



Tutu Trouble supports primary schools who are engaged with ensuring that the curriculum is fully inclusive and provides opportunities for children to explore themes around identity, as well as providing opportunities to explore the '6Cs' (Fullan, 2019) learning goals which are:

Character
Citizenship
Collaboration
Communication
Creativity
Critical Thinking

Tutu Trouble supports schools adhering to the following policies and initiatives:

The Equality Act (2010) and the Public Sector Equality Duty (2011)

Public bodies (including schools) have to consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees.

It also requires that public bodies have due regard to the need to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations between different people when carrying out their activities

UNICEF – Rights Respecting Schools – Charter of the Rights of the Child

Article 2 – the right to non-discrimination

Article 3 – the best interests of the child must be considered

Article 8 – the protection and preservation of identity

Article 12 – the respect of the views of the child

Article 13 – the freedom of expression

Article 14 – the freedom of thought, belief and religion

Article 19 – the protection from violence, abuse and neglect

Article 31 – the right to leisure, play and culture

<https://www.unicef.org.uk/rights-respecting-schools/>

Stonewall UK

Getting Started Toolkit (Primary Schools)

<https://www.stonewall.org.uk/resources/getting-started-toolkit-primary-schools>

Gender Action (London based)

Supports schools in addressing issues around gender conformity/inequality and stereotyping

<https://www.genderaction.co.uk>

Activity and Lesson Plan ideas for Tutu Trouble

Below are some suggested starting points for lessons based around the 6Cs. They are a starting point and can be incorporated into the following overarching principles/ethos of your school or setting.

Character – belonging versus fitting in

Identify the main characters in the piece. Who are they? (Scruff,...). Write character descriptions for each one. Explore different elements of their characters – how they look, behave etc. as well as the internal qualities they have e.g. resilience, determination. What are the ‘highs’ and ‘lows’ in their stories and how do they overcome them? What qualities did they demonstrate to overcome the lows?

Can the children think of a time that they wanted to do something but were frightened to do it because of what other people thought? How did they feel? What did other people say? Have a group discussion/debate on peer pressure and ‘belonging’. What does it mean to belong? What does it mean to fit in? (Read Brene Brown, *Braving the Wilderness*, 2017: 160) “If I get to be me, I belong. If I have to be like you, I fit in.”

Citizenship – being global citizens

Explore what the word identity means. Recap the two main characters and discuss their identities. What do we know about them? Why was their friendship so strong? Was it because they ‘belonged’ or were ‘fitting in’.

What happens when children don’t ‘fit in’ or feel that they ‘don’t belong’. Explore the doctors and the father’s words. How did they make Scruff feel?

Look at the articles from UNICEF mentioned on the opposite page. How do the father and doctor take away Scruff’s rights? Discuss each one in depth and explore how this made Scruff feel.

In groups give children one of the articles. Ask them to produce a poster for the classroom that highlights the key points for each of the articles and how the class community will commit to upholding each other's rights.

Creativity and collaboration (2-3 lessons)

Discuss some of the important qualities you need in order to create a dance piece. What roles do the children think there might be? (Who has the ideas? – Director. Who creates the movement? – Choreographer. Who is on stage? – Performers/dancers. Who creates the lights? Lighting designer. How do the characters know what to wear? – Costume designer. Where were they performing and how did they know which objects to use? Set designer).

Put children into groups of 4. They are going to be choreographers and performers. (before children start exploring their movements ensure that the children are fully warmed up for dance/movement).

Think about an activity that is really important to the group. Think about how it makes them feel, why it is important, what sensations they have in their bodies when they do it. In a group develop a sequence of still 'photographs' (tableaus) that show the activity.

Now think about some of the movements from the piece. How did the choreographer/dancers demonstrated the following?

- running
- snakes/worms
- ballet class and ballerinas
- stopping Scruff from dancing
- opening the treasure chest

How can the children expand their ideas from the tableaus to create movements that expand and join each tableau?

(Depending on time, you could expand this so that children return over several lessons and develop costumes and a set for their pieces as well).

Communication, creativity and collaboration (2-3 lessons)

Explore the character of the seamstress. Who is she? How do we know? What clues are there that she is magical or a witch? Did she have magical powers or was it another character from the story. How was the character made? What did the performers use to create her? Explain that children are going to be creating their own scene for the seamstress and are going to evaluate their scenes. What criteria do they need to set to develop the criteria? (e.g. how well it moves, how convincing is

the puppet, the narration of the seamstresses story, suspense – leave the audience wanting to know what happens next....)

Ask children to use a range of resources to create their own seamstress (work in groups of 4). Explore how to make the seamstress move, sew, pick things up etc. One person needs to be the 'director' and let the others know how they are doing, what it looks like. If possible, video the movement and play back to others in the group.

As a group, create a scene for the seamstress. What might she be doing? Where? What would she need? Create the props needed and write a monologue to be read by a narrator. Rehearse, perform, record. At the end, each group watches their own work and evaluates based on the criteria established at the beginning.

Critical thinking

The children have explored the different characters and themes. What do they think the piece is about overall? Do they think that Scruff is really a dog? What or who is Scruff supposed to represent?

Watch a clip of male ballet dancers and discuss:

<https://www.youtube.com/watch?v=FvZO-UYsehs>

Why do they think the director chose to make a piece that was about challenging gender stereotypes? What does the word stereotype mean? Are they true?

Play a sorting/categorising game. Give children lots of images of different activities/objects/professions/behaviours. Are they for a boy or for a girl? Ask children to work in pairs/sort together. Once the pairs have finished bring it back to a whole class discussion. Discuss together and allow children to critically think their way through each one. Throw in some remarks to challenge e.g. but surely only girls can wear pink? I thought only boys could play rugby? Etc. Images etc. might include:

A doll or a baby, skipping ropes, footballs, BMX, running/athletics, space rocket, nurses, cooking, crying, driving cars, dancing, pink, jewellery

Ensure that there are images to counter their suggestions so that you can demonstrate that these stereotypes are simply made up.

Now show children images of children's toys and clothes. What do they notice? (deliberately show them images where girl clothes/toys are all in pink, boys are in blue etc.). Show them the images of mixed lego and pink lego. What do they think is happening? Why?

What does that mean about the language we use at school? What words should we challenge when we hear them? (boys can't play here, if you do that you're a sissy etc.). Create a class charter to begin to challenge gender stereotypes. Also ask

children to become 'gender detectives' – when do they see gender stereotypes being reinforced?

Errant

More info or other activities, workshops or how bring the show to your school please contact:

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