

Showtime!

LAStheatre:

The Littlest Yak

LAStheatre is an award-winning theatre company. We produce exceptional arts projects and theatre productions for, and with, communities across the UK. LAS is a word in the Irish language. It means to turn on or set alight. In all our work, we aim to kindle important conversations and ignite imaginations.



In-Schools Touring: Schools' Resources

This pack contains:
Pre-show information sharing resource
Pre-show pupil activity
Post-show pupil activities



Information for **teaching staff** taking part in the workshop and show.



Before the workshop and show it would be helpful if you could:

- Share what is happening and when with your colleagues in school. We have included a poster template on the next page that you could print out for the staff room to let people know what's happening.
- Let parents, carers and the wider school community know what is happening – we have provided some wording to help. Just add the details then copy and paste.
- Prepare your pupils – there are some ideas on how to do this later in the resource pack.
- We also have a separate [visual story and information about our access and sensory kit](#) to support with this.
- Make sure you have the resources needed for the workshop.
- Let any teaching/support staff who will be present during the workshop and show know what to expect so they can support pupils to access the experience.

Here is some more information about the organisation visiting your school which you could share with teachers:

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Pupils will take part in a performance of The Littlest Yak – an adaptation of the award-winning book by Lu Fraser and Kate Hindley, with beautiful puppets, catchy tunes & an uplifting tale of self-acceptance.

Showtime!

Pre-show information for the school. Stick me up on your staffroom wall

What you need to know.

Our school is taking part in Primary Arts, a new creative cultural programme for London's primary schools from A New Direction.

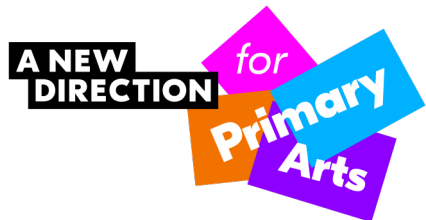
We have booked a touring session. Performers will be visiting us in school to provide a show and workshop for pupils and twilight CPD for staff.

Who is visiting us?



Title of the show:

The Littlest Yak



Classes taking part

Date of the show and workshops

Where the show is taking place

Timings of the show and workshops

Staff member organising it

Staff members attending

Date & time of Teacher Twilight CPD

Information to share with parents, carers and the wider community before the show.



Below is some suggested copy for a letter home to parents/carers or inclusion in your school newsletter:

We are delighted to let you know that our school is taking part in Primary Arts – a new creative, cultural programme for London primary schools from A New Direction.

We have booked a touring session, and LAs theatre will be visiting us in school to provide an experience and workshop for pupils in [INSERT CLASS/ES TAKING PART] on [INSERT DAY AND DATE].

Pupils will take part in a performance of The Littlest Yak – an adaptation of the award-winning book by Lu Fraser and Kate Hindley, with beautiful puppets, catchy tunes & an uplifting tale of self-acceptance.

LAs theatre bring The Littlest Yak to the stage in spectacular fashion. Join them for a dazzling adventure, into the heart of the Himalayas. A gorgeous story celebrating YOU being perfect... just the way you are.

Before visiting The Littlest Yak, pupils and teachers will take part in a workshop. Workshops for Reception and KS1 will focus on using drama games and arts activities to develop confidence and celebrate the things that make each of us unique.

For KS2, the workshops cover the same ground whilst also providing an introduction to puppetry – creating simple tabletop puppets together.

Preparing **pupils** for the show.



Before the workshop and show you can let your pupils know what to expect using some of the key info and discussion questions below.

LAStheatre are coming to visit us to do a workshop and a show! In the workshop, the visitors are going to help us learn something. In the show, we will watch the visitors perform.

This is the summary of the show. Listen carefully and then tell your talk partner what you think the show will be about.

We will take part in a performance of The Littlest Yak – an adaptation of the award-winning book by Lu Fraser and Kate Hindley, with beautiful puppets, catchy tunes & an uplifting tale of self-acceptance.

We will also take part in a workshop. Workshops for Reception/KS1 will focus on using drama games and arts activities to develop confidence and celebrate the things that make each of us unique. For KS2, the workshops cover the same ground whilst also providing an introduction to puppetry – creating simple tabletop puppets together.

Pre-show discussion questions

You might like to talk through the following prompts to be ready for the performance.

- What is a show and what makes it special?
- What makes a good performance?
- What makes a good audience? E.g.
 - Stay sitting down so everyone can see and hear.
 - Respect everyone's personal space.
 - Don't talk when the show is on unless the actors ask you to take part.

You can also let your pupils know what to expect using the discussion prompts on the next page.

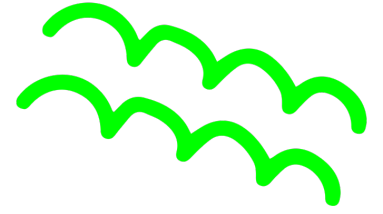
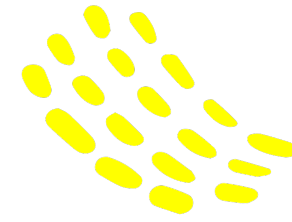
Depending on your pupils, for example pupils with SEND/younger children, you might want to share extra information about what sensory or interactive elements might happen or you might choose to leave that as a surprise. We have also provided a separate [visual guide and information about our access and sensory toolkit](#).

Thinking about our show and workshop

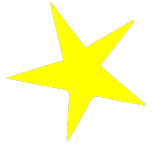
What do we need to remember when we have visitors to school?



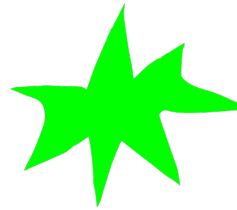
How do you feel about the show coming to our school? Are you excited, nervous, happy?



How can we make sure that we all enjoy the show? For example, we will need to sit and listen very carefully.



What props do you think you might see in the show?



In some parts of the show, they might ask us to take part – what do you think they might ask us to do?

What kind of music, songs or sounds do you think the show will include?



How will we know when to stop taking part and it is time to sit and listen again?



What do we do at the end of the show to say thank you?



Additional resources for your school!



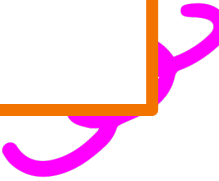
Prior to your school's performance and workshops taking place, your school will also receive:

- **A box of books** containing a range of fiction and non-fiction titles for all year groups, linked to the themes explored by the shows in this year's programme. These are for you to use in book corners or the school library.
- **A themed booklist** showing the books you've been sent and a range of additional titles you might find interesting.
- **A box of creative materials** and a themed resource with ideas for creative activities. This box contains a wide range of items that we hope will bring creativity to life in your classroom in many different ways!

The box of creative materials is for your school to use how you like! We suggest that it be used for the class/es that took part in the Primary Arts In-Schools Touring workshop and show for some extra creative activities. Most of the items in the box can be used for more than one project, as we wanted to ensure that it included lots of core art materials that, if looked after kindly, will be used again and again.

Each box contains the following materials:

- 2L PVA glue and 12 glue sticks
- Coloured tissue paper and coloured cellophane rolls
- Peel & stick wiggly eyes
- 100 paper plates
- 2 x 10m rolls of sugar paper in olive and cream
- Safety pins
- Scissor block set
- 2 x 1m of fake fur fabric
- 10m of calico fabric
- 2 packs of 48 coloured pens and 3 packs of 48 colouring pencils
- 50 sheets of coloured card and 50 sheets of white card
- Coloured lollipop sticks pack and 2 packs of stripy pipe cleaners
- Bumper pack of A6 greetings cards
- 100 sheets of A6 white card
- 45m of modelling string



Take a bow!

Post-Show Activities

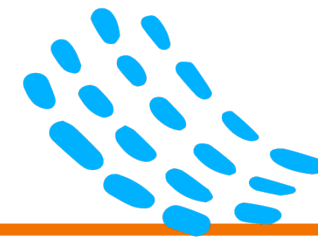
We hope that your school enjoyed the workshops and show!

Exploring the themes of the show and supporting pupils to reflect on the experience, we have suggestions for 10 minutes, 30 minutes or a full 1-hour lesson.



If you have 10 minutes

Box Office Vox Pop



Ask pupils to interview each other in pairs for a couple of minutes each, then as a whole class write up some short sentences to share in your school newsletter or assembly.

You have just come out of the show and a journalist grabs your attention to ask you what you think as you are leaving. Journalists: use a pen/ruler/your hand as a microphone and ask your talk partner:

- How are you feeling?
- What was the show you just saw?
- What was your favourite part?
- Can you sum up the performance in just one word?

Challenge students to think of their own questions and follow up questions to what's been said.

Go Further: Pupils could write up a review of the experience or perform a memorable part in groups.

EYFS/KS1/SEND: Focus on two of the questions and provide sentence frames, word mats with key vocabulary and pictures from the show to scaffold students as needed.

KS2: Challenge pupils to think of their own questions and follow up questions to what has been said.

Creative Skills: In this activity pupils are collaborating by co-operating together and sharing reflections.

If you have 30 minutes

Invite others to see the show!



Do the discussion activity above to reflect on the show, then support pupils to think of something you could send or share with other pupils who haven't yet experienced the performance.

Children at other schools are going to see the same show we saw. Let's send them an invitation... how could we make them excited to see the show? What do we want to tell them and how can we do this in a creative way? What should we keep as a surprise? Why?

Allow pupils to think of ideas in groups and then present back to the class – they could perform, write up or draw their ideas. Example invitation ideas: a card that opens up as a pop-up flower, a suitcase with a letter inside, a sound recording of a song, a map – all with some key information about the show.

Reflection: How does your invitation link to the show? What else does it make you think of?

Go Further: Pupils could make the actual invitations in DT/Art/Literacy lessons and then display them in the classroom/school hall/display boards.

EYFS/KS1/SEND: Focus on thinking of an object and a word to send to other pupils that links to the show. Provide options and key words for pupils to choose from. For example: friendship, welcome, travel.

KS2: Encourage pupils to think as widely as possible – what could they do with unlimited resources?

Creative Skills: In this activity pupils are collaborating and being imaginative by playing with possibilities.

If you have 1 hour

My Littlest Yak – Activity provided by LAsTheatre



For this activity, you will need a copy of the book *The Littlest Yak* by Lu Fraser (included in your book box), paper, coloured pencils, and other craft materials.

The Littlest Yak's Journey: (10 minutes.) Read aloud the story of *The Littlest Yak*. Stop after key moments to ask questions e.g. How do you think the Littlest Yak feels? What would you do if you were Gertie?

Yak's Strengths - Power Poses: (15 minutes.) Have pupils stand in a circle. Call out different qualities or strengths that the Littlest Yak might discover during her journey e.g. courage, friendship, determination, wisdom, patience.

When you call out one of these qualities, pupils must create a power pose that represents that trait. For example:

- **Courage:** Stand tall with fists clenched, ready to face anything.
- **Friendship:** Hold arms out as if reaching toward another person.
- **Determination:** Stomp one foot forward, with a strong, focused look.

Allow pupils to hold each pose for a few seconds, then move to the next quality. After a few rounds, ask the group to reflect on which strengths felt the most significant to them, how did standing in that pose make them feel, and how they can use those strengths in their own lives.

If you have 1 hour

My Littlest Yak – Activity provided by LAsTheatre



My Special Strength: (10 minutes.) In pairs, ask each child to think about something that they are each really good at or a special talent they have, just like the Littlest Yak. Children can draw themselves doing their special thing or act it out for the class, focusing on how they feel proud and strong.

Create your own Yak: (15 minutes.) Provide students with paper, coloured pencils, and other craft materials to design their own unique "yak." They should include one special feature or characteristic that makes their yak different or unique, such as a brightly coloured jumper, wings, or extra fluffy fur.

Ask pupils to share which quality they think is most important for the Littlest Yak and why. How does this relate to the idea of discovering your own inner strengths, just like the Littlest Yak? Allow pupils to share their thoughts with the class, reinforcing the importance of acceptance and self-expression.

Group Story Creation: (10 minutes.) Put pupils into groups of 3 or 4. Ask pupils to work together to create a short story based on the theme of the Littlest Yak learning to embrace who they are.

Encourage them to think about how their yaks interact with others and find confidence in their differences. Afterward, each group can share their story with the class.

If you have 1 hour

My Littlest Yak – Activity provided by LAsTheatre



Reflection: What did you learn about embracing your uniqueness? How can we support others in feeling confident about who they are?

KS1/SEND: Simplify questions: Make questions clear and direct, using simple language. For example, instead of asking, “How do you think the Littlest Yak feels?”, ask, “Is she happy or sad? Why?”

Provide choices: Give children the option to answer questions verbally, with gestures, or by pointing to images or facial expressions to indicate how they think the Littlest Yak feels.

Provide alternatives for expressing talents: Some children may struggle to think of a talent they want to share. You could provide a list of possible examples (e.g. drawing, singing, running, being kind) to spark ideas.

Story templates: For children who struggle with writing or generating ideas, provide story templates with picture prompts or sentence starters (e.g. "Once upon a time, my yak was brave because...")

Go Further: Yak's journey map: As children design their unique yak, invite them to think about their yak's journey. What challenges could their yak face? How will they overcome them? Have pupils create a simple map or storyboard showing their yak's journey from where they start to where they end up, focusing on the inner strength or special qualities that help them along the way.

Creative Skills: In this activity, children are being imaginative by playing with possibilities.

Thank you!

We hope that your school enjoyed the show!

Please share your experiences with other teachers in your network and encourage schools to sign up for information about next year's Primary Arts programme at:

www.anewdirection.org.uk/primary-arts

**A NEW
DIRECTION**
We create opportunity



About New Direction

A New Direction is an award-winning charity (1126216) working to enhance the capacity and agency of children and young people in London to own their creativity, shape culture, and achieve their creative potential.

Primary Arts is supported by The City of London Corporation City Educational Trust Fund (29084), a City of London Corporation charity. We are extremely grateful to them for their support.



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