

## Making a Mess – Teacher Version

It is the day before Mother's Day. OMID (8) and LEILA (6) are sat at the kitchen table. Their father AMIR is washing up at the sink.

OMID: Good! She's out. How long have we got, Papa?

AMIR: She'll be out for about an hour, so you have plenty of time. I thought you said you had an idea!

LEILA: We do! It's good!

OMID: Really good! Did you get our stuff, Papa? Did you hide it?

AMIR: Yes, yes, I got your stuff. It's in my gym bag. That's the one place your mother would never look. She refuses to go near it!

(LEILA jumps up from her seat and rushes offstage. Moments later, she appears carrying a plastic bag full of craft materials.)

LEILA: I've got it!

OMID: Phhhhheewwwweeeyy! It stinks! Leila, Papa's smelly germs are all over you!

LEILA: No I haven't! It's not me!

AMIR: Alright you two! Only Papa has the smelly germs, so make sure you don't annoy him or he'll pick you both up and cover you in them! You don't want that do you? No? Good. Then get on with making your gift.

(OMID and LEILA pull everything out of the bag and spread it over the table. This action should be boisterous and messy)

OMID: (As he pulls out the materials) Glue... Coloured paper... Those felt bits you wanted...

LEILA: (As she pulls out the materials) String... Sweets... Cardboard box...

OMID: Done. Everything's here. Right, I'll draw her face and you start cutting up pieces of paper to stick on. We'll need lots of that skin-coloured paper.

(OMID and LEILA begin their jobs)

**E: Who are the characters talking about at the very start of the scene?** Amir's wife, the children's mother.

**E: Why does Amir's wife refuse to go near the gym bag?** It is too smelly.

**D: What does it mean that the children's actions ought to be 'boisterous'?** It means they ought to act noisily, energetically and cheerfully.

**D:** As an actor, how would you say the word 'Phhhhheewwwweeeyy!'. Explain your answer. In a long and drawn out way, perhaps waving a hand in front of the nose, to indicate the 'smelliness' of the gym bag. The word is written with multiple extra letters, which indicates the need to draw the word out.

**S:** Describe how you would say Omid's line as he pulls out the materials. Explain why you would perform it in this way. Pausing between each word and waiting until a new item is revealed before naming it. The ellipses in the text show that there are pauses between each of the words.

**M:** If you were directing the three actors playing Amir, Omid and Leila, what would you have each of them do as the character Amir says 'You don't want that do you? No? Good.?' The actor playing Amir ought to look slightly sternly at the two children when he says 'No' and then pause and wait for their response before saying 'Good'. In the pause I would have the actor and actress playing Omid and Leila show some sign that they do not want it (being covered in smelly germs) to happen, perhaps by shaking their heads.

**E:** Stop at the bottom of the first page. What do you think the children are going to make? Anything which could realistically be made from the listed materials is acceptable.

**AMIR:** So what is this grand idea? Some sort of wrapped thing? Why are you drawing your mother's face?

**OMID:** (Deep in concentration) Because... It has to look like... Her... Because... It's her head... And her brain is full... Of sweets...

**LEILA:** Yeah! Brain full of sweets!

**AMIR:** Her head is full of sweets? I don't understand? You're making a model of your mother's head?

**OMID:** Yes!

**AMIR:** And it's going to be full of sweets?

**LEILA:** Yeah! Brain full of sweets!

**AMIR:** Then... what?

**OMID and LEILA:** We bash it open with a big stick!

**AMIR:** WHAT?

**LEILA:** So then the sweets fall out!

**AMIR:** You're turning your mother into a piñata?!

**OMID:** What's a piñata?

**AMIR:** Exactly what you're making! A model full of sweets! Do neither of you think it is a bit weird to put your mother's face on it?

LEILA: But it's for Mother's Day!

OMID: So it has to be her face. We didn't know it is called a piñata! We just saw one on telly and thought it made sense! Mum's always so nice. So her head must be full of nice things. Just like the model!

**E: Why is Omid 'Deep in concentration'?** He is drawing his mother's face.

**E: How does an actor playing Amir know they should say the line 'WHAT?' very loudly?** It is written in capital letters.

**S: What do you think Amir's reaction will be? Give a reason for your answer.** Personal answer; must be justified.

**D: 'You're turning your mother into a piñata?!' What does the punctuation at the end of this line tell you about how Amir is feeling about the idea?** It shows he is shocked, amazed, unbelieving or appalled.

AMIR: Ok, stop. Stop. That's very sweet. I know you want to show your mother that you love her. I know you want to show her that you think she's full of niceness. But don't you think you would be a bit confused if it was your birthday and you came downstairs to find someone had made a model of you and was wielding a stick?

(OMID and LEILA begin to understand and it shows on their faces)

OMID: But... But...

LEILA: (Starting to cry) We just wanted to say she's nice!

(AMIR picks his daughter up and dries her eyes)

AMIR: Guys, I know you want to be nice. I know you want to make a nice present for your mother. I think a piñata is an amazing idea! Really, I do! I'm amazed you would think of something so fun and inventive! But maybe let's cover it with pictures of flowers. You know she loves flowers! And think how excited she'll be to find out that not *only* does she get a lovely model of one of her favourite things, but also a whole load of sweets!

OMID: (Cheering up) Do you really think she'll like it?

AMIR: Yes!

LEILA: Really, truly?

AMIR: Yes, of course!

OMID: Then what are we waiting for?

(OMID begins to tear up paper and it goes everywhere. LEILA joins in)

(End scene)

**M:** The majority of Leila's lines end with exclamation marks. How would this influence your overall performance if you were cast as her in a production of this scene? The exclamation marks indicate that Leila is loud/energetic/quick in her answers, so an actress would hope to reflect these characteristics in her actions as well as the way she spoke.

**E:** What does it mean when words in this script are in brackets? It means they are stage directions which tell the actors what to do. They are not words to be spoken by anybody.

**E:** What do you think is the funniest line in this scene? Why? Personal answer; must be justified.

**S:** Would you like to see more of this play or invite your friends to see it? Why or why not? Personal answer; must be justified.

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(End scene)

## Making a Mess – Comprehension

### Section A

1. Who are the characters talking about at the very start of the scene?
2. Why does Amir's wife refuse to go near the gym bag?
3. Stop at the bottom of the first page. What do you think the children are going to make?
4. Why is Omid 'Deep in concentration'?
5. How does an actor playing Amir know they should say the line 'WHAT?' very loudly?
6. What does it mean when words in this script are in brackets?
7. What do you think is the funniest line in this scene? Why?

### Section B

8. What does it mean that the children's actions ought to be 'boisterous'?
9. As an actor, how would you say the word 'Phhhhheewwwweeeyy!'. Explain your answer.
10. 'You're turning your mother into a piñata?!' What does the punctuation at the end of this line tell you about how Amir is feeling about the idea?

### Section C

11. Describe how you would say Omid's line as he pulls out the materials. Explain why you would perform it in this way.
12. Once you reach Omid's line 'Just like the model!', stop and answer the following question: What do you think Amir's reaction will be? Give a reason for your answer.
13. Would you like to see more of this play or invite your friends to see it? Why or why not?

## Section D

14. If you were directing the three actors playing Amir, Omid and Leila, what would you have each of them do as the character Amir says 'You don't want that do you? No? Good.'?

15. The majority of Leila's lines end with exclamation marks. How would this influence your overall performance if you were cast as her in a production of this scene?

## Whole Class Guided Reading – Teaching Guide

- The text is for the children to read. Give each pair a copy of the text (without questions) to read individually or as a whole class. This text has been aimed at Year 5 (Wales)/Primary 6 (Scotland)/Grade 4 (Australia).
- The teacher should use the teacher version. It shows you where to pause after each section and provides questions for you to ask. The colours refer to our levels so that you can direct specific questions at specific students in terms of difficulty (their version does not have these colours to show them which is which). The questions are also numbered in the order they appear on the comprehension sheet.
  - Beginner – (Red)
  - Easy – (Blue)
  - Tricky – (Orange)
  - Expert – (Green)
- The children can record their answers to the questions at the end of the shared read/discussion or in a different session by using the comprehension sheet. The questions have been re-grouped into abilities so that you can assign sections to specific children.
  - Section A – Beginner
  - Section B – Easy
  - Section C – Tricky
  - Section D – Expert