

WY **PLAY
HOUSE**

West Yorkshire Playhouse & Mickelou Ltd

Angus Thongs & EVEN MORE SNOGGING

Based on the books by Louise Rennison
Adapted for the stage
by Mark Catley and Louise Rennison

Special thanks to Lucy Tomlin
from Skillz Education

Director Ryan McBryde
Designer Hannah Clark
Composer & Musical Director Alex Silverman
Puppet Design & Animation Blind Summit
Lighting Designer Ben Cracknell
Sound Designer Simon Baker
Casting Director Jessica Ronane
Assistant Director
(Birkbeck Trainee) Sam Wood
Production Manager Suzi Cabbage
Stage Manager Michelle Booth
Deputy Stage Manager Vicki Maiden
Assistant Stage Manager Adele Vines



Resource Pack

including materials for KS3 PSHE.

Contents

Angus Thongs & EVEN MORE SNOGGING

Part Two

- 3 Some ideas for Creative writing to use in the Classroom
- 5 Learn more about the marvy organisation
Skillz Education – for young people
- 6 Lucy Tomlin tells us how we can use ‘Angus, Thongs and full
frontal snogging’ in PSHE – who’d have thunk it?!
- 7 Some splendifico ideas to use for KS3 PSHE
- 9 Relationships
- 11 Stress
- 14 A list of some really useful contact details for young people
- 15 And – finally, some très gorge pics from Rehearsals

Enjoy!

Some starter ideas for Creative Writing...

Angus Thongs & EVEN MORE SNOGGING

Writing in the first person...

Ask each student to choose a diary entry written by Georgia and then re-write it in the third person... how does this affect our relationship towards Georgia as the central character? What are the main differences for us as a reader between first and third person narration? Is one way of writing more effective than the other?

Discuss why the writer, Louise Rennison, may have chosen to write the novel in the style of a diary? Why is this style of writing so effective?

The main features of diary writing are:

- Personal / confidential style
- Description – events and writer's reactions
- 1st person
- Mostly chronological
- Tense can change, but mostly past tense
- Less use of conversation / direct speech, but may use reported speech
- Now write your own diary entry for one of the other characters in Georgia's life. It could be Jas or even Robbie. Remember to: write in the first person, describe events and feelings, think about the order / structure of your diary, manage your use of tense, base your diary entry from a particular part in the book.

Georgia's name:

- Take Georgia's name and give each letter one word that best describes her personality.

For example G = Gregarious

Once you have done this, explain why you have chosen each word and reference an example from the book to support your opinion.

Family and friendship tree

- Draw a family and friendship tree that shows Georgia's relationship to all of the other characters in the book. Make sure to describe her relationship with each person and how she feels about them.

For example: Georgia Jas (best friend) Muti (mother)



Some starter ideas for Creative Writing...

Angus Thongs & EVEN MORE SNOGGING

If Angus could speak...

- A monologue is a dramatic technique used to allow a character to express their inner feelings. It gives the audience and reader an opportunity to get to know the character in greater detail.
- Write a monologue for Angus, the Scottish wildcat. If Angus could speak what would he say? Give us an insight into a day in the life of Angus and let us know who he meets, what he eats, what he thinks about Muti, Vati, Georgia and Libby. Look for clues in the book that tell us more about his character - this will give the monologue honesty and truth.

Tips to writing a good monologue:

- **Context:** Find a moment in the book to work from and place your monologue... is it when Angus disappears? Is it when he is lying on Georgia's bed? This will help give the monologue context and a sense of place.
- **Find a voice for your character.** What do you already know about Angus that could add detail into his voice and delivery of the monologue? Does he have an accent? Does he speak slowly or fast? Is he impatient or tired? Is he very comical?
- Consider drawing a **character profile** for Angus stating everything you definitely know about him and everything you would like to know or imagine... this will really help to bring Angus to life.
- Try to create a sense of the **world Angus lives in** – is it very different from ours? What would he be afraid of that we wouldn't know about? What's his favourite pastime? Where does he like to go and relax? Has he got any friends? Who are they? Give the reader real details to really make it come to life.
- Where does Angus deliver the monologue from? Be decisive in choosing the place and **setting** for the monologue.
- Consider if there is something Angus needs right now, maybe a **secret** he may want to share with the audience, something he might wish for.
- Make a list of **words or phrases** that you think Angus may use quite regularly
- As you write read out loud.
- When you have finished **read out your monologue** to a friend and ask them for feedback and any questions they feel haven't been answered. This will really help you to move forward and improve what you have written.
- Remember that the audience needs to believe in what your character says and how they feel. Don't complicate – keep it simple.

Skillz Education

Angus
Thongs &
EVEN MORE
SNOGGING

Lucy Tomlin, Quality Assurance Manager from Skillz Education has been an enormous help to us in linking the effectiveness of the 'Georgia Nicholson collection' to PSHE for pupils in KS3. Skillz education is an Alternative Education centre, based in Wortley, West Leeds and here is some more information:

They work with young people from across the city who are unable to achieve their full potential in a mainstream education setting.

They offer a range of accredited vocational and personal development opportunities, to develop young people's skills for life.

Alongside Vocational courses, they aim to develop young people's self esteem and confidence, through a range of accredited Personal, Social, Health Education (PSHE) and citizenship modules.

They empower young people to realise their aspirations in a safe and welcoming environment, where they always come first and will always achieve.

They are able to tailor young people's timetables to suit them and their school and are keen to work very closely in partnership with young people's schools and families.

They are dedicated to working with young people at the centre of everything they do. They work to empower young people, enabling them to gain skills, knowledge, experience and qualifications; preparing them for the world of work, further training and adulthood.



Value of 'Angus, Thongs and Full frontal Snogging' for PSHE

Angus Thongs & EVEN MORE SNOGGING

Lucy Tomlin tells us why she believes this book is such a valuable tool for exploring themes in PSHE.

'Angus, Thongs' is a useful tool to use in PSHE sessions with young people as it explores themes that link well to the PSHE Curriculum.

The book is written from the perspective of a teenage girl and this means that young people using the book in PSHE sessions can use the central Character to explore issues that may be challenging for them to explore in relation to themselves or young people they know in real life. As young people become more comfortable with the themes and exploring them in groups and individually, they can move on to looking at the themes from their own perspective and in relation to their own lives.

Using the books as a tool can enable facilitators to create a safe space for young people to explore challenging issues such as relationships (family, friends, boyfriends/ girlfriends), puberty, sexuality, bullying and school life to name a few. Facilitators can allow young people to take a step back from their own experiences and explore through the different characters in the book thus creating a safe space where they can detach slightly from the sensitive issues, until they are ready to explore in first person. This creation of a safe space is vital when doing PSHE work as young people need to feel comfortable to explore issues and themes such as the ones that arise in the book. They need to know they can share what they feel comfortable with and engage with sessions and activities without feeling they will have to join in or share things they don't feel comfortable with.



Young people should be allowed to access and engage with PSHE sessions and activities at their own pace, using characters to explore issues is a useful tool for them as they can address issues they may be facing in their own lives, without having to acknowledge this until they are ready.

The books are useful for both female and male young people to use in PSHE sessions, as there are strong characters from both genders that appear throughout. This along with looking at the relationships between the two genders can create an appropriate environment for young people to look at healthy friendships and relationships amongst other things.

The books are a valuable tool for facilitators as they explore many themes, as mentioned above, and can be the basis for open and honest discussions with young people, through the safety of fiction.

Ideas for exploring

Angus Thongs & EVEN MORE SNOGGING

Ideas for exploring 'Angus, Thongs and Full Frontal Snogging' in PSHE for KS3

Here are some ideas to help get started on exploring 'Angus, Thongs and Full frontal Snogging' in PSHE. As Lucy said, there are many more themes to explore through the whole collection of books but hopefully the ideas below will help towards your future planning and delivery.

Puberty and Changes

- In 'Angus, Thongs and Full frontal Snogging' Georgia talks about changes in her body, her moods, her appearance and feelings towards boys. Apart from the first year of your life, the most growing up you do is during puberty. Puberty is when changes start to happen to your body and they are all perfectly normal. For girls, puberty can begin between the ages of 9 and 13, while boys experience their changes between the ages of 10 and 14.
- Explain that puberty is nothing to fear – it is an exciting time and is the beginning of a journey towards more independence and freedom. You may find you start having very strong views and opinions about certain issues you never considered before.
- You may also find yourself more tired than usual – this is because your body is working really hard to make the changes!

What causes Puberty?

- You may notice, like Georgia, some physical and emotional changes in yourself. Hormones are the reason. For girls, the hormone that starts puberty is oestrogen; the production of the hormone testosterone begins puberty in boys. You may hear these hormones called sex hormones and these are the key reproductive hormones.

Physical changes in Puberty

Discuss what physical changes may occur for girls in puberty such as:

- **Breast changes.** Breasts will begin to develop and you may feel a little pain as this happens but don't worry as it is perfectly normal.
- **Body hair.** Pubic area, hair under arms and legs. In general hair may become thicker and coarser over time.
- **Body size and shape.** Hips may widen and you may notice that the tummy area gets rounder – this is not getting fat! All these changes happen to develop curves.

Ask the class to draw an outline of Georgia and, using the novel, 'Angus, Thongs and full-frontal snogging' identify moments where Georgia refers to some of these physical changes and discuss how they make her feel. Draw on Georgia's image where these changes are and then draw a symbol – such as ☺ or ☹ to show how she feels about them. Discuss findings with rest of the class.



Ideas for exploring

Angus Thongs & EVEN MORE SNOGGING



>> For example: *'Talking of breasts, I'm worried that I may end up like the rest of the women in my family with just one bust, like a sort of shelf affair...'*

Georgia feels worried 😞 as she describes the breasts as 'unattractive' and she says she would like a 'proper amount of 'breastiness' like Melanie Griffiths. *On Sunday September 6th Georgia says 'I am Mrs Ugly – small, swollen eyes, hair plastered to my skull, HUGE red nose. I look like a tomato in a school uniform'.*

Extended Activity: If the class feel comfortable they can draw an outline of their own body and refer to physical changes they feel they are going through and consider their feelings about them. They can share their feelings with one or two people in the class they feel most comfortable with.

Emotional changes in Puberty

Mood swings Explain that it's not unusual during puberty to feel happy one minute and frustrated the next. This is because your body is changing due to fluctuating hormone levels.

Stronger feelings Sometimes during puberty you may find yourself having much stronger feelings and reactions to people and circumstances than you may have had previously.

Isolated Sometimes people feel alone during puberty and feel like no one understands them. You may find the need to be on your own more often and think about things. This is perfectly okay as it's a good thing to think about how you feel. Georgia needs to be alone too and finds it very useful to write down her thoughts in a diary.

Using a different image of Georgia – ask the group to identify moments in the book where Georgia feels unhappy/ happy/ lonely/ etc... and write down examples.

Such as: *'I have no friends. Not one single friend. No one has rung or come around. Mum and dad have gone to work. I may as well be dead'.* Identify how Georgia feels when she writes this in her diary and why. What could she do to feel better? What would you tell her to make her feel better?

Role Play

In pairs A and B – A is Georgia and B is a friend (eg. Jas). A tells B how she feels using moments from the novel and B asks A why she feels like this then offers A advice on how to feel better.

Extended Activity: In pairs discuss Georgia's feelings again and identify if you have experienced them too at some point.

Relationships

Angus Thongs & EVEN MORE SNOGGING

This is a very broad area within the novel so it is best to divide this section into smaller parts.

Family relationships

- Using the novel, ask the class to find moments that help to give us a better understanding about how Georgia feels towards her family – particularly her parents. *For example: Thursday August 27th she says: 'I hate parents! Me stupid? They're stupid!'*
- Ask the class if they can relate to any of Georgia's feelings.
- In small groups identify how Georgia's parents have a positive effect on her life. Discuss if Georgia recognises this or does she dwell on the negative?
- Are there any similarities between Georgia's experiences and yours? How do your parents/carers have a positive effect on your life?
- Discuss what Georgia needs to do to develop a stronger relationship between her and her parents. Does she need to be more understanding? Does she need to realise that they have problems too? Does she need to understand that maybe sometimes her behaviour could hurt her parents' feelings?

Siblings

- Discuss Georgia's little sister Libby and their relationship.
- Discuss how Libby's relationship with Georgia's parents is different to her own.
- Consider how Georgia may have felt when Libby came along as she is her only sibling and much younger than her. Georgia may have been the centre of attention for a long time only to have someone else appear.
- Does Georgia have more of a 'motherly' role towards Libby than a sister role because of the age difference.

- Discuss – does Georgia feel lonely sometimes as she only has one sibling who is so much younger than her?
- Discuss – your relationship with your siblings. How is it different to Georgia's experience? What makes you happy about your siblings and what might make you frustrated?



Relationships with Friends

- Georgia has a very close group of friends called, 'The Ace Gang'. Why do you think they chose the word 'ACE' to describe themselves? Is it a positive word? What word would you give to your group of friends that would best describe your personalities and relationship to each other?
- Identify why Georgia's friends are important to her? How does she rely on them?
- Identify why Georgia is important to her friends?
- Do you think Georgia's friends have a positive influence on her? How do they help her and make her feel happy or safe?
- Think about your friends - list what you consider to be the most important qualities of a good friend – are they supportive? Trust? Etc...



Relationships

Angus Thongs & EVEN MORE SNOGGING

>> Breakdown of Friendships

- Discuss - what causes a friendship to break down?
- Where, in the book, does Georgia fall out with her friends? How does this make her feel?
- What advice would you give to Georgia in this situation in order to make up with her friends? Look particularly at the section *'Monday March 1st 10.30am Still not speaking to Jas but things have gone horribly wrong in that she's not speaking to me either'*.
- What has caused this to happen to their friendship?
- Have you ever been in this situation? How did it make you feel?
- Write a letter anonymously to Georgia and Jas encouraging them to make up again. Encourage each of them to remember why they are such good friends in the first place.
- Discuss how it's important to try and be brave during times when you have fallen out with someone and you should try to take the first step towards making up again. Admit when you have done something to hurt the other person and ask them to forgive you. Everybody makes mistakes but good friends are so important – especially when you're going through puberty. Being stubborn only makes things worse!

Angus

- Discuss why the Scottish wildcat, Angus, is important to Georgia.
- Which moments in the novel does Georgia spend time with Angus? For example: is it when she is feeling sad? Has she a real fondness for him? Does she find him funny when she is upset?
- Discuss her response to when Angus went missing? Was she concerned? Anxious?
- Discuss how pets can actually help relieve stress and anxiety.



Georgia and boys

- How does Georgia feel towards Robbie in the novel?
- What are the main qualities you think make Georgia attracted to Robbie? Is it his talent? His looks? What is her nickname for him?
- How does Georgia behave when she is around Robbie? Does her behaviour change? Does she become nervous? Why?
- Do you think Georgia's feelings towards Robbie changes and develops as she gets to know him better?
- Initially when Georgia sees Robbie how does her opinion change of herself regarding her appearance?
- What does Georgia worry about after her first kiss with Robbie?
- How does Georgia's feelings towards Robbie change after this kiss. Look at Diary entry *"June 25th 'midnight' I hate him, I hate him. 12.30am – I love him, I love him."* Why is Georgia having such conflicting emotions at such a quick pace?

Stress

Angus Thongs & EVEN MORE SNOGGING

Definition of STRESS: A mentally or emotionally disruptive or upsetting condition occurring in response to adverse external influences and capable of affecting physical health. A circumstance that results in causing such a condition.

Explain that stress comes in many different forms – some situations are more extreme than others. During puberty changes in our bodies, change in friends, unhappiness with appearance, plus pressure from examinations can cause stress.

Stress is a natural part of life – but it's not so good when it becomes long term and has a lasting negative effect on how you live your life. Unusual events in our lives can make us feel like we have little control and make us feel insecure.

Ask the group to stand in a circle and think of a time when they felt most relaxed – ask them to re-enact this moment through a still image. Ask the group to pay close attention to how their body feels- for example – where is there least tension – why does this moment make them feel relaxed? Are there people with them they feel happy with? Are they on their own? Are they in their favourite place?

Now ask the group to think of a recent moment when they felt most stressed or anxious and re-enact it – ask them how this changes their body physically – where is the tension? Ask them to hold this moment for longer – they will begin to get sore in certain areas – explain that this is what happens when our body carries around stress – it holds tension in our shoulders, neck etc... and can have lasting long term effects on our health.

Ask the group to feedback on how Georgia may deal with stress in a physical/positive active way... (eg YOGA). Explain the importance of yoga or different forms of exercise for our wellbeing and health in the long term. Explain that exercise helps to relieve stress and helps us think more clearly.

Exercise can decrease 'stress hormones' and increase endorphins, your body's 'feel-good' chemicals, giving your mood a natural boost. Doing a physical activity can help to take your mind off your problems. It also involves a change of scenery and doesn't have to mean hard exercise like running but could be as simple as a gentle walk, a bike ride, ice skating, tennis, swimming etc. You don't have to do this alone – you can ask your friends to come or our parents/carers or siblings.

In small groups – list the events in the book that Georgia finds most stressful – from highest to lowest. It may be certain events, relationships with people, worrying about her friends, her parents' relationship etc...

- Ask the groups if they had anything in common with Georgia's experiences.



Stress

Angus Thongs & EVEN MORE SNOGGING

>> Identify the people who you think could help Georgia with her situations and how – list these people beside each of her situations.

- Ask the group to now do this with their own real life situations.

Explain to the group that a very helpful way of dealing with worries or problems is to confront them by writing a list. Beside each problem it is very useful to write a possible solution to help solve it including what YOU can do and also how other people who you are important to can do to help. This makes problems seem much more manageable and explain that nothing is ever as bad as it seems once you try to approach it in a more practical way. Sometimes we can get very upset about things and react in a very emotional way but this can cloud our thoughts and we can make matters worse by not thinking clearly.

Healthy Eating:

Take a look at Georgia's diary entry on Sunday December 13th 9pm:

'Fed up, depressed, feel sick. Had:

2 mars bars

Toast

Milky coffee

Ribena

Coke

Toast

Cornflakes

Pop tarts

Discuss – how would you describe the list of food above? It is a random selection or well thought out? Is Georgia actually hungry or is she eating for another reason? What is so unusual about the time Georgia has written this diary entry and the food she has eaten?

- What has happened to Georgia in the lead up to this diary entry that has caused her to feel so upset?
- Explain that when people feel upset and feel that they have very little control over events in their lives, they turn to something comforting...

Georgia feels very low and has little confidence at this moment so she turns to her favourite foods – but instead of making her feel better they make her feel sick and depressed. Explain that when we feel upset or stressed our body reacts to this in a negative way and it finds it much harder to digest food easily – one of the reasons we can feel sick if we eat too much when we are upset – especially foods that are high in fats, refined carbohydrates and sugar like the ones Georgia consumes.

Emotions and food often go together and sometimes we eat in response to negative feelings. This is called "emotional eating." It's not a problem to comfort yourself with a tasty treat when you're feeling down sometimes, as long as food doesn't replace coping with your emotions more directly. Keep in mind that the problem or emotion you're experiencing isn't solved by eating, so it will still be there after you've satisfied your craving.



Stress

Angus Thongs & EVEN MORE SNOGGING

>> Eating the right foods can actually help improve our moods like exercise can. Not eating the right foods can make us feel worse about situations and can also affect our sleep and relationships with those people we are closest to.

Foods that help our moods and stress levels:

Blueberries: Delicious in cereal/ with yogurt or as a snack. Really high in vitamin C – a vitamin that helps fight stress levels and helps to repair the body.

Semi skimmed Milk: so important – very high in calcium and B vitamins that help stabilise our nervous system. If you like chocolate try a cocoa based hot chocolate with a little sugar as a warm comforting drink... warm milk and a little honey is great too and very tasty – it will really help you get a good night's sleep!

Nuts (almonds): a great snack and fantastic to help boost our energy levels when we are feeling low.

Brown rice and pasta: tastes very similar to white pasta and rice but contains much more fibre.

Dried apricots: these contain lots of magnesium which helps to reduce stress levels. They're delicious blended together with milk to make a delicious smoothie!

Turkey: really tasty in a sandwich with tomato and a little mayonnaise. Turkey contains an amino acid called L-Tryptophan. This amino acid triggers the release of serotonin, which is a feel-good brain chemical. This is the reason why many people who eat turkey feel relaxed after eating it.

Sweet potatoes: If we feel upset, anxious or stressed like Georgia we may feel the urge to eat something that has lots of refined carbohydrates. Sweet potatoes can be particularly stress reducing because they can satisfy the urge we get for carbohydrates and sweets when we are under a great deal of stress. They are delicious when cut into wedges, cooked in the oven and then covered in a little melted cheese.

Water: the best stress reducing drink / food you can take! While technically not a food, it is important to have sufficient water intake, as even a mild state of dehydration can stress your entire body. When you feel lacking in focus and concentration just reach for some and you'll notice a real difference in your energy level and mood.

Useful Contacts for Young People

**Angus
Thongs &
EVEN MORE
SNOGGING**

ChildLine

0800 1111

www.childline.org.uk

Get help and advice about a wide range of issues, talk to a counsellor online or on the phone, send ChildLine an email or post on the message boards. Calls are free and won't show up on phone bills.

Connexions

0113 220 4850

Email: connexions.leeds@prospects.co.uk

Information, advice and guidance on issues from housing and benefits to courses and jobs and everything in-between.

Frank

Text: 82111 Call: 0800 77 66 00

www.talktofrank.com

Frank, honest information about Drugs.
The highs the lows and everything in-between

Young people : Directgov

www.direct.gov.uk/en/YoungPeople

Directgov's section for teenagers, with lots of information and guidance on careers, money, health, crime and much more.

Young People's Sexual Health

www.ypsh.net

Sexual Health issues covered for young people. Contraception, emergency contraception, prevention of Sexually Transmitted Infections, sexuality, clinics and much more.

Leeds Sexual Health

www.leedssexualhealth.com

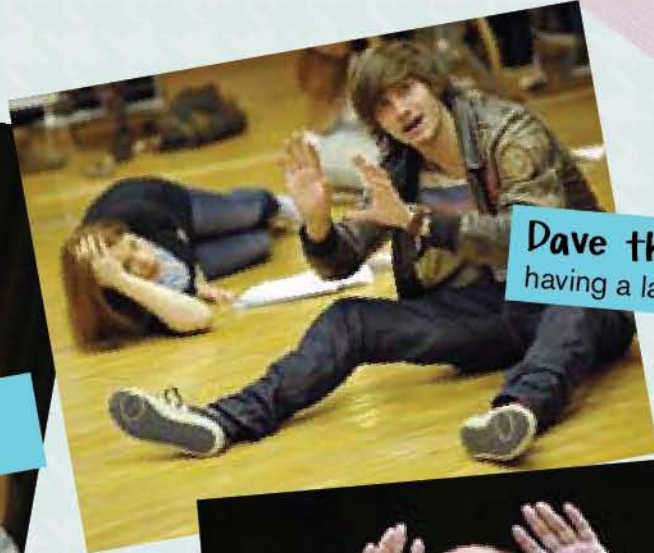
Information about Local sexual health services for young people

Fabby Rehearsal pics!!

Angus Thongs & EVEN MORE SNOGGING



The tres talented
Director Ryan Mc Bryde



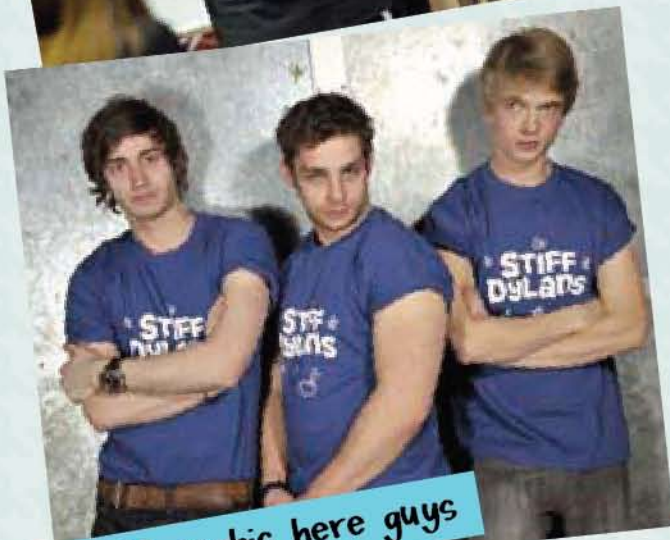
Dave the laugh
having a laugh...



**Fabnosity
Dramosity**
with Miss Wilson
altogether now –
'What dost thou'



Vati
practising his 'Viking
Dance'... but where
are the horns Vati??



Looking VAIR sophis here guys



GHHARRGGEE!!
Hockey stocks at the ready!

Fabby Rehearsal pics!!

Angus Thongs & EVEN MORE SNOGGING



The Viking dance can get a little bit scary.

Looking good girls!



Don't you just lurrve Jas's tres funkylicious tights!



Jas breaks out into song!



The Vikings are here! Although... those horns are a bit sqew whiff!