Pedanda Baka
Activity and Curriculum Guide
To be used in conjunction with *Wayang Listrik* Teachers Guide

AT A GLANCE

The following units of activities are intended for grades K-12. Please find further pedagogical information and differentiation considerations and instructions in the links within this page.

UNIT 1: PUPPET CREATION
Character development, puppet building, and puppeteering
     Session 1 - Play Viewing and Guided Discussion
     Session 2 - Character Development
     Session 3 - Puppet Building and Puppeteering

UNIT 2: PUPPETEERING AND SHADOW WORK
Puppet exploration, vocal expression, dialogue, and storytelling
     Session 1 - Character-based Writing
     Session 2 - Four Corners of Emotion on One Screen
     Session 3 - A Story in Five Parts

UNIT 3: STORYTELLING
Word Association, Story in a Circle, Story on Screen
     Session 1 - If, then
     Session 2 - Word Association
     Session 3 - Story Development and Storytelling

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Click Here for Pedagogical Information and General Learning Outcomes

CORE DRAMA AND THEATRE STANDARDS

Standard 3: DRAMA AND THEATRE: Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history.

Kindergarten Benchmarks, Assessments, and Rubrics
First Grade Benchmarks, Assessments, and Rubrics
Second Grade Benchmarks, Assessments, and Rubrics
Third Grade Benchmarks, Assessments, and Rubrics
Fourth Grade Benchmarks, Assessments, and Rubrics
Fifth Grade Benchmarks, Assessments, and Rubrics
Sixth-Eighth Grade Benchmarks, Assessments, and Rubrics
Nine-Twelfth Grade Benchmarks, Assessments, and Rubrics

UNIT 1: Puppet Creation
Character development, puppet building, and puppeteering

Goals (intention): This unit practices using imagination and creativity to develop and construct shadow puppets.

Purpose (benefit): Students will gain experience in puppet design and building, character development, decision making, and connecting to and expressing different locations through shadow work.

Role of teacher: The teacher will prepare the materials and facilitate these activities by supporting students in their character decision, design, and making. The teacher will offer guidance regarding the given circumstances of the story and details of the character development.

Role of student: Students will use their imagination and story elements to create a puppet of their choosing, develop their character, and explore different environments through shadow work.

Session 1: Play Viewing and Guided Discussion
Time Required: 30 minutes

Description: After viewing the recording of *Pedanda Baka: The Pond Prankster,* students will identify important elements of the story that support character analysis. This analysis will aid in their design and construction of a puppet.

Step 1: View *Pedanda Baka: The Pond Prankster,* paying special attention to the character's traits, desires, motivations, and relationships.

Step 2: Sitting in a circle, have a discussion regarding the characters who appear in the story. Each student should have the opportunity to share thoughts on the production. Notate all important facts, wonderings, and discoveries in lists visible to the entire class. Your discussion may include any topic relevant to getting to know the characters more deeply.

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Session 2: Character Development
Time Required: 45 minutes

Description: Students will choose the character they would like to focus on further developing and constructing. Use the details of the story to have students imagine and identify the qualities and circumstances specific to the character they decide to create.

Vocabulary: Given circumstances - environmental and situational conditions which influence the actions of their character, i.e. Pedanda Baka was kept awake all night by the *Kulkul* drum.

Session 3: Puppet Building and Puppeteering
Time Required: 30-60 minutes

Description: After viewing *Pedanda Baka: The Pond Prankster* and discussing the characters, students will create their own *wayang* style shadow puppet, inspired by the story, their imagination, or a combination of both and have the opportunity to puppeteer their character in shadow.

Materials:
Pencil/Pen
Cardstock
Scissors
Glue, Tape
Dowel, popsicle stick, or chopstick
Light source
Large white sheet, wall, or chart/butcher paper
Scratch paper

Step 1: On a piece of cardstock, or thick paper, students will design and draw their character.

Step 2: Once the drawing is complete, they can cut their puppet out and attach it to their dowel with glue or tape.

Step 3: Prepare the screen, sheet, or wall and light for shadow work.

Step 4: Explore the light and shadows on screen with your puppet.

*Note: When puppeteering, students should sit behind the screen with their puppet elevated above their heads so that their body and hands are not seen in the shadow being cast.

UNIT 2: PUPPETEERING AND SHADOW WORK
Puppet exploration, vocal expression, dialogue, and storytelling

Goals (intention): This unit practices recognizing and expressing emotions, breaking down assumptions, distinguishing what is or is not true about a character, identifying the important parts of a story, and retelling the story effectively.

Purpose (benefit): Students will gain experience exploring various vocal expressions and emotions through puppet articulation and shadow work. This unit will provide students with the opportunity to recall details from the production of *Pedanda Baka: The Pond Prankster* and apply principles of storytelling through shadow puppetry, vocalizations, and dialogue as they focus on the necessary elements of a story.

Role of teacher: The teacher will prepare the materials and facilitate these activities by supporting students in their sentence writing, emotional expression, and discussion on assumptions. The teacher will offer guidance regarding the elements of the story to be highlighted in the retelling.

Role of student: Students will write one or more sentences and explore engaging and believable vocal expressions. Students will work collaboratively to identify significant parts of the story, summarize those parts in one or two sentences, and retell that story.

Session 1: Character-based Writing
Time Required: 20 minutes

Description: Students will write one sentence that signifies something their character might say. This can be a simple or complex sentence, but each student's sentence should have the same requirement.

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Session 2: Four Corners of Emotion on One Screen
Time Required: 45 minutes

Description: With their now fully designed puppet and sentence, students will explore communicating one character-driven thought through different emotions to make discoveries and challenge their range of vocal expression. Additionally, they will use this time to practice their shadow puppetry movement skills and techniques.

***Note:** Allow students time to rehearse their puppet's voice and movement for up to five minutes before performing behind the screen.

Session 3: A Story in Five Parts
Time Required: 45-60 minutes

Description: Once students have viewed *Pedanda Baka: The Pond Prankster*, together as a group, have them identify the following key elements of the story structure in preparation for their activity.

Identify the following:

- **Beginning** – In the exposition, we are told when and where the story takes place, as well as what characters are involved.
  - ➡ Identify the when, where, and who of this story.
  - ➡ Identify the protagonist and antagonist of this story.
- **Middle** – In the rising action, we often see the inciting incident. This is where the objectives (wants) of the main characters are revealed.
  - ➡ Identify the inciting incident and objectives of the main characters.
- **Middle** – In the climax of the story, there is usually a crisis or problem that ensues. One way this can occur is when there is an obstacle to the main character's objective. Individual characters may have their own personal problems to confront and solve.
  - ➡ Identify a main conflict/problem in the story.
- **Middle** – In the falling action, we see the beginning of a solution to the main conflict and other obstacles being addressed.
  - ➡ Identify some obstacles that are met with solutions.
- **End** – In the resolution, the solution to the conflict is clearly reached and the completed story comes to an end.
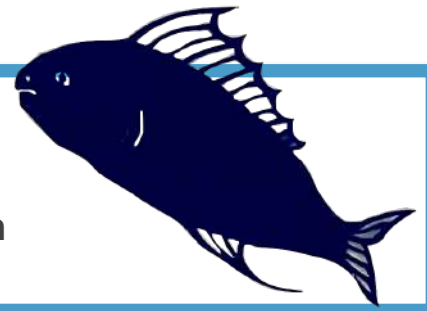 - ➡ Identify the solution to the main conflict of the story.

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UNIT 3: STORYTELLING
Word Association, Story in a Circle, Story on Screen

Goals (intentions): This unit practices making inferences, realizing implications, discovering reasons, speaking in turn, active listening, reasoning, and making connections.

Purpose (benefit): This unit will provide the opportunity for students to explore alternative endings based on different choices made throughout the story, how these varied choices can change the outcome of the story, and with each decision, what new implications the characters are dealing with.

Role of teacher: Facilitate an open discussion, encourage students to think deeply about their reasoning, and support logical story creation within the story structure provided.

Role of student: Students will listen carefully to their peers, make connections, and make productive contributions to the conversation and story development.

Session 1: If, then
Time Required 30 minutes

Description: Students will begin this activity by sitting in a circle. Present "what if" questions to the students. They will respond to these questions with "If, then" and the reason why.

Example: What if Pedanda Baka was not so greedy? "If Pedanda Baka was not so greedy, then the fish would be safe in their home pond." Add reason, "Because he never would have had to trick them into leaving."

What if Boka-Boka did not see Pedanda putting on his disguise?
What if the fish refused to go with Pedanda?
What if Sang Rekata trusted Pedanda from the beginning?
What if Sang Rekata did not create a plan for escaping?
What if Pedanda did not get sick from the trash?

Session 2: Word Association
Time Required: 30 minutes

Description: After engaging with these questions in the previous session and discussing the implications that arise from choices, perceptions, and decisions, begin the next portion of this activity with this information in mind.

Students will begin this activity by sitting in a circle. One student will say any word that comes to mind to start the word association circle. After hearing the word, the next student will respond by saying the first word that comes to their mind and so on around the circle. Students should respond directly to the word that was said last. Once everyone in the circle has said a word, begin again with the first person. The next round begins the same way, students respond to the word the person next to them says. However, this time, before starting, inform students that once everyone in the circle has completed their turn, the order will reverse. Each student will share their reason behind using the word they responded with. In this reverse go around, students will say, "I said _____because you said _____." Communicating this reasoning will clarify the thinking and connections that happened in those few seconds before students responded to the word.

Session 3: Story Development and Storytelling
Time Required: 15-30 minutes

Description: Using these same principles from the previous sessions and focusing on any environmental concern, students will collectively create a story together. Highlight the use of metaphor and fable-like story elements in *Pedanda Baka: The Pond Prankster* to exemplify these conventions and encourage students to apply them. Their devised story should be logical and follow a solid structure that includes the following elements.

Step 1: Share the following with students.

Beginning, Middle, and End
Exposition – Where, When, Who?
Rising Action – Inciting Incident
Climax – Crisis/Problem
Falling Action – Solution
Resolution
Protagonist/Antagonist
Each with an objective (want) and obstacle (problem reaching objective)
Conflict (Problem)/Solution

Step 2: Take student suggestions for which environmental concern should be included. Decide on one by voting. Once this detail is chosen, begin your story with "Once Upon a Time."

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