

# **SISTERS** **360** *Hopes, hurdles and halfpipes*

## **Coping with Change**

**Activity Bank for KS2 & KS3**

 @SchoolsPolka



## How to use this Activity Bank

Thank you for downloading our **Sisters 360** Activity Bank: Coping with Change.

This resource is full of activities designed to support PSHE Learning at Key Stages 2 and 3, using drama as a tool to prepare children and young people for the changes to come in their lives.

We have designed the activities in this resource to fit into your existing lessons. While the content of this resource has been inspired by the 2025 Polka Production of **Sisters 360**, the activities themselves can be completed by children and classes who have not seen the production. Activities can be completed as standalone tasks, or followed one after the other to make a full PSHE lesson.

If you have any questions about how to use Polka resources please don't hesitate to contact us on  
**[creativelearning@polkatheatre.com](mailto:creativelearning@polkatheatre.com)**

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## Sorting Change

This quick starter activity is a great way to get your students to begin considering the types of changes they may experience, and the emotions that may accompany them.

### How to lead the activity:

- On the whiteboard or a large piece of paper, draw two large columns, one titled 'happy', and one titled 'sad'.
- One by one, read out a change from the list, and ask your students to decide whether it is a 'happy' change, or a 'sad' change.
- Encourage students to say whether they agree or disagree with the labelling of each change. If there is any disagreement, ask your students to explain why they believe it belongs in their chosen column.
- You can also encourage your students to share what other emotions they think these changes would bring up.
- Once you've gone through the list, you can ask your students to suggest their own.

**Your best friend moves to Australia.**

**Your parents let you have the pet you always wanted.**

**A member of your family passes away.**

**You lose your favourite toy.**

**You join a fun new afterschool club.**

**You grow too tall for your comfiest trousers.**

**You go up a grade in your instrument/dance/combat class.**

**Your parent gets promoted and has to stay at work later.**

**You move school.**

**Your friend moves to a really cool new house, but it's further away.**

**A family member goes away to hospital for important treatment.**

### Class Discussion

Are all changes either good or bad?

Are some more complicated?

Can we feel both happy and sad at the same time?



## Emotion Sculpt

This activity uses the body to help children explore and understand emotion, and examine the connection between nervousness and excitement.

### How to lead the activity:

- Ask your students to get into pairs and label themselves A and B.
- Explain that As will be the sculptor, and Bs will be the clay. Bs can only move if told to, or if moved by A. To sculpt, As must either gently move Bs limbs (e.g. raise their arm) or ask them to move (e.g. 'can you smile?'). As must ask for Bs permission before touching any part of them.
- Ask As to sculpt Bs into a statue of excitement. How can they show that B is excited? You may wish to play music while they work.
- Once finished, ask everyone to show their statues. What does the class notice? Try asking where they might feel excitement in their body.
- Next, ask As and Bs to swap round. Bs must sculpt As into a statue of nervousness.
- When they're finished, again ask everyone to show their statues. What does the class notice? Try asking where they might feel nervousness in their body.

### Class Discussion

What were the similarities and differences between the nervous and excited statues?

Are there similarities in the feelings of nervousness and excitement?

Can the class think of any times in their lives where they have felt both nervous and excited at the same time? What was that like?

### Extension:

- What are some of the other emotions you might feel during a big change in your life? Try making statues of these.



## A Day in Statues

This activity uses simple still images to help children to empathise with the events that take place in Sisters 360, and Fatima's reactions to them.

### How to lead the activity:

- This activity can be completed sitting at desks, or spaced out around a room.
- Explain that you will be reading out a series of events and, for each one, your students should make a statue with their body, showing what Fatima may be doing or feeling in that moment. You may wish to show them an example. E.g. for 'Fatima brushed her teeth', you may mime holding a toothbrush, and make your eyes droopy as if you've just woken up.

### Fatima's Day

Fatima slept in, and woke up feeling well rested.

She ate boring porridge for breakfast.

She cleaned her teeth.

Fatima put on her favourite hoodie, and got ready to go skating.

She walked over the road to the skatepark with her step-sister, Salima.

Fatima and Salima spent hours skating, and Fatima pulled off her first kickflip!

She and Salima stopped at the corner shop to buy their favourite crisps.

When Fatima got home, her mum looked worried and said they needed to talk.

Fatima's mum told her that they would be moving to London - away from Salima.

Fatima told her mum she didn't want to move, but her mum said they had to.

Fatima tried writing a letter to her mum, asking not to move. It didn't work.

She made a placard, and held it in front of the TV during her mum's favourite show.

She tried going on a hunger strike but her mum made her favourite chocolate cake.

Salima was angry at Fatima for eating the cake.

Fatima got angry and shouted at her mum.

Then, she felt sad, and cried about having to leave.

Salima gave her a big hug and promised to visit.

## Agree/Disagree

This is a great way to encourage students to express their opinions and give reasoning for them. It can easily be adapted to suit any topic.

### How to lead the activity:

- Clear a large space. Label one end 'Agree', and the other end 'Disagree'.
- Read out the statements below. For each one, everyone in the class must decide where on the scale of 'agree' to 'disagree' they sit, and move to stand there.
- For each statement, choose one or two people to present their reasoning for agreeing or disagreeing.

**Chocolate cake is the best food.**

**Bats are evil.**

**Fatima's mum should have left her behind in Bradford.**

**Fatima should have shouted at her mum to show she was angry about moving.**

**Fatima should have eaten the cake.**

**Fatima should have refused to move to London.**

**Fatima should have kept her feelings to herself.**

### Class Discussion

What would you do in Fatima's situation?



## What Are You Doing?

This activity is a great way for students to share self-care tips and ideas with one another.

### How to lead the activity:

- Get your class into a circle.
- Ask everyone to think of one thing they do to calm themselves when they're feeling stressed or anxious. To start the game, you, the leader, will need to think of two! For example 'listening to music' and 'taking deep breaths'.
- Stand in the centre of the circle, and mime your first action (e.g. pretend you've got headphones on and are listening to your favourite song).
- Now, encourage the next person in the circle (we'll call them person A) to step in and ask you 'What are you doing?'. Respond by saying your second idea: 'I'm taking deep breaths', then leave the circle.
- Person A must now stay in the middle of the circle and mime taking deep breaths.
- Encourage the next person (Person B) to step in and ask 'What are you doing?'.
- Person A replies with their own calming activity ('I'm playing football'), then leaves the circle.
- Person B now mimes playing football, until Person C asks them what they're doing - and so on round the circle until everyone has had a turn.

### Extension:

- You can use the ideas developed in this game to create a class self-care jar. Write each of the ideas on slips of paper. Fold them up, put them in a jar, and place the jar somewhere easy to access. Encourage your class to take a slip any time they're feeling anxious or stressed.



## Care Commercials

Making an advert is a great way for students to consolidate their learning. Performing or playing as an expert is proven to help children demonstrate and practice using new learning.

### How to lead the activity:

- Put your class into groups on 4 or 5.
- Each group will be coming up with a 30 second advert for their favourite self-care tips.
- First, they need to make the 'hook'. Ask each group to choose a change that may happen in their lives, such as changing school or moving house. Now, in their groups, ask them to complete the narration line:

**"Are you \_\_\_\_\_? Is it making you feel \_\_\_\_\_? Then try out these \_\_\_\_\_ techniques to help you keep calm."**

E.g. "Are you about to change school? Is it making you feel anxious, scared and nervous? Then try out these spectacular techniques to help you keep calm."

- Next, the groups should consider what will be shown 'on screen' during this narration. Maybe someone will act out the scenario while the narrator talks off-camera, or maybe the narrator will talk directly to another character - it's up to them!
- Now, ask your groups to think of three activities for keeping calm during a stressful change, and perform these in their advert.
- They should consider:

How can we teach these activities in only a few seconds?

How can we make it interesting for the audience?

What do we want to show 'on screen'?

What sound/voiceover do we want to play?

- Once every group has finished their advert, give them a little time to practice, then gather everyone in an audience. Mark out where the playing space or 'screen' is.
- Ask each group one at a time to perform their adverts - remember to applaud after each one!



## Thank you!

We hope these activities have helped to bring a little bit of Polka Magic back to your classroom or home!

Share your experiences and photos by tagging us  
**@schoolspolka**

We can also provide plenty of opportunities for follow-up activities. Polka's experienced team of actors, directors, storytellers and puppeteers are on hand to deliver a range of workshops in your school. We can create tailor-made workshops for you and your pupils based on any topic you like, including exploring the themes and production elements of **Sisters 360!**

For more information, please visit our website  
**[polkatheatre.com/schools](http://polkatheatre.com/schools)**  
or contact  
**[schools@polkatheatre.com](mailto:schools@polkatheatre.com)**

We hope to see you at Polka Theatre soon!

Best wishes,  
**Polka Theatre's Creative Learning Team**



Photos by Tasha Best