

Beneath the Waves



Teaching Resource Pack 2006-2007

Tell Tale Hearts
Children's Touring Theatre Company

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Tell Tale Hearts
Children's Touring Theatre Company

ALL ABOUT....



Tell Tale Hearts
Children's Touring Theatre Company

Tell Tale Hearts (TTH) is a touring visual theatre company based in South Yorkshire that devises and delivers participatory productions exclusively for children. Their highly inventive productions combine high quality installations with performance, puppetry, and now film and animation that put children at the heart of their existence. Their shows give children an interactive experience of the magical and multi-sensory world of theatre.

By consistently producing projects of a high quality which have a strong impact on their audience and working together with educationalists, Tell Tale Hearts ultimately hopes to affect a cultural shift in the perception of children's theatre.

Our principles as a company are fully aligned with our touring theatre and educational performances. Below is a list of our values and how we have integrated them into *Beneath the Waves*.

Value	Application
Participation	Hauling in the boats, passing the fish, free play with jelly fish and star fish
Play	Through 'Man the Ship' with Bill and Ted, 'peek-a-boo' & 'jack in the box' with the Crabs, 'tug of war' with pulling in the boats.
Collaboration	Combining different art forms including music, dance, drama, installation, puppetry, film and animation.
Accessibility	Using little spoken language, appealing to visual, audio and tactile senses and by performing in a variety of venues.

Production Team

Director:	Natasha Holmes
Sound Designer:	Michael Szpakowski
Designer/Costume/Puppets:	Sophia Lovell Smith
Design Assistant:	Jo Brocket
Production Manager/Lighting Designer/Set Builder:	Lars Jensen
Performers/Puppeteers:	Louise Clark Simone Lewis Katie Matthews



EDUCATION POLICY for Beneath the Waves

Aims

- To create magical, participatory visual theatre experiences for children in schools and in the wider community
- To promote the benefits of using theatre for education amongst children and teachers
- To develop and promote the concept of 'play' as a medium of communication and an important part of the learning process
- To research and develop projects in consultation with teachers and children to ensure maximum impact and relevance
- To provide supporting resource materials for schools which are genuinely relevant to the productions and will enable maximum learning outcomes
- To widen perception around the use of puppetry and raise awareness of its benefits in educational engagement
- To provide greater accessibility to theatre in education for all children, regardless of ability or cultural background

"Thank you for such a rich experience"

Teacher, Little London Primary, Leeds

"This is a wonderful experience for children. They were enchanted from the moment they swept onto the set to the second they crept off it. Excellent"

Richard Oulton, Headteacher Grange Infants

"Excellent, fully captured children's imagination – just had to look at their faces. Thank you."

Teacher, Berkley Infants, Scunthorpe

About this Teaching Resource Pack...

This teaching resource pack has been developed to be accessible to as many children within the 3-7 years age range as possible. As teachers you are very aware that it is impossible to pigeonhole activities to a specific age as no two classes are the same. Dependent upon the ability and dynamic of the class some activities may be more suitable than others. In order to assist with this we have provided suggested developments from each basic activity which increase in difficulty in terms of understanding and knowledge. In this way you can choose the best starting and finishing points for your class.

As the performance is suitable for children from 3 years of age we have been careful to incorporate activities which are suitable for this age group and also to provide a selection of worksheets specifically for the very young in our audience.

This pack has been designed with a focus on developing creativity in children. It has also been written to correspond with the National Curriculum and government standards and advice.

We hope you find the contents of this pack useful and that you and your class have fun learning more about life *Beneath the Waves!*

Key

FS = Foundation Stage

KS1 = Key Stage 1

Freeze Fish!

Description

Based on the traditional children's game of Grandma's Footsteps, this activity can be played at many different levels to suit all age groups. It is an opportunity to develop physical and concentration skills as well as encourage performance skills within a playful environment. The idea of the game is that the children have to creep up on their target (grandma) without being caught moving. The first one to reach the target then becomes the target for the rest of the group.

Skills

FS: Move with confidence, imagination, control and in safety

FS: Show awareness of space, of themselves and of others

KS1: Vary the way they perform skills by using simple tactics and movement phrases

KS1: Apply rules and conventions for different activities

Instructions

Rather than using Grandma and children sneaking up on her, you can change the scenario to involve any characters/environments you wish. The more exciting and varied the scenario, the more the children will immerse themselves in their roles and therefore their concentration and enthusiasm will be greater. For the purposes of these instructions we will use the fisherman and the fish, a list of other suggestions can be found below.

1. Ask the children to stand at one end of the space you are using and you stand at the opposite end.
2. Explain to the children that they are the little fish in the sea and the fisherman is guarding some lovely food which they want to eat. They must swim to him to get the food BUT the fisherman is on the look out for fish to catch for his tea. If the fisherman isn't looking they can swim, but as soon as the fisherman turns around they must stand as still as they can so the fisherman doesn't see them. If the fisherman sees them moving and calls their name they must swim all the way back to the start.
3. Stand with your back to the group and begin the game. Turn around to catch them out until one child reaches you. At this point you can start the game again with the winner taking your role. You may also wish to change the scenario each time.

Development 1

Encourage the children to move like their assigned character, for example pouting their lips and creating fins with their arms for fish.

Development 2

Encourage the children to make a sound appropriate to their character as they move. They must remember to freeze and not make a sound if 'grandma' is looking.

Development 3

Introduce a 'tag line' suitable for their characters which they must say aloud if they have been caught moving and are sent back to the beginning, for example 'Ahoy There!'.

Further Scenario Suggestions

- Group of fishermen trying to sneak up and catch one fish
- Flock of seagulls all going for one piece of bread/one fish
- Electric eels swimming towards treasure guarded by a mermaid
- Crabs trying to get into a crate guarded by Ted (fisherman)
- Jellyfish playing 'tig' with a starfish
- Puffer fish sneaking up on a manta ray

Sounds of the Sea

Description

This simple game of repetition, sound and movement encourages creativity and develops confidence in a safe and fun environment. It may be of particular interest to those children who have seen the theatre performance as it will be an opportunity to recall aspects of the show. The idea is that an action/sound/rhythm is passed around the circle so that everyone repeats everyone else's actions.

Skills

FS: Move with confidence, imagination and in safety

FS: Express and communicate their ideas through movement and sound

FS: Explore and experiment with sounds and words

KS1: Remember and repeat simple skills and actions with increasing control and coordination

KS1: Use movement imaginatively

Instructions

1. Form your class/group into a circle.
2. Starting with the teacher, clap once. This is then repeated by the child next to you and then by the next child and so on until it has travelled once around the circle (like dominoes). You may wish to repeat this exercise with different rhythms.
3. Instead of rhythms, now introduce sounds from the sea and accompanying actions. For example, a wave motion with arms accompanied by a 'swoosh' sound.

Option for classes /groups of 20 + students

Watching the same thing being repeated over and over may become tiresome for many young children. As an alternative we suggest that as each child performs their sound/action it is copied by the whole group at once, as an echo.

Development 1

Rather than the teacher leading the game ask the children to think of their own sounds and actions from the sea. Begin with the child next to the teacher and once it has travelled around the whole circle allow the next child along to offer an action. It is important to stress that it must be something that everyone can repeat.

Development 2

Having played this game only once you will have developed a varied vocabulary of sounds and movements which evoke an atmosphere of the underwater world. These actions can be grouped together, repeated, be performed by individuals or the whole

group to create a simple and effective movement performance similar to that performed by Bill, Ted and Molly when they first descend beneath the waves.

Fisherman's Choice

Description

This game has many different developments to choose from depending on the age/ability of your class. All forms of the game create opportunities to develop creativity and performance skills, as well as more complex skills such as holding eye-contact and portraying emotions.

Skills

FS: Move with confidence, imagination and in safety

FS: Express and communicate their ideas through movement and sound

FS: Explore and experiment with sounds and words

KS1: Remember and repeat simple skills and actions with increasing control and coordination

KS1: Use movement imaginatively

KS1: Create and perform dances using simple movement patterns

Instructions

1. Develop movements/sounds for a variety of underwater creatures and fish and practise these until the children have a reasonable knowledge of the vocabulary.
2. Have the children form a circle. You may want to begin the game sitting down and once the momentum and knowledge of the game has built, move to standing.
3. As teacher, you take the role of the fisherman. It is your choice to tell the children which creature they are to portray whilst crossing the pool (within the circle).
4. Choose one child to begin the game. They must stand up, wait for the fisherman's choice and then move across the circle as the selected creature until they reach the other side where they take another child's place in the circle.
5. The child whose place has been taken must then stand and cross the circle to take someone else's place.
6. As fisherman you can change your choice of sea creature at any time. Initially it may be best to change your choice with each change in child, but once confidence has grown you can change as the children are mid-circle!

Development 1

Encourage the use of eye contact with the person whose place the child crossing the circle is about to take.

Development 2

Expand the vocabulary by adding new creatures/characters which the children must try to present on the spot.

Development 3

Focus on the emotions of the fish/ characters to develop the portrayal of feelings and emotions. For example, a fisherman who has caught no fish today.

Man The Ship

Description

This is a traditional game which is simple to play but requires concentration and a great deal of energy. Each wall of the room becomes the sides of a ship, Port (left), Starboard (right), Bow (front) and Stern (rear), when any of these are called by the Captain (teacher) the Crew (children) must run to the correct wall. There is also a selection of other sea faring duties with their own actions which must be obeyed.

Skills

FS: Move with confidence, imagination and in safety

FS: Move with confidence and control

FS: Show awareness of space, of themselves and of others

KS1: Remember and repeat simple skills and actions with increasing control and coordination

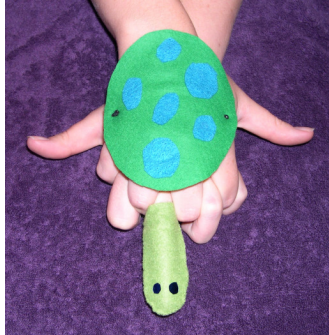
KS1: Vary the way they perform skills by using simple tactics and movement phrases

Instructions

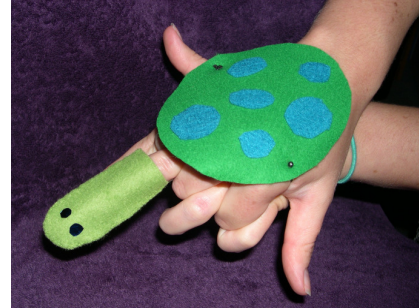
1. Ask all the children to find a space in the room.
2. Inform the children that they are the crew on board a ship and that they must learn the sea faring names for each side of the boat. Point out Port, Starboard, Bow, Stern. You may wish to use signs on the walls the first time you play this game.
3. Now come all the other tasks which must be completed whilst on board a ship; demonstrate the following, or make up your own!
4. **Climb the rigging** - Movement as though climbing a ladder
5. **Scrub the poop deck** - On hands and knees, as though scrubbing the floor
6. **Hoist the main sail** - Action as though pulling down hard on ropes
7. **Man at the wheel** - Standing as though holding and turning a huge wheel
8. **Captains coming** - Stand to attention, saluting with the right hand
9. **Man over board** – Diving action followed by a splash and swimming motion. (This can become noisy!)
10. The game can be played for as long as you wish and can become very frenetic and fast paced if you want to challenge your children!

Make Your Own Turtle

Description



This art activity allows all your children to have their own turtle, just like Molly's. Felt is one of the best materials to use as it is flexible and easy to wear, however the design also works nicely with card.

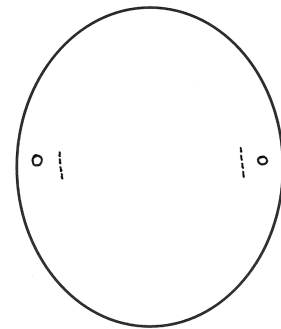


Skills

- FS: Select tools and techniques to shape, assemble and join materials they are using
- KS1: Select tools, techniques and materials for making their product
- KS1: Measure, mark out, cut and shape a range of materials
- KS1: Assemble, join and combine materials and components
- KS1: Use simple finishing techniques to improve the appearance of their product, using a range of equipment

Instructions

1. Cut out the turtle shell (shape A) on the worksheet to use as a template.
2. Cut out the turtle shell in felt.
3. Thread elastic through either side of the shell as positioned by the circles on the diagram opposite, tie knots to secure elastic on the visible side of the shell.
4. Decorate the shell as desired.
5. Cut out the turtle head (shape B) to use as a template.
6. Cut out two of the turtle head shapes in felt and place them one on top of the other.
7. Glue or stitch around the edges of the turtle head so both shapes are securely attached to each other, leaving the short straight edge open so as to be able to place the shape over your middle finger.
8. Decorate the turtle head as desired adding features such as eyes and a mouth.

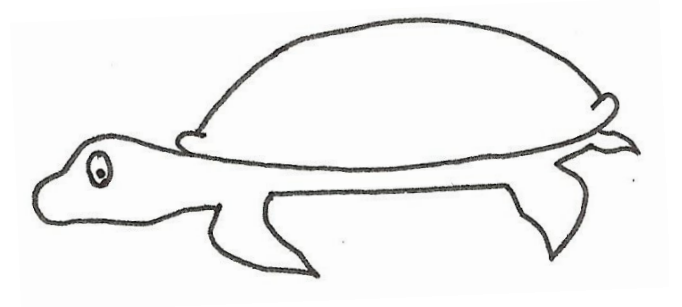
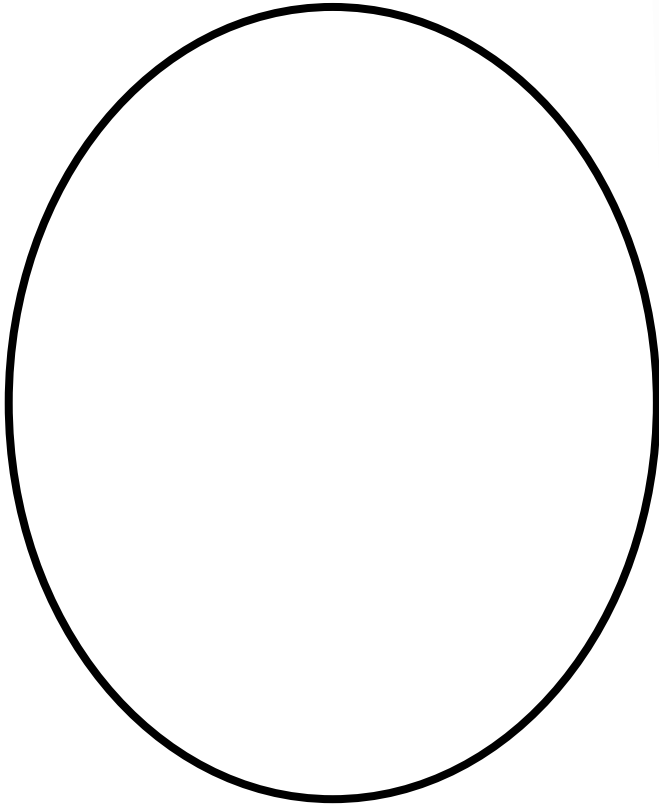


Options

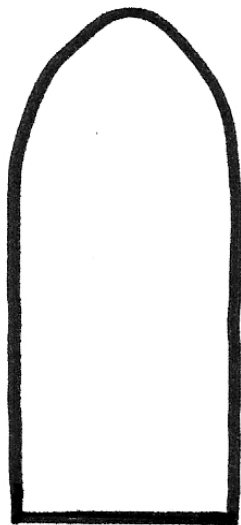
The turtle can be made from paper if desired. Simply cut out and decorate all the shapes on the sheet provided. Attach the turtle shell to the hand using a strip of paper/card which can be glued to the underside of the turtle shell as marked by the dotted lines on the diagram above.

Make Your Own Turtle

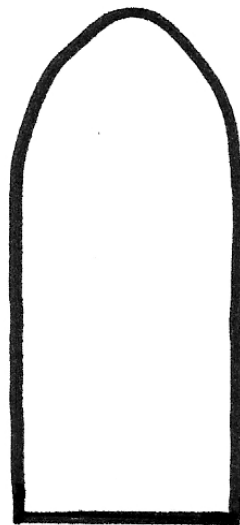
A.



B.



C.



Turtle Story Maps

Description

Having made a classroom full of turtle puppets we can use these characters as a starting point for a variety of literacy activities in which the children already have a vested interest. Story maps are a great foundation for creative writing.

Skills

FS: Retell narratives in the correct sequence

KS1: To retell stories, ordering events using story language

KS1: To tell real and imagined stories using conventions of familiar story language

KS1: To represent outlines of story plots using pictures and arrows to record the main incidents

Story Map 1

Using story map 1, tell the story of the turtle's journey to the bottom of the sea. Create simple action and/or sounds for each creature/environment the turtle encounters, for example holding arms up in the air wave them side to side to replicate seaweed. Encourage children to replicate all the actions and sounds. Tell the story several times until the children are confident with the actions.

Development 1

Working with a response partner ask the children to re-tell the story of the turtle to each other recalling as much detail and as many of the actions as they can.

Story Map 2

Using story map 2 invite your class to change the story of the turtle by adding their own characters, places and objects which may be found in the underwater world.

Development 1

Encourage the children to tell their new stories, using their story map as a prompt, to response partners/class.

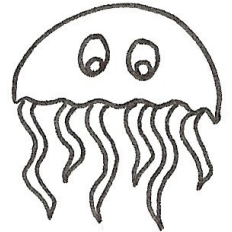
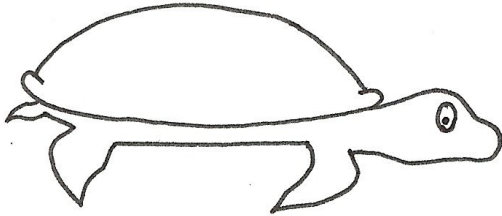
Development 2

Using the story maps the children can write their new stories in full including descriptions of the environment and their characters.

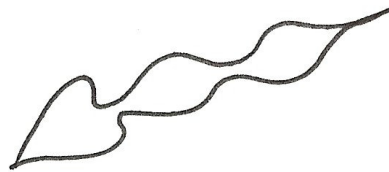
Development 3

The children can perform their turtle stories using their turtle puppets. As an art activity, create the environment of the sea as scenery and create puppets of other characters in their stories.

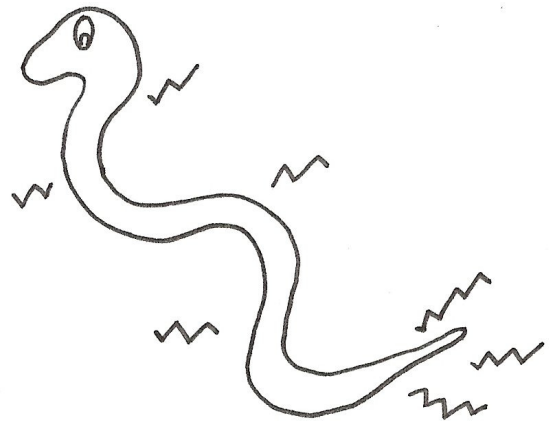
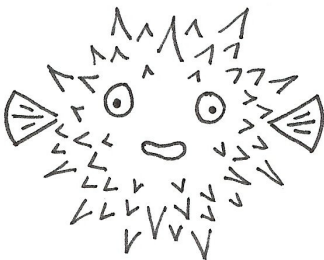
One sunny day far out to sea a turtle was swimming on the surface of the water.



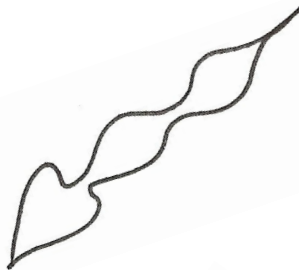
A funny yellow object caught the turtle's eye. He swam a little closer and saw that it was a puffer fish, blown up like a balloon.



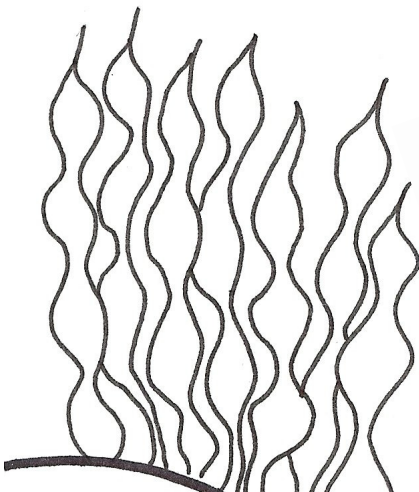
He saw the friendly face of a jellyfish and took a deep breath to go down and say hello.



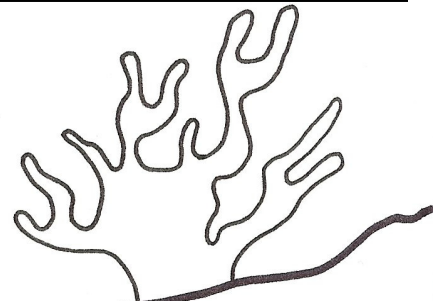
All of a sudden he saw flickering lights and heard a buzzing sound. Oh no, the electric eel! The turtle swam deeper into the ocean to hide.

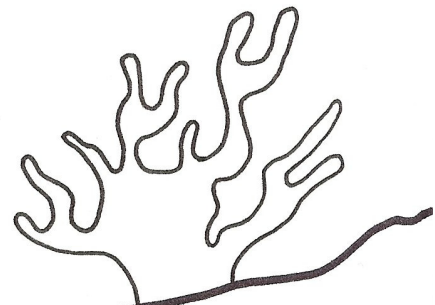
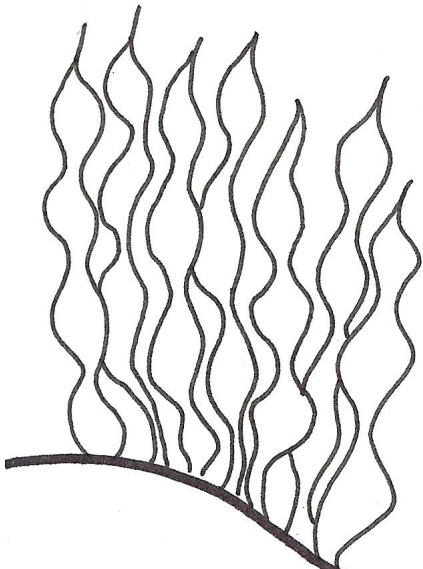
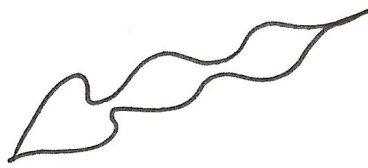
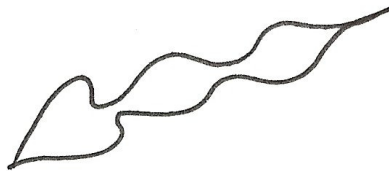
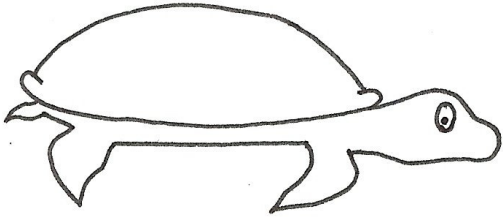


After all that excitement the turtle was starting to feel hungry. He spotted a tasty looking coral on the sea bed and settled down to have some lunch. Mmmm.



He found a lovely patch of bright green seaweed that he could swim in and out of without being seen.





What is that Sea Creature?

Description

This exercise can be used with small groups, pairs or even the whole class. It can be a quick activity in order to stimulate written or oral work, or it can be used as an art activity in its own right. The idea is to create an original sea creature which is made up of sections, each one created by a different person/ group and so the final result is a surprise to all involved. You may wish to research sea creatures and discuss some features of sea creatures before beginning this exercise.

Skills

FS: Use their imagination in art and design

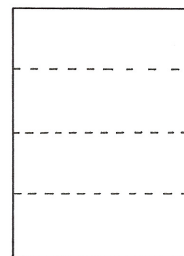
FS: Explore colour, texture, shape and form in two dimensions

KS1: Explore a range of starting points for practical work

KS1: Work on their own, and collaborating with others, on projects in two and three dimensions and on different scales

Instructions

1. Fold a plain sheet of A4 paper, in portrait, horizontally into four equal sections so that only the top section is visible.
2. The first child/group design the head and the neck (if it has one!) of the sea creature. Then fold the paper so that only the second section down is visible. Carefully mark with faint pencil lines on the second section where the head ends on the width of the paper - this ensures that the parts are connected.
3. The second section draws the upper body, the third the lower body and the fourth draws the legs and feet.
4. Once all the sections have been completed, reveal the final creature to the group/class.



Option

You may wish to create the creature on a much larger scale as a whole class project by giving each section a sheet of A2 paper, or bigger! The creature could be split into as many sections as you wish and decorated with any number of materials.

Development 1

Use the creatures for a speaking and listening activity with response partners. Ask the children to describe a creature to their partner and then draw the creature as they hear it described. Compare the two creatures.

Development 2

Having researched sea creatures prior to this activity you may wish to focus on the habitat and eating habits of sea creatures and decide which environment would be best for your creatures.

Character Masks: Hot Seating

Description

Using character masks is a great way of introducing children to some basic drama techniques. The masks are useful stepping stone for those children who may feel embarrassed or nervous if their faces are exposed. There is a sense of hiding behind the mask which allows them to focus on what their character is saying.

Skills

FS: Speak clearly and audibly with confidence and control

FS: Use language to imagine and recreate roles and experiences

KS1: to ask and answer questions

KS1: to explore familiar themes and characters through role-play

KS1: to act out own stories, using different voices for characters

Instructions

1. Select a character to be interviewed. Discuss this character with the children and the sort of questions they may want to ask.
2. Role play the first character yourself holding the mask in front of your face and allow the children to take turns in asking you questions.
3. Repeat with a child in role.

Development 1

Choose two characters. Discuss with the class/group what these characters might talk about. Allow two children to take on the roles of these characters and improvise a conversation. It may be helpful to give them a topic for discussion, for example how many fish Bill and Ted caught that day. Repeat with different combinations of characters and topics.

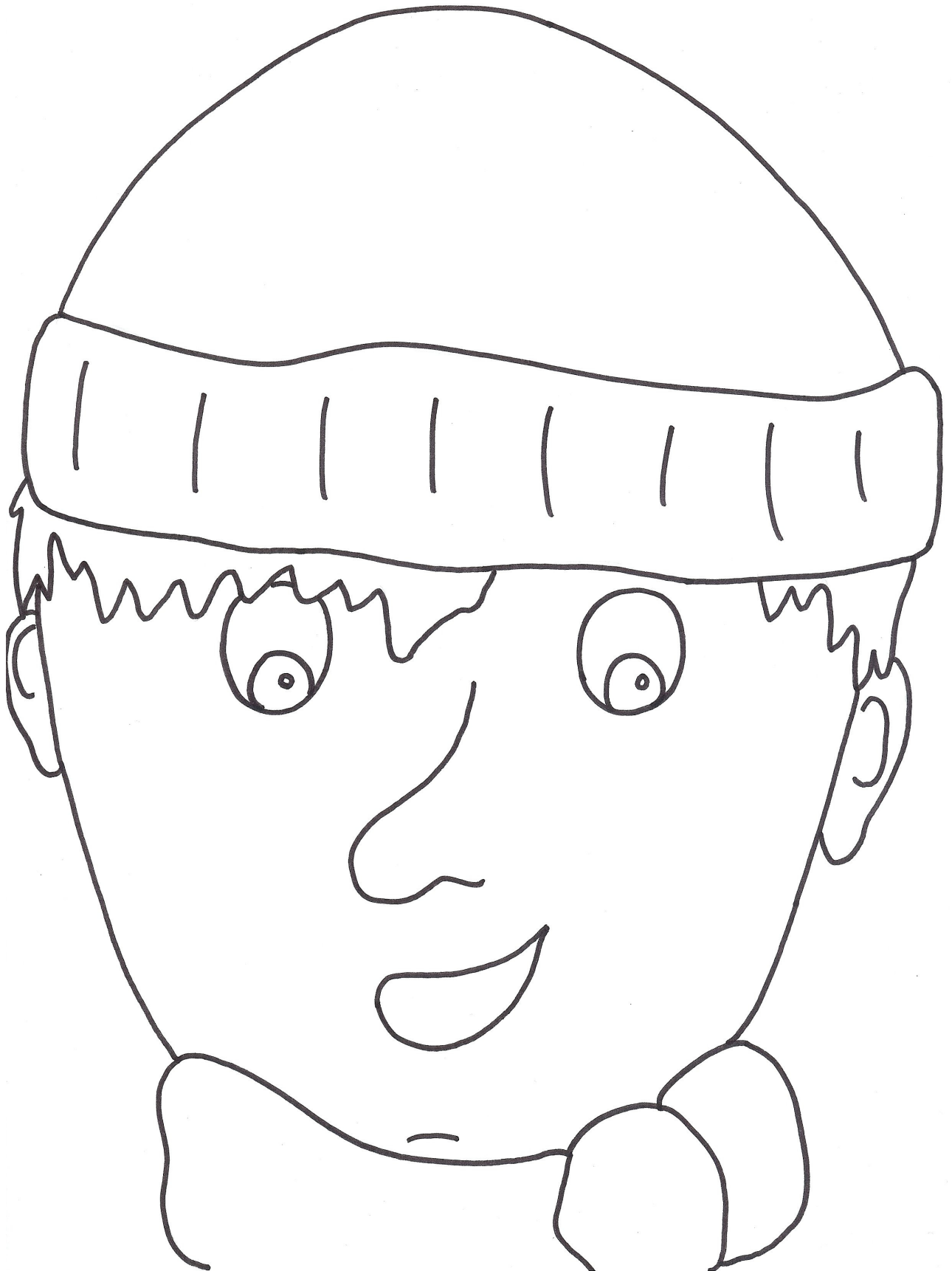
Development 2

Use the conversations as a basis for a short scripting exercise.

Development 3

Add other characters, people or fish! Create masks for your new characters







Bill's New Boat

Description

Bill needs a new boat to be in with a chance of winning the local fishing competition. It has got to be very strong so that it can hold as many fish as Bill can catch, but remember it must still float so they can get back to shore. Design a new boat for Bill using some of the materials listed (or those you have available in your classroom), build them and then test all the boats by seeing how many marbles each boat can hold before it sinks or gets too full to take on any more fish!

Skills

FS: Use developing mathematical ideas and methods to solve practical problems

FS: Build and construct with a wide range of objects, selecting appropriate resources

KS1: Communicate ideas using methods such as drawing and making models

KS1: Assemble, join and combine materials and components

Instructions

Using the worksheet *Design Bills New Boat*, children must design a new boat for Bill using the materials provided. Provide materials which float/ sink, are/ are not waterproof, large/small containers. Some suggested materials are:

Margarine tubs

Sponge

Corks

Jam jar

Yoghurt pots

Lolly sticks

Plasticine

Match box

The boat must float and carry as many marbles as possible. The boats can be decorated in any way you choose – this may be another element to the competition.

The boats can then be tested to see which holds the most marbles before it becomes full, or sinks! Then think about why some worked better than others.

For the Early Years

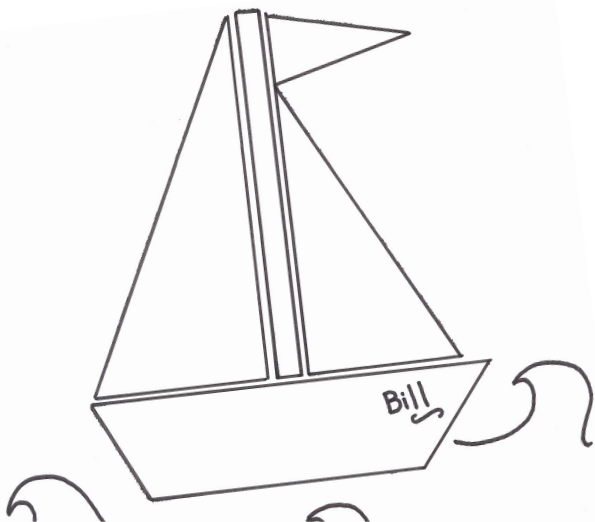
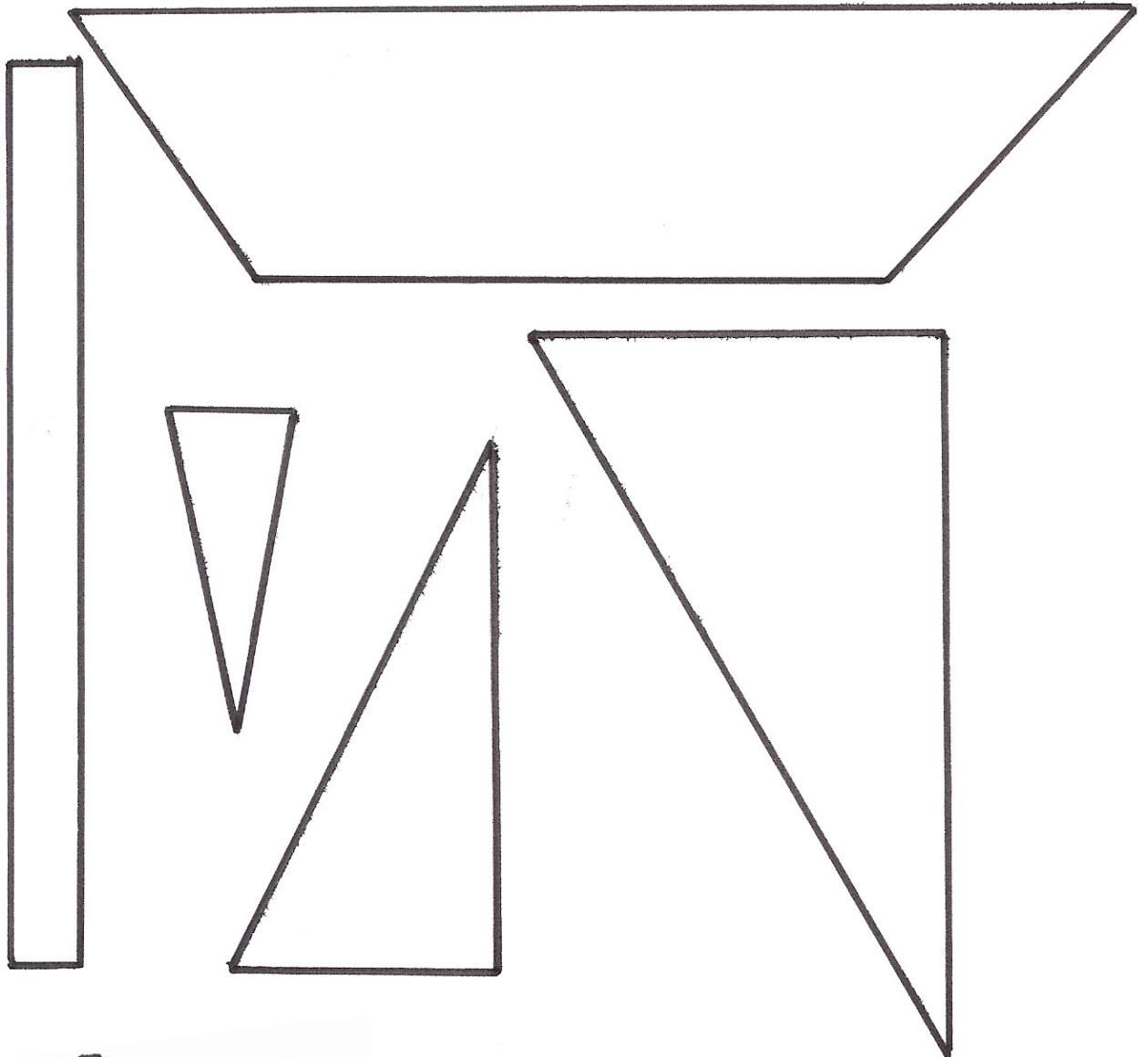
You may wish to adapt the above exercise to eliminate the design element and focus on the basics of floating and sinking, or build a selection of boats yourself and experiment with how many marbles they hold.

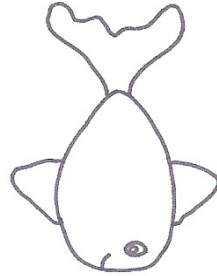
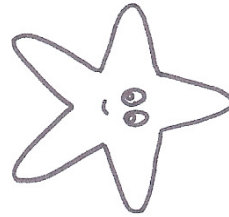
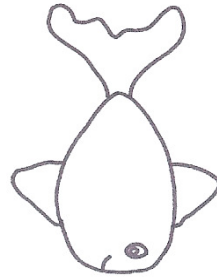
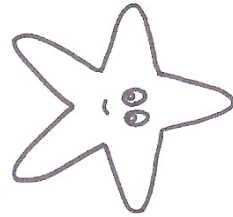
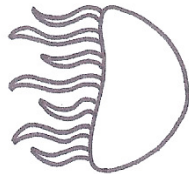
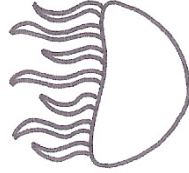
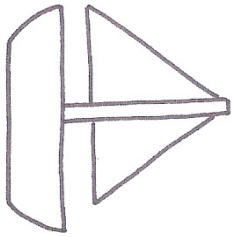
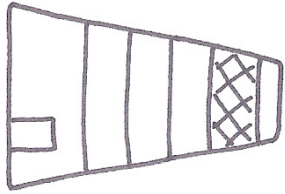
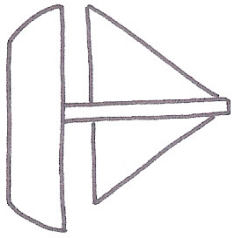
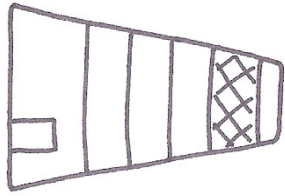
A simple design sheet *Build Bills New Boat* is included for younger children who must arrange the shapes to fit Bills new boat together and then decorate it whatever way they wish.

Bills New Boat



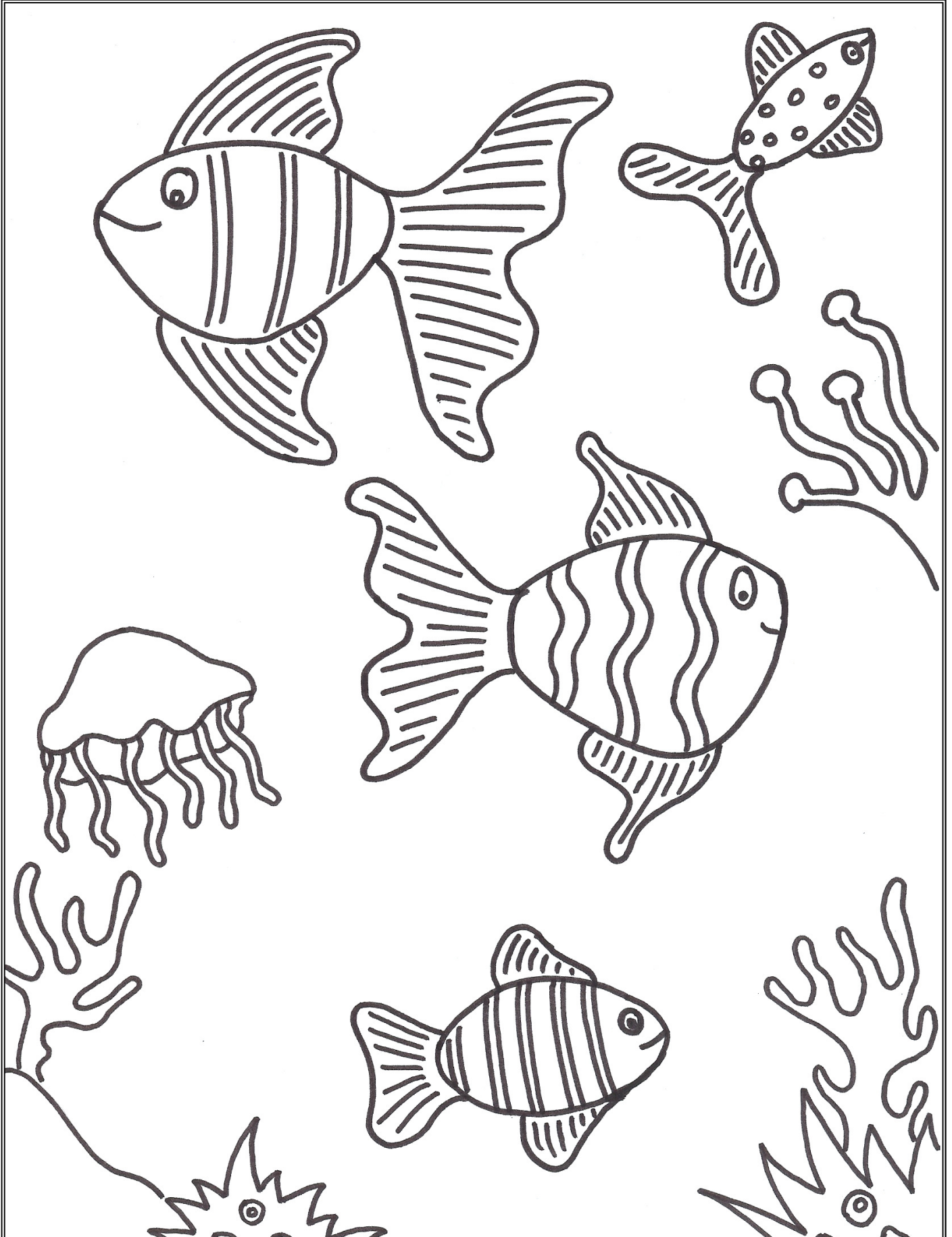
Build Bills Boat





Sea Sequences

Colour the Sea



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The Turtle and the Island: A Folk Tale from Papua New Guinea
Barbara Ker Wilson

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