

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

## **Resolving Conflict**

**Activity Bank for KS2 & KS3**

 @SchoolsPolka



## How to use this Activity Bank

Thank you for downloading our **Sisters 360** Activity Bank: Resolving Conflict.

This resource is full of activities designed to support PSHE Learning at Key Stages 2 and 3, using drama as a tool to develop children's skills in resolving conflicts through negotiation and compromise.

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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## Warm Ups

The warm ups on this page both require participants to use negotiation and teamwork. The first requires a length of rope and the second a hula hoop, while the third needs no materials.

### Shapeshifting:

- For this activity, you'll need a length of rope tied in a circle, large enough that everyone can stand in a circle, holding on with both hands. If you have shorter pieces of rope, you can play this game in teams.
- Start by asking the group to make a perfect circle.
- Once they've achieved this, ask them to make a square, then an equilateral triangle.
- Start asking them to make more complicated shapes, such as a house, a tree, or a skateboard.
- For an added challenge, ask your class to complete the task without speaking.

### Hula Pass:

- For this activity, you'll need a hula hoop.
- Ask your class to stand in a circle, holding hands.
- Ask one pair to let go of each other's hands - place a hula hoop on one of their arms, then ask them to hold hands again. The hoop should be suspended between them.
- Challenge your class to pass the hoop all the way round the class without letting go of each other's hands.

### Human Knot:

- For this activity, you'll need a large, clear space.
- Ask your class to gather in the centre of the space as tightly as possible, so that, as a group, they are taking up the smallest space possible.
- Now ask everyone to reach out and grab someone else's hand in each of theirs. This should result in the class looking like a big knot of people!
- Now, it's up to the class to untangle the knot - but no one is allowed to let go of anyone else's hand!
- Can your class get out their knot and into a circle while still holding hands?



## Werewolf

In this popular drama game, the class will need to practice excellent negotiation skills in order to succeed against the werewolves!

### How to lead the activity:

All the students are villagers and their goal is to figure out who the werewolves are before the werewolves "get" them

There are three roles within Werewolf:

- Werewolf: The students playing the werewolves secretly select other players to "get" during the game.
- Villagers: The other students who are trying to figure out who the werewolves are.
- Narrator (Teacher): Leads the game, guiding the story and moderating the action.

### Set Up:

1. The students sit in a circle and the teacher explains the roles.
2. The teacher asks everyone to close their eyes and taps two students on the shoulder. They are the werewolves, the others will be villagers.

### Night Phase (Eyes Closed):

1. The narrator announces the start of the night: "It's night time, everyone close your eyes."
2. The werewolves are then asked to open their eyes. They must silently agree on, and point to, one member of their class they want to "get" that night.
3. The narrator acknowledges the werewolves' choice and then asks them to close their eyes again.

### Day Phase (Eyes Open):

1. The narrator announces the start of the day: "It's morning, everyone open your eyes."
2. The narrator then reveals which villager was "got" by the werewolves during the night (the chosen child is now out of the game but can sit to one side to watch. They cannot help the other villagers).
3. The remaining villagers must now discuss and guess who they think the werewolves are. They can share their thoughts, accusations, or defend themselves if they're suspected.

Continued on p4

## Werewolf (cont'd)

### Voting:

1. After a short discussion, the villagers vote on who they think the werewolves are.
2. The student with the most votes is now out of the game - they can sit to one side and watch, but cannot help the villagers (or werewolf!). They can now reveal whether or not they were a werewolf.
3. If there is at least one werewolf left in the game, repeat the night phase.

### Ending the game:

1. The game continues with repeated night, day and voting phases until both werewolves are found, or only one villager remains. If the werewolves are found, the villagers win. If only one villager remains, the werewolves win.



## Then What Happened?

This activity is a fun way to demonstrate the importance of the role of the listener in a conversation.

### How to lead the activity:

- This task can be either completed at desks, or with pairs walking around the room together.
- Ask your students to get into pairs and label themselves A and B.
- Explain that As will tell Bs about what they did at the weekend.
- Gather all your Bs, and tell them - without As knowing - that they are only allowed to say one phrase during their conversation: 'Then what happened?'.
- Give your class 2 minutes to complete the activity.
- Now explain that pairs will be swapping round - it's the Bs' turn to talk about their weekend.
- Gather all your As, and tell them - without Bs knowing - that they are only allowed to say one phrase during their conversation: 'That's not true'.
- Give your class 2 minutes to complete the activity.

### Class Discussion

What was the difference between your first and second conversations?

How did it feel for As to talk about their weekend?

How did it feel for Bs to talk about their weekend?

Can you think of a time when someone wouldn't listen to you? How did that feel?



## Objectives

This activity uses the same piece of dialogue to explore the power of vocal tone and intention.

### How to lead the activity:

- Split your class into two groups. They need to be equal, so if you have an odd number, join in yourself! Label the Groups 1 and 2.
- In the first round, Group 1 will read 'A' and Group 2 will read 'B'.
- Gather Group 1 and explain, without Group 2 knowing, that their 'objective' for the scene is 'To Tell Off'. This means that they need to try and use the way they say their lines to tell off the other group; but they can't add or change words!
- Ask each member of Group 1 to partner with a member of Group 2 and read the script together:

**A: It needs to be done**

**B: What does?**

**A: You know what.**

**B: But what about the other thing?**

**A: That doesn't matter right now.**

**B: Really?**

**A: This needs sorting.**

### Class Discussion

How did that feel for group 2?

What do you think the relationship between A and B was?

What do you think the 'thing that needed doing' was?

- Repeat the activity, with groups 1 and 2 swapping roles each time.
- In each round, give the group playing 'A' a new objective from the list below.
- Repeat the class discussion questions with each round - you can also encourage the group playing B to guess the objective!

**To Tease**  
**To Warn**

**To Hurry**  
**To Encourage**

**To Patronize**  
**To Soothe**

**To Bribe**  
**To Beg**

## Forum Scenes

This exercise uses elements of Forum Theatre to support young people in finding ways to successfully resolve a conflict.

### How to lead the activity:

- Ask your students to get into pairs.
- In their pairs, they will be making 20-second roleplays showing the following argument:

**Fatima and Salima are best friends. Fatima recently moved away to London, leaving Salima in Bradford. They promised to stay best friends, and Fatima has come back to visit for the weekend. When she arrives, however, Fatima explains to Salima that she has a new best friend. Salima is upset, and the pair argue about it.**

- Give them a couple of minutes to create their roleplays.
- Next, ask the pairs to create an ending to the scene in which the girls get angry at each other, and decide to stop being friends altogether. Give them a few minutes to create this.
- Lastly, ask the pairs to create an ending to the scene in which the girls make up. Give them a few minutes to create this.
- Gather together in an audience, and ask some of the pairs to show their plays back to the class - for each version, they should act out their argument scene before continuing into their alternate ending.

### Class Discussion

What was the difference between the two scenes?

Which scene do you think had a better ending?

What did the girls do that led to them no longer being friends?

What did the girls do that led to them making up?



## Scripting Scenes

This creative writing task is a great way to consolidate learning, while also practicing (or learning) writing playscripts.

### How to set up the activity:

- Print out the resources on pages 8 and 9 of this pack, and cut along the lines to create one set of 'relationship' slips, and one set of 'argument' slips.
- Put the relationship slips in one bowl/hat/bag, and the argument slips in another.

### How to lead the activity:

- This activity can be completed solo, in pairs, or in small groups.
- Ask each student (or group) to pick one slip from each bowl/hat/bag.
- Using their prompts, they should come up with the names of their characters, and decide what they are fighting about.
- They must now write the first six lines of their scene. This should introduce the characters, their relationship, and what they're fighting about - but remember, there's no narrator! How can we get to know what's happening just from what the characters are saying to each other?
- Next, challenge your students to write a 'climax' for your scene. This is where the characters will gradually get really angry at each other until it seems like they'll never be able to make up!
- Lastly, challenge your students to write an ending to the scene where the characters make up - how can they get from really angry to making up?
- Perform a few of the scenes back to the class by having pairs of 'actors' read them out!



## Scripting Scenes: Relationships

<b>Parent and Child</b>	<b>Best Friends</b>	<b>Teacher and Pupil</b>
<b>Classmates</b>	<b>Members of the same afterschool club</b>	<b>Members of the same sports team</b>
<b>Sports team captain and player</b>	<b>Prefect and another student</b>	<b>Children in two different years at the same school</b>
<b>Siblings</b>	<b>Cousins</b>	<b>Grandparent and Grandchild</b>
<b>Aunt/Uncle and Niece/Nephew</b>	<b>Headteacher and student</b>	<b>Teacher and Teaching Assistant</b>
<b>Teachers at the same school</b>	<b>Shopkeeper and Customer</b>	<b>Bus Driver and Passenger</b>
<b>Scientists in the same lab</b>	<b>Violin Teacher and Student</b>	<b>Train Ticket Inspector and Passenger</b>
<b>Ticket seller and customer</b>	<b>Chefs in the same kitchen</b>	<b>Painter and Model</b>
<b>Two Gardeners</b>	<b>Conductor and Musician</b>	<b>Twins</b>
<b>Builders on the same building site</b>	<b>Librarian and Child</b>	<b>Zookeeper and Visitor</b>

## Scripting Scenes: Argument

The closest object to your left	Something you ate for lunch	Something you ate for breakfast
Something you can see out of the window	An item in the room that's smaller than your hand	An item in the room that's bigger than your hand
A favourite snack	Something festive	A holiday
An item of clothing	A favourite toy	Something you wear on your head
Something you read	Something that smells nice	Something really expensive
Something you can get for free	A favourite drink	An accessory
An animal	A pet	Something with an interesting texture
Something smooth	Something you can pour	Something you watch
Something that tastes bad	Something that smells bad	Something you make
Something very old	Something shiny	Something in your bag

## 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