

***Water Weight* Guide**

Pre-Play

***Water Weight*: Cross-Curricular Themes and Concepts**

As a class, discuss the following themes and concepts from *Water Weight* to help familiarize your students with them. Try and focus the discussion on the meaning of each theme/concept. When the discussion is complete, ask students to match the theme/concept with its definition.

- Differences
- Acceptance
- Healthy Relationships
- Self Esteem
- Self-Conscious
- Perspective
- Body Image
- Gender Empowerment
- Conservation
- Environment

You may wish to write these themes and concepts down on a white board so that students can write them down before they research and discuss their definitions.

Some questions to help the discussion get started:

- What is the meaning of the following word? (Ask students to look up the words to get the real definition)
- Do you agree with that meaning or is it outdated?
- Can you think of an example of it?
- A lot of these terms interrelate, can you provide an example of some that interrelate and how?

To further enhance your students understanding of the themes/concepts in *Water Weight*, place them in small groups and assign each a theme/concept to research and explore. While exploring their theme/concept, they should focus on finding real-life examples (from reputable sources) of how the theme/concept can be both positive and negative (for example: body image and how the media can make us feel bad or good about our bodies).

Each group will discuss the examples they have found and will brainstorm pros and cons of the theme/concept.

Each student will then be responsible for making their own word cloud based on what they have learnt from their exploration, as well as writing about it from either their personal perspective or how they have turned a con(s) of the theme into a positive (i.e. turning your differences into something that people admire, respect or don't even notice as 'different').

Alternate Activity: Random Theme **IMAGINATION??**

On separate pieces of paper, write down each theme and concept listed above and place them in a hat. Students will then pick a theme/concept out of the hat (have them write down what they pulled out and then place the original back in the hat for other students).

Once everyone has pulled out a theme/concept, they will then get more acquainted with it by exploring it through creative writing. For instance, if a student pulled out “self-esteem” they may choose to write a fairy tale that focused on a prince or princess who was receiving a lot of pressure from their parents or perhaps they may choose to write a monologue about it. It’s entirely up to them and how creative they can be!

Play Vocabulary

Before attending *Water Weight*, help familiarize your students with some of the vocabulary from the play by dragging the word to its correct definition:

- Entity
- Condense
- Shallow
- Tides
- Rotating
- Imagination
- Evaporating
- Symmetry
- Molecules
- Enormous

Cross-Curricular Q&A

The following questions will assist in preparing your students for their viewing of *Instant*. Each question has a theme or concept in it from the play. The question(s) related to it begin to tie the theme/concept with the content of *Water Weight*.

Ask students to answer the random question they are given. Their response can be in either the written form or via art piece. They can be as creative as they wish to get their point across and should not be restricted by type of art or genre of writing.

1. **Do you ever wish to be someone or something you’re not?** Explain how this can be both a positive and negative way of thinking.
2. **Have you ever made fun of someone who’s different?** Why? What makes someone different to you? Do you or did you, make fun of them because you were fearful or not accustomed to their differences? Explain.
3. **Be careful of what you wish for.** Have you ever heard this expression? Explain what it means and why it’s such a well-known expression.
4. **Different strokes for different folks.** Have you ever heard of this expression? What does it mean? How would the world change if we all followed this expression?
5. **Why do humans waste so much water?** Think of how you use water daily – do you waste any? Could you change any of your habits? How does being mindful help in our conservation of resources?

Play

Water Weight: A Review

Immediately after seeing *Water Weight*, discuss it with your class, even if you're on the bus back to school. The purpose of doing this is twofold: to garner the students' immediate impressions and also to capitalize on the concept of 'instant'.

Some questions to help prompt discussion:

- Did they enjoy the play?
- What was the general feeling of the play?
- Who was their favourite character? Why?
- Did they have a favourite or least favourite scene? Why?
- What types of reactions did you have to the play? Did it seem realistic?
- Did any scenes or moments in the play stand out? Why or why not?

With the initial impressions of the play explored, move the discussion a bit deeper.

Question to ask:

- What was *Water Weight* about? Describe.
- What was the main concept or point of *Water Weight*? Explain.
- Can you relate to it? Why or why not?
- Did *Water Weight* seem like a believable real-life story to you? Why or why not?
- What did you think of the ending of the play?
- Discuss the various relationships in the play. Can you name them?
- What did you think of Aliyah and Markie's relationship when the play started? Did your opinion change at all by the end?
- What did you think of the Pool? Explain.

When the discussion is complete, ask students to write a review of *Water Weight*. Instead of writing a standard review, ask them to be creative in how they approach this.

Some ideas:

- Choose a character from the play and write a journal entry from their perspective
- Create a promotional campaign for the play (including posters/pamphlets, press release etc...)
- Write a letter to Jesse Strong (playwright) or Geordie Productions
- Write a newspaper human interest story about one of the characters in the play
- Write a song that describes your thoughts on the play
- Write a pitch for the play to be turned into a movie including casting info.
- Create a comic book

When they're done, ask students to share their creative reviews with the class.

Analytical Essay: Water Weight

Discuss the title of the play with your students. Why did the playwright name it *Water Weight*? What does *Water Weight* mean? What is a double entendre? Is *Water Weight* one? Ask students to write an analytical piece exploring the meaning of the title *Water Weight*.

Aliyah or Markie: An analysis

As a class discuss Aliyah and Markie and their relationship with one another.

Some questions to help prompt discussion:

- Describe Aliyah
- Describe Markie
- What is their relationship like when we first meet them?
- Does their relationship evolve throughout our time with them? How so?
- What does Aliyah wish she was?
- Why does Aliyah not want to be noticed? Can you relate?
- And Markie – what does he wish he was?
- When Pool grants Aliyah and Markie their wishes are they happy with the outcome?
- What do Aliyah and Markie take away from their experience with Pool?

Ask students write a paper analyzing Aliyah or Markie from the perspective of the other. For instance, they can analyze Markie from the perspective of Aliyah or vice versa. How are they similar? Do they relate so well to each other as a result of self-esteem and confidence issues? How do they feel when their bodies change? What lesson(s) do they take away from this experience?

Test Your Knowledge!

Beginners (or Round 1)

Q1: What type of animal is Miss Kleo?

- A dog
- A bird
- A seahorse
- A cat

Q2: Markie's dive off of the big diving board turns into _____:

- A summersault
- A belly flop
- A normal jump
- A twist

Q3: What does Aliyah wish to be?

- Large and in charge
- Nothing, she's happy the way she is
- Tiny and invisible
- A hobbit
- A dragon

Q4: Markie wishes he were _____:

- Big and strong
- Tiny and weak
- Tiny and strong
- Big and weak
- Strong and short

Q5: What is the dog's name?

- Sly
- Fly
- Jump
- Fry

Bonus question: Name the *Water Weight* playwright: Jesse Strong

Advanced (or Round 2)

Q1: What type of cloud is Little Boy Cloud?

- Cirrus
- Stratus
- Cumulonimbus
- Cumulus
- Stratocumulus

Q2: Choose the correct showerhead names.

- Laughing and Perfect
- Giggling and Happy
- Giggling and Perfect
- Snickering and Perfect

Q3: How much of the Earth is water?

- Almost 70%
- Almost 30%
- Almost 45%
- Almost 90%

Q4: Choose the correct statement

- Markie wishes he were small and Aliyah wishes she were big
- Markie wishes he were a giant and Aliyah wishes she were big
- Markie wishes he were bigger and Aliyah wishes she were smaller
- Markie wishes he were smaller and Aliyah wishes she were smallest

Q5: How small does Aliyah become?

- As small as a fly
- As small as a water molecule
- As small as a grain of rice
- As small as a pin

Bonus question: Name the production company responsible for putting on *Water Weight*.
Geordie Productions.

Cross-Curricular Themes

Something Different

Every human wishes to be something different, yet you don't like being different in the way that you are different! And on top of that you all make fun of different people, simply for being what? Different!

Discuss this statement from Pool with your class.

- Do they agree with what Pool is saying? Why or why not?
- Do they ever wish to be different?
- What happens to Aliyah and Markie when their wishes are granted?
- Is changing who you are to be someone else really worth it? Explain.
- Having seen *Water Weight*, do they still wish to be different? Why or why not?

With the discussion complete, ask students to create a piece of art that showcases how proud they are of who they are. Place their finished pieces up around your classroom so that students can share who they are with their classmates.

Water Conservation

Discuss water conservation with your class.

Some questions to help focus the discussion:

- Why do we need to conserve water?
- How do you use water daily?
- Can you improve any of the ways you use water (i.e. shut the tap when brushing your teeth, only using the dishwasher when it's full etc...)?
- Why should you conserve water?

When the discussion is complete, ask students to write a short story about going without water. They should think about what they use water for, how they can change that and what they would do if they had to go without.

They can use any type of genre they wish (scary, fairy tale, futuristic etc...) to help express themselves.

Water Around the World

Students will randomly be assigned a country to research its water usage.

Once a student has their country to research, they will conduct an online web search to fill in their table (they must include the urls for their answers):

Country	Canada (example)	Site Source
Population		
Describe geographical aspects of water		
Name notable bodies of water		
Describe average daily water usage		
Percentage of population with access to clean water.		
Describe why some don't have access to clean water		
Is there a water crisis of any type? Describe.		
How this can be solved?		
Important water statistics		
Important facts they wish to share		