

# Showtime!

## Clowns Without Borders: Piranhas and Bananas



Clowns Without Borders UK shares its trademark physical comedy, creativity and chaos to champion children's rights. With whole-hearted participation, their joyful performances and workshops are designed to engage, inspire and delight. With a presence in 20 countries, they've brought laughter to more than 120,000 children.



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 Piranhas and Bananas – a joyful interactive show that was developed with Rohingya children in Bangladesh in 2019. It's filled with playful storytelling, physical comedy, silly walks, and even sillier noises.

# 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.

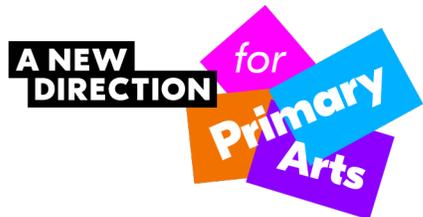
We have booked a touring session. Performers will be visiting us in school to provide a show and workshop for pupils and twilight CPD for staff.

## Who is visiting us?



Title of the show:

**Piranhas and Bananas**



### Classes taking part

### Date of the show and workshops

### Where the show is taking place

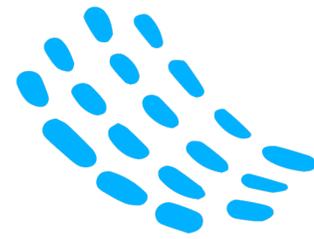
### Timings of the show and workshops

### 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 Clowns without Borders 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 Piranhas and Bananas – a joyful interactive show that was developed with Rohingya children in Bangladesh in 2019. It's filled with playful storytelling, physical comedy, silly walks, and even sillier noises.

Flip Flop is working at Flannagan's Fish Sanctuary. She has great ideas for the vegetarian piranhas, but no one listens. Flip Flop enlists the help of her friends in the audience, proving that even unexpected heroes can make a big difference!

Flip Flop is inspired by the imaginative ideas of children. They really help her out of some tight spots! She believes the world would be better if children were listened to more.

The lively workshop immerses children in playful storytelling and physical comedy, encouraging them to recreate moments from Flip Flop's adventure. It explores who gets to make decisions, what it feels like to be listened to, and how we can listen to one another to help all voices be heard. We'll finish by showcasing the children's ideas on how their voices can be better included in school.

# 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.

Clowns without Borders are coming to visit us to do a workshop and a show! In the workshop, the visitors are going to help us make 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 Piranhas and Bananas – a joyful interactive show that was developed with Rohingya children in Bangladesh in 2019. It's filled with playful storytelling, physical comedy, silly walks, and even sillier noises.

We will also take part in a workshop full of playful storytelling and physical comedy. We will recreate moments from Flip Flop's adventure and explore who gets to make decisions, what it feels like to be listened to, and how we can listen to one another to help all voices be heard.

## 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.

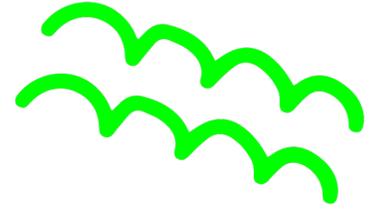
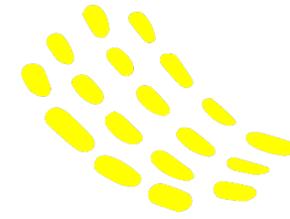
Depending on your pupils, for example pupils with SEND/younger children, you might want to share extra information about what sensory or interactive elements might happen or you might choose to leave that as a surprise. We have also provided a separate [visual guide and information about our access and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

# Thinking about our show and workshop

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



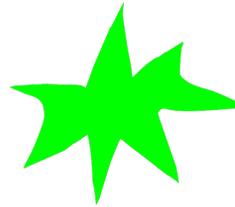
How do you feel about the show coming to our school? Are you excited, nervous, happy?



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

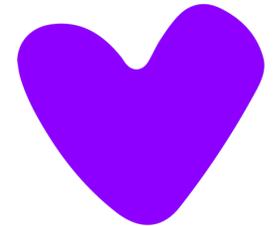


What props do you think you might see in the show?



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!



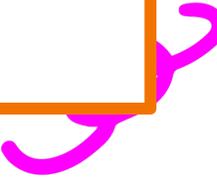
Prior to your school's performance and workshops taking place, your school will also receive:

- **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

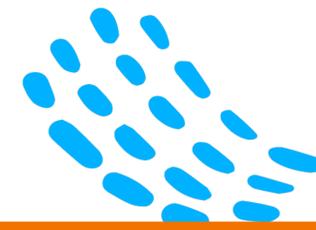
We hope that your school enjoyed the workshops and show!

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.

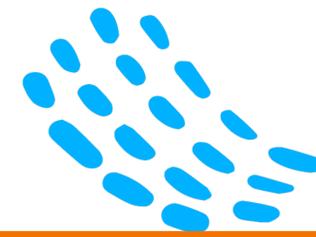
**EYFS/KS1/SEND:** Focus on two of the questions and provide sentence frames, word mats with key vocabulary and pictures from the show to scaffold students as needed.

**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.

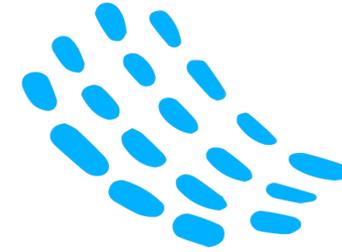
**KS2:** Encourage pupils to think as widely as possible – what could they do with unlimited resources?

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

# If you have 1 hour

## My Voice Matters: A School Sticker Quest!

Activity provided by Clowns Without Borders UK



For this activity, you will need lots of stickers, [Article 12 of the UN Convention on the Rights of the Child](#), and a form for recording your observations.

### Introduction (10 minutes)

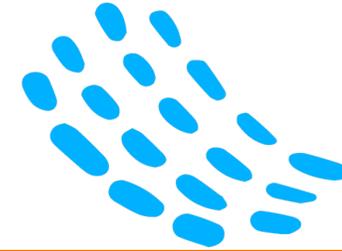
Briefly introduce the concept that as a person the children have rights that apply to everyone in the world, including the right to be listened to and taken seriously. Share [Article 12 of the UN Convention on the Rights of the Child](#). In pairs, pupils discuss what it feels like to be listened to. Share thoughts as a whole class.

Pose a 'think' question: 'What colour is good listening / feeling heard?' You could use this to decide which stickers they should use in the activity. If you only have limited sticker shapes or colours, you could ask, which of the sticker options best represents good listening / feeling heard best? And Why?

# If you have 1 hour

## My Voice Matters: A School Sticker Quest!

Activity provided by Clowns Without Borders UK



### Class discussion (10 minutes)

Ask the class how they know when adults are listening to them in school. Write up their thoughts. For example:

- Adults who care for me actively listen to what I have to say.
- My thoughts and ideas are recorded in different ways and displayed where I can see and interact with them.
- I have the opportunity to make meaningful choices and lead my own learning.
- My ideas are valued and acted upon.
- I have a say in decisions that impact me, both big and small.

### The Quest! (25 minutes)

Divide students into small groups and distribute stickers to each group.

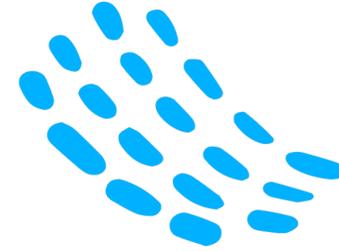
Now, let's explore our school! We're going to go on a quest to find all the places where listening happens or where there's evidence of adults listening to you and your friends!

Students should explore the school, placing stickers in areas where they see evidence of active listening and participation (taken from the class discussion).

# If you have 1 hour

## My Voice Matters: A School Sticker Quest!

Activity provided by Clowns Without Borders UK



### Class discussion (10 minutes)

Return to the classroom and discuss where stickers were placed. Is there anywhere where children feel their voices aren't heard?

**Reflection:** Where did you put your stickers and why? Where are your views and opinions included the most/least? In the classroom? In the playground? At lunch? What does it feel like to do this activity?

**KS1/SEND:** Include a simple map of the school with key areas marked, guiding them on where to look for examples of listening and choice-making and offer prompts like "Where do you feel safe to share ideas?"

Support children to mark listening spaces on a printed map using finger paints or glitter or use other ways for children to share special locations e.g. use instruments/sound.

**Go Further:** Invite children to generate ideas for how the school could listen better to them, then present to the headteacher - don't forget to feed back to the children on their ideas!

**Creative Skills:** In this activity, children are being inquisitive by exploring and investigating and challenging assumptions.

# 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](http://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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**#PrimaryArts**

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