

LEEDS MEETS
SHAKESPEARE



UNIVERSITY
of York

THE TEMPEST



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SYNOPSIS

Note: Ariel does not have a specific gender in the play. It is up to the group leader to decide if Ariel should have a particular gender, or they are welcome to use the character as an opportunity to talk about gender fluidity if appropriate. In this resource pack, Ariel's pronouns are highlighted in green to enable the group leader to easily change them (if desired) while reading aloud.

A **ship** is caught out at sea in the middle of an enormous storm. On board the ship are **King Alonso** and his son **Prince Ferdinand**, as well as the King's two brothers – **Sebastian** and **Antonio** – and a kind man called **Gonzalo**. Antonio is a very important person: he is the Duke of Milan. The family are travelling home from a wedding. As the wind blows and the waves crash all around them, the **crew of sailors** do their best to save the ship by pulling on ropes, lowering the sails, and using the ship's wheel to change direction. It's no good. The ship breaks in two and sinks beneath the waves. Everyone on board has to swim to safety. In their panic, they all swim in different directions... (*)

On a nearby island, a powerful wizard called **Prospero** looks out to sea with his daughter **Miranda**. Miranda has lived on the island for almost her entire life. She cries as she watches the ship sink. She is very sad because she thinks everyone on board must have drowned in the crashing, stormy waves. Prospero tells her to be calm, and that the shipwreck wasn't an accident. He had used his magical powers to create the storm and bring the men on the ship to their island. This was all part of a grand plan for Prospero to take revenge for something terrible that happened a long time ago. Prospero tells Miranda that *he* was once the Duke of Milan, and that he and Miranda used to live in a beautiful **palace**. A long time ago, when Miranda was just three years old, the important man on the ship called **Antonio** (Prospero's brother) had wanted to be Duke so much that he stole the position for himself. Antonio threw his brother Prospero and Miranda out of their palace (along with Prospero's collection of magical books), and sent them far, far away in a tiny, leaky boat. *That* is why they now live on an island in the middle of the sea. (*)

Prospero puts on his **magical cloak**, and calls for his servant – **Ariel** – to come to him. Ariel is a magical spirit, and has been Prospero's servant ever since the powerful wizard saved **him** from being trapped in a tree. Ariel had been imprisoned in the tree by a powerful witch named Sycorax. Ariel asks Prospero if **he** can be free now that **he** has done everything Prospero asked of **him**. Prospero says Ariel must carry on doing as he is told for two more days, and commands him to turn into a magical sea creature and go to find the sailors who have been washed up on the shores of the island. (*)

Next, **Prospero** and **Miranda** go to visit **Caliban**. Caliban is also Prospero's servant, and has lived on the island since he was born. He is the son of Sycorax – the powerful witch who imprisoned Ariel in the tree. He knows the island better than anyone, and thinks that it should belong only to him. Prospero commands Caliban to fetch more wood. Caliban is very unhappy, but is so afraid of Prospero's magical powers that he does as he is told. (*)

Ariel has travelled to the part of the island where **Prince Ferdinand** – King Alonso's kind and gentle son – has been recovering from the storm and the shipwreck. Ariel makes **himself** invisible and sings to Ferdinand. Ferdinand believes his father is lost forever, as he hasn't seen him since the ship sank out at sea. Ariel's mysterious song makes Ferdinand feel even sadder, and also confused about the strange place he has found himself in. **Prospero** and **Miranda** watch Ferdinand. Other than her father and Caliban, Ferdinand is the first human Miranda has seen for as long as she can remember. Miranda and Ferdinand fall in love at first sight. Prospero does not like this – he is not ready to let his daughter love somebody else. (*)

On another part of the island, **Caliban** has been collecting a large pile of wood for Prospero. He is angry and upset, and wishes for bad things to happen to his powerful master. Another storm is brewing. Two men from the ship – **Trinculo**, the King's clown, and **Stephano**, the King's butler – come across Caliban as they seek shelter from the rain. They are all very surprised to see each other. Stephano and Trinculo want to make the most of being washed up on a strange island. Nobody can tell them what to do now. They decide to make themselves kings.

Caliban promises to serve Stephano and Trinculo to become free from Prospero and his magical powers. The three become very silly, and begin to hatch a plan to kill Prospero so they can have the island to themselves. (*)

Prospero eventually changes his mind about **Miranda** and **Ferdinand**. He allows the young couple to marry. Miranda and Ferdinand are very, very happy. Prospero blesses the couple. Prospero suddenly becomes angry, remembering that Caliban is planning to kill him. (*)

Later, **Prospero** puts on his **magical cloak** and summons **Ariel** to help him perform the rest of his grand plan. Ariel fetches the men from the ship, who have been scattered across the island. **King Alonso**, **Gonzalo**, **Sebastian**, and **Antonio** – the wrong Duke of Milan – appear before Prospero. Prospero forgives the men for the terrible things that happened a long time ago, when the wizard was thrown out of his palace and sent far, far away to the island in the middle of the sea. King Alonso and **Prince Ferdinand** are reunited, and are both amazed to find out the other is still alive. **Trinculo** and **Stephano** are brought back to their masters, and must go back to being a clown and a butler. **Caliban** is sent back to Prospero's cave. Ariel is set free. Prospero takes off his magical cloak and decides to give up his powers and his library of magical books. He will return to Milan with the King and his family and once again become Duke of Milan. (*)

When you reach a red asterisk in the synopsis (*), say 'Whoosh!'. All characters in the centre should return to their original place in the circle.

KEY THEMES

- Freedom
- Love
- Power
- Letting go
- Magic
- Justice: what is right/wrong?
- Empathy
- Disobedience
- Punishment

SESSION ONE: ARIEL

Workshop aims and objectives:

- Engage with the literacy curriculum by exploring setting and character.
- Introduce the children to a new author.
- Introduce the children to Shakespearean language and names.
- Use drama to bring the story of *The Tempest* to life, and explore beyond the realms of the text.
- Explore empathy and complex dilemma.
- Introduce the children to the character of Ariel.
- Learn about Ariel's place in the story.
- Explore the following questions:
 - What is freedom?
 - Will Prospero let Ariel go?

Key NCOs covered by this workshop:

- participate in discussions, presentations, performances, role play, improvisations, and debates. (Spoken Language)
- participate in discussion about what is read to them, taking turns and listening to what others say. (Reading - Comprehension)
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher. (Reading - Comprehension)
 - making inferences on the basis of what is being said and done. (Reading - Comprehension)

Activity 1.1: Story Whoosh

🕒 10-15 mins

This activity introduces the group to the story and characters of the play, and engages the children by having them act out the scenes themselves.

Using the synopsis on page 3:

- Ask the children to form a circle.
- Begin to read the synopsis aloud. Whenever a character or important object is named (highlighted in the synopsis in **bold text**), indicate that the next person to the left go into the centre of the circle and perform an action or pose that represents the named person/object. The characters represented in the centre of the circle should interact with each other and alter their action/pose (where relevant) as new characters join the scene, and as new events are described by the leader.
- When you reach a red asterisk in the synopsis (*), say 'Whoosh!'. All characters in the centre should return to their original place in the circle.
- Continue to read the synopsis, and invite the next person to the left to go into the centre of the circle when another character/object is named.
- Continue this process until you reach the end of the synopsis.

It is recommended to start each session with a Story Whoosh to recap the story and characters. You can stop the Whoosh when you reach the section of the story to be focused on in the remainder of the session.

Activity 1.2: Mapping the Island

🕒 5-10 mins

This activity provides a gentle introduction to the location in which the story is set, and is useful for demonstrating that all contributions are valuable; none are wrong.

- Create the outline of the island with a piece of rope. Discuss the edges of the island. Which parts are rocky or sandy? Where are the easy or difficult places to land in a ship?
- Create card signs for each of the places on the island. The leader is free to invent these places themselves, and/or to invite the children to suggest what might be found on the island. Examples might include: rocky coastline, forest, sandy beach, river, mountain, cave.
- Establish where Ariel's tree is on the island. Create card signs to specify where this tree and other features are.

Activities 1.3, 1.4, 1.5, and 1.6 all lead directly on from one another. Read through all four activities before beginning Activity 1.3 to familiarise yourself with the overall direction of this section of the workshop.

Activity 1.3: Introducing Ariel

🕒 5 mins

This activity explores and demonstrates the limitless freedom of a magical spirit through physical movement. It also establishes an unwritten contract with the class that they need to behave as if they are in the room with a spirit called Ariel.

- Use the tip of a finger to demonstrate the speed and lightness of Ariel: *"Ariel moves like this . . . **he** can change shape and become anything **he** wants - up in the clouds like a bird, down into the sea like a fish and through the earth like a worm - **he's** a free spirit".*
 - Using movements with the finger/hands, illustrate these creatures (bird, fish, worm).
 - Invite the children to copy and create their own patterns. Can the children think of other creatures with interesting movements?
- Once the children have had a few minutes to create patterns with their hands, use your own hand to point down to the ground in front of your feet. Indicate that this is the moment when you will take on the role of Ariel: *"When I take my finger off the floor I will become Ariel. I will know when you are all ready because you will all be looking at my finger".*
- When the children are all looking at your finger, change your stance suddenly to indicate that you have taken on a new role. You can wear or hold the shimmery blue fabric to indicate this further if you wish. Greet the children as though you haven't seen them before: *"Hello! Who are you? My name is Ariel."*

Continued in Activity 1.4, on the following page.

Activity 1.4: Introducing Ariel and 'Prospero Says'

🕒 5-10 mins

This activity uses **role play** to establish Ariel as someone who is not totally free, and also begins to build a picture of Prospero.

- Ask the children questions:
 - *"Is this where you live? Is this your home? What do you do here? You do reading? And you play in here? Some people around here are bigger than all of you - who are they? What do they do?"*
- Use this as a lead-in to telling the children about Prospero and Miranda:
- *"That's just like Prospero and his daughter Miranda. Prospero teaches Miranda. He says open your book. Are you listening to me?"*
- Begin playing a game of 'Prospero Says' (i.e. Simon Says):
 - *"Everyone has to do what Prospero says - even me. Prospero says stand up, Prospero says sit down, Prospero says stand up and turn around, Ariel says smile..."*
 - Continue this game. End on *"Prospero says go back to sitting in your places in the circle"*.
- Continue talking with the children as Ariel:
 - *"When you get bored, are you free to go outside into the playground? Can you just go out there? Who stops you? I'm just the same as you. I'm not free to do what I want to do. Prospero stops me doing what I want to do."*

Continued in Activity 1.5, below.

Activity 1.5: In Role as Ariel and Physical Storytelling

🕒 10 mins

This activity explores physically the concepts of freedom and being trapped or imprisoned. It also involves story-telling Ariel's history as a group, and imagining what it must have been like to be trapped in a tree.

- Talk with the children as Ariel:
 - *"If you could go anywhere where would you go? I would go up into the stars, twice round the moon, and plunge down into the sea. If you could go anywhere where would you go?"*
 - Use this opportunity for children to explore physical journeys with their hands or bodies.
- Explain Ariel's history from the character's perspective:
 - *"I have to do what Prospero says because I promised I would. He freed me from the T-R-E-E." (Spell out the word 'tree', letter by letter. Extend your arms outwards and spread your fingers.) "My arms were the branches, my body was the trunk, and my toes were the roots. Do you want to know how I got trapped in this tree? Do you? Do you? There was a witch called Sycorax, do you know what a witch looks like?"*
 - Invite the children to make witch faces/poses.
 - *"That's exactly what she looked like. I made her very cross. I didn't do what she wanted me to do. So she used her magic. Show me Sycorax using her magic."*

- Invite the children to bring their witch characters to life by casting spells around the room.
- *"She used her magic to trap me in this T-R-E-E. You can have a rest from being a witch now and I'll tell you what happened next. She said you will be stuck in this tree for twelve years, but then she died and there was no one to set me free. Put your arms up. I couldn't move, I couldn't move my mouth, I couldn't blink my eyes... tick, tock, tick.....time goes so slowly when you're stuck in a T-R-E-E."*
- Ask the children:
 - *"Put your arms back down now. How did that make you feel? How did you think that made me feel after twelve years?"*
 - Discuss their thoughts as a group.
- End the story:
 - *"Do you want to know how I got out of this T-R-E-E? It was Prospero. He came to this island with his daughter Miranda. He could hear my cries for help. He opened his book and he read out some powerful words which made the tree open and I was freeeeeeeeee."*
 - Move your body around freely to show that you are no longer trapped in the tree.
 - Continued in Activity 1.6, below.

Activity 1.6: Out of Role Discussion with Class

🕒 10 mins

This activity provides time for the children to reflect on the drama, focusing on the theme of freedom and building up the children's expectations of meeting Prospero.

- Indicate to the children that you are no longer in character as Ariel:
 - *"I'm going to stop being Ariel now and go back to being [your name]. Ready?"*
 - Change your stance suddenly again (as at the end of Activity 1.3) to indicate that you are no longer in character.
- Ask the children:
 - *"How did Ariel feel when **he** was released from the tree?"*
 - Use your body to enact the words they suggest (e.g. sad = loose limbs, slumped forwards, eyes looking down to the floor, lower lip stuck out).
- Talk to the children about Ariel's feelings and situation:
 - *"Ariel was so happy and relieved to be free of the T-R-E-E that **he** promised to do anything Prospero asked and Prospero promised that one day he would give Ariel **his** freedom. That was a long time ago and I think he might have forgotten his promise. Ariel is scared to ask Prospero because **he** doesn't want to make him cross."*
- Ask the children:
 - *"How should Ariel ask Prospero for **his** freedom?"*
 - Use your body to act out the suggestions offered by the children. (E.g. by begging, by asking nicely, by doing something nice for Prospero, etc.)

Activity 1.7: Visual conclusion

🕒 5 mins

This activity involves introducing a small birdcage to the children to illustrate the meaning of the concepts of freedom and entrapment.

- Show the children the cage, and tell them:
 - "Here is Ariel trapped in the T-R-E-E. If only **he** could be free. Prospero released **him** from the tree..."
 - Open the cage slightly but then snap it shut.
 - "...but did not set **him** free. Prospero used Ariel for himself."

Activity 1.8: Closing Ritual

🕒 0-5 mins

This activity involves introducing a small birdcage to the children to illustrate the meaning of the concepts of freedom and entrapment.

- Ask the children to stand in a circle and pick up the rope from the floor. Have the children pass the rope around the circle towards you as you collect it in a pile at your feet.

Additional Activity: Prospero's Cloak

🕒 5-10 mins

Discuss with the class what they know about Prospero from talking to Ariel, and write those words on the inside of Prospero's cloak.

- What do you think of Prospero?
- How would Ariel describe him?
- How would you describe him?

Recap all the things Prospero has done (that we know about).

SESSION TWO: CALIBAN

Key aims and objectives of this workshop:

- To introduce the children to the character of Caliban.
- To learn about Caliban's place in the story.
- To explore the following questions:
 - What is freedom/slavery?
 - How can Caliban escape Prospero?
 - To place the children in a moral dilemma as to whether or not to help Caliban.

Key NCOs covered by this workshop:

- give well-structured descriptions, explanations, and narratives for different purposes, including for expressing feelings. (Spoken Language)
- develop pleasure in reading, motivation to read, vocabulary, and understanding by:
 - being encouraged to link what they read or hear read to their own experiences. (Reading - Comprehension)

Activity 2.1: Mapping the Island

🕒 5-10 mins

Repeating a convention introduced in Session One, this activity continues to build an idea of what the story's location looks like and further demonstrates that all contributions are welcome and valuable.

- Create the outline of the island with a piece of rope: pass the rope around the circle until everyone is holding it at the same time. Have the children place the rope onto the floor in an interesting shape. Show the children what was decided on in the previous session:
 - "Here is the island and here is Ariel's Tree."
- Using the birdcage:
 - "Here is Ariel trapped in the T-R-E-E. If only **he** could be free. Prospero released **him** from the tree."
- Open the cage slightly but then snap it shut.
 - "But Prospero did not set **him** free. He used Ariel for himself."
- Show the children a miniature footprint inside the cage. Exchange it for a life-sized version.

Activity 2.2: Introducing Caliban

🕒 5-10 mins

This activity builds up a group picture of what Caliban looks like within the parameters that he is mostly human but with some differences. The children help the group leader prepare to take on the role.

- "Here is a footprint on the island which belongs to Caliban. He was born on this island and his mother was Sycorax - the witch who died on this island. Look at this foot, what other kinds of feet are there? What details can you see in this foot which make it like our feet? So Caliban is mostly like us human beings, but not entirely. So if we looked at his hands he would probably have four fingers and a thumb but they would be slightly different, and then his head has probably got two eyes, a nose, and a mouth but with slight differences. I'm just going to put my feet in his footprints - look at his stride - how might he move?" (Invite a child to demonstrate.)
- "The only humans beings he has seen on this island are Prospero and Miranda, so how is he going to react to us?" (Speculate.) "Maybe the best thing is not to make a noise then we can just observe him. When I turn around I will be Caliban."
- Continued in Activity 2.3, on the following page.

Activity 2.3: In Role as Caliban

⌚ 5 mins

In this activity, the children are an audience who are secretly observing/spying on Caliban. The group leader **role plays** as Caliban.

- Walk to the edge of the room. When the children are ready, walk back towards them in role as Caliban. Pretend to collect wood: pick 'sticks' up from the floor and **mime** carrying an increasingly large pile of wood in your arms. Curse Prospero and Miranda aloud as you collect the wood: "*A plague on Prospero, a plague on Miranda.*"
- Act as though you have just seen the children. React as though you think they are spirits: "*Oh no, spirits, spirits sent by Prospero to punish me. Leave me alone please, I'll collect the wood quicker if you leave me alone. If you are spirits leave me alone. Please don't attack me. I've done nothing wrong.*"
- Pretend to hide under your **cloak**. (This can be **mimed** if you don't have a real cloak.)

Continued in Activity 2.4, below.

Activity 2.4: Out of Role Discussion and Preparation of Children's Role

⌚ 5 mins

This activity explores the differences between human beings and spirits. It also involves discussing strategies that the children can use when they next meet Caliban so they can convince Caliban that they are not spirits.

- Come out from under your cloak, and indicate to the children that you are no longer in role as Caliban: "*I've stopped being Caliban for a moment, because we need to find a way to show him that we are not spirits. How can we do that?*"
- Invite the children to make suggestions about how they can prove they are not spirits. (E.g. show him they can't fly, change into other creatures, etc.)
- Tell the children that their next task is to convince Caliban that they are not spirits: "*When I come out from under Caliban's cloak, I will be Caliban again. You'll need to show him that you're not spirits - that way he won't be afraid of you any more.*"
- Go back under the cloak and return to being in role as Caliban.

Continued in Activity 2.5, on the following page.

Activity 2.5: Leader and Children in Role

🕒 5 mins

In this activity, the children begin to build a relationship with Caliban and learn that they might be able to help each other.

- Come out slowly from under your cloak in role as Caliban. *"You are not spirits?"*
- Invite the children to show you they are not spirits using the strategies discussed in Activity 2.4: *"Show me you haven't got wings. Can you change into a dog, a fish, a mouse? No? ... So you're not spirits."*
- Begin to look admiringly at the children. *"You are fine things. Are you Gods who have come from the skies?"* (Start bowing to them) *"I'll show you the island, I'll show you which berries to eat, where's the best place to catch fish, which water to drink and which water to leave alone. How to get eggs from a nest."* (Mime climbing a tree) *"How to catch a fish..."* (Mime catching a fish. Say in a funny voice:) *"...a slippery slimy fish..."*

Continued in Activity 2.6, below.

Activity 2.6: Out of Role, and Mapping the Island

🕒 5-10 mins

This activity involves adding to the map the new places that Caliban has shown the children, giving the children the power to decide where they are. This builds up ownership of the island. The exercise also involves reflection on what we think about Caliban.

- Using the rope, create the outline of the island on the floor (as in Activity 2.1).
- Explain to the children that, thanks to Caliban, there are new places to add to the map using card signs. *"We need to decide where the fresh water is... where the water is that we should not drink... the best place to catch fish... the best climbing trees for getting to birds' nests... where the monkeys live."*
- Begin talking to the children about their new relationship with Caliban: *"I think Caliban really likes you. He has told you about all the best places on the island. Do you remember what you thought about him at the beginning? How do you feel about Caliban now?"*
- Invite the children to think and share their feelings towards Caliban.
- Extend the conversation to the island: *"He wants to know what you think of his island."*

Continued in Activity 2.7, on the following page.

Activity 2.7: Caliban and his New Friends (In Role)

🕒 5 mins

This activity gives the children an opportunity to talk to Caliban **in role** about the island as if they are visiting and exploring it themselves.

- Go back to being in role as Caliban using the strategies outlined above.
- Ask the children questions about their experiences on the island: *"Did you catch a lot of fish? How big? What colour? Did you climb up trees? Did you manage to catch a... slippery slimy fish?"*
- Tell the children about Caliban's history: *"This whole island used to be mine until Prospero took it away. He said I did something wrong and he got angry and punished me and took my island away. He won't let me go to any of the places on the island. I'm not allowed to go anywhere else but here and if I don't do what he says he'll do this to me..."* (Pretend to fight against invisible spirits who are doing horrible things to you – pinching, poking, grabbing, throwing things, stealing things, etc.) *"Owwwww! Ouch! Ahh!"*

Continued in Activity 2.8, below.

Activity 2.8: Creating a Freeze Frame: "Caliban Punished by the Spirits"

🕒 5-10 mins

This activity involves the children embodying the shapes of the spirits they imagine to have been attacking Caliban. It focuses on the specificity of the children's physical shapes: they should be able to explain exactly what they are doing with their bodies and why. This activity is another opportunity to differentiate between humans and spirits.

- Indicate to the children that you are no longer in role as Caliban.
- Invite the children to stand up (one by one, in small groups, or all together) and show you what the spirits punishing Caliban might be doing to him. *"What are they doing to his legs/hair/nose? Can you pretend to do it?"*
- Have each child hold their pose without moving. When the freeze frame is complete, with all the children standing still in their poses at once, give it a title: *"This is Caliban's punishment for not doing as he is told. This is what Prospero's magic can do – he is very powerful."*

Continued in Activity 2.9, below.

Activity 2.9: Caliban Persuades the Children to Help Him

🕒 5 mins

This activity involves Caliban persuading the children to take his side against Prospero.

- Invite the children to sit back down.
- Go back to being in role as Caliban.
- Tell the children: *"That's not fair that he does that to me! You wouldn't like that happening to you. You wouldn't do that to me if you ruled the island. Would you? No. Would you like to rule the island, to do whatever you like? You could, you know, if you just help me get rid of Prospero. All we need to do is take away his magic books and he won't be able to use his magic any more. Would you help me?"* (Wait for the children to reply aloud. Pretend to hear your name being called from far away.) *"That's Prospero calling – I better get back before he punishes me."*

Continued in Activity 2.10, on the following page.

Activity 2.10: Out of Role Discussion about Helping Caliban

🕒 5 mins

This activity involves giving the children the dilemma of whether or not to help Caliban, allowing them to come to their own conclusions. It highlights the themes of freedom, disobeying, and punishment. The children also choose if they are on Prospero's side.

- Indicate to the children that you are no longer in role as Caliban.
- Ask the children: "What do you think of helping Caliban? Would it be good to let him go free?"
- Encourage the children to share their thoughts about whether or not Caliban should be free, and if they should help him.

Activity 2.11: Visual Conclusion

🕒 5 mins

This activity involves repeating the birdcage image to connect Ariel and Caliban with the theme of freedom and prison.

- Using the cage to illustrate the sentence, put the miniature footprint back into the cage.
 - "Caliban, born on this island, free to go wherever he wanted until Prospero arrived and punished him."

Activity 2.12: Closing Ritual

🕒 0-5 mins

This activity brings the session to a close with a ritual that will be repeated at the end of each workshop.

- Ask the children to stand in a circle and pick up the rope from the floor. Have the children pass the rope around the circle towards you as you collect it in a pile at your feet.

Additional Activity: Prospero's Cloak

🕒 5-10 mins

Discuss with the class what they know about Prospero from talking to Caliban, and write those words on the inside of Prospero's cloak.

- What do you think of Prospero?
- How would Caliban describe him?
- How would you describe him?

Recap all the things Prospero has done (that we know about).

SESSION THREE: MIRANDA

Key aims and objectives of the workshop:

- To introduce the children to the character of Miranda.
- To learn about Miranda's place in the story.
- To explore the following questions:
 - How does Miranda feel knowing the truth about her life?
 - Why did Prospero keep the truth from her for so long?
 - Why is Prospero so mistrusting of Ferdinand?

Key NCOs covered by this workshop:

- consider and evaluate different viewpoints, attending to and building on the contributions of others. (Spoken Language)
- explain clearly their understanding of what is read to them. (Reading – Comprehension)
- understand both the books they can already read accurately and fluently and those they listen to by:
 - predicting what might happen on the basis of what has been read so far. (Reading – Comprehension)
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - recognising and joining in with predictable phrases. (Reading – Comprehension)

Activity 3.1: Mapping the Island

🕒 5-10 mins

Repeating a convention with which the children are now familiar, this activity continues to build an idea of what the story's location looks like and further demonstrates that all contributions are welcome and valuable.

- Create the outline of the island with a piece of rope: pass the rope around the circle until everyone is holding it at the same time. Have the children place the rope onto the floor in an interesting shape. Show the children what was decided on in previous sessions:
 - *"Here is the island, here is Ariel's Tree, here is Caliban's rock."*
- Using the birdcage:
 - *"Here is Ariel trapped in the T-R-E-E. If only **he** could be free. Prospero released **him** from the tree."*
- Open the cage slightly but then snap it shut.
 - *"But Prospero did not set **him** free. He used Ariel for himself."*
- Show the children the miniature footprint inside the cage.
 - *"Here is Caliban's footprint. Caliban, born on this island, free to go wherever he wanted until Prospero arrived and punished him."*
- Show the children a small shell inside the cage.
 - *"Today we have a shell inside."*

Activity 3.2: Preparing to Meet Miranda

🕒 5-10 mins

This activity builds up a picture of Miranda – a child who is used to playing on her own – and prepares the children to take on this role.

- Pass the small shell around the circle.
 - Tell the children: *"This belongs to Miranda in our story. I want you to show me how you might pretend with it."*
 - Invite the children to pretend with the shell. Examples might include listening to it, playing it like an instrument, pretending it's a doll, etc.
 - Talk about Miranda's history: *"We are going to meet a girl who has only ever known life on this island. She was very young when she arrived here. It is her home and she can remember no other place. Because she is the only child on the island, she has nobody to play with. Her father, Prospero, is too busy with his books to play with her and the only other creature on the island is their servant – Caliban. She's been told that Caliban is dangerous, so she stays away from his part of the island."*

Continued in Activity 3.3, below.

Activity 3.3: Freeze Frames of Miranda Around the Island

🕒 5-10 mins

In this activity, the children can use their knowledge of the island to think about it from the perspective of a child who has to play alone. The activity involves turning the children's ideas into physical pictures which can be shared and talked about.

- Ask the children: *"What sort of things do you think Miranda does for fun on the island? What does she play? Where would you go? What would you play?"* If the children need help in coming up with ideas, remind them of the various places they know about from mapping out the island. Have them think about what they could do in each location.
- Invite the children to create a pose for their activity (individually, in small groups, or all together). Have them hold their pose very still to create a collective **freeze frame** of all the children playing on the island.
- Bring the children's attention to the fact that Miranda is always alone: *"What must that feel like?"*
- Invite the children to create an image with their body that shows how Miranda might feel (individually or as a group).

Continued in Activity 3.4, on the following page.

Activity 3.4: Role playing as Miranda and her Imaginary Friends

⌚ 5-10 mins

This activity is an interactive performance designed to give the children a back story to the character of Miranda.

- Tell the children about Miranda – what she does on the island, and that she talks to imaginary friends: *"Miranda spends a lot of time down on the beach, playing in the sand and watching the ocean. She has a lot of imaginary friends that she talks to on the beach. We are going to watch her now. Can you listen to her as though you are those imaginary friends?"* (Wait for the children to reply.)
- Indicate to the children that you are going to go into role as Miranda (using the strategies suggested in previous workshops).
- When in role, talk in detail about Miranda's history: *"I'm not just Miranda, you know. I was a princess. People called me Princess Miranda. Even though I was only three years old, people called me Princess Miranda."* (Invite the children to say "Hello, Princess Miranda".) *"My father wasn't just Prospero, he was Lord Prospero, Duke of Milan. Everyone would bow to him."* (Encourage the children to bow.) *"But we lost everything. One night, we were thrown out of our beds, out of our palace, out of Milan, and put out to sea on a leaky old boat with no sail. We were left to die. Who did this? Uncle Antonio – my father's brother – wanted all the power for himself. He ganged up with Alonso, King of Naples, and threw us out. My father said I was crying. I was only three. I can't remember any of this or anyone who was there. There was a kind man. A kind man called Gonzalo gave us food and water and books to help us survive."* (Take things from the children – pencils, books, etc.) *"Otherwise we would have perished."* (Pretend to die in front of the children, then wake up as if washed up on the island.) *"But we didn't. We ended up here on this island."*

Continued in Activity 3.5, below.

Activity 3.5: Hot-seating with Miranda

⌚ 10 mins

This activity involves the children helping Miranda to visualise her past life in the outside world, as they have more knowledge about it than she does. The children also have an opportunity here to speculate about Prospero's motives. This is the first invitation they have had to go inside his mind. The children may want to share everything they know about Prospero.

- Begin to ask the children questions about their lives in the outside world: *"I lived in a palace! Do you live in palaces? I don't even know what a palace looks like. I've been trying to build one with these things I find on the beach, but I don't know where to start. Will you help me?"*
- Encourage the children to help Miranda build a palace (through **miming**, or by using everyday objects from around the room – books, etc.).
- Have the children compare Miranda's freedom on the island with being a princess in a palace: *"This palace has a lot of walls! Can I run out of it barefoot when I want to?"*

- Return to talking about Miranda's history: *"I don't know why my father didn't tell me about this before. All these years I thought I was just a girl on an island. Why didn't he tell me about this when I was younger? Why has he kept it a secret all this time?"*
 - Discuss this with the children.
- Bring the activity to a close: *"Oh, I should get back to the cave. It's time for my lessons. I don't want to be late - I don't want to make my father angry."*
- Indicate to the children that the **role play** has ended: *"I am no longer Miranda, and you are no longer her imaginary friends. Now I want to tell you about what happened to her next."*

Continued in Activity 3.6, below.

Activity 3.6: Narrating the Meeting of Miranda and Ferdinand

🕒 5-10 mins

This activity introduces the theme of "falling in love", and involves inviting the children to help create "love at first sight" using objects and dialogue. It also involves giving the children Shakespeare's words to try out as the lovers.

- Tell the children about the part of the story where Miranda and Ferdinand fall in love: *"Prospero had decided to tell Miranda the truth that day because he had brought all of those people from their past to the island. And one of those people in particular Miranda liked a lot. His name was Ferdinand. He was the son of Alonso, King of Naples. In fact, she fell in love with him the moment she saw him! And he fell in love with her."*
- Use the shell and the piece of wood to represent Miranda and Ferdinand. Invite the children to imagine the moment that the two characters fell in love, using the objects: *"If this shell is Miranda and this piece of wood is Ferdinand, who can show me what you think they did/said to each other when they saw each other and looked into each other's eyes?"*
- Accept the children's responses. *"It might have been just like that, and they said..."* Read Shakespeare's words aloud to the children:
 - Miranda: I might call him a thing divine.
 - Ferdinand: Oh you wonder! I shall make you Queen of Naples!
- Split the class into two groups and have each group say a line to the other - looking into each other's eyes.
- Bring the children's attention back to the shell and the piece of wood. Say: *"Prospero stood between them".* Use a stone to represent Prospero. Place it between the shell and the piece of wood on the floor. *"He punished Ferdinand and sent Miranda back to the cave."*
- Ask the children:
 - *"What would Prospero say?"* (Discuss their thoughts as a group.)

Activity 3.7: Visual Conclusion

🕒 5 mins

This activity involves repeating the birdcage image to connect Ariel, Caliban, and Miranda with the theme of freedom and prison.

- Put the shell back into the cage and say:
 - *"Ferdinand had unlocked Miranda's heart, but Prospero is not ready to let go."*

Activity 3.8: Closing Ritual

🕒 0-5 mins

This activity brings the session to a close with a ritual that will be repeated at the end of each workshop.

- Ask the children to stand in a circle and pick up the rope from the floor. Have the children pass the rope around the circle towards you as you collect it in a pile at your feet.

Additional Activity: Prospero's Cloak

🕒 5-10 mins

Discuss with the class what they know about Prospero from talking to Miranda, and write those words on the inside of the cloak.

- What do you think of Prospero?
- How would Miranda describe him?
- How would you describe him?

Recap all the things Prospero has done (that we know about) in preparation for meeting him in the next session.

SESSION FOUR: PROSPERO PT. 1

Key aims and objectives of the workshop:

- The children work with the group leader to prepare for their first encounter with Prospero.
- To learn about Prospero's place in the story.
- To explore the following questions:
 - What is Prospero like as a father?
 - What is revenge?
- To play with being visible and invisible.
- To play with the power of words.

Key NCOs covered by this workshop:

- use relevant strategies to build their vocabulary. (Spoken Language)
- develop pleasure in reading, motivation to read, vocabulary, and understanding by:
 - discussing word meanings, linking new meanings to those already known. (Reading - Comprehension)
- understand both the books they can already read accurately and fluently and those they listen to by:
 - discussing the significance of the title and events. (Reading - Comprehension)
 - predicting what might happen on the basis of what has been read so far. (Reading - Comprehension)

Activity 4.1: Show Me the Island

🕒 5-10 mins

This activity allows the children to be the experts, and to tell a visitor what is on "their" island.

- Invite the children to use the piece of rope to create the outline of the island on the floor (as the group leader has done in previous workshops).
- Begin a conversation with them about the shape of the island: "*This is an interesting shape for an island. It looks like...*" Encourage the children to see shapes in the island outline (e.g. it looks like a circle, a square, cloud, a shell, a spaceship).
- Use your index and middle finger to 'walk around' the island outline on the floor. Ask the children: "*Where would I get something to eat? Where could I drink? Where could I sleep? Is there anything to do which is fun? Is there anything dangerous?*" Allow the children to introduce the island to you as though you are visiting for the first time.
- Leave the map in position on the floor: you will use it again in Activity 4.4.

Activity 4.2: Preparing to Meet Prospero

⌚ 0-5 mins

This activity uses the birdcage to explore the children's understanding of the story in relation to freedom and imprisonment. It also provides an opportunity for the children to speculate with the group leader rather than just reporting back on what they know.

- Using the birdcage:
 - "Here is Ariel trapped in the T-R-E-E. If only **he** could be free. Prospero released **him** from the tree."
- Open the cage slightly but then snap it shut.
 - "But Prospero did not set **him** free. He used Ariel for himself."
- Show the children the miniature footprint inside the cage.
 - "Here is Caliban's footprint. Caliban, born on this island, free to go wherever he wanted until Prospero arrived and punished him."
- Show the children the small shell.
 - "Miranda's shell. Ferdinand has unlocked Miranda's heart but Prospero is not ready to let go."
- Pick up Prospero's cloak.
 - "Now we have Prospero's magic cloak."

Activity 4.3: Looking at the Cloak Together

⌚ 5-10 mins

In this activity, the children are helping the group leader to prepare for the role of Prospero by telling him about the cloak they have designed for him.

- Tell the children:
 - "I can see you have prepared Prospero's magic cloak for me to put on so that I can become Prospero."
- Look at the words the children have written on the cloak.
 - "From this I can see that you think Prospero is..." Read through the words the children have written on the cloak. Use your body to create a pose for each word if you would like to.
- Talk about how Prospero might feel about being described in this way:
 - "I wonder how Prospero would answer that? I think he might say 'I am a father' - everything I have done is to protect Miranda, my daughter. I hoped that one day I could get my revenge on the men who threw us out of our palace."

Activity 4.4: Mapping the Cave

🕒 10 mins

This activity uses a familiar mapping convention, but relates to a new location. The children think about Prospero through his living conditions (which are split between his domestic space and his magical work).

- Tell the children:
 - *"Prospero lives in a cave with Miranda on the island."* Place a card sign saying 'Prospero's Cave' onto the map of the island on the floor.
- Change the position of the rope to form the outline of a cave rather than an island.
- Point to an edge of the new shape on the floor.
 - *"Let's say the entrance to the cave is here. What else would be in the cave?"*
- Encourage the children to make suggestions as to what else might be found inside the cave (relating to the domestic and magical parts of Prospero's life):
 - *"Where does Prospero sleep? Where is Miranda's bed?"* (You could suggest that Miranda's bed probably moves further from Prospero's the older and more independent she gets.) *"Where do they eat? Where do they keep the food? Where does Caliban make the fire for them? Where is Prospero's space where he keeps his precious books? What other magical objects does he have?"* Point to another area of the shape. *"This is where he keeps his magical cloak."*

Activity 4.5: Preparing the Tempest Spell

🕒 5 mins

In this activity, the children help create a tempest (large storm) with words and visual actions. The activity emphasises that Prospero's power comes through using words powerfully.

- Hold a paper boat in your hand.
- Tell the children:
 - *"I would like to show you Prospero stirring up a storm with his powerful words"*
- Introduce the children to some 'magical words' – *"Bam Bam / Sim Sim / Abracadabra / Thunder Clouds / Stormy Seas / Lightning Flash / Tempest"* – and decide on specific movements to go with each phrase. As the children say the words and perform the movements, make the paper boat rock in your hand. This will represent the children's success in conjuring a tempest.

Activity 4.6: Going into Role as Prospero

⌚ 5 mins

- In this activity, the children see the character they have been speculating about and preparing for. They are also contracted into taking on the role of Ariel.
- Tell the children:
 - "You have helped me to prepare to become Prospero. I want you to be Ariel. In the story, Ariel cannot be seen unless **he** wants to be seen. Put on your magical cloaks that make you invisible." (Wait for the children to **mime** putting on their cloaks.) "Hello? Is anyone there? Who said that? Where are you? Take off your magical cloaks." (Wait for the children to **mime** taking off their cloaks.) "Ah, there you are!"
- Explain to the children what will happen next:
 - "When I am lying down on this bed, asleep, I will become Prospero. Prospero will then talk to Ariel, so when he says 'Ariel, show yourself!', take off your cloaks. We are ready: put your cloaks on."
- Lie down on the 'bed' (this could be the floor, a row of chairs, or a table) and pretend to be asleep. Next, get up from the bed and walk across the cave to the fire. Pretend to look for Miranda:
 - "Miranda? Miranda? Where are you, my precious daughter? Up so early and running free around the island... At least she is happy for now. Ah, the fire is not lit. Caliban! Caliban! He never does what he is told. If only he did what he was told, then I would not have to punish him. I don't like punishing him. He even tried to steal my magic book yesterday." (Pause for a moment and look into the distance.) "What's that out there? A ship! It is Antonio, my brother's ship, and King Alonso is on there too! I have been waiting for this moment for a very long time. It is time to punish them. Revenge, revenge, revenge!"
- Put on the cloak, which transforms Prospero into someone powerful, and prepare to include the children in the **role play**.
- "Ariel, show yourself to me." (Wait for the children to **mime** taking off their cloaks. Talk directly to them now you can 'see' them.) "I need your help. I know you want your freedom, and I promise that you will have it soon, but do this for me first. I have been trapped on this island for many years. I have been waiting to get my revenge on my brother Antonio and King Alonso. They ganged up on me and threw me and Miranda - a three year old girl - out of my palace and out of my land. They have forgotten about us. They thought we were dead. Now it is time for them to pay for what they did." (Point into the distance.) "They are on that ship. We need to make a storm - a tempest - and bring the ship to the island!"
- Speaking in a quiet voice, and using your hands to indicate that you are performing a powerful spell, repeat the magical words from Activity 5:
 - "Bam Bam / Sim Sim / Abracadabra / Thunder Clouds / Stormy Seas / Lightning Flash / TEMPEST!"

Activity 4.7: Prospero and Ariel After the Storm

🕒 5-10 mins

This activity concludes the main part of this workshop session, and allows the children to think through the complicated situation they have been introduced to.

- Tell the children:
 - "Ariel, you have done well." (Tear the paper boat into two pieces.) "The ship has broken in two but no one was harmed, and they have all jumped into the sea and swum to the island. Just like I had to do so many years ago - but don't forget, I had a three-year-old daughter with me. Tell me, Ariel - can you mend the ship for me?" (Wait for the children to say 'yes'.) "Good. You have done well, Ariel. I know you want your freedom, and soon you shall have it. You have been good to me, Ariel, and I will miss you when you've gone. I just have one more job for you to do and then you will be free."
- Step out of role by taking off Prospero's cloak.
 - "I am no longer Prospero, and you are no longer Ariel. I bet Ariel can't wait to get **his** freedom. What do you think **he'll** do when **he's** free? Does **he** mind doing one last job for Prospero? I wonder what it is going to be..."
 - "What do you think is going to happen next? How do you think the ending is going to come about? Will it be a happy ending or not? What do you want to happen? Who would stay on the island?"
- Discuss these questions with the children to encourage them to think through this complex situation and their feelings towards it.

Activity 4.8: Visual Conclusion

🕒 5 mins

This activity involves repeating the birdcage image to connect Ariel, Caliban, and Miranda with the theme of freedom and prison, and to add Prospero into this image.

- Using the birdcage:
 - "Here is Ariel trapped in the T-R-E-E. If only **he** could be free. Prospero released **him** from the tree."
- Open the cage slightly but then snap it shut.
 - "But Prospero did not set **him** free. He used Ariel for himself."
- Show the children the miniature footprint inside the cage.
 - "Here is Caliban's footprint. Caliban, born on this island, free to go wherever he wanted until Prospero arrived and punished him."
- Show the children the small shell.
 - "Miranda's shell. Ferdinand has unlocked Miranda's heart but Prospero is not ready to let go."
- Pick up Prospero's cloak.
 - "Now we have Prospero's magic cloak. Prospero has been trapped on this island being a father to Miranda and waiting, waiting, waiting for revenge."

Activity 4.9: Closing Ritual

🕒 0-5 mins

This activity brings the session to a close with a ritual that will be repeated at the end of each workshop.

- Ask the children to stand in a circle and pick up the rope from the floor. Have the children pass the rope around the circle towards you as you collect it in a pile at your feet.

SESSION FIVE: PROSPERO PT. 2

Key aims and objectives of the workshop:

- The children work with the group leader to prepare for their second encounter with Prospero.
- To complete the story.
- To explore the following questions:
 - When is it right to stop punishing and forgive?
 - What is the power of love and magic?
 - What is revenge?
- To play with being visible and invisible.

Key NCOs covered by this workshop:

- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. (Spoken Language)
- select and use appropriate registers for effective communication. (Spoken Language)
- develop pleasure in reading, motivation to read, vocabulary, and understanding by:
 - becoming very familiar with key stories, fairy stories, and traditional tales, retelling them and considering their particular characteristics. (Reading - Comprehension)

Activity 5.1: Making the Island out of Rope

🕒 0-5 mins

This activity repeats a familiar convention to focus the children's attention on Prospero's island, and reasserts the notion that all contributions are welcome and valuable. As in Activity 4.1, the children are in charge of explaining what the island looks like.

- Invite the children to use the piece of rope to create the outline of the island on the floor (as the group leader has done in previous workshops).
 - *"Let us begin by making the island. What shape will it be today?"*

Leave the map on the floor, as you will use it again in Activity 5.4.

Activity 5.2: Repeating the Story of the Birdcage

⌚ 0-5 mins

The repetition of this activity will continue to help the children become familiar with the concepts of freedom and imprisonment. This iteration of the activity will also indicate to the children that this final workshop will bring the group to the end of the story.

- Using the birdcage:
 - "Here is Ariel trapped in the T-R-E-E. If only **he** could be free. Prospero released **him** from the tree."
- Open the cage slightly but then snap it shut.
 - "But Prospero did not set **him** free. He used Ariel for himself."
- Show the children the miniature footprint inside the cage.
 - "Here is Caliban's footprint. Caliban, born on this island, free to go wherever he wanted until Prospero arrived and punished him."
- Show the children the small shell.
 - "Miranda's shell. Ferdinand has unlocked Miranda's heart but Prospero is not ready to let go."
- Pick up Prospero's cloak.
 - "Prospero, trapped on this island being a father to Miranda and waiting, waiting, waiting for revenge. If Prospero can forgive then everyone will be free."
 - "We will come to the end of our story today, but there is much work to do before then."

Activity 5.3: Looking at the Mended Ship

⌚ 0-5 mins

This activity gives the children a further opportunity to use powerful magical words, and also to be directly involved in the unfolding of the story.

- Hold the torn-up paper boat in your hands, and have the second paper boat to hand.
- Ask the children if they have magical powerful words for mending the ship:
 - "Do you remember the magical powerful words we used to create the tempest? Do you think you can use similar words to mend the ship that was broken in two by the storm?" (Wait for the children to respond 'yes' to each question.)
- Use the magical words (with some alterations to fit the new scenario) and have the children say them with you while performing specific movements to go with each phrase:
 - "Bam Bam / Sim Sim / Abracadabra / Wrecked Ship / Rise from the Deep / Restore!" – and decide on specific movements to go with each phrase.
- When the chanting reaches a climax, set down the torn-up paper boat and pick up the second paper boat. This will represent the children's success in mending the ship.

Activity 5.4: Mapping the Island

⌚ 0-5 mins

This activity returns to the rope map of the island to give the children useful context for the remainder of the workshop.

- Returning to the rope map of the island on the floor, place the second paper boat just off the shoreline:
 - *"Here is the ship, all mended by powerful magic words."*
- Using three sticks (one to represent each character), place King Alonso and Antonio in one part of the island, and Prince Ferdinand in a different area.
 - *"Here are King Alonso and Antonio washed up on the island, and here is Prince Ferdinand washed up on a different part of the island."*

Activity 5.5: Preparing a Volunteer to Represent Alonso

⌚ 0-5 mins

This activity returns to the rope map of the island to give the children useful context for the remainder of the workshop.

- Ask for volunteers to **role play** as Alonso and Antonio (this would ideally be other adults – or one adult representing both characters – but could be two pupils in the class if needed). Remind the children who Alonso is and what has happened to him:
 - *"So Alonso here is the man who threw Prospero and Miranda out of the kingdom. How do you think he feels after his ship has been wrecked and he has had to swim for his life?"* (Wait for responses.)
- Prepare the children for what will happen next:
 - *"Prospero wants to frighten him a bit more so that he'll be sorry for what he did to them. I'll become Prospero. Get ready with your magic cloaks to become Ariel."*

Continued in Activity 5.6, on the following page.

Activity 5.6: Going into Role as Prospero and Ariel

🕒 10 mins

This activity involves having the children help enact a scene where Prospero and Ariel scare Alonso to punish him for what he did.

- Put on Prospero's cloak and go into role as the character. Tell the children to do the same. Stand at the side of the space and direct the children and the volunteers in the scene:
 - *"Ariel, put on your magic cloak so that King Alonso and Antonio cannot see you."* (Use the volunteers as King Alonso and Antonio, and be ready to coach the volunteers from the side of the space.) *"Let us call their names: Alonso! Antonio!"* (Encourage the children to join in. To the volunteers:) *"Be still like a statue."* (To the children:) *"I want to use my magic to frighten them some more. Tell me, Ariel - what could we do? They cannot see you - maybe you could say 'Boo!' when Alonso and Antonio come near you."* (To the volunteers:) *"Come back to life."* (Encourage the children to say 'Boo!' when the volunteer comes near them. To the volunteers:) *"Be still like a statue."* (To the children:) *"Maybe you could say 'Remember what you did to Prospero...' in a ghostly voice."* (To the volunteers:) *"Come back to life."* (Encourage the children to repeat the phrase in a ghostly voice.) *"Be still like a statue."* (To the children:) *"Maybe you could show yourselves, but make yourselves look frightening!"* (To the volunteers:) *"Come back to life."* (Encourage the children to look frightening. To the volunteers:) *"This is what you looked like when you threw Prospero and Miranda out of their land. Are you sorry for what you have done? Sit down, Alonso and Antonio, and be still like statues."*

Continued in Activity 5.7, below.

Activity 5.7: Prospero and Ariel Discuss if Alonso has been Punished Enough

🕒 5 mins

This activity provides an opportunity for the children (in role as Ariel) to reflect on the effectiveness of their punishment and whether it is time to forgive.

- Ask the children the following questions, and discuss their thoughts as a group:
 - *"Do you think Alonso and Antonio are really sorry for what they have done? Have I punished them enough? Do you think if I showed myself to him he would say he had made a mistake and give me everything back that he had taken from me? I will show myself to them/him at my cave."* (To the volunteers:) *"Alonso, Antonio - come back to life and leave us."* (Wait for the volunteers to leave the space.) *"This is all going so well, Ariel. But there is something happening on this island that is more powerful than anything in my magic book. Have you seen what is happening between my daughter Miranda and Alonso's son, Ferdinand?"*

Activity 5.8: Prospero asks Ariel's Advice About Testing Ferdinand's Feelings for Miranda

🕒 5 mins

This activity provides an opportunity for the children (in role as Ariel) to give advice about how Prospero could test Ferdinand's feelings for Miranda, giving them further power in the unfolding of the story.

- Talk to the children:
 - *"Let's say you were Miranda and you were Ferdinand..."* (Choose children to stand in for Miranda and Ferdinand) *"...and they saw each other on the island. What happened? (Encourage the children to tell you what happens in the story.) "That's right, they were just about to kiss when I used my magic to turn Ferdinand into a statue. Well you can imagine how cross Miranda is with me. But I just need to make sure he is really in love with my daughter and not just saying that he is. Does he love her?"* (Wait for the children to respond.) *"How do you know? If he would do anything for her, is that a show of love?"* (Decide with the children on what Ferdinand could do to show his love.) *"Maybe it is time..."* (Pick up the birdcage and get the shell out.) *"...it is time to let Miranda go free and follow her heart and marry Ferdinand."*

Activity 5.9: The End of the Story – Puppet the Story with Sticks and Stones

🕒 0-5 mins

This activity tells the children exactly what happens at the end of the story, giving them a sense of what happens to each of the characters they have met over the course of the Tempest workshops.

- Using the sticks and stones to depict the various characters (placing them on the floor), remind the children what happens at the end of the story:
 - *"With help from Ariel, everyone arrived outside Prospero's cave: King Alonso (stick) and Antonio (stick). Ferdinand (stick) and Miranda (shell) were hidden inside playing a game of chess. Prospero arrives, and Alonso and Antonio are very sorry for what they have done. They say that of course Prospero should have everything back – his position as Duke of Milan and his palace. Prospero says he forgives them. Prospero asks King Alonso why he looks so miserable and sad, and Alonso says because he has lost his son Ferdinand in the tempest. But Prospero tells him to look inside the cave. When Alonso sees his son with a beautiful girl he says 'I have found a son and a daughter'. Which is another way of saying he is looking forward to Miranda and Ferdinand getting married. It's time for Prospero to let Ariel go free. Let's get our cloaks ready and get your fingers ready to do the Ariel dance of freedom."*

Continued in Activity 5.10, on the following page.

Activity 5.10: Letting Ariel Go Free

🕒 0-5 mins

This activity involves the children enacting the moment in which Ariel becomes free.

- To the children:
 - *"Ariel, show yourself!"* (Wait for the children to remove their imaginary cloaks.) *"Ariel, I will miss you. Will you visit me?"* (Wait for a reply. Open the birdcage, and invite the children to dance as Ariel might dance when he is given his freedom.) *"Goodbye, Ariel. Now take off your cloaks and I'll take off mine. That is surely what freedom looks like! It's time for the ship to set sail."*

Activity 5.11: Letting Caliban Go Free

🕒 0-5 mins

In this activity, the children are able to decide whether Caliban's story ends happily or sadly. This could open up possibilities for them to **hot-seat** Caliban to ask him how he felt and what he did when he was left behind on the island.

- Take the footprint out of the birdcage and put it out onto a tiny version of the island, marked out with rope on the floor. Tell the children:
 - *"Caliban has the island back to himself. As the ship sails off with everyone on it, Prospero looks back and sees the figure of Caliban on the island. He can't see the expression on Caliban's face, but you can show me."*
- Invite the children to use their faces/bodies to show Caliban in a still picture/**freeze frame**. Comment on the facial expressions they create, which may be a mixture of sadness and joy.

Activity 5.12: Prospero's Cloak of Powerful Magic Stays Locked Up and Thrown Away

🕒 0-5 mins

This activity allows the children to experience the end of Prospero's journey, where they see a man shedding his power. There is a possibility here of talking about power if the children want to intervene.

- Hold the birdcage in your hand, and tell the children:
 - *"There are two things left in the birdcage: Prospero's magic cloak with his magic book. Magic that is powerful enough to make the sky thunder, powerful enough to split a ship in two and to mend it again, and powerful enough to make a tempest. But Prospero has no need for these any more. He has an even greater power. He has forgiven his enemies and now they are friends, and his daughter is in love with Ferdinand. He keeps the cloak and the book locked up and throws them into the sea. And that makes for a happy ending. You know what - I think if I really was Prospero I would trust you with the magic powers."*
- If you plan to follow the second half of this resource pack with the same group of children, you might add:
 - *"In fact, you'll need them for our next story: *The Winter's Tale*."*

Activity 5.13: Closing Ritual

🕒 0-5 mins

This activity brings the session to a close with a ritual that has been repeated at the end of each workshop.

- Ask the children to stand in a circle and pick up the rope from the floor. Have the children pass the rope around the circle towards you as you collect it in a pile at your feet.



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