

AZYZAH EDUCATIONAL INTERACTIVE THEATRE

GAME OVER!

TEACHER & STUDENT PACK

An interactive learning adventure for ages 9–11

THE BIG QUESTION

What makes someone a real winner?

Kindness • Courage • Teamwork • Inclusion

In this game, nobody wins alone. Every player has a strength, every voice matters, and everyone deserves a place on the team.

1. TEACHER GUIDE — Welcome to the Game!

GAME OVER! is an approximately 45-minute interactive theatre adventure for children aged 9–11, performed by two characters, Kiki and S, with a recorded Game Voice. The audience becomes part of the game, helping the characters solve challenges and discover who the glitch really is.

Kiki and S become trapped inside a video game. To escape, they must complete a series of levels: guiding each other through the Colour World, building a bridge, taking on a flow-arts challenge, and finding the player who has been left out. At first, the glitch seems disruptive. Gradually, the characters discover that the glitch is asking for help and wants to belong.

The Big Question

What makes someone a real winner?

The play suggests that success comes from using different strengths, listening to each other, asking for help, showing courage, and including people who might otherwise be left out.

Learning Goals

Recognise and value different strengths within a group.

Practise listening, giving clear directions, and communicating respectfully.

Understand how exclusion and unkind words can make someone feel invisible.

Identify kind and unkind behaviour and practise choosing a kinder response.

Explore practical ways to invite others to join in and offer help.

Understand that asking for help is a strength, not a weakness.

Practise a simple calming strategy when feelings become overwhelming.

Reflect on how someone's behaviour may communicate an unmet need, while remembering that hurtful behaviour still needs to be addressed.

Key Messages

Kiki's observation and strategy and S's speed and energy are both valuable.

A team works better when people listen, plan, and share responsibility.

Exclusion can make someone feel invisible.

Kindness does not mean ignoring unsafe or hurtful behaviour; it means responding respectfully and getting help when needed.

The three final code words are KINDNESS, COURAGE, and TEAMWORK.

"Peace begins with me" is the play's shared calming phrase.

Important Teacher Note

Keep discussions supportive and avoid asking children to disclose personal experiences of bullying or exclusion in front of the class. Children can discuss the fictional characters instead. If a child shares a concern, listen calmly, follow your school's safeguarding procedures, and speak with them privately.

Participation should be invitational. Children may pass on acting, moving, speaking, or sharing. For movement and direction games, clear obstacles, set safe boundaries, and offer an alternative to blindfolded activities.

Before the Play — Warm-Up Questions

2. What makes someone a good teammate?
3. Can people with very different strengths work well together? How?
4. How might someone feel if nobody lets them join a game?
5. What could you do if you notice someone being left out?
6. What helps you calm down when you feel overwhelmed?

After the Play — Discussion Questions

7. Why did S and Kiki need each other?
8. When did teamwork help the characters succeed?
9. What clues showed that the glitch might be asking for help?
10. Why did the glitch seem invisible?
11. What changed when the characters invited the glitch onto their team?
12. What are three ways to show kindness, courage, and teamwork in school?

STUDENT PLAYER CARD

PLAYER 1: THAT'S YOU!

Welcome, player! You are not just watching GAME OVER! You are part of the team. Your ideas, choices, and actions can help the whole team succeed.

Choose Your Player Powers

Tick the powers you already use or would like to grow:

- ☐ Kindness ☐ Courage ☐ Teamwork ☐ Listening
☐ Creativity ☐ Problem-solving ☐ Observation ☐ Patience
☐ Helping others ☐ Including people ☐ Speaking up ☐ Staying calm

One player power I already have:

One power I want to level up:

One thing I can do to practise it:

Your Mission

Notice who has not had a chance to join in.

Listen to other people's ideas.

Offer help without making fun of mistakes.

Ask for help when you need it.

Use your strengths to help the team.

My Game Rule

Write one rule every classroom, playground, or gaming group should follow:

LEVEL 1 — DIFFERENT POWERS, ONE TEAM

S is fast, enthusiastic, and competitive. Kiki is thoughtful, observant, and strategic. They do not approach problems in the same way, but their different strengths help them work as a team.

Match the Player Powers

PLAYER	STRENGTHS THEY BRING
S	Speed, energy, enthusiasm, and action
Kiki	Observation, strategy, and careful thinking
The audience	Ideas, guidance, encouragement, and teamwork
The glitch	A reminder that someone may need help and inclusion

Think About It

Why is it useful for S and Kiki to have different strengths?

What might happen if S never listened to Kiki?

What strength do you bring to a group?

Can someone be a good teammate even if they are not the fastest or the loudest?

TEAM CHALLENGE — Build Together

In a small group, build a bridge using blocks, paper, or other classroom materials. Before you start, agree on a simple plan. Everyone should contribute at least one idea. If suitable materials are unavailable, design the bridge on paper.

After the challenge, reflect:

What helped your team work together?

Did everyone get a chance to contribute?

How did you handle different ideas?

What would you change next time?

Teamwork check: Listening 1 2 3 4 5 Sharing ideas 1 2 3 4 5 Including everyone 1 2 3 4 5

LEVEL 2 — THE COLOUR WORLD

S must guide Kiki to collect the coloured envelopes. Kiki needs clear instructions, and S needs to listen to the audience. The mission can only be completed when the players communicate and cooperate.

PLAYER CHALLENGE — Guide Your Teammate

Work in pairs in a safe, open space. One person gives directions to a partner who follows a simple route. Use clear instructions such as “go forward,” “stop,” “turn left,” and “turn right.” Then swap roles.

Safety note: Remove obstacles and move slowly. A blindfold is not necessary; the challenge can be completed by following directions with eyes open.

Reflection

What made instructions easy to understand?

How did it feel to rely on someone else’s directions?

What should a good guide do if their partner gets confused?

Why is listening just as important as speaking?

Communication Power-Up

A helpful direction sounds like...

If my partner does not understand me, I can...

LEVEL 3 — THE BUILDING WORLD

S wants to begin building immediately, while Kiki suggests making a plan first. They discover that planning, trusting each other, and asking for help make the challenge possible.

Plan Before You Build

Draw a design for a bridge that your team could build. Label the materials you would need and show how the team could work together.

Team Decision-Making

How can a team choose between two different ideas?

What could you say if you disagree with someone?

Why is it useful to make a plan before starting?

Kiki finds a heart. What might this clue suggest about the glitch?

Remember: We may not know what is behind someone's behaviour. We can stay curious and kind, while still making sure everyone is safe.

LEVEL 4 — FLOW ARTS SHOWDOWN

S and Kiki take on hoops, scarves, and poi. The challenge becomes more manageable when they ask other players to help. Everyone can contribute in a different way.

Everyone Has a Part

Invent a short group sequence using safe movements, claps, or gestures. Give everyone a role. A person might lead the rhythm, create a movement, encourage the group, or help organise the sequence. If you have Circus flow arts toys – create a fun show with the students.

Our group's idea:

Everyone's role:

How we made sure everyone was included:

Bonus Question

Is asking for help a sign of weakness or good teamwork? Explain your answer.

LEVEL 5 — THE INVISIBLE PLAYER

The final mission is to find the player who is not being included. The glitch has heard messages such as “You can’t play” and “Go away.” These words can make someone feel invisible or unwanted.

Kind or Unkind?

For each situation, circle KIND or UNKIND. Then write a kinder response.

1. A child asks to join your game. Someone says, “No way. Go away.”

KIND / UNKIND

A kinder response could be:

2. A child makes a mistake and another child laughs at them.

KIND / UNKIND

A kinder response could be:

3. A classmate is struggling with a task, and you offer help without teasing.

KIND / UNKIND

A kinder response could be:

4. You notice someone standing alone and invite them to join your group.

KIND / UNKIND

A kinder response could be:

Try It Again With Kindness

In pairs or small groups, choose one situation and act it out twice: first in an unkind way, then with a kinder response. You may write or draw the alternative instead of acting.

Inclusion Power-Up

Three ways I can help someone feel included:

1. _____
2. _____
3. _____

If someone keeps excluding or hurting another person, tell a trusted adult. You do not have to handle it alone.

THE GLITCH DETECTIVE — LOOK BENEATH THE BEHAVIOUR

At first, S thinks the glitch is mean and annoying. Kiki notices clues that the glitch may be trying to communicate. Eventually, the team understands that the glitch wants to be included.

What did the glitch do that seemed disruptive?

What clues suggested that the glitch might need help?

How did S and Kiki's understanding change?

Can we try to understand someone's feelings without saying that hurtful behaviour is okay?

What could you do if you think someone is lonely or being left out?

Remember

We cannot always know what another person is feeling. We can notice, ask kindly, listen, and offer inclusion. If behaviour is unsafe or hurtful, seek help from a trusted adult.

CALMING POWER-UP, PEACE BEGINS WITH ME

When S becomes overwhelmed, Kiki invites him to pause and breathe. Later, the team uses the same phrase to help S calm down.

Try a Calm Pause

Pause and notice how your body feels.

If it feels comfortable, breathe in gently and breathe out slowly.

Say quietly or in your mind: “Peace begins with me.”

Look around and choose one helpful next step.

You can keep your eyes open and breathe normally. You can also simply pause quietly. Choose what feels comfortable for you.

When I feel overwhelmed, one thing that may help me is...

A trusted adult I can ask for help is...

A helpful thing I can say to myself is...

GAME OVER! — FINAL CHALLENGE

You have reached the final level! The team succeeds by using different strengths, showing kindness and courage, working together, and including the glitch.

Find the Three Key Words

Write the three words that help the players complete the game:

1. _____
2. _____
3. _____

Finish the Sentences

I can be a good teammate by...

I can help someone feel included by...

If I see someone being treated unkindly, I can...

If I feel overwhelmed, I can...

If I make a mistake, I can...

One strength I bring to a team is...

MY PLAYER PROMISE

I will try to:

- σ Listen to other people's ideas.
- σ Use my strengths to help the team.
- σ Include people who want to join in.
- σ Speak kindly and avoid laughing at mistakes.
- σ Ask for help when I need it.
- σ Tell a trusted adult if someone is being hurt or repeatedly excluded.

My promise to the team:

Player name (optional): _____ Date: _____

AFTER THE GAME — CLASSROOM FOLLOW-UP

Quick Exit Ticket

Before leaving, students can answer these questions on their own or discuss them with a partner.

One thing I learned about teamwork:

One way to include someone:

The three key words were:

Optional Follow-Up Activities

Kindness in action: Invite students to notice one small, practical act of inclusion during the week.

Team strengths map: In groups, students name a strength each person contributes to a shared task.

Rewrite the scene: Students write a short dialogue in which a child is invited into a game.

Class team code: Create a shared list of actions that help everyone feel safe and included.

Teacher Reflection

Which activities encouraged the most collaboration?

Did students identify practical ways to include others?

Were any students uncomfortable with an activity, and what alternatives helped?

What theme would benefit from further discussion?
