

wrong²emble

THE SELFISH GIANT



OSCAR WILDE'S CLASSIC REIMAGINED FOR AGES 3-7

THE
UJiN
SCHOOL



Supported using public funding by
**ARTS COUNCIL
ENGLAND**

EDUCATION PACK
SUITABLE FOR EARLY YEARS AND KS1

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ABOUT WRONGSEMBLE

Wrongsemble is a theatre company based in West Yorkshire.

Committed to delighting audiences of all ages, Wrongsemble have a long-standing track record of creating high quality original shows in Yorkshire and nationally. Previous productions include *Three* (UK Tour 2016-17), *Billy Shakes: Wonder Boy!* (Regional Tour 2017), *Peter Pan in the Park* (Wilton Park, August 2017) and *The Shadowmakers* (Light Night Leeds). *The Selfish Giant* is a co-commission between Barnsley Civic and ARC Stockton. Supported using public funding and Arts Council England.

Cast

Alyce Liburd
Nathan Richard Smith

Creative Team

Director / Writer Elvi Piper
Assistant Director / Writer Beth Knight
Composer Angus McLeod
Designer Antony Jones
Producer Chemeana Lacey
Technical Consultants Production Light and Sound

USING THIS EDUCATION PACK

The following exercises are designed for EYFS and Key Stage 1 to explore the synopsis of Wrongsemble's *The Selfish Giant* practically either before or after seeing the production.

If you'd like the surprises of the story to be kept intact for your students prior to seeing the production we recommend reading the synopsis up to paragraph D (excluding the reveal about the Giant not being a giant at all), and working through Activities 1, 2, 3 pre-show. This can then be followed up post-show with activities 4, 5, 6, 7 and 8.

Each activity is numbered and given a title, followed by suggested curriculum focus areas and any additional resources you will require for the exercise. This is followed by the instructions for the activity, and any necessary templates to accompany this activity.

e.g.

ACTIVITY #: TITLE

Suggested Curriculum Areas: XXXXXXXXX

Resources required: XXXXXXXXX

Instructions: XXXXXXXXX

Templates (if applicable): XXXXXXXXX

All of the following activities are suggestions, and we welcome the adaptation and adjustment to suit the needs of your students and the areas of curriculum you would like to cover. We recommend the use of a large open space (e.g. the hall, or a classroom with tables/chairs pushed aside).

FIRSTLY:

Read the synopsis of the Selfish Giant (on the next page) to the class aloud.

THE SELFISH GIANT

SYNOPSIS

A Once upon a time in a small town not too far from here, there was a beautiful garden, the most beautiful garden in the whole world! It was filled with trees and flowers as far as the eye could see! All the children of the nearby town were welcome to come and play in the garden – and they did – all year round!

B But this garden belonged to a giant, and one day he selfishly shut away the garden, built a great big wall around it, and put up a big sign saying: **'Trespassers will be prosecuted'** -which meant: 'Anyone who enters this garden will be arrested by the police!'. The garden has been shut away for as long as anyone can remember – and ever since then it has been cold and grey in the little town – as if Winter has come to stay for good!

C Years later a little girl, Evie Wilde, looking for a place to play away from the dusty roads of the little town...comes across the large wall covered in signs: **'Trespassers Will be Prosecuted'** and **'KEEP OUT'** shout at her in bright colours and angry pictures!

D Evie, wanting to find out what lies behind the big wall, and the truth about the Selfish Giant, climbs over the wall and finds the Giant on the other side! Only...he isn't a giant at all...he's just a man...a lonely man who has shut himself away in the garden. His name is Oscar.

E Oscar and Evie become great friends and she asks him why he has shut away the beautiful garden and brought Winter to the little town for all these years. Oscar explains that he didn't mean to be so selfish – but after his wife Summer died he was so miserable and angry that he didn't want anyone to be happy in the garden when he was feeling so sad...so he built a big wall to keep everyone out. He tells Evie that the weather has been bad ever since.

But Evie shows Oscar how much joy the garden could bring to their lives once again in the changing seasons...

In Autumn they rake leaves, pick fruit, and toast marshmallows over a bonfire.

In Winter they make snowmen and feed the birds.

In Spring they plant new bulbs, and dance in the blossom that falls from the trees

G But outside the garden walls the little town is still cold and grey, and the people of the town grow sadder and angrier with the Selfish Giant – blaming him for the terrible weather! They march to the big wall and start to shout a chant at the Giant in anger.

A On the other side of the wall Oscar is terrified of the angry chanting townspeople! So, Evie decides it's time to take action! She shows the townspeople that Oscar isn't really a giant at all, and convinces them to stop being so angry. Together Oscar and Evie tear down the walls and welcome all the people of the town into the garden once more...

SECONDLY:

Read the synopsis to the class again, this time pausing after each paragraph to bring elements of the story to life with students. The appropriate paragraphs have been repeated before each exercise in the following activities to make it easier:

ACTIVITY 1: CREATING THE GIANT'S GARDEN

Suggested Curriculum Areas: Exploring the World - Plants and Flowers (EYFS), Expressive Arts and Design [Drama] (EYFS).

Resources required: N/A

Instructions:

Read paragraph A of the synopsis aloud-

Once upon a time in a small town not too far from here, there was a beautiful garden, the most beautiful garden in the whole world! It was filled with trees and flowers as far as the eye could see! All the children of the nearby town were welcome to come and play in the garden – and they did – all year round!

Ask students to create the beautiful garden using their bodies one by one in the space. Each student states what they are going to be (e.g. a tree, a swing, a squirrel) and enters the space, making that shape with their bodies. Once everyone has entered the space, get everyone to FREEZE, and then clap to bring the garden to life for a few seconds, before making the garden FREEZE once more.

ACTIVITY 2: BUILDING A WALL

Suggested Curriculum Areas: Exploring the World – Role Play, Expressive Arts and Design [Drama] (EYFS), Everyday Life (KS1).

Resources required: N/A

Instructions:

Read paragraph B of the synopsis aloud-

But this garden belonged to a giant, and one day he selfishly shut away the garden, built a great big wall around it, and put up a big sign saying: 'Trespassers will be prosecuted' - which meant: 'Anyone who enters this garden will be arrested by the police!'. The garden has been shut away for as long as anyone can remember – and ever since then it has been cold and grey in the little town – as if Winter has come to stay for good!

Ask the students to imagine being the Selfish Giant. Ask them to create the character using their bodies and faces. Then altogether they are going to mime building the big wall – by getting a brick, spreading cement on it, and place one brick on top of the other. Count to 10 – asking the students to repeat this sequence of actions each time to build the wall. Finally, students (as the Giant) hang the big sign on the wall that reads (as them to repeat after you): 'Trespassers Will be Prosecuted'. Ask the group to remind you what that means.

ACTIVITY 3: DESIGNING SIGNS

Suggested Curriculum Areas: Expressive Arts and Design [Visual Arts] (EYFS), Everyday Life (KS1), Design & Technology (KS1), Investigation Outdoors (KS1).

Resources required:

- Anti-social Signs Examples Template printouts (p.8)
- Other examples of anti-social signs (not essential)
- Sign Design Template printouts – one per student (p.9)
- Pens/Pencils/Crayons (as appropriate)
- Plain A4 Paper

Instructions:

Read paragraph C of the synopsis aloud-

Years later a little girl, Evie Wilde, looking for a place to play away from the dusty roads of the little town...comes across the large wall covered in signs: 'Trespassers Will be Prosecuted' and 'KEEP OUT' shout at her in bright colours and angry pictures!

Give students some examples of anti-social signs we might see every day (see Template on p.8 for some printable examples). These are like the signs the Selfish Giant put on the wall. Using either printouts of the Template on p.9 or plain pieces of paper and their own ideas ask students to draw their own signs for the Selfish Giant's wall (one per student); thinking about colours used, images which are clear, and whether they want to add any other words or messages (Key Stage 1).

An extension to take this learning outside of the classroom could be for students to find signs around school as examples.

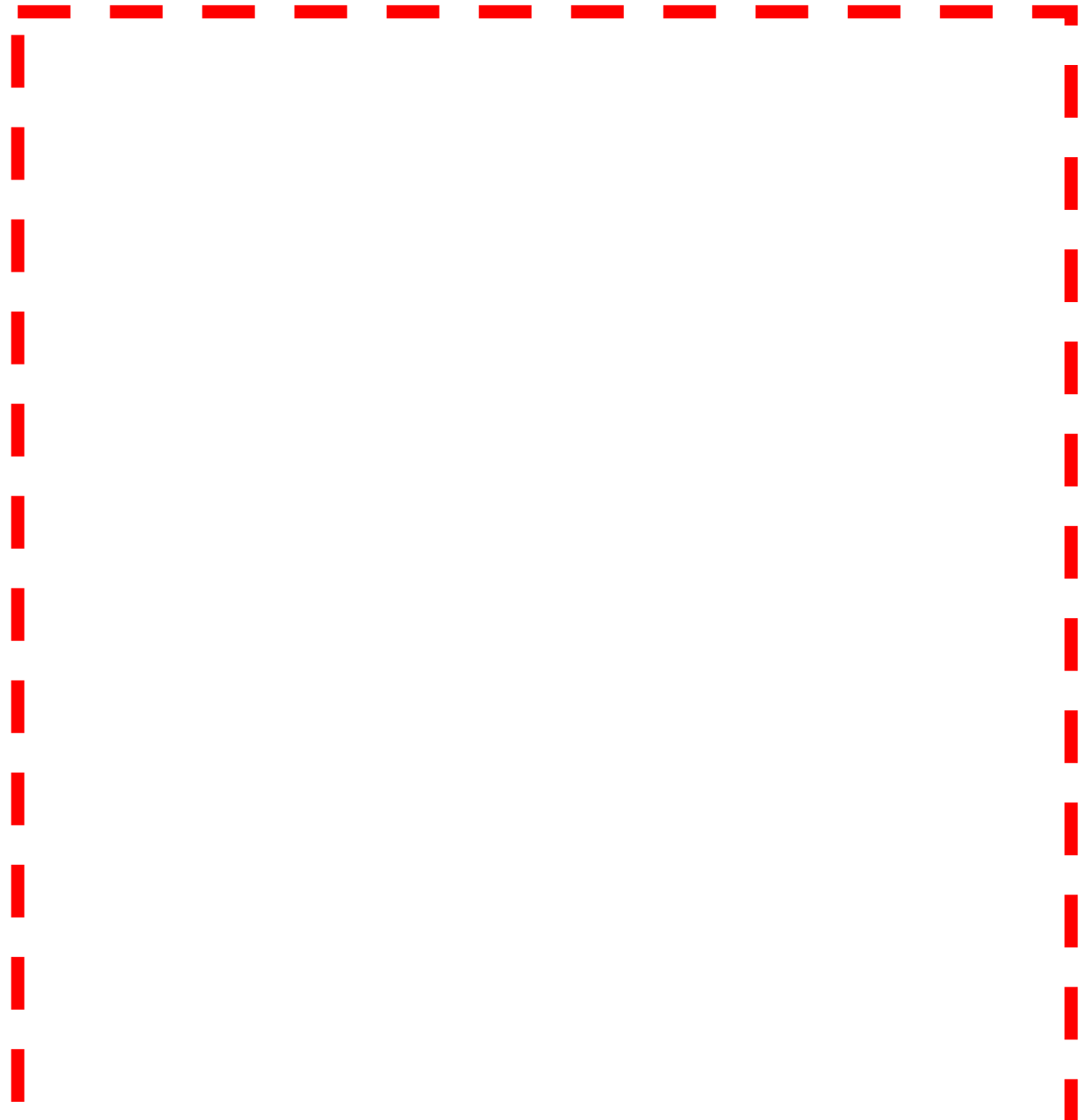
THE SELFISH GIANT

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ANTI-SOCIAL SIGNS EXAMPLES TEMPLATE



SIGN DESIGN TEMPLATE



KEEP OUT!
TRESPASSERS WILL BE PROSECUTED

ACTIVITY 4: GIANT'S FOOTSTEPS

Suggested Curriculum Areas: Exploring the World – Role Play, Expressive Arts and Design [Drama] (EYFS), PSHE: Empathy and emotion.

Resources required: N/A

Instructions:

Read paragraph D of the synopsis aloud-

Evie, wanting to find out what lies behind the big wall, and the truth about the Selfish Giant, climbs over the wall and finds the Giant on the other side!

Only...he isn't a giant at all...he's just a man...a lonely man who has shut himself away in the garden. His name is Oscar.

The students are going to all pretend to be Evie, creeping over the wall to find the Giant in a game like 'Grandma's Footsteps'. One person (one student or maybe a Teaching Assistant) will be the giant, sat with his back to the class at one end of the hall. The others will climb slowly across the space towards him – freezing when the giant turns around. This is not a race it is collaborative. The aim is for the students all to get to the giant at the same time. When he turns at the end – they all repeat the line: 'You're not a giant at all!'

Young people like to repeat this game. Perhaps add different rules for freezing when the giant turns around each time:

- Students pretend to be trees or flowers when they freeze
- The Giant can send the whole group back if someone isn't frozen
- Students have to climb the wall expressing a different emotion each time indicated by the teacher (e.g. excited) and then freeze using another emotion (e.g. scared).

ACTIVITY 5: FRIENDSHIP RECIPE

Suggested Curriculum Areas: Expressive Arts and Design (EYFS), All About Me (EYFS/KS1), PSHE: Friendship and Kindness, Non-fiction text types – recipes (KS1/2).

Resources required:

- Friendship Recipe Template printouts (p.12)

Instructions:

Read paragraph E of the synopsis aloud-

Oscar and Evie become great friends and she asks him why he has shut away the beautiful garden and brought Winter to the little town for all these years. Oscar explains that he didn't meant to be so selfish – but after his wife Summer died he was so miserable and angry that he didn't want anyone to be happy in the garden when he was feeling so sad...so he built a big wall to keep everyone out. He tells Evie that the weather has been bad ever since.

Evie is a really good friend to Oscar. Working together as a whole class ask students what things make a good friend. Then put these together to make a recipe for a good friend suing the template below. This can be a whole class exercise, or for older students maybe completed as a table/group.

FRIENDSHIP RECIPE

INGREDIENTS:

A DASH OF: _____

A CUP OF: _____

A PINCH OF: _____

A SPOONFUL OF: _____

A DOLLOP OF: _____

INSTRUCTIONS

ACTIVITY 6: EXPLORING THE CHANGING SEASONS

Suggested Curriculum Areas: Expressive Arts and Design (EYFS/KS1), Weather and Seasons (KS1), Role Play.

Resources required: N/A

Instructions:

Read paragraph F of the synopsis aloud-

But Evie shows Oscar how much joy the garden could bring to their lives once again in every changing season...

In Autumn they rake leaves, pick fruit, and toast marshmallows over a bonfire.

In Winter they make snowmen and feed the birds.

In Spring they plant new bulbs, and dance in the blossom that falls from the trees.

To explore the four seasons practically, first ask students to find a space in the room. Ask them to tell you what they think about when you say a season – e.g. Winter. What activities come with each season?

Then bring that season to life by asking the students to take part in led physicalisations of these activities/feelings. Some examples are below, but if your students offer suggestions use those instead. For the sake of this exercise we have added Summer to the list of seasons even though it does not feature in the story.

- Autumn: raking leaves, splashing in puddles, finding conkers, watching fireworks, toasting marshmallows, picking fruit.
- Winter: wrapping up warm, cold, snowball fights, feeding birds, chopping trees and collecting firewood.
- Spring: planting seeds/bulbs, new life – being rabbits, chicks, lambs, dancing in blossom falling from the trees.
- Summer: mowing the lawn, having a picnic, playing a paddling pool, climbing a tree.

ACTIVITY 7: THE TOWNSPEOPLE (RAIN RAIN GO AWAY)

Suggested Curriculum Areas: Expressive Arts and Design (EYFS/KS1), Weather and Seasons (KS1), Role Play, Literacy: Rhyme (EYFS/KS1).

Resources required:

- A signifier to pass round the circle (e.g. umbrella, rain stick)

Instructions:

Read paragraph G of the synopsis aloud-

But outside the garden walls the little town is still cold and grey, and the people of the town grow sadder and angrier with the Selfish Giant – blaming him for the terrible weather! They march to the big wall and start to shout a chant at the Giant in anger.

Ask the students to imagine they are the townspeople. The townspeople blame the Giant for the never-ending bad weather in the town and they chant at him behind the wall. Students sit in a circle, and sing the rhyme 'Rain Rain Go Away' (see below). The teacher starts the rhyme, and everyone sings along after that – each time the rhyme is sung the final line is changed to have the next person in the circle's name in it. For young students this could be indicated by passing something around the circle to each person when it's their turn (e.g. an umbrella or a rain stick).

Rain Rain Go Away

Rain Rain Go Away

Come Again another day

Rain Rain Go Away

(Insert Name of person next in the circle) wants to play

ACTIVITY 8: A GARDEN FOR EVERYONE

Suggested Curriculum Areas: Expressive Arts and Design [Visual Arts] (EYFS), Everyday Life (KS1), Design & Technology (KS1), Investigation Outdoors (KS1).

Resources required:

- A long roll of lining paper (or equivalent)
- Pens/Pencils/Crayons (as appropriate)

Instructions:

Read paragraph H of the synopsis aloud-

On the other side of the wall Oscar is terrified of the angry chanting townspeople! So, Evie decides it's time to take action! She shows the townspeople that Oscar isn't really a giant at all, and convinces them to stop being so angry. Together Oscar and Evie tear down the walls and welcome all the people of the town into the garden once more...

Roll out a large roll of paper across the hall (lining paper works well – usually available in most Pound Shops and DIY stores). Scatter crayons along the paper. Ask to find a place around the paper and work together to draw their dream garden. What elements would it have in it? What season would it be? If students take to the exercise, you can adopt the 'Mad Hatter's Tea Party' approach - every now and then ask students to get up and swap places around the paper to add their ideas to different parts of the collaborative picture.

MEET THE CAST



Name: Alyce Liburd

From: Huddersfield

Character(s): Evie & Ensemble

Why do you enjoy being an actor?

I love being able to pretend to be someone else and tell stories to audiences. Making them feel different emotions is a great job to have.

Describe your first experience of going to the theatre?

I remember leaving my first theatre show and being amazed by everything and how good I felt. I knew that I'd love to do what they did. So, I did!



Name: Nathan Richard Smith

From: Wakefield

Character(s): Giant (Oscar), Dad & Ensemble

Why do you enjoy being an actor?

I love being in front of an audience. I don't care if it is three people or five hundred. There is something utterly, magical about telling a story through live theatre.

Describe your first experience of going to the theatre?

My first experience was a pantomime. I remember being so incredibly invested in it and shouting the loudest I possibly could. Nothing has changed even twenty years later...

WORKSHOP OPPORTUNITIES

There are a range of bespoke workshop opportunities for schools available from **Wrongsemble**. All our team have extensive experience delivering curriculum based drama workshops for all ages and key stages. Prices start from £100 per class. Contact us directly for more information via email: participation@wrongsemble.com