

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 practise 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 Kit 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.

