



# Education activities

BASED ON STATE THEATRE COMPANY'S PRODUCTION OF *ANIMAL FARM*

## DISCUSSION OR WRITTEN RESPONSE

*"A people that elect corrupt politicians, imposters, thieves and traitors are not victims... but accomplices."* - George Orwell

*"The most effective way to destroy people is to deny and obliterate their own understanding of their history."* - George Orwell

Choose one of the above quotes from author George Orwell. As a group, pair or in writing, discuss how the chosen quote aligns with the story and characters of *Animal Farm*. Draw on specific examples from the text or play to strengthen your argument.

## WRITTEN RESPONSE

Write a review of State Theatre Company's production of *Animal Farm*. For guidelines on how to write a review, see our Review Writing resource linked in the *Animal Farm* drop-down menu at [statetheatrecompany.com.au/education-program](http://statetheatrecompany.com.au/education-program)

## WRITTEN RESPONSE

What were the central themes of *Animal Farm*? Identify one or two themes (e.g. power, corruption, leadership, equality, control, etc.) and explain how and where they were used in the story. Use specific examples.

## DISCUSSION OR WRITTEN RESPONSE

How do the themes of *Animal Farm* relate to the world we live in today? Connect an issue we face today with an issue discussed in the play/book. For example:

- Bullying and peer pressure -- behaviour of the pigs and response of the animals
- "Fake news", politics and ideas about truth, particularly in the media -- Squealer's persuasive speeches, rule changes and how these are communicated to the other animals

## STUDENT SCHOOL ACTIVITY OR WRITTEN RESPONSE

In a group or individually, imagine that the teachers at your school have been overthrown by a group of students, supported by all students at the school. You are one of the leaders of the group who organised the rebellion. How do you run the school?

Keeping in mind what you have learned from *Animal Farm*, think about and answer the following questions:

### RULES & DISCIPLINE

- What rules or commandments will you enforce at the school? What if you need to change these at a later date?
- How will you keep order with teachers gone?
- How will you ensure students continue to attend classes and learn?
- What will you do with students who do not follow the rules?

### LEADERSHIP

Are you going to have leaders in your school after overthrowing the teachers?

If yes:

- How will you decide who takes on leadership roles?
- Will leaders be given any benefits that regular students are not given?
- What leadership positions do you think need to be filled? What name will you give you leaders?
- How will leaders deal with any complaints?

If no:

- How will decisions be made?
- Will you create rules? How?
- How will rules be enforced?
- How will you ensure students continue to participate in student life?

### LOGISTICS

- How can you make more money at the school? How might you save money?
- How might you attract new students?
- Where will your students live? At the school or elsewhere?
- How will you convince outsiders to accept your student-run school? What will you do if they try to destroy the school or force you to accept adult teachers?
- What, if any, school tasks will you get rid of? Think about classes, lunch and recess breaks, etc.

Remember to include reasons for all of your answers, drawing on the events and characters of *Animal Farm* to support your points.



## DISCUSSION OR WRITTEN RESPONSE

Which character in *Animal Farm* do you feel is the most decent or moral? Are they the animal who would be best suited to lead an uprising against the rule of Napoleon and the other pigs? If so, why? If not, who do you think would be best for this task and why?

## WRITTEN RESPONSE & ACTIVITY

Individually or as a small group, write the next scene in *Animal Farm*. Think about what might happen after the other animals see the pigs meeting with the human farmers. How will the animals react? Will life continue the same, get worse, or change for the better? Write the new scene in script form, including character names, lines and direction. Remember that you can use the narrator as a 'character' with lines. Perform the piece as an individual playing all the characters or as a group with different people cast as different characters.

## DISCUSSION OR WRITTEN RESPONSE

After the pigs take control of the farm, Squealer frequently deals with the other animals' doubts by bringing up the possible return of Mr Jones: "Surely there is no one among you who wants to see Jones come back?" Why do you think the pigs use this threat? What effect does this have on the other animals? Do you think the threat is valid?

## ACTIVITY

Design a front of house experience or poster for State Theatre Company's production of *Animal Farm*. Think about the audience, themes and messages of the production. How might you emphasise these in your design? Come up with colours and concepts, list your ideas and sketch them out. Create a final product (a poster, model or final design sketch). Ensure everything that is included is there for a reason.

## FURTHER ACTIVITIES

More student and class activities are available in the *Animal Farm* Study Guide on pages 8, 13 and 25. Download the guide at: [statetheatrecompany.com.au/education-program](http://statetheatrecompany.com.au/education-program).