

INSPIRATION CARD 3: CREATING CHARACTERS FOR *ALADDIN*

TALKING ABOUT THE CHARACTERS IN *ALADDIN*

Discuss the key characters from *Aladdin*. Pick one or two and write some words to describe them up on the board. Think about physical characteristics, voice, clothing, mannerisms. What are the most important things on the list and why?

GUESS MY CHARACTER

Work with the children to identify nouns, verbs and adjectives from the list on the board above and explore how different types of words can be used to describe things. Then you could try some of these 'Guess My Character' games:

One child is given a character secretly and the others guess who they are. They could provide physical clues (e.g. walking in a certain way around the class or acting in character with expressions and gestures). You could also try 'Hot Seating' where a pupil comes to the front of the class and children ask ten questions; the child in character can only answer yes or no to questions the class asks.

Ask the class to choose a character from the show and write a description of them. They could read out their descriptions and the class can guess who they are.

Create instant 'freeze frames' e.g.:
Getting lunch ready in the kitchens in the royal palace in Agrabah or setting up the market in the town square.
The other groups study the scene and guess who is who.



IDENTIFYING CHARACTER TRAITS AND CREATING THEATRICAL CHARACTERS

Ask your pupils: in the show, how did you know which characters were good and which were bad? What clues were you given as the audience e.g. costume, gestures and behaviour, make-up, lighting, body language, accompanying music or musical motifs? Contrast Jafar with the Sultan, or Iago with Genie. How do a character's actions help us to form an opinion of them (e.g. Aladdin keeping his promise to Genie)? Aladdin is a thief and up to no good at the beginning of the show, but we still like him. Why is that?

PERFORMANCE: CREATE A CHARACTER

Challenge the children to design a new character to fit into the story. They can choose a scene to write about or use the one they invented on Inspiration Card 2. Ask the children:
What does the character do, what costume would they have and whom would they be friends with? They should write a profile for them including their hobbies, favourite food, best friends etc.



DESIGN A 'WANTED' POSTER

Imagine that at the end of the show Iago manages to escape and flees across the desert.

Ask the children to design a 'Wanted' poster that makes it easy for people to recognise him.

They could have some fun doing 'Wanted' posters for a friend in their class too – or maybe a member of staff!

DIARY WRITING

Working individually, ask pupils to imagine they are Aladdin or Jasmine writing in their diary after they've met each other for the first time in the market.

What do they have in common and what is different? How do they feel about the other person?

WRITING A PERSUASIVE LETTER

Suggested writing tasks for pupils, to explore their understanding of some of the characters in *Aladdin*:

- Imagine that you are Babkak, Aladdin's friend. What would be in a letter that would make Jasmine want to meet Aladdin for the first time?
- You are Jafar and you are writing an anonymous letter to Princess Jasmine telling her why she shouldn't marry Prince Ali. What would you say?
- Aladdin realises he has made a mistake in trying to impress the Princess by becoming Prince Ali. What would he write in a letter to her which explains why he did it?

FACT FILE: ALADDIN

Ask the class to imagine they are private detectives and have been secretly asked by Jasmine to find out more about Aladdin after they have met for the first time. She wants to know all about him, what he is like; who his friends are, and where he is from. Imagine you are interviewing the street characters who know Aladdin.

Write a report for Jasmine telling her what you've found out, including both positive and negative information.

PSHE: GUIDED THINKING ON CHARACTERS

Aladdin and Prince Ali are different characters (even though they are the same person!), so consider having your students compare them.

Do we change our character or behaviour to suit circumstances and people?

Think about how and when we change the way we behave in a day (e.g. at school, at home, with friends or with older adults).

DISCUSS/DEBATE subjects based on quotes from the show: these could be simple whole class discussions, or you could structure things more formally as a debate with motions for and against, and specific roles for everyone in the class to ensure engagement.

- 'A diamond in the rough' – What does this mean? Who might be described like this? Real or fictional.
- 'Like so many things it's not outside but what is inside that counts' – What does this mean? Is it true? You could also ask more able children to think about the lamp in this context.
- Genie tells Aladdin to 'be yourself'. Is this good advice?
- 'A lamp that changed the course of a young man's life' – Can we change our destiny?

