

**Workshop for Brigham Young University's Young Company Touring
production of *The Fisherman and His Wife*, 2014**

This lesson addresses Utah Core Language Arts Standards and the National Core Theatre Standards. It is presented by Young Company teaching artists, post performance of *The Fisherman and His Wife* at the students' school.

Included at the end of this document are extension activities for discretionary follow up by classroom teachers. Classroom teachers can also go to <https://cfac.byu.edu/tma/about/young-company/> for further materials about the play, its source material, our production, and drama/theatre learning activities and other Young Company information.

TAs=Teaching Artists. S= Students

Lesson Focus: Imagining and expressing personal hopes, desires and dreams

Lesson Length: 45 min.

Grade Level: 3 (Easily adaptable 2-4)

Standards: Utah Core Language Arts: RL. 3.2, 3.3, W3.3b, SL 3.1 a.,b.,d, 3.2. National Core Theatre: TH:Pr5.1.3. TH:Pr6.1.3. TH:Re7.1.3.

Lesson Objective: Through directed play, discussion, pantomime, writing and drawing students will imagine and express personal wishes and desires.

Classroom set-up/materials: A large clear space, double sided image of moon/sun, "I Wish...!" hand out (see p. 5)

Resources/technology: None required

Vocabulary: *content, possibilities, desire, unsatisfied, reversed, happy.*

These words will be used throughout the workshop as TAs draw connections between the process work S are participating in and the production S earlier observed. It is not necessary for S to know these words beforehand, but TAs should help S understand them in context throughout the workshop.

Invitation to Learn: "Tidal Wave" game (10 min.)

1. TAs invite class to form a sitting circle, on the floor in the clear space. TAs join students on the floor. TAs introduce selves and ask if S have questions about the production, or the performers. Warn S that since time is limited that the TA will field three questions.
2. TA set Attention Getter for S. TA calls "GO FISH!" and claps. That's the cue for mouths to be quiet and eyes to be on the TA.
3. TAs announce that all are going to play a game named "Tidal Wave." One TA will call the game, and the other TA will play the game with S. TAs explain

that this game has actions S are to take when TA calls a cue. The last student to do the motion, or those who don't do the action will be eliminated from the game (or more kindly put, "join the TA's team.") until there is one winner.

TAs note that all actions reference the play the students just viewed. TAs demonstrate and encourage S to mimic the movements of Tidal Wave (hands together in front of body making large wave motions), Bow to the Queen (students kneel to the floor, foreheads to the ground in a kowtow position) Fish on a Hook (S hook pointer fingers in side of mouths, and lift arm so elbow is pointing to the sky), Chicks in a Pen, (whatever multiple the caller calls, say, "5 chicks in a pen", facing one another with hands in armpits to make flapping wings and voices clucking) and Ducks on a Pond (similar to Chicks in a pen, only ducks are back to back, quacking.) S first try these motions sitting on the floor.

TAs invite S to stand up and find their personal space. TAs lead one "practice round" to make sure all know how to play the game. Then TAs lead the game.

4. TAs deal with the normal level of joy and frustration S experience in this game by encouraging cued behavior, enthusiastically welcoming eliminated players to their "team," laughing with students when they are delighted, etc. This should feel playful, as students learn that TA are in charge, have expectations for S behavior, will engage S in conversation and will reference the production.

Instructional Procedures: Daytime/Nighttime Game and Discussion (15 min.), Pass the Present Pantomime (10 min.), Wish Handout (10 min.)

5. TAs introduce Daytime/Nighttime game. (This game has its roots in Red light/Green light. One student, "It," at the top of the space faces the wall, holding the Moon/Sun so that the Moon faces the wall. The S playing the game line up on the opposite side of the space, back to wall. "It" calls "Nighttime" and turns to face the group. Nobody moves during Nighttime. If "It" sees someone move they may send the mover back to the starting wall. When "It" calls Daytime "It" turns and faces her wall. Each member of the group individually moves silently toward "It", the object being to tag "It" and win the game. But they must be careful, ready to stop at any moment because "It" may yell "Nighttime!" at any moment, turning to face them with the moon, ready to catch anyone who is making a motion, and sending them back to the starting line.)
6. TAs explain to students that not all students will play every round of the game. At any one time, part of the class will be the Performers whose job it is to play the game, and the rest of the class will be Audience, whose job it is to observe the Performers closely. They are supposed to particularly notice how Performers feel as they play, and how they communicate those feelings with their faces, bodies and movement.
7. TAs direct the game, with one of them playing "It" the first round. The TAs keep side coaching the audience, keeping them on focus. Play as many rounds as time and temperament of the class allows.

8. TAs engage the S in conversation about how the process of reaching/not reaching their goals felt and looked like. Use as much of the noted vocabulary as possible, continue referencing the show and asking students to make connections between the behavior and emotions they saw in this game with those of the characters in the play. Also, encourage through questioning S to make connections between characters in the folk tale and students playing the game.
9. TAs demonstrate the Pass the Present pantomime game. The pantomimed present should represent something the S wish for. TAs instruct S re cues to “open” the box, “use” their item demonstrating their own pantomime wishes. TAs encourage students to show through pantomime as much as they can about their wish.
TAs divide the class into two to three smaller groups, then side coach the S, as needed, to pantomime their wishes. TAs manage the game so that all in the group have opportunity to share. Once a S pantomimes the desire, he/she “passes” on the box to another S, and entertains no more than three guesses from the group. If S have a hard time identifying the desire, TA can encourage the acting S to add more “detail” or “information” to their pantomime to help the group figure out what the pantomime portrays.
10. TAs hold up “I Wish” handout and sing the lyric at the top of the handout. TAs review instructions and direct students to use markers and crayons to draw and/or write about a favorite wish. The wish can be the one in Pass the Present, or it can be an entirely differently one. TAs encourage S to “imagine the possibilities.” TAs circulate among S side coaching, responding, answering questions, listening, etc.
11. At the appropriate time, TAs use the Attention Getter (“Go Fish!”) to refocus S, in order to say goodbye to the class. TAs thank the Teacher and the S, and then exit.

Assessment

TAs answer these questions:

- Did S follow directions well in Tidal Wave and Daytime/Nighttime?
- Did S engage in conversations surrounding issues re reaching and not reaching goals in both the story/production and the Daytime/Nighttime game?
- Upon being drawn out through questioning, were S able to indicate evidence for their opinions?
- Did S express clearly through pantomime their hearts’ desires? Were they able to add more detail to their acting as they were being side coached, indicating that they really did have something to “say” about their wish?
- Were S able to title their drawing or sentences regarding their wish?

Extensions

- Have students write a version of the story as a class, or individually, using their own personal wishes.
 - How many folktales and fairy tales have characters who are magical speaking animals? Make a Magical Speaking Animals Handbook
 - What is a real flounder like? What is a real seahorse like? Make a scientific drawing. Be sure to label the parts and add any captions to explain real flounder facts.
 - Explore other themes from the story. Happiness, selfishness, generosity, wisdom and thankfulness are also important issues in this tale. Adapt the “I Wish...!” handout to “I’m Thankful For...!” or “I’d like to Give...!” etc.
 - Make a graphic novel of *The Fisherman and His Wife*, individually or as a class.
 - Keep a gratitude journal for two weeks. After two weeks decided if your “I Wish...!” Ideas are still the same.
 - Make a radio play of *The Fisherman and His Wife*. Include sound effects and music.
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Name

Date

I Wish....!

*Hear this fisherman's plea
Say I, the prince in the sea.
Grant his wish, let it be!*

--Lyric by Brandon Bringhurst

Use this space to draw and write about your wish! Just think of the possibilities!
Don't forget your title.

Title