



# THREE KINGS

# Education Pack



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THREE KINGS is based on an original idea by Katie Sykes, Saikat Ahamed & Craig Edwards.

Devised by the company.

# Cast & Creative Team

## CAST

### Performers:

Heidi Niemi  
Stevie Thompson  
Corinne Walker



## COMPANY

### Director:

Craig Edwards

### Designer:

Katie Sykes



### Musical Director:

Seamas Carey

### Writer in the room:

Saikat Ahamed



### Movement Direction:

Joël Daniel & the cast

### Stage Manager:

Amy Spencer

### Production Manager & Lighting Designer:

Jo Woodcock



### Press & Marketing:

Gwen Hanauer

### Creative Learning Officer:

Lizzy Cummins

### Producer:

Heidi Vaughan



# Meet The Actors



## Stevie Thompson - Performer

Stevie has been lucky to be able to play for a living! She has travelled to many places to perform such as schools, fields and theatres, including the Sydney Opera House in Australia. She likes to tell stories, sometimes without any words at all, like Shadowplay, which she toured with Travelling Light.

### How old are you?

As old as the hills, but not as wise



### What is your favourite story and why?

I love all kinds of stories. I have been enjoying hearing stories about all different people who have lived in our street by my elderly neighbour.

### What is your favourite place to hear stories?

Around a campfire late at night, warmed by the flickering orange flames, our faces glowing in the firelight.

### How do you feel about THE DARK?

I used to be very scared of THE DARK and had to sleep with a hall light on. On Dartmoor (where I am from), there is very little light at night apart from the stars, but now I live in the city, it is very rarely really DARK!

### What is your favourite constellation and why?

I once told a story in a play about Castor and Pollux, the twin stars, which I liked because they are the "Gemini" stars and in horoscopes I am a Gemini!

### What are you the king of?

I hate cold food, so am a VERY fast eater

### Where do you hide your secret crown?

I once hid it safely in a box, but I have lots of boxes, so I have forgotten which one it is in.....

## Corinne Walker - Performer

I have been working as a performer for three years. I love working with other theatre makers to discover new stories and to find interesting ways to tell them. That's how I create a lot of exciting work for and with young people. I also voice a cartoon character you might know called 'Ms Bunty' in a programme called Max & Ruby.



**How old are you?**

A little older every day.

**What is your favourite story and why?**

Charlie & The Chocolate Factory because it sparks my imagination like no other story ever has and even now I'm still looking for my golden ticket.

**What is your favourite place to hear stories?**

I love to hear stories by the campfire but really it doesn't matter where I am as long as I am with my family and friends.

**How do you feel about THE DARK?**

I don't mind the dark but it does make me sleepy!

**What is your favourite constellation and why?**

Corona Borealis or the Northern Crown. I love that it is made up of seven stars that represent seven jewels in a crown.

**What is your superpower?/what are you the king of?**

I am the King of Direction, I'm good at knowing which way to go.

**Where do you hide your secret crown?**

I hide it in plain sight, so it is noticeable and invisible at the same time.



## Heidi Neimi - Performer

I pretend to be different people, animals and sometimes even furniture and plants! Last year I performed in Travelling Light's The Ugly Duckling at Tobacco Factory. I'm so excited to be touring a new show to venues and schools this year.

**How old are you?**

I'm 100 minus 50 divided by 2 plus 3 plus a few more...

**What is your favourite story and why?**

I like the Moomin stories, because they have nice outlook on life, where they accept everybody as they are and they take life as an adventure. Plus they live in a cool blue house.

**What is your favourite place to hear stories?**

In front of a fireplace on a cold and dark winter night with a cup of hot chocolate.

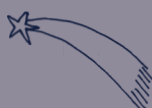
**How do you feel about THE DARK?**

I'm quite used to it - growing up in Finland during the winter time there's darkness almost 24/7.

The positive side of that is that you can see stars very well.

**What is your favourite constellation/star and why?**

The Plough (which is Otava in Finnish) is my favourite because it is the easiest to find and there's a lot of mystery behind the number 7.



# Introduction

This pack contains ideas for activities based around our production of **THREE KINGS**. The activities are aimed at those aged 5-11 years old, but material can be adapted by teachers to suit the needs of their students.

We hope that you find this pack useful and that it enables your pupils to gain as much as possible from the performance. Just get in touch with us if you need some help or further ideas along the way. We would love to hear from you if you have copies of any written work, photos or videos of any drama work that you could send to us.

@tl\_theatre

admin@travellinglighttheatre.org.uk



# About the show

## Inspiration

THREE KINGS is based on an original idea by Katie Sykes, Saikat Ahamed & Craig Edwards and has been devised by the company. The plot has been inspired by folk tales from countries around the world and though the title came from the nativity story of the Magi.

Talking about the show, Writer In The Room Saikat Ahamed said:

“Three Kings is a show for the whole family, filled with song, dance and lots and lots of heart. There’s a subtle message, yes, but also it should be extremely funny and joyous. There should be laughter and tears, the audience will go out wanting to make friends with the world!”



## Getting ready to see the show



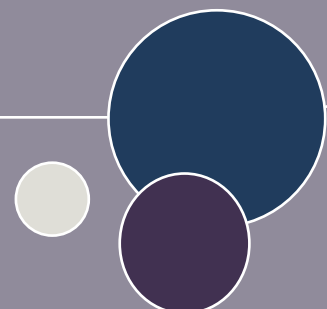
THREE KINGS is being performed to children aged 5 and up. It is performed by three actors. Before coming to watch you could get pupils thinking about what they are going to see e.g.

How many of them have been to see a play before?  
What do they think the play is about?

A synopsis of the play is included in this pack but we recommend that no-one is told the whole story before they see the play.

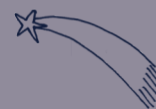
Themes you might pick out include:

- Relationships
- The stars / night sky
  - Migration
  - Loss





# Synopsis



The story begins with three weary travellers from far off lands, meeting by chance. To begin with we hear about a princess and the stories she is told. But before this tale can be finished, the teller is interrupted by the other travellers. Disagreement, suspicion and conflict soon follows. Why are they all here at the same time?

After finding their own space and setting up for the night, the shadows begin to draw in. The three women overcome their suspicions of each other, share some food and begin to exchange stories.

We hear three stories, about three kings. A brother, a father and a husband.

During the first story we meet a greedy king. We learn about how his greed affects his sister and discover his love for lots of shiny things!

In story two we hear about a woman's love of dancing and how this love brings her amongst the stars, where she falls in love. But falling in love with a star isn't easy and sometimes you have to give things up to follow what you want the most.

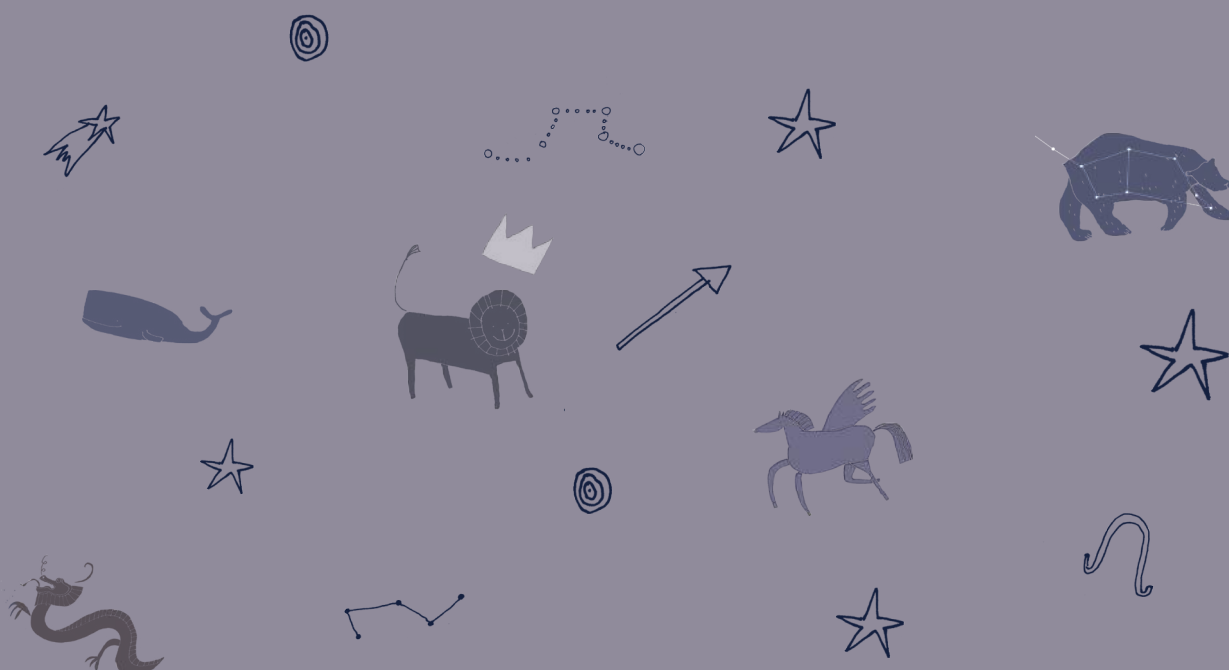
The final story tells us about a princess who was once surrounded by family and stories. But this didn't last for long and now she is all alone.

They tell stories of greed, stories of love, stories of loss. Stories of stars and stories of Kings.

Their stories light up the night sky with curious worlds, fierce adventures and flickers of their past.

Suddenly these strangers don't seem so strange. We learn that for very different reasons, from different lands, using different tools, they are all following the same star. But, stars burn brightest just before they die.

As dawn approaches, the travellers unite for a new adventure, a new story which they must write together.



# Making the show

## Interviews with the theatre makers

We asked the company a few questions about their roles and how they made the show...

### Craig Edwards - Director

“As the Director I get to work with all the different people who have made this show- The Actors, The Writer, The Designer, The Musical Director and The Stage Management Team. Phew! It's a great job.”



#### What's the director's job when you are devising a show?

The director is the person who guides the process and has to make the final decisions. That means they work with the writer, the designer, the musical director, the actors and the stage management team to create the story and the characters, and the world in which the show takes place, and then to get the show on its feet.

#### What does 'devising' the show mean?

It means there's no script, to start with at least, we are creating a brand new script in the rehearsal room.



### Saikat Ahamed

“As Writer in the Room I helped come up with the story and words for Three Kings. This was a change for me as I'm normally an actor, running around playing lots of different characters. My favourite parts have been Tinkerbell in Peter Pan, Ben Gunn in Treasure Island and myself in Strictly Balti!”

#### What is the role of the writer in the room?

It's the writer's job to help come up with the story and words of the show. In a devised show like Three Kings the performers help create the story, so someone needs to have final responsibility for making sure the story works as a whole, that's my job.

## **What are the different stages of devising a story?**

An important part of devising a story is working out why you're telling the story, is there a message? Being clear on this helps you decide what you include in the story and what the characters are like. You come up with a basic structure, some ideas of the kinds of things you want to see in the show. Then the actors basically play, try different things out. If they get stuck, the director and the writer in the room are there to help them out. After this you decide what worked and what didn't and what was interesting. Then you can start to put those bits together. This is when the writer in the room really has to work hard. If you imagine that all the actors have provided you with clay (their ideas and words), you then have to sculpt it so that the audience will enjoy what they're looking at!

## **What are some good ways to generate ideas?**

I guess there are two main techniques that are useful in generating ideas whilst devising. Talking with other people and listening to their ideas helps to generate your own ideas; many of the best ideas are a combination of everyone's thoughts. The other thing that is useful is getting up on your feet and playing. When you are trying out a new scene, suddenly things pop into your mind. It's really exciting!

## **What do you do when you get stuck and don't know what the story should do next?**

Quite often, I read what we've already got, there's often a clue in what you've already done as to what should come next. However, sometimes when I get stuck I like to focus on something else. I draw a picture or listen to some music. I find that if I'm using a different part of my brain, an idea comes.



### **Do you have any tips for young writers/devisers?**

For young writers, I would suggest keeping a notebook with you at all times. You never know when you might have an idea that you want to scribble down. Also I like writing poetry and song lyrics for fun. It's like practicing my writing skills, and you never know, sometimes those rhymes get used elsewhere. For devisers, I guess the best advice is to be open and generous to our fellow performers. Remember that it just as important to hear their ideas as it is to share yours.

### **Is there anything you'd like to ask the young people who come to see the show?**

I'd like to ask them a couple of things:

What is the one thing that we could do as a human race would make the world better?

And

If you could see a theatre show about one thing that really matters to you, what would it be?



### **Katie Sykes- Designer**

I am the designer and that means it is my job to decide what everything looks like. It includes the costumes, the props and anything else that you see in the performance. I love my job because it is different every time - every show requires a different look and it is fun researching, finding and making what is needed.

### **Seamas Carey - Musical Director**

I am a performing man, whose job is to make noises for other people. I make music in a shed at the bottom of my garden. I especially like making music for shows and films, as it's always different. I get to do the job I always wanted when I was growing up, every day. It's great!



# Curriculum Links

There are a number of curriculum objectives that pupils will reach by watching the production and through further discussion on its themes and content. Some examples are included below:

## Drama & English

Watching this performance will enable pupils to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. They could take this experience and apply it in the classroom, where they could improvise, devise and create their own work to share and perform.

## Music

Pupils should be able to listen with concentration to a range of high-quality, live song and recorded music.

This could be developed further in the classroom by exploring questions such as:

Where does the music come from?  
What types of instruments can you hear?

## Citizenship

Themes to explore that are relevant to Citizenship include:

Developing good relationships and respecting the differences between people.  
Developing confidence and responsibility and making the most of their abilities.

# PSHE

THREE KINGS explores a number of issues relevant to the PSHE curriculum. These include:

## **Living in the wider world**

- Learning about respect for self and others and the importance of responsible behaviours and actions
  - Ways in which they are all unique; understanding that there has never been and will never be another 'them'
  - Ways in which we are the same as all other people; what we have in common with everyone else
- To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- To consider the lives of people living in other places, and people with different values and customs

## **Health and wellbeing**

- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- Deepen their understanding of good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
  - To think about change, loss, separation, bereavement and the associated feelings
- To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these



# Activities

## After the show

As soon as possible after seeing the play it might be useful for pupils to focus on the experience. Here are some possible starting points for pairs / small groups / whole class discussion:

- What did you enjoy most about the play?
- Which parts did you find funny?
- What do you think was the most exciting moment?
- How did you feel at the end?
- Who was your favourite character and why?
- What did you like / dislike about the music?
- Is there anything about the story you would like to change?
- If you were the Director of THREE KINGS what might you have done differently?

## Other Activities

Follow-up work:

- Draw pictures of particular moments or locations in the play
- Write letters to the cast telling them what they think of the play
- On a large piece of paper write down anything and everything that they can remember about the play, including their feelings whilst watching it
  - Sit in a circle and re-tell the story
- Write their own version of the story (or part of the story)

Many of the activities included in this pack cover areas of the Maths, science, art & design curriculum. E.g..

Math – exploring number and measurement  
Science – working scientifically, earth and space, light  
Art and design – creative expression, using different materials, designing and making

# Constellations

Why not begin by asking pupils if they can remember any of the stars mentioned in the story?

(Scopius/Scorpius, Gemini Orion, Great Bear, Little Bear, Swan)

Do they know what a constellation is?

(A group of stars that form a pattern)



## 1. Dot to Dot

Using the examples on the next pages, have a go at joining up the dot to dot pictures to make constellation images OR have a go at creating your own!



### These activities aim to:

- Engage young people in the scientific methods of constructing familiar constellations
  - Use shape relationships
  - Estimation & prediction
    - Number concepts
  - Creative expression
- Inquiry & problem solving
- Familiar and new knowledge

## 2. 3D creations

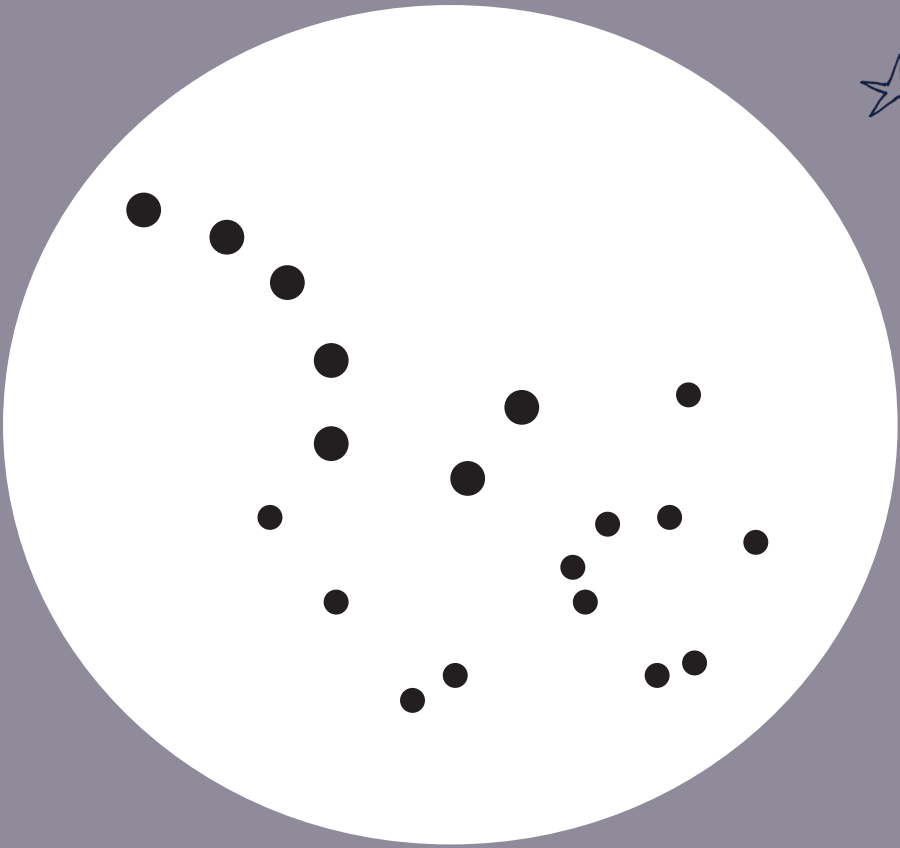
Using the examples on the next pages, see if you can construct constellation patterns using straws/sticks and blu tac/playdough.

You could even try an edible version with breadsticks and marshmallows!

## 2. Light creations

Using the examples on the next pages, print or draw your own versions. on card or dark paper. Next, using a pin or maybe the end of a paperclip poke out the holes where the stars should be. Hold the paper up against a plain surface in the dark and shine a torch on it. See if your constellations can be projected with the light!





### URSA MAJOR

Also known as the “Great Bear”

The constellation contains “The Big Dipper”

It points to the north

## Ursa Major

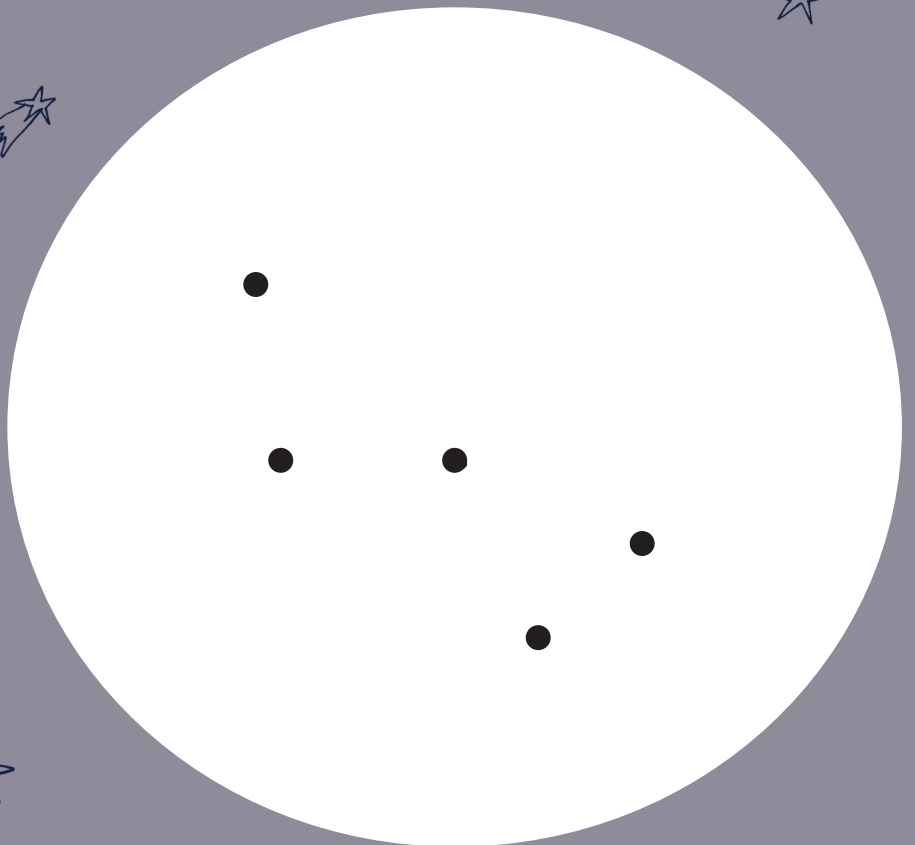


### CASSIOPEIA

Named after a queen in Greek Mythology (who was very vain)

Well known for its “W” shape

Is made up of 5 stars



## Cassiopeia



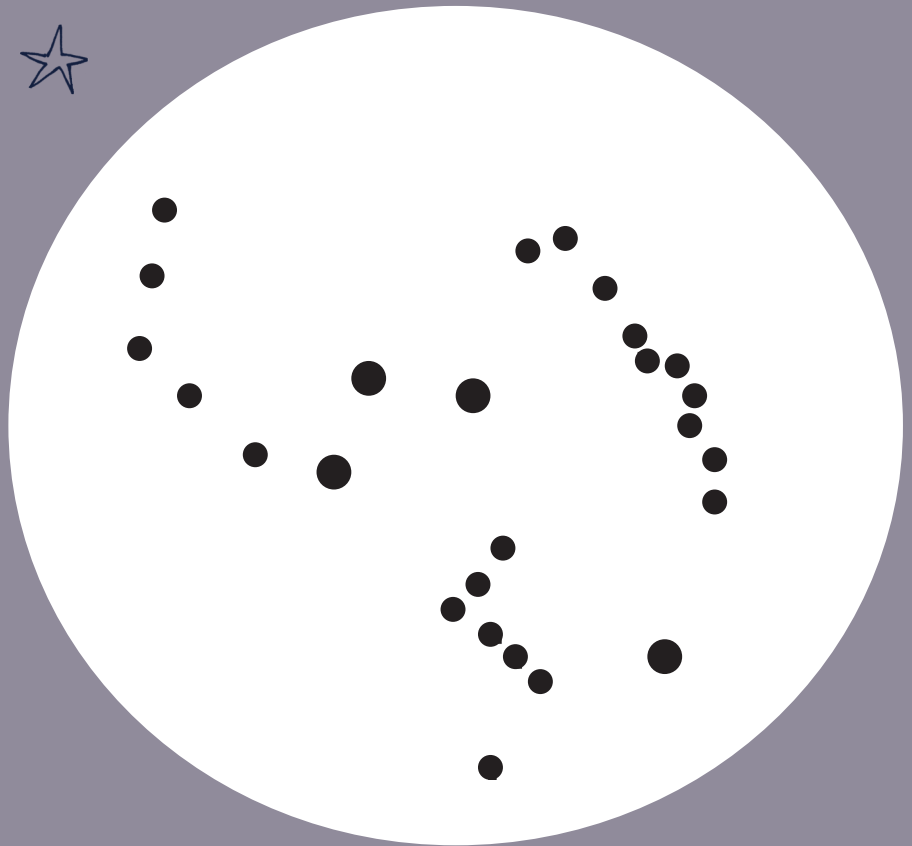


## ORION

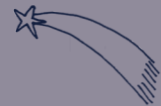
Also known as The Hunter as the pattern looks like a hunter with a bow

Named after Orion who was a hunter in Greek mythology

Is visible throughout the world



Orion



## GEMINI

Part of the zodiac.

One of 48 constellations identified by the Greek astronomer Ptolemy  
The name Gemini is Latin for "twins,"

## URSA MINOR

Also known as the Little Bear

The constellation contains The Little Dipper and Polaris (the North Star)  
It is made up of 7 stars

## CYGNUS (Swan)

Comes from the Latin meaning for "Swan"  
Is a northern constellation

Associated with the mythology of Zeus, king of the Greek gods

## SCORPIUS (Scorpion)

Part of the zodiac

Comes from the Latin meaning for "Scorpion"  
Also identified by the astronomer Ptolemy

## Post-show questions



What type of star /  
constellation would  
you like to be and why?



Can you design your  
own constellation?



What would you take  
with you to chase the  
stars?

# Telescopes

## Do you understand how a telescope works?

Telescopes can help astronomers study the stars in more detail.

Why not have a go at looking at the stars at night and see if you can spot a constellation!

### Have a go at making your own telescope.

You will need:

Toilet roll and/or kitchen roll tubes, clingfilm roll, foil roll

Scissors

Tape

Paper, pens & card for decorating

1. Paint/colour or wrap the tubes in your chosen colour.
2. Cut strips of card to wrap around both ends of the largest tube and one end of the smaller tube.
3. Put the smaller tube inside the larger one, with the wrapped end as eye-hole.
4. Decorate however you like!



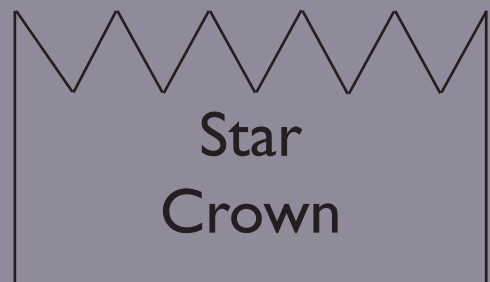
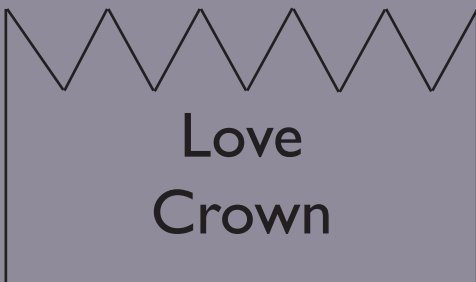
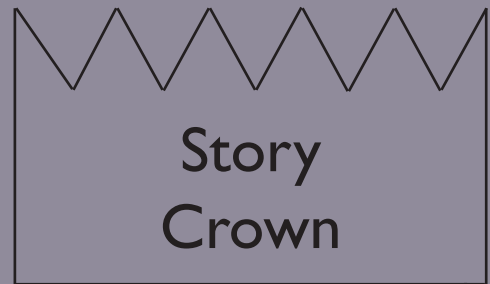
# Crowns

Can you remember the different characters in our story?

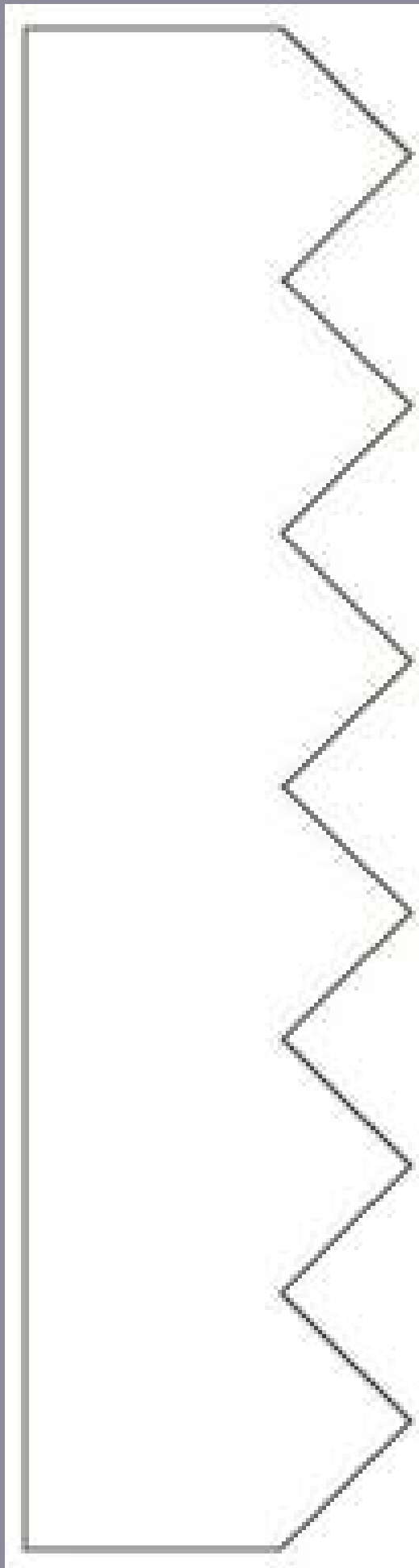
What type of crowns did they wear?

What type of crown would you wear if you were a King/Queen?

Use our template on the other page to design your own crowns.  
See some ideas below!



# Crown Template



# Creative Writing

## Character

There are a few different characters in our story, most are Kings, Queens or Princesses.

Imagine you could be what you wanted for the day. What would you be King/Queen/Prince/Princess of?

E.g. Queen of Stories, King of Dancing, Princess of Stars

1. Decide what you would be
2. Write down and describe what you look like
  - What clothes would you wear?
  - What would your crown look like?
  - What would you take as your picnic if you went travelling?
  - What favourite things would you take with you? What would you be searching for?
3. Art & Drama Add on:
  - Draw a picture of your character
- Try and make a frozen statue of your character and then see if you can make them move
- You could even try hot seating these characters



# Rhyme & Verse

THREE KINGS begins with music and action to set the scene and explain what the characters are doing. The following words are spoken/sung in rhyming verse:

**Every step further from home  
It's the beaten path I choose to roam  
Through sand and snow  
Grass and stone  
Travelling the world all alone  
Every land that I've passed through  
Deserts of gold and seas of blue  
Every morning  
A different view  
But night is the time when dreams come true  
Tonight is the night  
Bring on the night  
I wish it was night  
(breath, breath, breath) This way**

What do you notice about the patterns of the verse & rhyme?

Try reading it out loud and clapping at the same time to see if you can fit the words with the rhythm (Clapping can be done in a simple 4/4 beat).

Have a go at writing your own rhyming verse about your journey to school this morning!

# Writing a review

After watching **THREE KINGS** you may want to discuss your opinions about the show or even write these down.

Writing a review means you will be sharing your thoughts and comments about what you saw; a bit like a theatre critic. Why not use the guides below to help you.

## Things to include:

1. Title of the play
2. Who wrote it / who it was made by
3. Where you saw it
4. Facts about the play - the design, performances, the story
5. Any background information about it e.g. was it made for a special reason?
6. Your opinions - your personal feelings of what you liked or didn't like



### The Play

Give an outline of the play.  
Was it a success?  
What worked well?  
What were the themes?  
What were the characters like?  
What did the audience think?

### The Design

Some plays have big sets, lots of props and costumes. What was the set, props and costume like for this play?  
Did it work? Did it help the story?

### The Acting

Did you like the performers and characters that were created?  
Why?  
Think about their voices, movement and gesture.  
What worked well?

### Conclusion

Write about anything you thought was particularly good or bad about the production.  
Did it keep your attention?  
Was it suitable for the audience?  
Would you recommend it to other people?

# Music

Music and song feature through THREE KINGS and we have already looked at how Rhyme & Verse are used in some songs. It is a very important element of the play.

Have a think about the following questions to explore how music is used.

Can you remember the different songs in the play?  
How did they make you feel?

Can you remember any sound effects? What were they?

What instruments did you hear?

Was the music live or recorded?

Was the singing live or recorded?

If you were to add in more music or songs, what would you do?



# Links & Contacts

## Arts Award & Artsmark

You could use THREE KINGS for students working towards achieving their Arts Award or if your school is working towards achieving Artsmark. Travelling Light is an Arts Award supporter and Artsmark Partner, so get in touch with us if you want any help with this.

[www.artsaward.org.uk](http://www.artsaward.org.uk)  
[www.artsmark.org.uk](http://www.artsmark.org.uk)



**Artsmark  
Partner**

*Supporting cultural education, endorsed by Arts Council England*



## Videos to watch

For an insight into the THREE KINGS rehearsal room, watch our latest films designed especially for primary schools:

<http://bit.ly/TravLightYouTube18>

Films include:

Making music

Designing the world of Three Kings

Meet the cast

What's your job?

Inside the rehearsal room

Telling stories



# About Travelling Light

Travelling Light Theatre Company creates exciting and inspiring theatre for and with young people from its base in Bristol. For over 30 years Travelling Light have been creating outstanding productions, touring in theatre venues to family audiences throughout the UK, in local schools and community venues, and to festivals in Britain, Europe and beyond. The company also works with young people through education and development projects as well as five thriving youth theatre groups. Over the course of its history Travelling Light has performed to, or worked with, more than a million people.

Central to the company's core values is the importance of taking enough time to create high quality work through an extended period of research and development and trying out new ideas and inspirations.

Most productions are created through devising with a group of artists, and include a variety of art forms such as puppetry and dance. Music is integral to all productions and stories are told in visual, physical and inventive ways.

## The Travelling Light Team

**Artistic Producer** Heidi Vaughan

**Production Manager** Jo Woodcock

**General Manager** Dienka Hines

**Office Manager** Ali Sully

**Marketing & Development Assistant** Gwen Hanauer

**Participation Director** Georgina Densley

**Creative Learning Officer** Lizzy Cummins

**Youth & Community Officer** Louise Betts

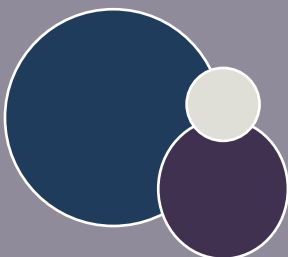
For more information or to find out how you can get involved in our work, get in touch:

Travelling Light Theatre Company

Barton Hill Settlement, 43 Ducie Road, Bristol BS5 0AX

0117 377 3166

[www.travellinglighttheatre.org.uk](http://www.travellinglighttheatre.org.uk)





Travelling Light  
THEATRE COMPANY