

## The Monkey King

1. **Occupational mime** Create a **tableau/still image** of the different ways that the mango tree meets the needs of the community of monkeys, e.g. food, shelter, exercise, etc. Bring it to life for a few moments and freeze it again.
2. The class make two lines to represent fishermen on the riverbank. As the imaginary mango passes by, what do the fishermen say? (**Eavesdropping**) They do not know what it is ! What will they do with it? **Teacher in role** alongside as a fellow fisherman may suggest they take it to the King.
3. **Teacher in role** as the king receives the mango and tastes it (maybe after a servant trying it first for safety). The king tells them (his ministers) that they must prepare in pairs for the journey to find where this fruit has come from as it is so delicious he wants more. What do they think when the king says this? (**Thought-tracking**)
4. Class pack a few items and gather for a **follow my leader** journey up the riverbank.
5. At last they arrive at the tree full of monkeys. The king (**Teacher in role**) says he wants all the mangos from the tree. How will the ministers get the mangos? The ministers offer advice to the king. In the end the king says the monkeys will all need to be killed. **Conscience Alley** The ministers in two lines speak to the king as he passes by advising him as to whether or not he should kill the monkeys.
6. Change roles. The class are now the monkeys and they have heard what is being said. What did the monkeys hear? **Voice collage** of the sentences from the previous activity (**Conscience Alley**)
7. Meeting of monkeys. What will the monkeys do? How can they get free? **Teacher in role** will add in the idea of a creeper that won't quite reach across the river. The king monkey will be represented on the ground and they will all travel over him (thanking him as they use him) and be free at the other side. **Teacher as narrator** will make clear that the monkey king has a broken back and can't follow them.
8. Make a circle around the representation of the monkey king. Teacher in role as the city king. What should they do with the monkey with the broken back? The monkey king is dying. Pass the body of the monkey along the line to the city. What do people think aloud (**thought-tracking**) as they hold him and pass him on? By the time it reaches the end of the line the monkey is dead. What shall we do with the body? How will he be remembered?

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