



Re:

MICKEY & LIONEL

Little friends
make great friends

Written by Vicky Ireland

Resources
for the classroom

The Project

About Replay	4
Acknowledgements	4
Production Team	4
Credits	5
About the Resources	5
From the Playwright	6
From the Dramaturg	7
From the Director	7

The Resources

Section 1: Emotional Literacy

Activity 1: My Feelings	25 mins +3	8
Activity 2: Family Collage	35 mins +3	11
Activity 3: Make it worse – make it better?	30 mins +5	12

Section 2: Visual Arts Literacy

Activity 4: The Shape Game	10 mins +4	13
Activity 5: What the designer saw	30 mins +3	14

Section 3: Process Drama

Activity 6: The Busy Mouse and the Rude Lion	30 mins +4	18
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Section 4: Imaginative Literacy

Activity 7: Creating Boggy	20 mins +3	21
Activity 8a: My Story	30 mins +5	22
Activity 8b: My Story	30 mins +3	24

Further Resources	26
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References	26
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About Replay

Replay is a theatre company inspired by the integrity of educational theatre and the power of storytelling.

Transforming spaces into theatres for a day, we want to give all of Northern Ireland's children and young people their first opportunity to experience live theatre.

At Replay, we believe that theatre finds truth in discussion. By empowering their authentic voice, we aim to grow the possibility and potential of our young audiences.

Based in Belfast, Replay has been touring to schools and venues throughout Northern Ireland since 1988.

Acknowledgements

Replay Theatre Company gratefully acknowledges the generous support of the Arts Council of Northern Ireland, National Lottery, Belfast City Council and Lloyds TSB Foundation. The funding received from these organisations has made this project possible.

Replay would also like to thank project partners, the Children's Laureate, Young at Art and Belfast Children's Festival, for their expertise and commitment in providing arts for children in Northern Ireland.

Special thanks to Sarah FitzGibbon for creating these resources and to Joanna Parkes for allowing us to use her Drama Scheme.

Production Team

- **Director:**
David Fenton
- **Dramaturg:**
Beccy Smith
- **Production Designer:**
Ciaran Bagnall
- **Composer:**
Conor Mitchell
- **Lighting Designer:**
Ciaran Bagnall
- **Animation:**
Erika Reid
- **Educational Resources:**
Sarah FitzGibbon
- **Production Manager:**
Keith Ginty
- **Company Stage Manager:**
Maureen Macauley
- **Tour/ Technical Manager:**
Mark Dornan
- **Stage Manger (Creative Development Two):**
Raymond Pittman
- **Graphic Design:**
Frank
- **Marketing Consultant:**
AsItIs Consulting

Credits

Cast (in order of appearance)

- **Mickey:**
Michael Lavery
- **Lionel:**
Patrick Buchanan

For Replay Productions

- **Artistic Director:**
David Fenton
- **Development Manager:**
Eimear Henry
- **Operations Manager:**
Fiona Bell
- **Administrative Officer:**
Irene Swift

About the Resources

This pack falls into four sections, each focusing on a particular area of learning. It is hoped that this will help you maximise your class's experience of Mickey and Lionel and integrate it into the curriculum. All sections have a post programme exercise and at least one other exercise in a related area that can be used at anytime, with any class within the age range listed.

The four areas are:

Emotional

This section focuses on the complex emotions within the piece. As the piece touches on issues of bullying and families there are follow on exercises related to these topics should you wish to explore them further with your class.

Visual Art

This section looks at the link between Mickey and Lionel and Anthony Browne, the Children's Laureate, with activities relating to encouraging abstract artistic expression. There are also further exercises for older classes available on our website www.replaytheatreco.org

Process Drama

This section includes an educational drama scheme created by Joanna Parkes, which uses the story of the mouse and the lion to explore the need for asking for help. We have included a number of strategies **to use when creating fictional environments which** your class can play, live and explore, available on our website www.replaytheatreco.org

Literacy

This section is designed to assist you using the production to create poetry and rhymes with your class.

Follow up questions for school audiences

These are a few suggested follow up questions for the classroom to help you explore the main story, character and theme of the play.

Did you like the play?

What was your favorite bit of the play?

Who was your favorite character?

What did you like about them?

How did Lionel help Mickey?

How did Mickey help Lionel?

If you had a friend like Boggy,
what would he look like?

If you were to go home and tell a friend
what the show was about what would you say?

If you were to tell a friend how the show
made you feel, what would you say?

What's nice about having a den?

What do you like to play in your den?

Would you like to ask a question about the show?

We really welcome any feedback from students or from teachers; you can email feedback to us at info@replaytheatreco.org If you do any other follow up work, art work or have comments about this resource, we would love to hear about it.

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From the Playwright

Myths and fables have an important place on life's bookshelf, as they offer gentle warnings about how to behave. But when I took down my collected copy ~~and flicked through the pages, the stories felt old and dusty.~~

~~And when it came to choosing one, a great flotsam of entangled beasts and birds, grapes and pots, spears, nets and other exotica floated past, without making much sense. The only story I wanted to grab onto and keep was - The Mouse and the Lion, written by Valerius Babrius in the second century A.D. In Greek.~~

So there was the challenge.

Replay is a theatre company of new writing. Fables are the oldest form of pocket wisdom. I needed to ~~find a new way to tell this story to a young audience~~ and make it relevant and meaningful all over again. In the course of doing so, it has gathered some of its own moss so the audience must take what message they want from it.

To me, it's about friendship; getting to understand what someone is like regardless of what they seem on the outside and enjoying the differences and similarities.

Friends make you brave, make you care, make you cross, make you laugh. They take away the loneliness.

Friends are the most important people in our lives and we must look after them.

That message is good enough for me.

So thank you to Babrius for your fable, and thank you Replay for your care in helping to turn it into this play.

I dedicate it to all our friends, past, present and yet to come.

Vicky Ireland
March 2010

From the Dramaturg

In working on Mickey and Lionel, we have tried to take a satisfyingly simple fable and apply it to our complicated reality. The fable of The Lion and the Mouse tells us about two encounters: in one, the mouse charms his way to freedom on the decidedly sociable promise that one day he might be able to return the favour; in the second he does so, freeing the lion from the cunning bonds of a snare. The morals are straightforward: your estimation of others should look beyond appearances and kindness can offer great reward.

The enduring appeal of these tales speaks volumes about the pleasure we take in retelling such fables, with their elegant, reassuring patterns. Whilst honouring this in making it anew, we were concerned with discovering the everyday detail, the recognisable **difficulty and mess that could make it speak afresh** to a young audience. In order to bring the story to life dramatically we needed to go beyond the schematic. Vicky's script creates two boys who face modern challenges and whose responses - to play, to scrap, to imagine - resist easy categories.

The real world breaks in through footie and families, through rubbish and danger and Stuff. The cave is a **space that's real and unreal - filled with the detritus** of everyday life but built by the imagination and a storehouse for both dreams and fears.

In working with this fable we have tried, too, to hold on to the wonder and transformation of the original. Mickey and Lionel are Belfast boys and individuals but they are also the mouse and the lion, discovering an unusual friendship and a belief in one another that can truly alter who they are.

Beccy Smith
March 2010

From the Director

Commissioning Mickey and Lionel was one of **the first tasks I completed when I became Artistic** Director of Replay Theatre Company in March 2009. At Replay we believe that committing to timely creative development of new writing is an important part of looking after the writer's process and our audience. As such, we have conducted two creative developments of the play, one in April 2009 and another in February 2010, both with actors Michael Lavery and Patrick Buchanan, who have contributed **significantly to the imaginative landscape of the** work.

Mickey and Lionel is about many things. Vicky has created a deceptively simple story which has great psychological and emotional depth for the actors and for our young audience to engage with. Importantly the work is about imagination, play and growing up - which coincidentally are three things we needed to supply for the healthy development of the work itself.

Please enjoy.

David Fenton
March 2010

Section 7: Emotional Literacy

Activity 7: My Feelings

- Age + 3
- Time 25 minutes

Materials needed:

- Large piece of paper
- A Marker
- A clear space
- Worksheet: Mickey & Worksheet: Lionel

Step 1

Invite the class to form a circle sitting on the floor and introduce the picture of Mickey and explain that Mickey in this picture is feeling small. Ask the group how a person might feel if they were feeling small. Record the group's answers on the large piece of paper.

Step 2

Introduce the picture of Lionel and explain that Lionel in this picture is feeling big. Ask the group how that same person might feel if they were feeling big. Record the group's answers on the large piece of paper.

Step 3

At this point you will have a collection of emotions suggested by the group. Invite the group to suggest what other feelings a person can have about feeling too big or too small, i.e. anger, frustration, and in what situations they might feel that feeling.

Step 4

Invite the group to stand in a circle and show the facial expressions they might use when they are happy, sad, scared, etc. Ask an individual member to describe how their body acts when they are happy, sad, scared, etc., going around the group so that each person gets to describe an emotion.

Using the situations that the characters of Mickey and Lionel found themselves in, i.e. Mickey being lonely, or when Lionel takes Mickey's belongings, ask the participants how they might feel in a given situation and how they might express that feeling.

For example:

If you were going into Lionel's cave with Boggy, how would you feel? 'I might feel nervous'.
How would we know that you were feeling nervous? 'My knees might be trembling'.
How did we know how Mickey was feeling?

Step 5

In the circle ask each child in turn to express a feeling physically and facially and the others have to guess what it is. Go around the circle so that each child gets a turn.

Follow on exercise

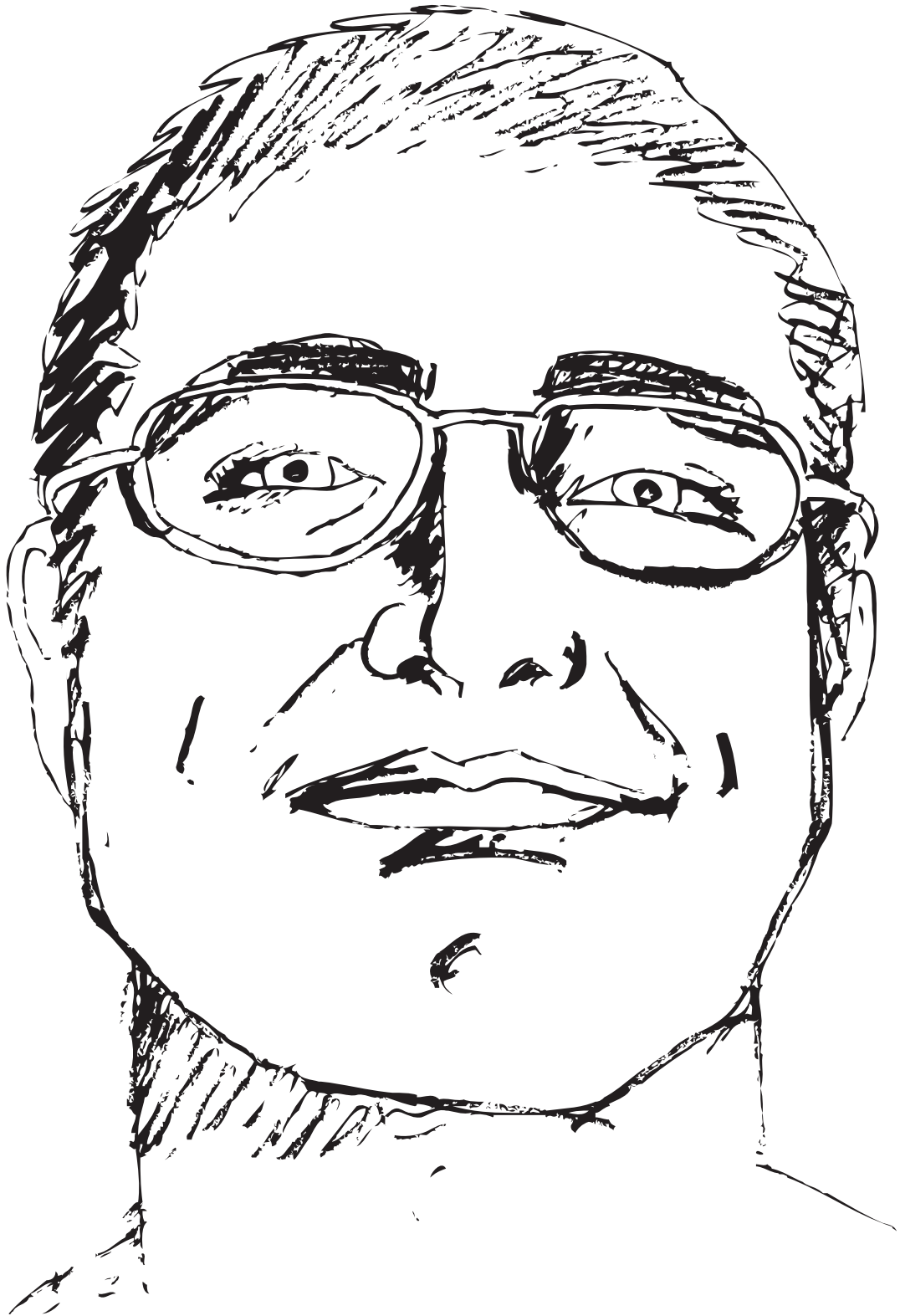
Similar to the 'How I Feel' charts used in hospitals, print off the facial expressions chart available at <http://www.teachervision.fen.com/vocabulary/printable/39805.html>

Allow each member of the class to fill in the remaining blank faces with the emotions they feel are missing.

Worksheet: Mickey



Worksheet: Lionel



Section 7: Emotional Literacy

Activity 2: Family Collage

In Mickey and Lionel, we get the sense that Lionel's family is in crisis while Mickey is part of a more traditional family structure. This allows us an opportunity to explore different family structures and the individuality of everyone's family unit. Obviously, this is an exercise that you conduct within the comfort levels of you and your class and if you deem it appropriate and helpful. The objective is, that regardless of your family, individually and collectively that each child has someone they feel safe with, someone they care for and who cares for them.

Showing a circle of care has been shown to decrease the likelihood of isolation and bullying. We hope that the exercise may allow you the opportunity to discuss with your class what can be a sensitive issue.

- * Age + 3
- * Time 35/45 minutes. This will be dependent on the concentration span of the group. However it is an activity that you can do in smaller bits and add to the overall collage over a longer period of time using photographs.

Materials Needed:

- * Two large A1 sheets attached together
- * Several pieces of different coloured paper per pupil/ these could be different colours of post-it notes
- * Several Pritt sticks or similar
- * Pencils
- * If you are clever in your selection of paper this collage can look like a flower or sun.

Step 1

Invite the class to draw a picture of themselves on **their first piece of colored paper. Place these in the middle of the large sheets of A1.**

Step 2

Tell the class that you are going to create a whole class family collage. Explain that families don't have to be related by blood or marriage, they can be people who we feel safe with, who we care for and who care for us, but we don't want people to put down their child-friends just yet.

Discuss with the class who they would like to put **down first. Allow them to choose and draw that person and stick it down.**

Step 3

Allow the class to continue to add people to the paper. If someone is struggling with who to put down they can include their friend. Yet that friend must come under the categories of who we feel safe with, who we care for and who care for us. Each pupil should be able to put down between 5-7 people initially. When stuck down they should be able to see how from the pictures of themselves in the middle, their families radiate out around them.

Step 4

Invite the group to look at the collage so far. As a class discuss the good things about families and bad things about families.

For example:

Why do we have rules?

What rules does your family have?

Who else give you rules to keep you safe?

Ask the class to think of other people who we feel safe with, who we care for and who care for us that they could put into this collage at the edges.

Is there anyone missing?

Step 5

Place it on the wall in the classroom for a period of time.

Section 7: Emotional Literacy

Activity 3: Make it better—make it worse?

- Age + 5
- Time 30 minutes

Materials needed:

- The situations and options that appear below

Step 1

Explain that with every action there is a consequence. Lionel stood up for Mickey by scaring off the other boys, this is the action. The big boys tied him up, this was the consequence. Tell them you are going to go through a situation with them. Be clear that this does not relate to anything or anybody in this class but that you want to look at actions and consequences.

Bullying

Imagine that you see someone being teased by someone else. There are many things you can do which are re-actions. Read the reactions below and decide if they will make the situation better or worse.

Reaction	Better	Worse
Stay and watch it	<input type="checkbox"/>	<input type="checkbox"/>
Hit the person teasing	<input type="checkbox"/>	<input type="checkbox"/>
Run away and ignore it	<input type="checkbox"/>	<input type="checkbox"/>
Join in	<input type="checkbox"/>	<input type="checkbox"/>
Do a dance to distract them both	<input type="checkbox"/>	<input type="checkbox"/>
Get away and tell someone to help the person being teased	<input type="checkbox"/>	<input type="checkbox"/>

Step 2

Once they have discussed the options and the merits of the various options, develop the tension by explaining the situation below.

The teasing turns into pushing and name calling.

Reaction	Better	Worse
Run away	<input type="checkbox"/>	<input type="checkbox"/>
Join in	<input type="checkbox"/>	<input type="checkbox"/>
Try and separate the people	<input type="checkbox"/>	<input type="checkbox"/>
Get an adult	<input type="checkbox"/>	<input type="checkbox"/>

Step 3

Explain to the class that there are many things you can do. Once you have discussed what to do regarding the situation, ask them to think about what might happen afterwards, such as the next day. Read the reactions listed below and decide if they would make the situation better or worse.

The following, day or week you...

Reaction	Better	Worse
Let everyone know about the people involved	<input type="checkbox"/>	<input type="checkbox"/>
Take sides	<input type="checkbox"/>	<input type="checkbox"/>
Take revenge or get them back	<input type="checkbox"/>	<input type="checkbox"/>
Forget about it	<input type="checkbox"/>	<input type="checkbox"/>
Watch out for those involved	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: Visual Arts Literacy

Activity 4: The Shape Game

This exercise can be done with classes who have not engaged with Mickey and Lionel.

- Age +4/5 depending on pen skills
- Time 10 minutes to 10 hours! Children love to play this and it can be something you return to again and again.

Anthony Browne is a colleague of Vicky Ireland. She used the idea of the transformative nature of the shape game as an inspiration when looking at Lionel's ability to transform objects in his play.

Materials required:

- Paper, at least one sheet per pair of children
- A selection of coloured pens
- An internet connection and a white board (not necessary but helpful)
- Access to Anthony Browne, Children's Laureate, explaining how the shape game works. Available at www.readingzone.com, also on www.youtube.com, or search for Anthony Browne and shape game.

Step 1

Put the class into pairs, an A and B with one sheet of paper and two coloured pens per pair.

Step 2

Read out the extract below or play the link on your white board.

The shape game was a game that my brother and I invented, or at least we thought we had invented to amuse ourselves when we were small boys. It is a drawing game; one person draws a shape, an abstract shape without thinking about it. The next person, using a different colour pencil or pen transforms it into some thing. It is a game that has been important because in every picture book I have ever made I have used the shape game. It is a fun game but it is also quite serious because the essence is that everything creative that has ever been done is essentially the shape game. You take an idea and you transform it into something personal to ourselves.¹

Anthony Browne

Children's Laureate

Step 3

Tell the class that they are going to play the shape game. A's are to draw a shape and B is to look at the shape and see what they can make it into. Encourage them to move the sheet of paper around until they can 'see' what they can make it into.

Step 4

Then B must make a shape and A transform it into something. This game goes back and forth until the **sheet is filled and until you are happy that they have** had a chance to enjoy the element of transformation.

¹ <http://www.guardian.co.uk/education/2009/jun/30/creativity-schools-childrens-laureate>

Section 2: Visual Arts Literacy

Activity 5: What the designer saw?

This exercise can be done with classes who have not engaged with Mickey and Lionel.

- ✦ Age + 3
- ✦ Time 25-30 minutes

Materials required:

- ✦ A class that have played the Shape Game
- ✦ Colouring pencils
- ✦ Photocopies of Worksheets A, B & C

Step 1

Remind the class of the Shape Game and how things can transform.

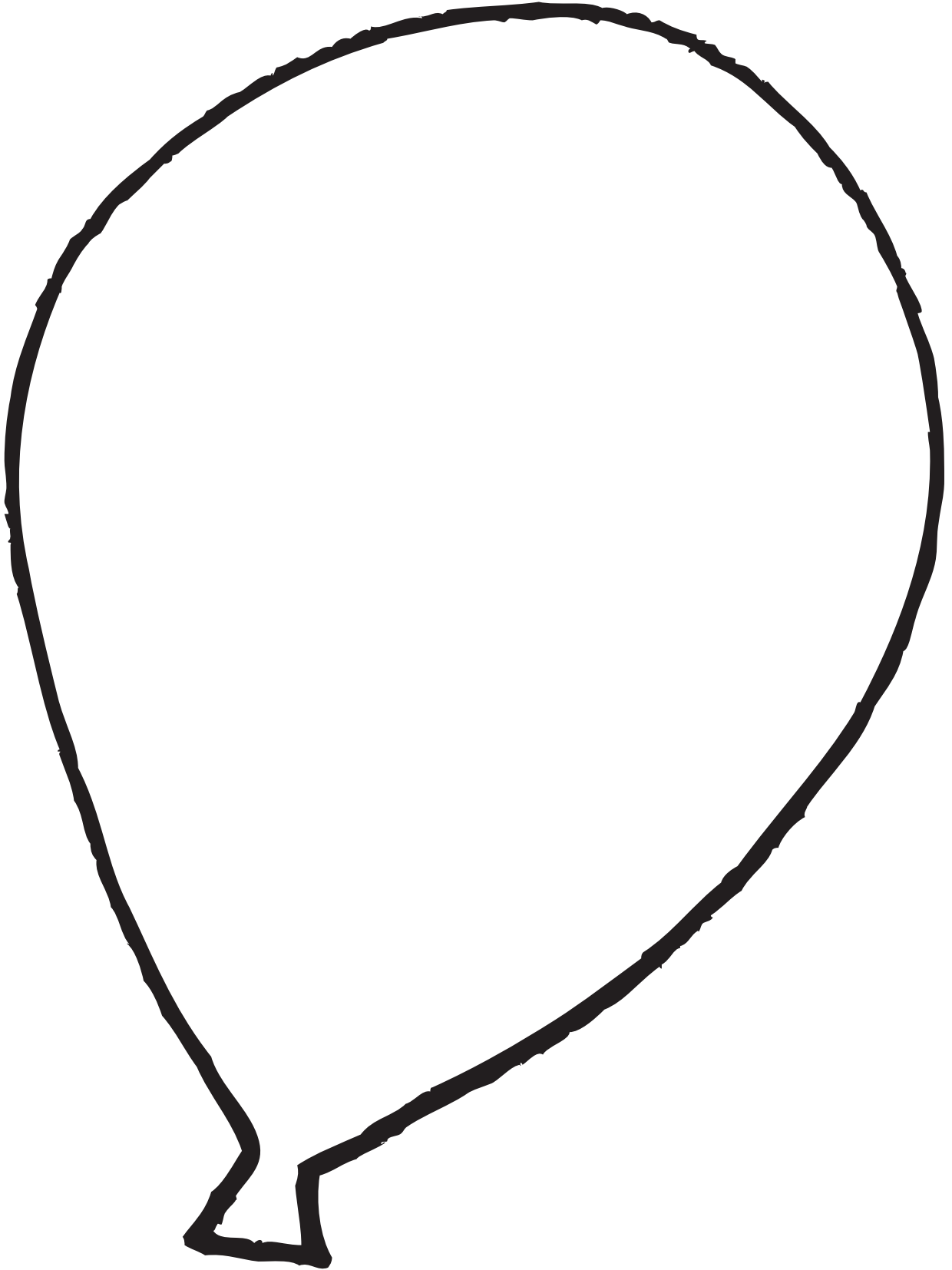
Step 2

Give each child a photocopy and a marker. Ask them to look at the shape and make it into something else. Give them time to work at it.

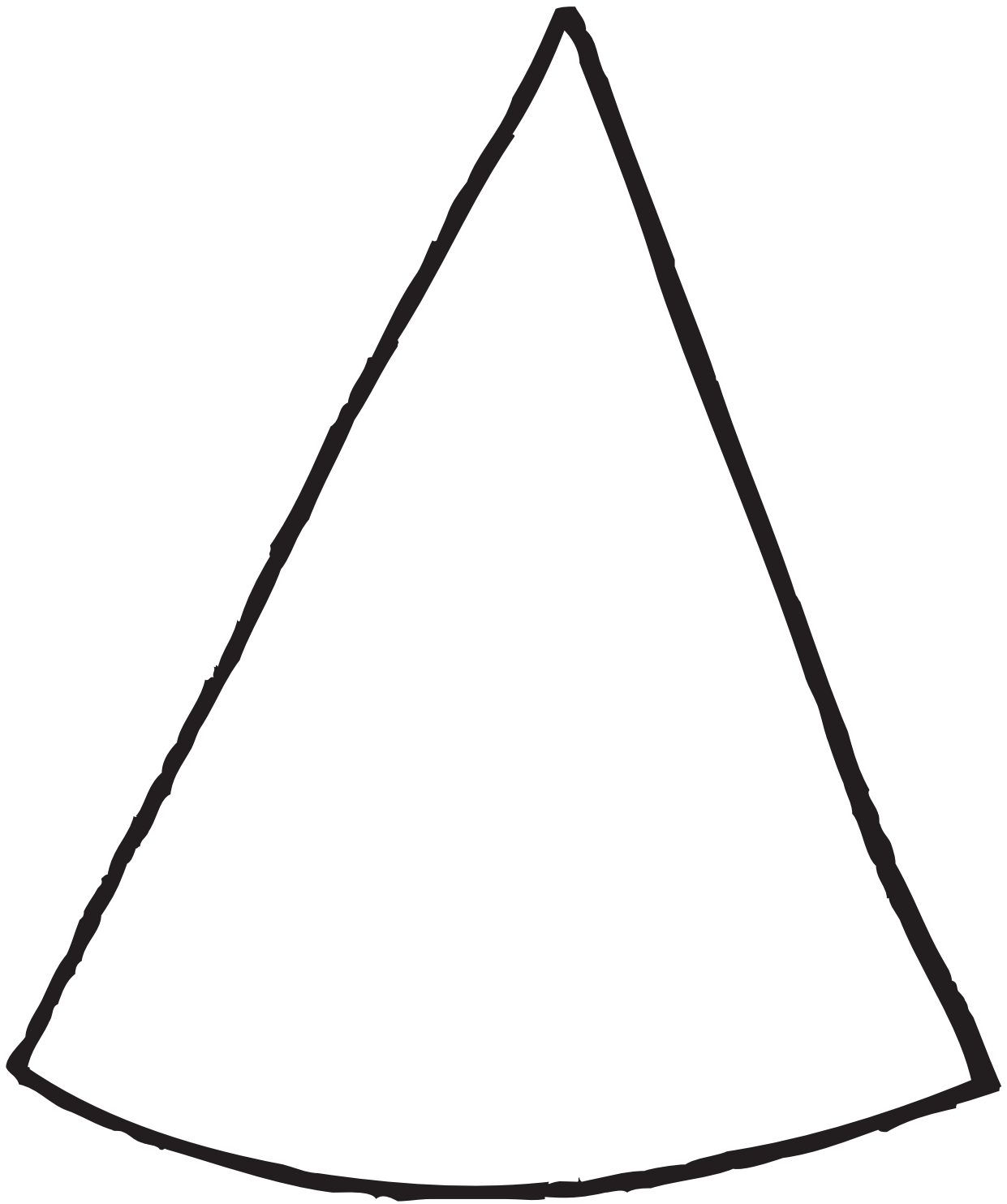
Step 3

Put those who have worked from the same starting page together and discuss the similarities and differences between the interpretations of the shape.

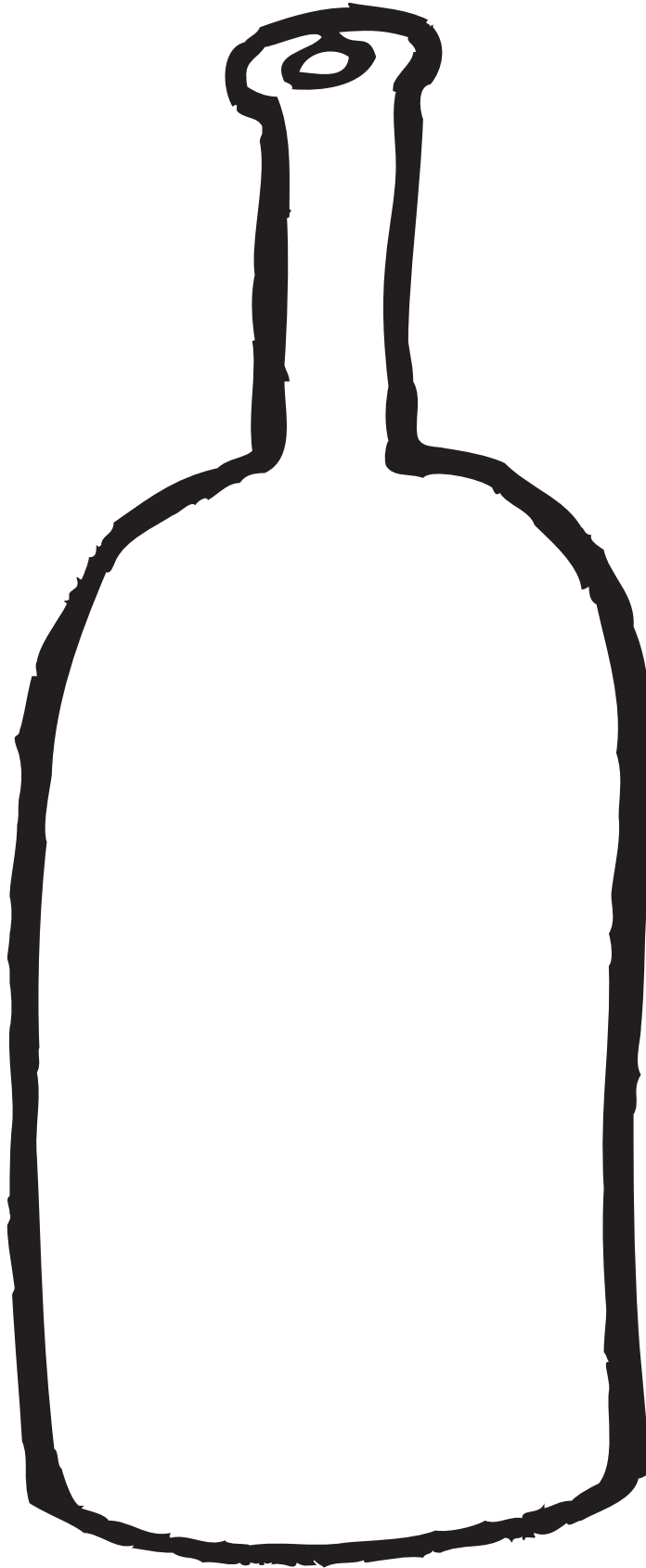
Worksheet A



Worksheet B



Worksheet C



Section 3: Process Drama

Creating Fictional Environments

Children play because it gives them pleasure. A child who is absorbed in play is likely to be a happy child, as play produces feelings of satisfaction and achievement. Play is also an essential part of their education because while they are playing they are learning. It is an important part of socialisation. It can help reduce stress and allow them to act through the situation. Helping them seem more familiar and therefore less frightening. Unfortunately with such a busy life, the space required to develop this creative way of thinking is often lacking.

Within the play lexicon of the modern child there are new fictional worlds that they can inhabit all too easily. However these are in the form of computer games and these fictional worlds are largely adult designed. Add that to the lack of un-programmed time and the concerns of parents, children have less freedom to create the cave so beloved by Lionel.

Below are drama devices that you can use to create fictional play environments within your own classroom.

Activity 6: The Busy Mouse and the Rude Lion

A story about asking for help.

A process drama scheme based on The Mouse and the Lion. This exercise can be done with classes who have not engaged with Mickey and Lionel.

- Age +4
- Time 30 minutes per session

This was designed and developed by Joanna Parkes for use in the combined Mater and Temple St. Hospital schools in the Republic or Ireland in 2009.

Materials required:

- A clear classroom
- A piece of brown fabric to represent the mouse (optional)
- A piece of orange/yellow fabric to represent the lion (optional)
- Jungle music

Drama Devices used:

- Soundscape
- Teacher in role
- Class in role

Session 1

Step 1

Inwrite the class to sit in a circle on the floor. Tell the class that you are going to be creating a story about lions and mice. As a group, discuss and decide the movements and actions for the mouse and lion so that everyone is aware when they are being lions and mice.

Step 2

Tell them that the story takes place in the jungle. Explore with the class, what sounds that we might hear in the jungle, such as monkeys, parrots, snakes, birds, crocodile, insects and trees. Ask them who can make any of those sounds, and select individuals to make the individual sound. Tell them that you are going to conduct them so that when you point at them they are to make their sound and the rest of the time they can make the sound of the trees and leaves. Remind them that the jungle is very hot so that everything moves a bit slower in the heat and to try and get that across in the soundscape. Conduct the class through the jungle soundscape.

Step 3

Tell the class that the busy mouse spends all day running around the jungle collecting bits of food, seeds, visiting people, passing on messages. Ask them to show you the busy mouse and allow them to scurry around as mice. Join in if you can.

Session 2

Step 1

Remind them of the previous session. Review the movement and actions of the mouse and lion focusing **specifically on the mouse.**

Tell them that though the busy mouse is small and he knows to ask for help e.g. if he needs to know what's going on in another part of the jungle he asks **the parrot to fly over the trees to see what's happening;** if he wants to hear a joke he'll ask the monkeys; If he wants to break a nut he'll ask the crocodile; If he wants a shower he asks the elephant and in turn he does them a favor as a way of saying thank you. Discuss what he could do for each in return and record their answers.

Step 2

Tell the class that you are going to be the mouse when you put on your piece of fabric and they are going to be different animals so they have to concentrate at listening to hear what they are to do next. Play through the different sequence including their suggestions on how the busy mouse was able to return the favor.

Session 3

Step 1

Remind the class what happened in the previous **session focusing specifically on the mouse's ability** to ask for help. Review the movement and actions of the mouse and lion.

Step 2

Tell the class that as the mouse is so busy that he can get very tired. This means that he sometimes sleeps in late so he wonders what he can do to make sure he wakes up in time in the morning. He decides to ask the lion if he will roar very loudly every morning and wake him up.

Discuss how the mouse might ask the lion and what he/she might say. Tell the class that this time the pupils will be the mouse and you, the teacher, will be the lion when you put on your fabric.

Step 3

Go into role as the lion and say a version of the following:

'I'm a fine, magnificent creature, one of the finest in the jungle. Why should I help you? What could you ever do for me?'

Come up with any reason not to help the mouse and be clear that you regard any suggestion as to why you should help as nonsense.

Step 4

Go out of role as the lion and tell the class the following part of the story:

The next day the lion didn't roar to wake up the mouse. Later that morning when he was walking through the forest the lion got a splinter in his paw. He tried to get it out himself but he couldn't get it out. His paws and feet were far too big to take out the splinter. He was too proud to ask for help. So he limped around the jungle.

The mouse saw him limping and asked if he could help but lion just said, "No no".

All day long the lion didn't want to ask for help. He kept trying to walk but the foot got very sore. He couldn't sleep that night.

The next day his foot was very sore and swollen. He tried to go hunting but he couldn't run. At the end of the day he was getting very hungry but he still didn't want to ask for help.

Again the mouse asked "Can I help?" and the lion still said, "No no".

At the end of that day he still hadn't eaten anything and was very hungry. He kept trying to get the thorn out but he couldn't.

Eventually he had to ask the mouse for help.

Step 5

Tell the class that you will go into role as the Lion and the class is going to be the mouse.

Allow the class to play out what happens when the lion asks for help. Play out the mouse taking out the thorn.

In role thank the mouse for the help. Out of role **discuss why it can be difficult to ask for help and why is it important that you do.**

Wind down

Divide the class into 5 groups and give each group an animal from the drama. Invite each group to come up with a movement/dance for each animal to do at the jungle party. Allow each group to do their dance and have a jungle party where you are the lion, king of the jungle.

Section 4: Imaginative Literacy

Activity 7: Creating Boggy

- Age +3
- Time 20 minutes

Step 1

Remind them that Boggy is scary and friendly, real and magic.

Ask the class to imagine what they think Boggy looks like. Ask them to close or cover their eyes and think of something that they can see inside or around Boggy's cave. Go around the class and hear their suggestions. They can all start with the line

I look in Boggy's cave and I see.....

Step 2

Collect their words and ideas and see if you can create a collective word collage or poem about Boggy.

Section 4: Imaginative Literacy

Activity 8a: My story

This exercise can be done with classes who have not engaged with Mickey and Lionel.

- ✦ Age +5 with See Activity 8b for adaptation for 3-4
- ✦ Time 30 min.

Materials required:

- ✦ The questions that appear below
- ✦ Piece of paper per child
- ✦ On the white board put the options i.e. dog, cat etc.
- ✦ Colouring pencils per child.
- ✦ Shakers

Step 1 (optional)

Ask the class if they can remember when Lionel made up a rhyme to help Mickey feel braver about Brian McPhee:

*Blob off Brian you big, boring, blobface
nuisance or Boggy will bite your bum!*

By saying it over and over again it made Mickey feel braver.

Tell the children that they are going to make up their own rhyme.

Step 2

Give each child a piece of paper. For those who are of an age to write they can write their choice. For those who are pre-literate, invite them to draw their answer on part of their page

Read out the first bit:

If you were an animal, what would you be? A dog or a cat, a pig, a cow or a bee?

What would you be?

Ask them to choose and help them find a word that phonetically rhymes with all the different choices e.g. a dog on a log, a cat on a mat, a pig doing a jig, a cow taking a bow, a bee in a tree, or others they suggest.

Allow them to record their answer in picture or word form.

Step 3

Read out the second bit:

If you were a tree, what kind of tree would I be? A birch, an oak, a pear or a sycamore?

Which one would you go for?

Ask them to choose and help them find a word that phonetically rhymes with all the different choices e.g. a birch on a perch, an oak telling a joke, a pear on a stair, a sycamore dancing on the floor, their own suggestions.

Allow them to record their answer in picture or word form.

Step 4

Read out the third bit:

If you were a plant, what colour flower would you have? Red, blue, yellow, pink or green?

Which colour would be seen?

Ask them to choose and help them find a word that phonetically rhymes with all the different choices e.g. red on my head, blue that is true, yellow all mellow, pink to make you think, keen on green and their own suggestions.

Allow them to record their answer in picture or word form.

Step 5

Read out the fourth bit:

If you were an element, what would you be? Earth, or fire, water or wind?

Try and assist the group to think of an image around their element e.g. earth- safe and warm, fire- bright and fierce, water- pure and blue, wind- clear and fresh, or their suggestion.

Allow them to record their answer in picture or word form.

Step 6

Depending on the age of the group you might have to help them with their rhyme.

It should look like:

If I was an animal I would be.....

a dog on a log

If I were a tree, I would be....

an oak telling a joke

If I were a plant, I would be...

yellow all mellow

And if I were an element I would

be fire-bright and fierce.

Step 7

Record your answers and try and make it into a chant e.g.

A dog on a log,

An oak telling a joke,

Yellow all mellow

Fire bright and fierce.

Section 4: Imaginative Literacy

Activity 8b: My story

This exercise can be done with classes who have not engaged with Mickey and Lionel.

- Age Adaptation for 3-4
- Time 30 minutes

Materials required:

- The questions that appear below
- Piece of paper per child
- On the white board put the options i.e. dog, cat etc.
- Coloring pencils per child
- Shakers

Step 1 (optional)

Ask the class if they can remember when Lionel made up a rhyme to help Mickey feel braver about Brian McPhee:

*Blob off Brian you big, boring, blobface
nuisance or Boggy will bite your bum*

By saying it over and over a gain it made Mickey feel braver.

Tell the children that they are going to make up their own rhyme for their class.

Step 2

Read out the first bit:

*If we were animals, what would we be?
A dog, or a cat, a pig, a cow or a bee?*

What would we be?

Ask them to choose. Take a vote if necessary. Help ~~them~~ find a word that phonetically rhymes with all the different choices e.g. a dog on a log, a cat on a mat, a pig doing a jig, a cow taking a bow, a bee in a tree, or others they suggest.

Record their answer on the board.

Step 3

Read out the second bit:

*If we were a tree, what tree would
we be? A birch, an oak, a pear or
a sycamore?*

Which one would you go for?

~~Ask them to choose and help them find a word that phonetically rhymes with all the different choices~~ e.g. a birch on a perch, an oak telling a joke, a pear on a stair, a sycamore dancing on the floor, their own suggestions.

Record their answers on the board.

Step 4

Read out the third bit:

*If we were plants, what color flower
would we have? Red, blue, yellow, pink
or green?*

Which color would be seen?

~~Ask them to choose and help them find a word that phonetically rhymes with all the different choices~~ e.g. red on my head, blue that is true, yellow all mellow, pink to make you think, keen on green and their own suggestions.

Record their answer on the board.

Step 5

Read out the fourth bit:

If we were an element, what would we be? Earth or ~~fire, water or wind?~~

Try and assist the group to think of an image around ~~their element~~ e.g. earth- safe and warm, fire- bright and fierce, water- pure and blue, wind- clear and fresh, or their suggestion.

Record their answer on the board.

Step 6

It should look like:

If we were animals, we would be...

Pigs doing jigs.

If we were trees, we would be....

Pears on stairs,

If we were plants, we would be...

Pink to make you think.

*And if we were an element we would be
water-clear and fresh.*

Step 7

Tell the class that you are going to try and make it into a chant. Initially they can stamp/ clap out a rhythm with you and later you can add the shakers. Recite the rhyme, e.g.

We are...

Pigs doing jigs,

Pears on stairs,

Pink to make you think,

Water-clear and fresh.

Further Resources

- ✦ Supplementary web resources - www.replaytheatreco.org
- ✦ The Northern Ireland Anti-Bullying Forum <http://www.niabf.org.uk/cms>
- ✦ www.kinderart.com
- ✦ <http://toolbox.youngart.co.uk>
- ✦ Step by Step Educational Drama by Joanna Parkes and Sarah FitzGibbon, published by the National Association for Youth Drama - www.youthdrama.ie
- ✦ Step by Step Together by Joanna Parkes and Sarah FitzGibbon, published by the National Association for Youth Drama - www.youthdrama.ie
- ✦ Classroom Drama- A practical guide by Una McCabe available through www.primaryabc.ie
- ✦ Raising a Thinking Child: teaching young children how to resolve everyday conflicts and get along with others (book and workbook), the 'I can Problem solve' program by Myrna B.Shure with Theresa Foy DiGeronimo, published by Research Press 2000
- ✦ Improve your Primary School Through Drama by Rachel Dickson and Jonathan Neelands, published by David Fulton, 2006

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Re:
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