



Before Anyone Else

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 Consent, Sexual Harassment, LGBTQ+

Part 1 – Facts and myths

Activity – Myth Workshop

- The actors pick 2 volunteers from the audience.
- The actors read statements about sexual harassment & consent
- 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 9 (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 are all trying to navigate different types of relationships - positive and negative.

Emily & Tom develop a romantic relationship and seem to be a 'perfect couple,' but the truth is not so Instagram-ready, as their relationship is rocked with insecurity, jealousy, and sexual pressure.

Emily wants to wait before they have sex, but Tom is pressuring her for sex and explicit photos. Emily is consenting to some sexual activity and exploring female pleasure and is feeling conflicted as to what constitutes consent.

Tom is pressuring Emily to have sex but discloses to the audience that he feels nervous and not really ready, but wants to get it out the way. He doesn't want to 'be the only virgin' in his friendship group - we see several interactions with his friend, Adam, who is derogatory to female classmates and mocks Tom for being

a virgin. He experiences insecurities about his body, especially compared to images of masculinity on social media.

After several months, the couple have sex at a party after Emily feels like she has run out of ways to say no to Tom.

Emily feels claustrophobic in the relationship but doesn't know how to end it; but finally breaks up with Tom after he shares a private image of her.

At the end of the play, Emily gets some advice from a sexual health clinic and her school counsellor, who speak to her about consent.

Meanwhile, Emily's best friend, Erica, is trying to navigate her sexuality and is struggling to get support she needs, especially as Emily is pre-occupied with her own worries. Erica is attracted to men and women but is experiencing homophobia and bullying, therefore feels shame, confusion and denial. She does not have a safe space or network to explore these feelings.

Throughout the play, Erica discovers online resources, charities and family members who she can talk to, and begins to feel empowered in her sexuality.

Through their stories, we explore friendship, positive vs. negative relationships, LGBTQ experiences and support available, what constitutes consent, taking responsibility for safe sexual health and how to identify and end negative relationships.

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

Post-Lecture (25 mins)

Part 1 – Tom

We confirm that Tom and Emily were in a negative relationship.

We confirm that Tom and Emily did not have consensual sex because Tom coerced Emily.

The students are asked to identify whether Tom understands consent.

Activity i – Hot Seat Tom

- . The students are invited to educate Tom and explain consent
- . If there is time, as above, Emily and Tom will replay the scene, using the students' advice

If time, actors replay a scene within the play where Tom is coercing Emily and ask the students to identify moments where she is clearly not displaying enthusiastic consent.

Part 2 – Emily

While it is important to re-educate Tom, it is essential that Emily gets the support she needs.

We outline the support networks covered in the play including:

- Friends – Erica
- Family
- School Counsellor
- Doctor at clinic
- Websites i.e. Rape crisis
- Childline, NSPCC
- Support groups
- Everyone's Invited

Activity i – Hot Seat Emily

- The students are invited to give Emily advice and ask questions about her experience.

Part 3 – Erica

Activity – Q & A

Students are invited to ask Erica's character questions about her journey to understand, accept and feel empowered in her sexuality.

We remind them of the charities/resources mentioned in the play:

- Stonewall
- MindOut
- LGBT Foundation
- Kaleidoscope Trust

Part 4 – Help Available

Services and help available.

Conclusion

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

Before Anyone Else Set up Requirements

Our Team Arrive with:

- 2 x Small Boxes & 1 x Props bag
- 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.

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

Seating Plan

Before Anyone Else is performed on stage/end on.

We recommend a school hall or theatre with a stage or tiered seating.

Not a problem if you don't have either, the actors can perform on the same level too.

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

