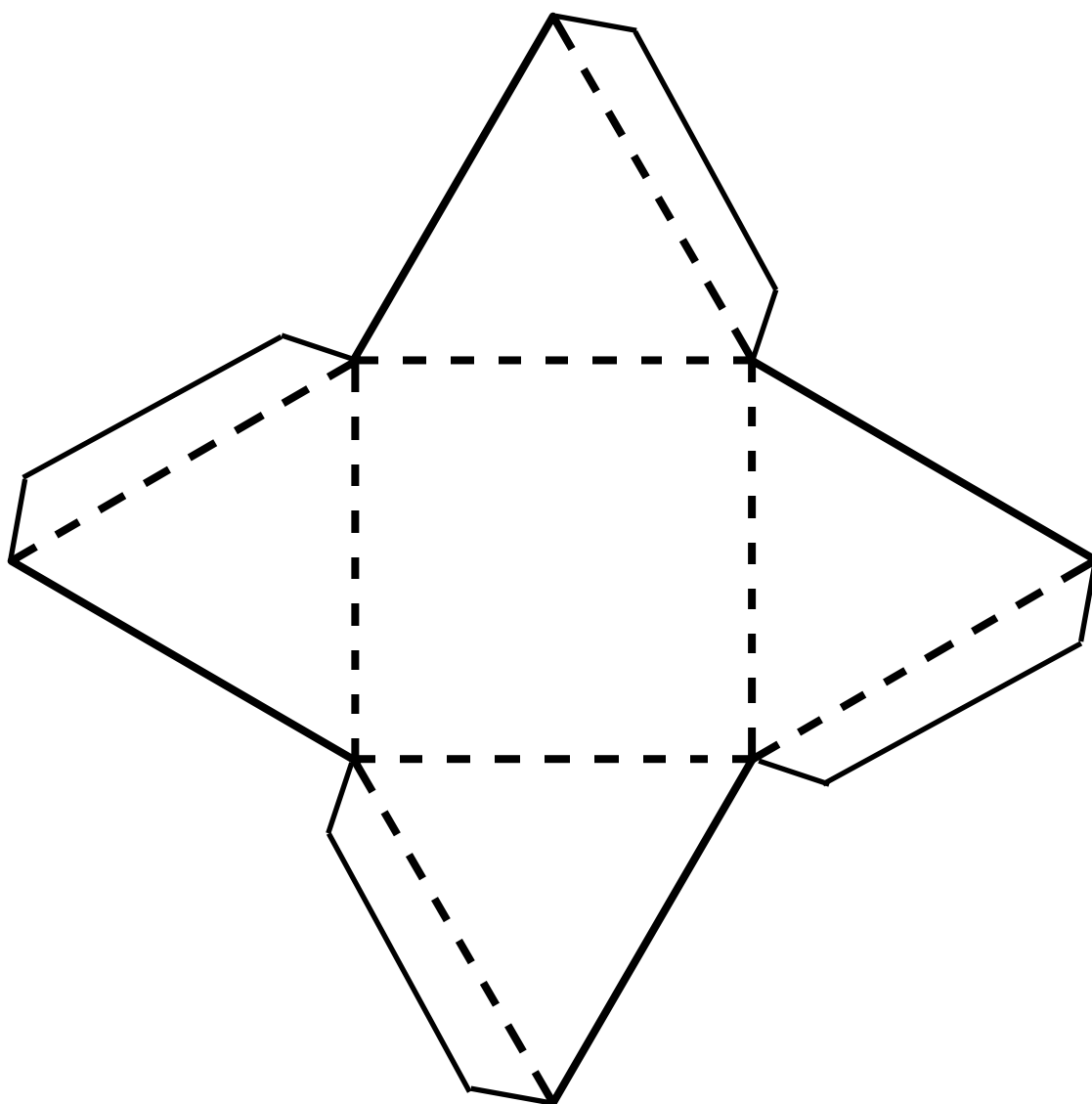
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A Square Pyramid

Cut out the net below. Fold along the dotted lines. Use the tabs to glue the solid together.

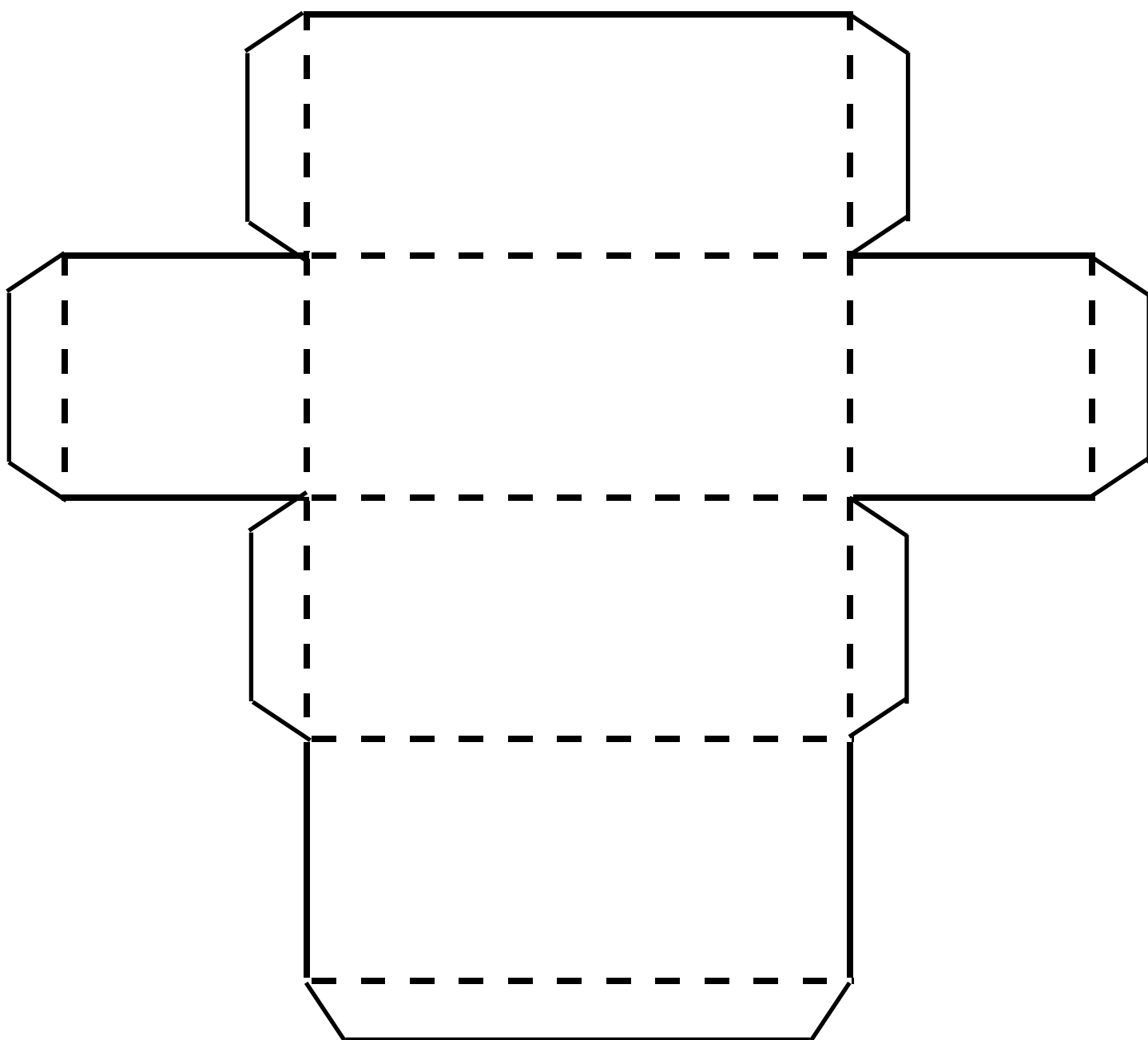
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A Rectangular Prism

Cut out the net below. Fold along the dotted lines. Use the tabs to glue the solid together.

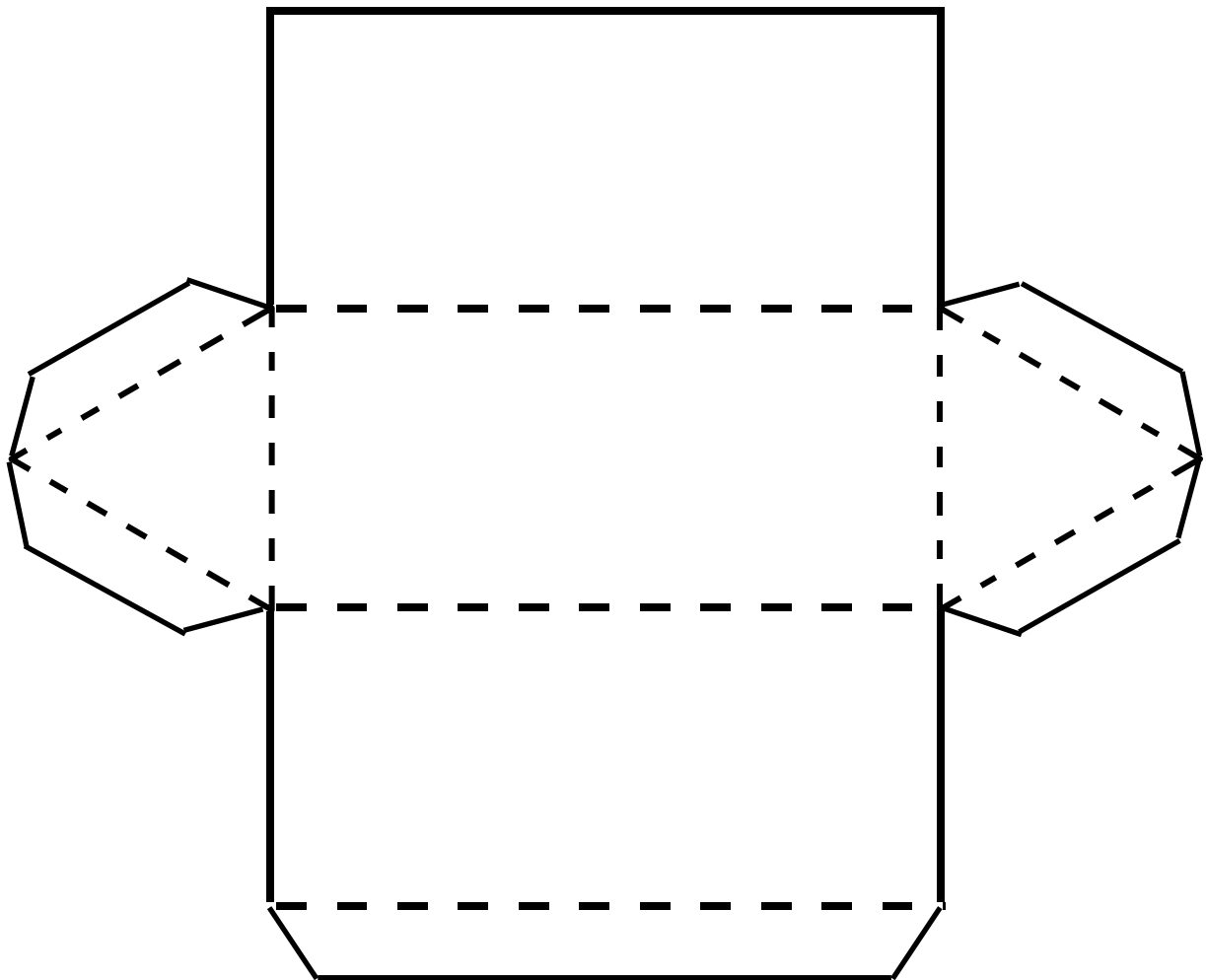
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A Triangular Prism

Cut out the net below. Fold along the dotted lines. Use the tabs to glue the solid together.

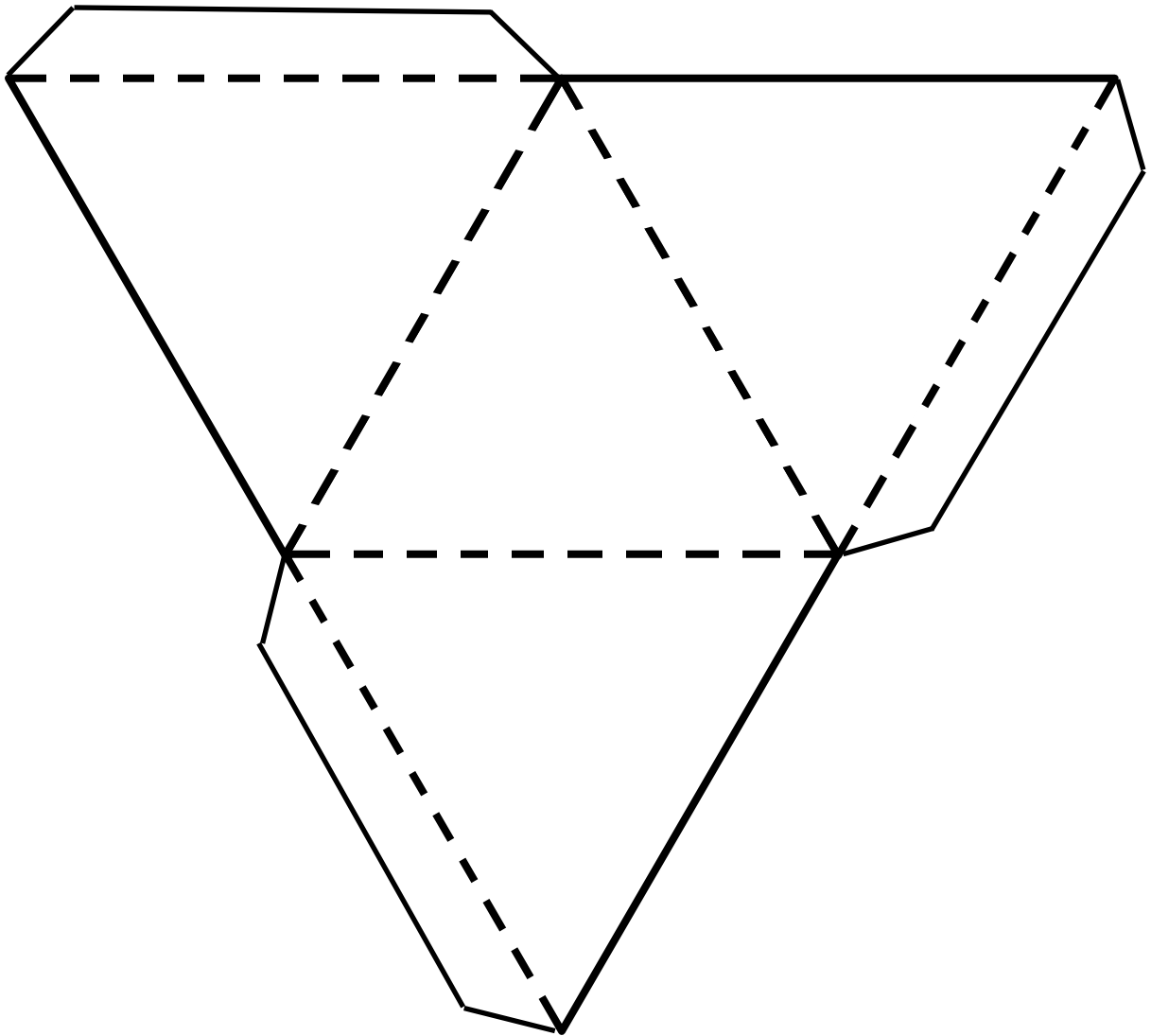
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A Triangular Pyramid

Cut out the net below. Fold along the dotted lines. Use the tabs to glue the solid together.

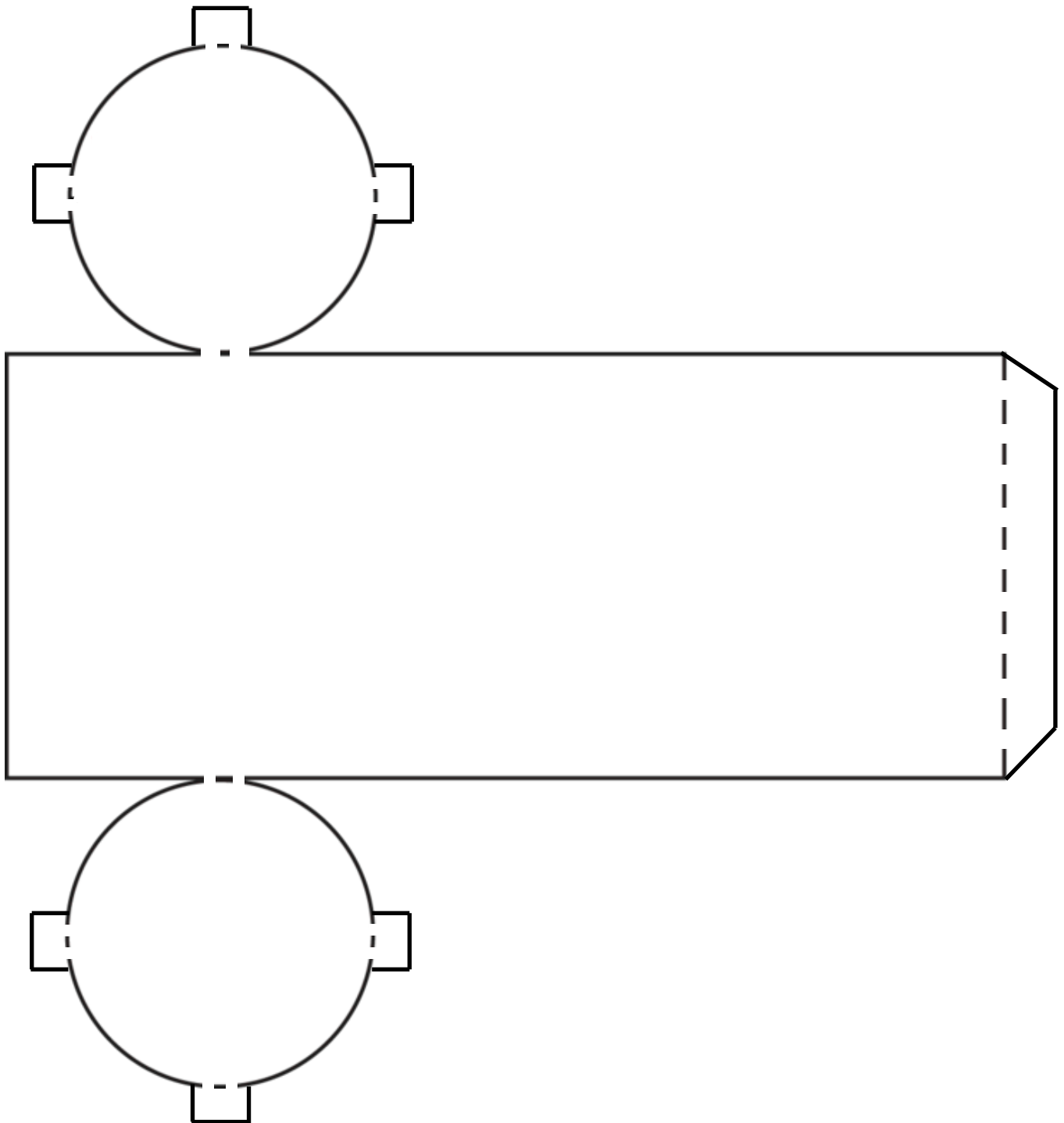
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A Cylinder

Cut out the net below. Fold along the dotted lines. Use the tabs to glue the solid together.

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A Hexagonal Prism

Cut out the net below. Fold along the dotted lines. Use the tabs to glue the solid together.

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