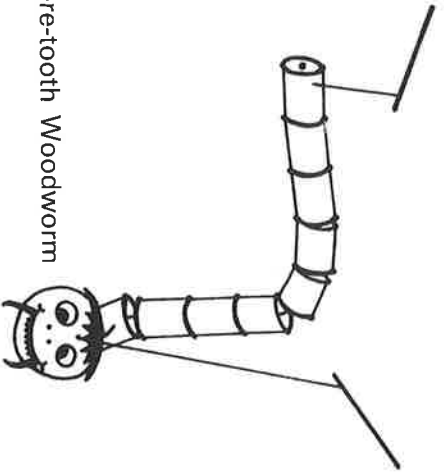


SABRE-TOOTH WOODWORM



Sabre-tooth Woodworm

- String together cotton reels or toilet roll tubes.
- Attach card for face to one end of woodworm.
- Attach thread at each end and fasten to sticks.



SECTION D — CUE SHEETS

- 1 A two-toned signal on the tape will warn you every time you need to press the slide change button.
- 2 The cue sheet will give you directions as to the other activities. Follow the tape carefully and watch out for the cues that appear in the left hand column and do the effects in the right hand column.

CUE	EFFECT
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Before you start the tape	Welcome crew aboard. Then turn out the room lights. Switch to slide 1 which is a blackout slide. Start the tape.
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"Crew — stand by to repeat systems check after me" "Standing by"	Encourage everyone to repeat the commands.
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"Commence countdown"	Encourage everyone to join in the countdown.
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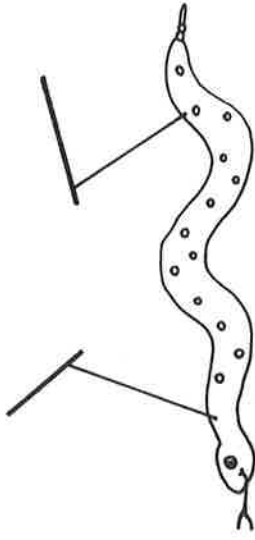
Take-off sounds	Helpers create effects of bumpy take-off.
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Song GALAXIES	Join in the song.
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Song RHYTHM WARP	Use the instruments to beat against the body parts named in the song <b>KEEPING IN RHYTHM.</b> Keep it lively!
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## SECTION C — HOW TO MAKE THE PROPS

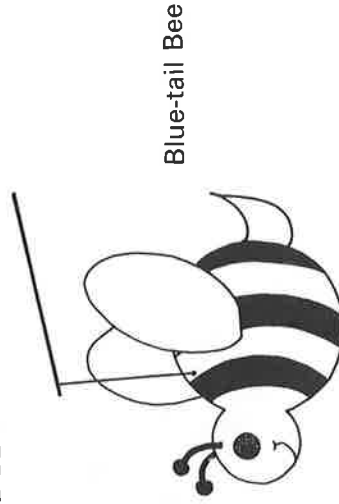
### 1, 2, 3 SPOTTED SNAKE



1, 2, 3 Spotted Snake

- Stuff stocking or long sock.
- Stitch in mouth and eyes. Attach forked tongue.
- Fasten thread to each end of snake.
- Stick spots on body.

### BLUE-TAIL BEE



Blue-tail Bee

- Draw and cut out bee shape onto yellow card.
- Draw in stripes, eyes and mouth in black felt pen.
- Colour tail in blue.
- Draw and cut out a pair of paper wings.
- Attach wings with sticky tape.
- Suspend bee with thread attached to a stick.

CUE	EFFECT
"Prepare yourself for a bouncy landing	Join in the countdown.
"Go with the bounce, go with it"	Simulate bouncing.
"Crew, link arms"	Repeat the commands and do what they say.
Song RAINDROPS	Sing along.
After song verse — "raindrops bounce like bullets from our screen"	Use plant spray to simulate rain. Shelter under blankets, coats, etc., for duration of song. If you can, agitate a large sheet gently through this section.
Song STRANGE BUT LOVELY	Sing along. During the song provide in any order — smells (light incense), bubbles, wind (fan the card) balloons (bounce them around).
Song ANIMALIEN REGGAE	Sing along.
Female voice, "hissing like a kettle"	Make snake lurk, weave, and dance among the crew. All make hissing sound.

## SECTION B — CHECKLISTS

Make sure you have everything listed here.

### 1 GALAXIES PACK

- Teacher's notes
- 34 colour slides
- Sound tape

### 2 HARDWARE

- Cassette player
- Slide projector

### 3 THINGS TO MAKE AND GET TOGETHER

- A large screen (white sheets of paper or a white wall).
- Song sheets with the lyrics written on so all the helpers can sing along.

### RHYTHM WARP

- Musical instruments that will sound when struck against the body.  
For example, castanets, tambourines, sleigh bells and tambours.

### RAINDROPS

- Plastic macs, umbrellas, or polythene sheets.
- Watersprays (e.g., plant spray)

### SAFETY NOTE DO NOT SPRAY IN THE VICINITY OF ELECTRICAL APPARATUS

- STRANGE BUT LOVELY**
- Incense or other smell-making device.

### ANIMALIEN

- Bubbles
- Balloons
- Large piece of card

### REGGAE

- Red-nosed snake
- Blue-tailed bee
- Sabre-toothed woodworm
- Flags, bunting

### FINAL SEQUENCE BACK HOME



### CUE

### EFFECT

Female voice,  
"blue-tailed bee"

Bee swoops in and out of crew. All make buzzing sound.

Female voice,  
"knocking like a hammer"

Woodworm snaps and chews crew's body parts. Make knocking noises in rhythm with the song.

"Fill the cave with their fast flapping"

Flap sheet vigorously.

Song BRINGERS OF SLEEP

Sing along quietly. Sheet floats down over crew gently.

Song reprise GALAXIES

Sing along.

"Attention crew"

Shake crew awake.

"three . . . two . . . one . . ."

Simulate bumpy landing.

"Hatch opening commander"

Turn on the room lights. Wave streamers, bunting, flags, balloons, etc.

Song BACK HOME

Join in with gusto!

## SECTION E — SONGS

### GALAXIES

Black the skies and dry the seas  
Riding off to galaxies.

Show, show me if you please  
How to reach those galaxies.

Galaxies, galaxies,  
Here to eternity.

Galaxies, galaxies,  
Here to eternity.

Send us gently if you please

Out across the starry seas,

On an interstellar breeze

Homeward through the galaxies.

Galaxies, galaxies,

Here to eternity.

Galaxies, galaxies,

Here to eternity.



### RAINDROPS

Nothing lovely nothing grand  
In this new and lonely land.

Not a single sound

As you look around

But raindrops in the sand.

Water splashing here and there.

Water falling everywhere.

I can feel it too

So it must be true,

Raindrops in the air.

Now the wind is blowing,

Blowing so keen.

Raindrops bounce like bullets

From our screen.

Water splashing here and there.

Water falling everywhere.

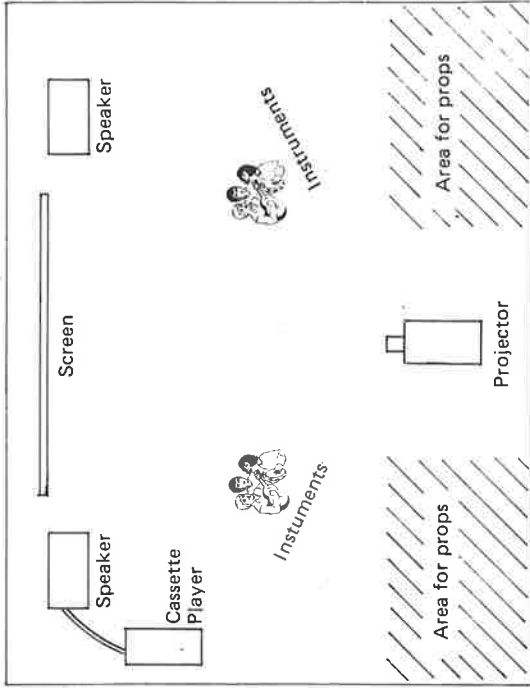
I can feel it too

So it must be true,

Raindrops in the air.

Instrumental

Reprise of last verse



- Decide where the participants will be sitting and leave them and the helpers enough space for the various activities. They won't need to move around the room, but someone will need to move among them.
- Load your slide projector with all the slides in sequence and place it far enough from your screen or white wall to provide a very large image. Remember that many participants will not be able to distinguish the form of the picture, only light, shape and colour, so the effect must be very dramatic.
- Load the cassette into your tape player and put it where you can operate it easily, stopping it or altering the volume if that becomes necessary.
- Set up all the other items you need (checklist 3) so that they are easily accessible.
- Set up your cue sheet where you can see it, and if need be, have a torch handy to see the cue sheets in the dark.
- Bring in the participants. Now refer to cue sheets and begin.

- **How many times can GALAXIES be used with the same group?**

Anyone who works with multiply handicapped will be aware that often it is not until experiences and events have been repeated that pupils/students begin to anticipate familiar patterns. The answer then is to keep trying GALAXIES on a regular basis until you feel your group are not getting anything new from it. However, you may find that you can even then adapt it to the specific needs of your group, and thus prolong its useful life.

- **Can GALAXIES be used with more able pupils and students?**

You may find uses for it, for example, as a stimulus or simply as an entertainment. As a general rule we are looking for ACTIVE engagement of pupils to the fullest extent. GALAXIES is not in itself a challenging drama experience for the more able.

- **Is there anything else I need to know before I set up and start?**

One of the most important aspects of GALAXIES is that it is a GROUP experience. Take time to brief all your helpers and familiarize them with the songs and the format, preparing them in advance for what is expected, and trying out anything difficult. The team work element is essential to the effective use of the project.

- **How do we set things up to begin?**

A sample classroom layout is illustrated. The following notes will also help:

- Choose a suitable room. It must be large enough to accommodate all your participants and helpers plus the equipment.
- Create a blackout. If you have no actual blackout curtains, use thickish curtains or blankets and fix them to the window frames.

### STRANGE BUT LOVELY

Strange but lovely,  
Strange but lovely,  
Here in this cave.  
I can touch things.  
I can smell things,  
So can you.

Sweet and easy,  
Sweet and easy,  
Wave after wave.  
I can feel the music falling  
Like a dew.

What is this that blows in my hair?  
Blows me here, blows me there?  
What is this that smells so sweet?  
I don't know, but what a treat.

Strange but lovely,  
Strange but lovely,  
Here in this cave.  
I can touch things.  
I can smell things,  
So can you.

Instrumental  
Sweet and easy,  
Sweet and easy,  
Wave after wave.  
I can feel the music falling  
Like a dew.  
I can feel the music falling  
Like a dew.



### ANIMALIEN REGGAE

Hissing like a kettle,  
Sliding like a door.  
Something very nasty  
Comin' 'cross the floor.  
The snake now brother,  
The red-nosed snake now brother.  
The 1, 2, 3 spotted snake now  
brother

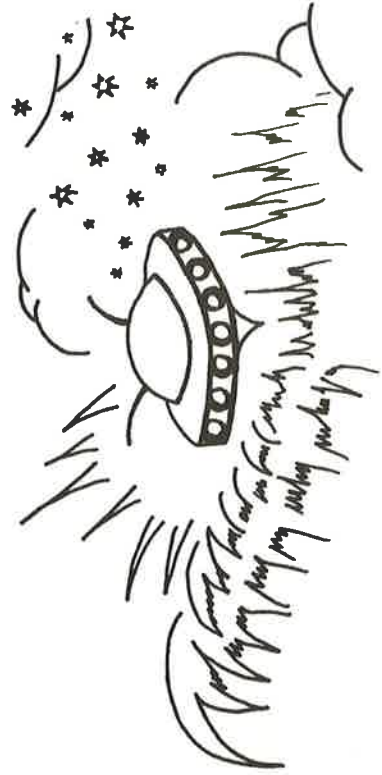
And it's after you.  
Buzzing like a bandsaw,  
Swooping as she goes.  
Sting you on your bottom  
And keep you on your toes.  
She the bee now sister,  
She the blue-tail bee now sister.  
The up down in out bee now sister,  
And she's after you.  
Knocking like a hammer,  
Snapping like a pelican.  
Can he eat your lunchbox,  
Man you bet the 'ell he can.  
The woodworm comrade,  
He the no-good woodworm  
comrade.  
The uncouth, sabre-toothed  
woodworm comrade  
And he's after you!

## BRINGERS OF SLEEP

Bringers of sleep,  
Big wings beating.  
Down you come  
Like dark descending.  
Sleep is peace  
And peace is neverending.

## BACK HOME

Oh, how good it is to be back home,  
Back where we all belong.  
In your own armchair  
With your sweet and fair,  
Just one more pint of beer  
And one more song.



- Go through the checklist in Section B. Check that you have everything in List 1 'the GALAXIES pack', and List 2 'the Hardware'. Then make, or assemble, all the items in List 3. This may be done as a class exercise if you wish.
- Either on your own, or with a second operator, try a 'dry run' of GALAXIES, that is to say, go through it, using all the equipment, deciding the details of how you will organise things, trying the blackout, etc., but WITHOUT a class present.
- Make a list of all problems and difficulties and work out ways to overcome ALL of these.
- If necessary, do a second dry run. By then, you'll be pretty familiar with the pack.

## How do we make the effects effective?

Part of this is technical. You need a darkened room though a total blackout is not necessary. You need a large projected image. Good, powerful sound equipment is desirable. The other part of successful effects is sensitive and smooth operation. You need to be sensitive to the changes of pace and mood, generating excitement, tension, quietness or comedy as the incidents suggest, and, as a team, COMMUNICATING these feelings to the participants.

## Do we need to follow the cue sheet for each performance?

The cue sheet is there to teach you when to do what. Once you have that by heart, you will naturally discard the cue sheet.