



Newcastle and Sunderland

# **Teachers' Information Pack**

# WHERE the *story* begins...

We are delighted that you have chosen to bring your pupils to Live Tales.

Here at Live Tales, we provide a fun and supportive environment where children can explore imagination through writing. The key learning objectives of Live Tales' KS2 workshop are to:

- develop creative writing skills
- build confidence and communication skills
- support the children's writing progression
- provide a fun and exciting experience of creativity

This pack provides:

- i) a description of the workshop
- ii) information about how to find Live Tales Newcastle and Live Tales Sunderland
- iii) a selection of pre and post workshop activities to use in the classroom

We look forward to welcoming you to Live Tales.

*All at Live Tales*

**Before your visit, please remember to email your  
BOOKING VERIFICATION FORM to [livetales@live.org.uk](mailto:livetales@live.org.uk).**

**If you have any additional questions about your visit, please email: [livetales@live.org.uk](mailto:livetales@live.org.uk)  
or call: 0191 269 3494**

## **The Workshop**

### **What we need from teaching staff**

We would like you to relax and enjoy the session; it is a great opportunity for you to observe your pupils' creative writing skills outside of the school environment. We will only ask for your direct involvement if there is a behavioural challenge that we are unable to deal with.

The two hour workshop is fast paced, full of energy and incorporates a variety of drama activities. We will be working on ideas generation and the creation of rough drafts. Please note: we will not be addressing spelling or grammar.

### **Before the workshop starts**

Please allow plenty of time to arrive so that the session can start promptly - there are a lot of fantastic activities to fit in and we need the full two hours. If you are running late, please let us know on either [livetales@live.org.uk](mailto:livetales@live.org.uk) or 0191 269 3494. If you arrive more than 15 minutes late, we will have to deliver a slightly different and reduced session.

### **During the workshop**

The session will be led by a Live Tales facilitator who is supported by a team of trained volunteers (a typist, an illustrator, an editor and a number of writing mentors).

At the beginning of the workshop, pupils will:

- hang up their coats and bags
- receive a sticker with their name on it
- have their photograph taken (if the whole class have photo consent)

During the first half of the workshop, the pupils will be warmed up and then work together as a group to develop the beginning of a story. During the second half, the pupils will continue their story independently with the support of writing mentors. Every child will receive a book of their class story. **This is a surprise** - please don't tell the children! Completing this book back at school is a great post visit activity (see follow-up activities).

### **Lunch**

We do not have a designated lunch space at Live Tales but we are sometimes able to accommodate a lunch break before or after your session. Please contact us to arrange this.

## How to get to Live Tales Newcastle

Live Tales is housed in a beautifully renovated almshouse situated in Live Theatre's Garden behind Live Theatre. The address is: Live Tales, Live Theatre, Broad Chare, Quayside, Newcastle upon Tyne, NE1 3DQ.



**Please note:** the workshop does not take place within Live Theatre itself. Live Tales can be accessed from the Quayside, along Trinity Chare (the walkway just to the left of Live Works) and from Broad Chare (through the archway and across the garden).

### **Parking**

There is limited on-street parking and, unfortunately, Live Theatre does not have any designated parking spaces for school coaches or mini buses.

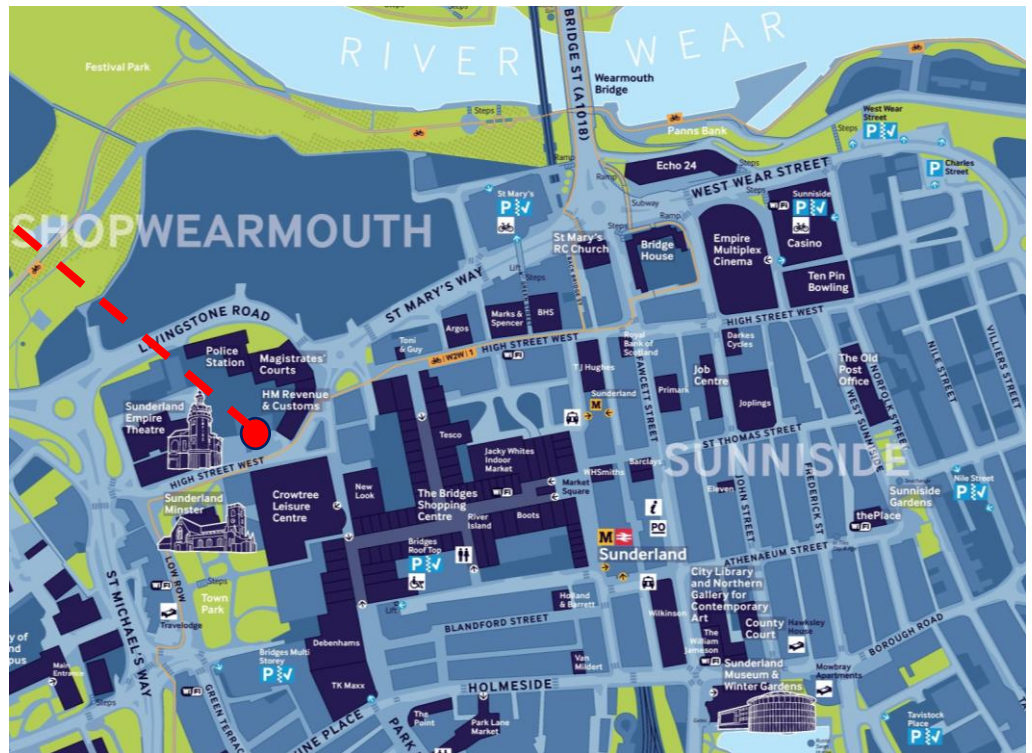
### **Public Transport**

Live Tales is a 15 minute walk from Central, Monument and Manors Metro Stations. The QuayLink bus service runs every 10 minutes during the day. You can plan your journey with Nexus's Journey Planner ([www.nexus.org.uk](http://www.nexus.org.uk)), which includes extensive bus, rail and Metro information. Call Traveline on 0871 200 2233 for more travel information.

## How to get to Live Tales Sunderland

Live Tales is located within the Fire Station in the centre of Sunderland, just across the road from the Bridges shopping centre (next door to the Empire Theatre).

The Fire Station,  
High Street West,  
Sunderland,  
SR1 3DT.



### **Parking**

There is limited on-street parking and unfortunately Live Tales does not have any designated parking spaces for school coaches or mini buses.

### **Public Transport**

The Fire Station is less than 10 minutes' walk from Sunderland train and metro station. You can plan your journey with Nexus's Journey Planner ([www.nexus.org.uk](http://www.nexus.org.uk)), which includes extensive bus, rail and Metro information. Call Traveline on 0871 200 2233 for more travel information.

## Pre-workshop activities

**Please note:** these activities are not compulsory! They introduce ideas which will be explored during the workshop and will get the children warmed up and ready for story making. If you choose not to use them, your group will still have an enjoyable and story filled time at Live Tales.

### **What is a Story?**

Stories can be found in lots of different places – in books, in a theatre, on television, in films, in computer games, or even on the playground when your friend tells you what they did at the weekend.

#### **Task:**

- Think of a story you have seen recently (at the theatre, on film or on TV).
- You have one minute to tell the person next to you as much as you can about it (What happens? Who does it happen to? How does it end?). Swap round and listen to your partner.
- If you enjoyed your partner's story, tell the whole class as much as you can remember about it.

#### **Extension activities:**

- Deliver a pitch to the rest of the class to persuade them that your story is the best. Vote for a class favourite.

#### **Objectives:**

- To develop speaking and listening skills.
- To share preferences and celebrate different opinions.
- To introduce the theme of 'stories'.



### **What Makes a good Story?**

Everyone has different opinions – wouldn't it be boring if everyone only liked stories about love and romance, or ghosts and goblins? We all have different opinions about what makes some stories great and what makes others boring.

#### **Task:**

- In small groups, decide on a list of 5 things that make a really good story.
- Share these with the class and discuss different opinions. Do any groups want to change or add to their list?
- In small groups, again, develop a list of 5 things all stories must have.
- Share these with the class and discuss. Do any groups want to change or add to their list?

#### **Extension activities:**

- Hold a class debate on a particular issue relevant to the group's:
  - a. Preferences (e.g. 'A good story must be funny', 'Scary stories are better than love stories', 'Books with lots of words in are boring')
  - b. List of 'must haves' (e.g. 'A story is only a story if it has words in it', 'All stories have goodies and baddies')

#### **Objectives:**

- To develop speaking and listening skills.
- To compile and prioritise lists of ideas.
- To persuade others.

## Follow Up Activities

The following creative activities can be used with your class when you return to school. They will help to develop literacy skills, alongside encouraging continued enjoyment and engagement with writing.

### Finish the Story

Each child will leave Live Tales with a printed copy of their class's story (**Please Note: this will be a surprise for the group - please don't tell the children!**), handwritten ideas for their individual 'what happens next...' and, we hope, a lot of enthusiasm about their writing. It just needs to be finished...

#### **Task:**

- Enable the children to finish their story in rough, using both writing and illustration. Encourage them to find a place in the classroom/school hall where they would not normally write (e.g. lying down, by a window, sitting on the floor, at a different table).
- Once rough drafts have been completed and edited, a neat version can be written in the printed book, giving each child a finished story.
- Each child may then read 2-3 classmates' stories:
  - Discuss what happens in the different stories and enjoy talking about the variety of endings.
  - Ask all children to write down, on small slips of paper, a sentence/short review for the stories they have read. These could form part of a display celebrating the class's creativity.

#### **Objectives:**

- To understand and experience stages in the writing process, including redrafting and editing.
- To explore personal preference (i.e. locations for creative writing).



### Creating New Stories – Frozen Images

Drama activities can provide a great starting point for story creation.

#### **Task:**

- Ask for a volunteer who will stand in front of the class in a position – e.g. showing a particular emotion. They must be able to stay very still.
- The class look carefully and consider who this character could be.
- If anyone has an idea of someone/thing else that may be in this scene, they are to put up their hand. If selected by you, they join the image, taking up a position and standing still. They must respond to what they can see and try to build the story.
- Encourage ongoing class discussion as more and more children join the image: How is the story changing? Why has it changed?
- As more and more children join the image, it will change. This will lead to interesting discussions on how small details can have an impact on character/narrative.
- This can lead onto monologue writing with each child writing about a story from a character's perspective.

#### **Objectives:**

- To practice drama techniques including making still images and building scenes through physicality.
- To develop speaking and listening skills in collaborative story telling.
- To reflect on ways in which small decisions can affect character and narrative.

## Follow Up Activities (continued)

### Creating New Stories – Automatic Writing

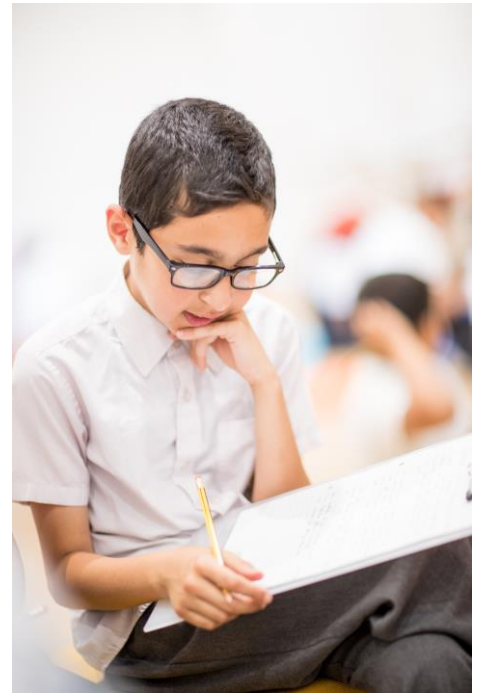
Story ideas can come from anywhere: what you see, hear, smell, touch and taste. Try writing stories using different senses as a starting point.

#### **Task:**

- Give time and space for responding to different stimuli. (Open questions enable the children to develop ideas silently, on their own). The following are examples of starting points for creative writing:
  - Listen to a piece of instrumental music with eyes closed. What place can you see in your imagination? What colours? What objects? What people/creatures? What could happen there?
  - Gather a selection of images/photographs. Each person chooses an image (without telling anyone) and looks carefully at it. What is happening? What has happened just before/just after the image?
  - Gather a selection of objects (e.g. a hat, a watch, a candle, a key). Each person chooses one (without telling anyone). Who owns this object? What makes it important to them? When did they last use it?
- Following a time of imagining, do some automatic writing:
  - Take a pen and a piece of paper and write non-stop for three minutes based on your thoughts. (You may want to give a very open sentence as a starting point).
  - You can't pause to think or edit, you must keep writing – if your mind goes blank, write the last word over and over again until a new word/sentence comes into your mind.
  - This could be done a few times with a different focus each time.
- Ask the children to put a line through at least half of their writing and only keep what they think is interesting (even if this is only one sentence/phrase). Use this as a starting point for discussion about the experience of editing.
- This can then lead onto other extended creative writing tasks.

#### **Objectives:**

- To develop an appreciation that ideas for stories can come from anywhere.
- To become comfortable with exploring new and not yet fully formed ideas without censoring yourself.
- To experience the editing process and learn more about the journey from draft to 'neat' work.





## RISK ASSESSMENT INFORMATION FOR LIVE TALES WORKSHOPS DELIVERED BY LIVE THEATRE

(The following information is provided by North East Theatre Trust Ltd. t/a Live Theatre in respect of its legal duties imposed by The Management of Health and Safety at Work Regulations 1999. No account is taken of materials or equipment brought into Live Theatre's premises by the visiting organisation).

<b>Project</b>	<b>Live Tales Workshops (KS2&amp;3)</b>	<b>Date</b>	<b>Academic year 2018/19</b>
<b>Number of Live staff as workshop facilitators</b>	<b>2</b>	<b>Number of participants expected</b>	<b>Up to 35 pupils, approx. 5 school staff</b>
<b>Number of volunteers</b>	<b>Up to 10</b>	<b>Number of visiting artists</b>	<b>0</b>

<b>Potential hazards under Live Theatre control</b>	<b>Control Measures</b>
<b>Fire</b>	<ul style="list-style-type: none"> <li>• Fire detection and alarm system in place</li> <li>• Emergency lighting installed</li> <li>• Evacuation Procedure in place</li> </ul>
<b>Electrical System</b>	<ul style="list-style-type: none"> <li>• Annual inspection and testing of electrical installations</li> <li>• Portable appliance inspection and testing regime in operation</li> </ul>
<b>Access and egress:</b> Live Tales is accessed via a publicly accessible space (Newcastle: Live Garden and Sunderland: The Fire Station) where vehicles come and go.	<ul style="list-style-type: none"> <li>• Internal and external inspections carried out</li> <li>• Regular cleaning arrangements in place</li> </ul>
<b>Workshop facilitators</b>	<ul style="list-style-type: none"> <li>• All workshop facilitators have a current Enhanced DBS check (within 2 years) and are covered by employer's public liability insurance or personal public liability insurance.</li> </ul>
<b>Volunteers</b>	<ul style="list-style-type: none"> <li>• All volunteers have received appropriate training for the session content, child protection and safeguarding.</li> </ul>
<b>Workshop Spaces</b>	<ul style="list-style-type: none"> <li>• Prior to any workshop there will be an inspection of the space to make sure it is safe and appropriate for the planned activity.</li> <li>• Toilets for use by the pupils are within the space in Newcastle (visits unsupervised) and along a corridor in Sunderland (visits supervised by teachers)</li> </ul>
<b>First Aid</b>	<ul style="list-style-type: none"> <li>• Customer Service Duty Managers at Live Theatre and Fire Station welcome desk staff are First Aid trained.</li> </ul>
<b>Equipment provided by Live Theatre</b>	<ul style="list-style-type: none"> <li>• Cushions, paper, notebooks, clipboards, pens, felt tips, pencils, child safety pencil sharpeners and erasers.</li> </ul>
<b>Welfare of Young People</b>	<ul style="list-style-type: none"> <li>• Live Theatre has a Safeguarding Policy that all workshop facilitators and volunteers are familiar with.</li> <li>• All workers and volunteers are briefed on disclosure procedure.</li> <li>• Live Theatre's Safeguarding Officer is Operations Director.</li> <li>• All young people will be supervised at all times whilst taking part in this activity.</li> <li>• Activities will be adapted to ensure young people with additional needs are able to access them.</li> </ul>

Signed: 

(Wendy Barnfather, Operations Director)

Review date: August 2018

Live Theatre holds Employment Liability Insurance of £10million and Public Liability of £20million