



# **In Harm's Way**

## **Play + Interactive Workshop Plan**

*All UpFront Theatre Company products are written following government guidelines & updated 2020 statutory PSHE & Revised Guidance for 2026 for RSE Curriculum for KS2-5*

### **Pre-Lecture (15 mins)**

**INTRO**            Introduce Team  
                        Introduce Themes – Relationships including Mental Health,  
                        Resilience, Self-harm and Risky Behaviour

### **Part 1 – Facts and myths**

#### **Activity – Myth Workshop**

- The actors pick 2 volunteers from the audience.
- The actors read statements about mental health
- The volunteers must clarify if the statement is true or false.

*Designed to explore facts in an active and fun way. Breaking down barriers, giving the audience permission to be involved.*

### **Part 2 – Introduce Characters**

The actors represent 3 characters in Year 8 (2 female, 1 male.) The characters are introduced, and questions are posed.

*This gives the students some context and triggers key questions that will be explored in the play.*

### **Play (50 mins)**

The play follows the lives of 3 school friends, who all experience and experiment with different forms of self-harm. The protagonist, Tash, struggles with low self-esteem and is constantly comparing herself to her friends and their impressive social media lives. As the play continues, Tash begins to cut herself. A friend tells her mum and as a result, Tash is able to get the help she needs. She starts a course of therapy and by the end of the play, Tash is beginning to recover. Her story is the only one that 'completes'; and questions she poses include 'what is normal' and 'does she have positive relationships with her friends.' Her story also highlights the importance of telling a trusted adult if someone is self-harming.

The character of Callum excels academically and has the potential to be a semi-professional footballer. He has external pressure from his father's high expectations but rises to the challenge; until a broken leg jeopardises his bright future. Callum spirals into a deep slump, which he cannot identify as depression

because he is not able to express his feelings. He begins to put himself in risky situations such as fighting and skipping school. Callum's character explores mental health conditions in young men and the importance of acknowledging and talking about emotional well-being.

The final character of Sophie 'doesn't have any self-harm issues.' She is popular, sociable and confident. As the friends' grow apart, Sophie experiments with drugs and alcohol. Her role is designed to encourage the students to see other forms of self-harm; any risky behaviour that could put them in danger is self-harm.

Using music, props and some physical theatre, the performance is engaging and dynamic.

## **Post-Lecture (25 mins)**

### **Part 1 – Callum**

The students are invited to articulate how Callum is feeling at the end of the play, then asked if he talks about his feelings. The actors replay scenes within the play where Callum chooses to repress his feelings of sadness and frustration.

#### **Activity – Forum Theatre**

- . Determine the characters objectives
- . Take suggestions characters things to say to their friend to achieve their objective.
- . Actors return to the scene, using the advice they've just been given by their group
- . Process is repeated until the characters have achieved their objective/we've explored the scene & the issues.

### **Part 2 – Sophie**

The actors replay scenes within the play where Sophie engages in an online relationship and agrees to meet him.

#### **Activity i – Continuation of the Scene**

- . The actors play out the worst case scenario

#### **Activity ii – Hot Seat**

- . Students are invited to offer Sophie advice about her life choices.

### **Part 3 – Tash**

#### **Activity – Q & A**

Students are able to ask Tash's character questions about her journey from self-harming to her current and ongoing treatment and recovery.

### **Part 4 – Help Available**

Services and help available including:

- Childline
- Mind & Young Minds
- Samaritans
- NHS

**Conclusion**

If we have time, we answer questions/allow the students to have a discussion.

# In Harm's Way Set up Requirements

## Our Team Arrive with:

- 3 x Small Boxes
- 3 x Actors
- 1 x Car
- No technical or electrical equipment or projectors required



Because our products are centred around the strength of our fantastic actors, our set up is extremely simple and undistruptive.

*Our Kit*



Please let us know in advance if there is no on-site parking, so we can make alternative parking arrangements.

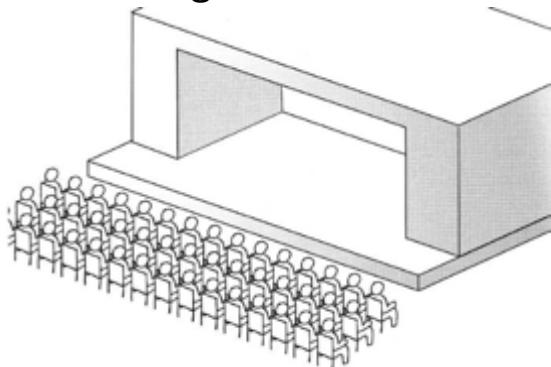


## Seating Plan

In Harm's Way can either be performed in traverse or on stage/end on.

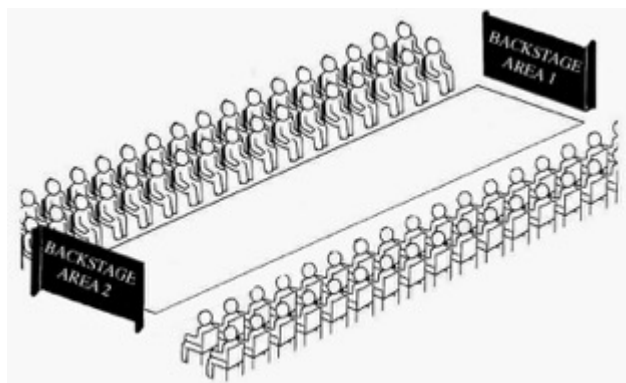
Please can we ask that chairs for the students to sit on are laid out prior to us coming. Our experience shows this makes for a speedy set-up so we can run on time, and we don't cause any disruption to the teachers or the school day by hunting for chairs! We thank you in advance for your co-operation.

On Stage/ End-on



OR

Traverse \*



## Backstage Area Screens



\*If we are performing in Traverse, please can we have access to **tables/screenage** so the actors can make 2 small backstage areas, which they can put their props etc behind & be hidden when they are not on stage.

The actors don't change clothes, so it doesn't have to be substantial – we are usually able to make something out of furniture such as:

## Noticeboards/Screens



## Stacked Chairs



## Foldable Tables



## Ping Pong Tables!

