

TOOL KIT 2: MAIN ACTIVITIES: DEVELOPMENTAL IDEAS FOR WRITING, INTERPRETATION AND DRAMA

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

HOW ARE YOU FEELING?

Understanding character and plot. Writing to describe feelings and events. Drama. Public speaking. I.T.

1. Working with the scene scripts provided (downloadable from the www.aladdineducation.co.uk), students should analyse how a specific character feels after the scene. Has anything changed for them over the course of the scene?
2. Ask them to describe their point of view using a specific creative style that you give them e.g. a poem; personal diary entry; haiku; podcast of an interview or performance.

EXTENSION

Extend this exercise by challenging students to write and perform a monologue to the class. Performances could be filmed using tablets and students could use the Internet to research and add images to their films to complete their pieces.



POINTS OF VIEW

Understanding character and plot. Writing to describe events.

Use the *Aladdin* cast list to choose different characters and allocate one to each student. Ask them to write descriptions of the same event from different characters' perspectives (e.g. Aladdin and Jasmine after the rooftop scene). Do different people interpret the same events in different ways? Why do we think that is?

I WAS PROVOKED!

Drama. Writing for performance. Public speaking.

1. Write a thought-provoking sentence up on the board that the students can think about and react to. You could write your own or use one of these from the show:

- 'I don't know Princess, for someone like you the outside world might be kinda overwhelming'. (Attendant, Act 1, Sc 4)
- 'Look Al, buddy, there's no reason to feel guilty (*Distracts a merchant and grabs his purse*). The way I see it, we're just stealing from the rich to give to the poor (*tossing coin purse to Omar*). It just so happens that we're the poor.' (Kassim, Act 1, Sc 2)

2. Split the students into small groups to discuss whether the statement is fair. Using their conclusions as a starting point, the groups write and then act out a scene that could follow this line based on the decisions they've made.
3. To develop analytical and speaking skills you could extend this to a **debate or chat show format**, or a trial with a judge, lawyers, jury, and the plaintiffs mounting their defence.
 - 'Aladdin, you are charged that, on the morning of the 10th in Agrabah market you did wilfully steal two flatbreads, half a slab of Baklava and a princess....' And so on.



A FOREIGN LANGUAGE?

Expanding vocabulary. Writing to entertain. Public speaking.

Following the pre-show task, ask students to read out words and phrases they have collected. Write them up on the board and challenge the students to identify their grammatical function (e.g. noun or verb) and use them to create sentences. For example:

- The **Vizier** likes curry but his **llamas** much prefer **tabbouleh!**
- I blame my **flimsy hovel** on my **heritage!**

These are the words from the pre-show activity: Vizier, flimsy, llamas, tabbouleh, lackey, usurp, hovel, entourage, decree, busk, heritage. You will find more in the glossary.



CREATE A CHARACTER

Writing to persuade, argue and inform. Drama.

Students become a character and place themselves in a scene with a specific purpose. For example:

- You are Jasmine's best friend and, from what you've heard, Aladdin is a thief and not a suitable companion for a princess. If you were on the rooftop with them how would you join in the conversation to put her off? What would you ask him? How would he answer? Rewrite the scene with you there too, and make sure Jasmine sees the truth!
- Jafar suspects Iago is planning to betray him and usurp him as Vizier, so bans him from the palace. You are the official new henchman, but Genie has secretly persuaded you to argue for Prince Ali when he arrives at the palace. Rewrite the scene with yourself as the new henchman. Remove Iago's lines and give yourself some more chances to intervene. How would you stop Jasmine storming out?

EXTENSION

Students work in groups to write and perform the revised scenes they have developed. Students should think about where the action is taking place, who is present, and how the scene will move the story forward. What are the character objectives?

RIGHT HERE, RIGHT NOW!

Writing to describe events, summarising and being concise.

Move the action to the present day and to your neighbourhood. Students imagine Prince Ali's arrival parade is going past your school on the way to your local palace! They should write a series of short messages (tweeting and therefore restricted to 140 characters) to a friend explaining what's happening. What can they see and hear? How is everyone reacting? What are the things they want to tell them?

CHANGE THE MEDIUM

Writing to explain. Drama. I.T.

Adapt a section of Scene 1 of the script extract (supplied at www.aladdineducation.co.uk) as though it is a book. As well as describing where they are, you need to explain what the characters are thinking, so prepare this by writing their thoughts into the script as extra lines. For example:

ALADDIN

Saying: Look how beautiful the palace is, especially at sunset. Isn't it amazing?

Thinking: How much would I like to live there, even for just one day?

JASMINE

Saying: Spectacular. (Deadpan)

Thinking: Not really. He's looking at a palace, I'm looking at a prison.

ALADDIN

Saying: Not impressed by the palace, huh?

Thinking: Wow, what's wrong with her? Who wouldn't want to live in a palace?

Working in groups of four, students act out the scene with one person speaking the existing character lines and their 'alter ego' speaking their real thoughts.

EXTENSION

This could be filmed and edited using tablets in a range of creative ways (e.g. with the main lines being delivered between the characters and their alter ego's thoughts being spoken directly to camera to emphasise their hidden nature).



I HATE TO BE CRITICAL BUT...

Review writing. Public speaking.

Challenge students to imagine they are a theatre critic and their editor wants a 300-word review of *Aladdin* for the entertainment section of tomorrow's newspaper. Write the review using evidence from the show to justify your opinion. What would people want to see in the show and how does *Aladdin* deliver those things? Choose a specific audience demographic to focus on: tourists, students, or families. Whatever they write, they need to keep plenty of secrets and not give too much away!

Students read out their reviews and the class votes on the ones they think best sum up the attractions of the show for that particular audience.



TOURIST TRAP

Writing to inform and persuade. Non-fiction writing. Public speaking. I.T.

Students imagine they work for the Agrabah tourist board and have been asked to create a brochure about how great it is as a holiday destination. What would they write in their introduction to catch people's attention? What about the dust, the heat and the flies - how can they frame those positively?

Students read out their reviews and the class votes on the ones they think most likely to convince the public to try a holiday in Agrabah.

EXTENSION

Students could create a one minute T.V. or radio advert, or a slideshow, using their tablets to record the review as a voice over.



