

Activities to do straight after watching the play

1. Why is the play called WiLd? – mind map activity

Aim: to capture responses to the play and begin to identify questions for further exploration.

Mind-map with the whole class or in groups with big sheets of paper with the above question written in the middle. Ask this as an open question because there is not one answer and it gives the opportunity for exploration:

- If they see Billy as wild, then what is wild about him?
- Don't all children have a wild side?
- Do we lose our wild side, as we get older?
- If one side is called Wild what do we call the other side? Are there more than two sides?

2. It's a jungle out there – reinterpreting the play through a WiLd vocabulary using freeze frames or still images

Aim: To extend the metaphorical language of WiLd! and playfully explore the story through this metaphor which can lead to a deeper understanding of the play.

If Billy is sometimes WiLd then sometimes he must feel CagEd and maybe there are people that try to TaMe him and there's always the danger of falling into TraPs and then being set FrEe.

Either as a whole class or in groups; identify moments in the play when Billy was “being wild”, “feeling caged”, “being tamed”, “falling into a trap” or “let free” and make still images of those moments as you pictured them from Billy's description. Show them back and talk about what is going on in the picture.

3. Thoughts running wild – a meditation activity

Aim: to introduce the concept of activity in the brain and how we can focus it, in order to understand that Billy's ADHD makes it difficult for him to order his thoughts.

Maybe in the mind mapping exercise the class identified that Billy's wildness is in his brain as much as in his actions. Billy's brain works so fast it is working overtime, jumping from one thought to the next so fast and in a random fashion that could be described as “thoughts running wild”.

In the words of a child with ADHD

People with ADHD have trouble in class: for example, we fidget and squirm in our seats, we talk nonstop, have trouble sitting, we are very impatient, blurt out inappropriate comments, get easily distracted from noises (quote taken from adhdkidsrock.com)

Challenge your class to focus their minds! Try a meditation with the class to make them aware of their thought activity. Ask the class to sit in silence with eyes closed for four minutes and focus on the sounds outside of the room and then after thirty seconds bring their focus onto their own breathing. Afterwards ask them how easy or difficult it was for them to keep focus on the breathing and did they find their minds wandering off. Did they struggle to bring themselves back to the breathing or did they just go off?

4.If you could meet people in the play what would you like to ask them or say to them? Generating questions and statements for hot seating activity

Aims: Encouraging children to come up with their own questions and find the answers by putting themselves in the shoes of the characters. Identifying areas of the play that are important to the children.

Put large sheets of paper out on desks around the classroom with marker pens and at the top of each sheet write a character name. Split the class up into groups to visit each sheet and write down their questions and statements to that character.

List of characters:

Billy, Mr Fielding (Billy's Dad), Laura (Billy's Mum), Patrick (Billy's older brother), Connor (Billy's ex best friend), Sandra (Connor's Mum), Mrs Maltese (Billy's class teacher), Mrs Grumble (Head Teacher), Dr Maze (prescribed Billy medication)

Share the questions/statements on the completed sheets with the whole class by reading them out loud. Tell the class that they also have the answers to those questions and set them the task in small groups of answering those questions as if they were that character. Each group takes one character sheet and selects one person to sit on the "hot seat" and have a go at answering the questions from the point of view of the character. The group can try out different people in the hot seat answering through the character.

Sharing back: as the teacher you could share this back through reporting what you have heard or seen, or asking the group to feedback or asking the group to recreate a highlight of the hot seating.