

TOOL KIT 1: PRE-SHOW AND STARTER IDEAS: BEFORE YOU SEE THE SHOW

Please note that icons denote there is a link between this activity and one in another tool kit, see introduction to resources for full key



SPOTTING WORDS IN THE SCRIPT

Using a dictionary, expanding vocabulary, presenting research findings.

The musical is in English, but the script and song lyrics contain words and phrases that students may not have come across before.

1. Using the scene scripts, ask students to make a note of five words or phrases that are new to them and search for definitions as a homework task. Students could choose how to present their research (e.g. PowerPoint slide or a poster).
2. They could use word associations, or practice using a dictionary.
3. Challenge your students to define the grammatical function of each word.

INTRODUCING ALADDIN A

Writing a design brief for costumes, scenery or lighting.

Q Provide some context for students by leading a general discussion:

Where in the world do you think the story is set? Why do you think that?

Then, working in small groups, imagine they are writing the design brief for one element of the performance. Divide the class into groups of 3-5 and designate them: Costume, Set, and Lighting

- **Costume Groups:** What sort of materials might be needed for the costumes? Why?
- **Set Groups:** What different kinds of scenery might you need to create?
Write down your ideas for materials you would need.
- **Lighting Groups:** How would you create lighting for different times of the day?
Which characters or scenes might need special lighting?

INTRODUCING ALADDIN B

Identifying the different features of a story. Story structure.

Explore the legend of One Thousand and One Nights, also called The Arabian Nights. *Aladdin* is one of the stories reputed to have been told by Scheherazade to intrigue the king and keep herself alive.

Q As an independent learning task, ask students:

What type of story is *Aladdin* e.g. fact, fiction, biography, historical, mystery, romance etc.? Then have the class identify some key characteristics of plot and character that are common in traditional fairy tales e.g. a narrator, story within a story, fate and destiny. Then have students create a list of features they should be looking for during the performance to test their theory about the story type.



TOURIST TRAP

Non-fiction writing. Writing a travel brochure.

Preview the main activity in Tool box 2. During the show, students imagine they are looking at Agrabah as a possible holiday destination. They should make a short list of things that they think tourists will enjoy or that they could write about in a brochure or other media.



AFTER THE SHOW: IDEAS FOR WHOLE CLASS STARTER AND QUICK-FIRE ACTIVITIES

NEW WORDS FOR OLD

Expanding vocabulary and writing for performance.

1. Challenge students to think of some different words to replace each **bold** one. They should try to change the tone of voice or personality of the character and aim to change the meaning of the sentence. You could introduce thesaurus work or synonyms.

- 'Are you positive we really lost them?' **asked** Jasmine. (Act 1, Sc 7)
- 'Fine. I don't need you guys anyway,' **said** Aladdin. (Act 2, Sc 1)
- 'Somebody call my agent,' **shouted** Genie. (Act 2, Sc 1)
- 'This is my happy place,' **screamed** Jafar. (Act 1 Sc 3)

2. Experiment with changing the meaning by asking the students to select and change other words by grammatical name such as nouns or adjectives (e.g. 'Someone call my mother,' wailed Genie).

KEEP THE SCENE GOING

Grammar and Connectives

1. Choose a scene from the show and ask the students to describe what happens, going round the class saying one word each. Write down on the board each time a linking word is used (e.g. but, then, however, next).
2. Discuss how these useful words can be used in composition. Ask students to compare the use of connectives in this verbal activity with connectives they can identify in the script extracts. Why do you think there are differences?

EXTENSION

Extend this activity by challenging students to find other grammatical word types (e.g. verbs, adverbs and nouns).



POINTS OF VIEW

Understanding storylines and events on stage. Writing to describe events.

Each student writes a 30 to 50 word mini-saga that sums up what they think happened in *Aladdin*. Ask for volunteers to read them out. Discuss what they have included and omitted. Do others agree?

Q Guided discussion:

- How could a writer use characters' differing points of view to develop a narrative? For example, if two characters are describing the same event and drawing different conclusions, then that might tell us a lot about their characters and how they are different (for instance, Aladdin and Jasmine's description life inside the Palace).
- How might this impact on a story structure? For example, by suddenly introducing a second opinion of the same event later in a plot, a character's actions might be subject to a very different interpretation.

