

Using the 'Making of Brilliant At Being Resilient' Video.

The video is 3 minutes 55 seconds and is to be watched by students after they have watched the performance.

Most students have no idea of the amount of work done to create a performance like Brilliant At Being Resilient so the video is designed to show students there is so much more that is done and many more people involved, long before Hugh turns up at your school to perform the show for you.

There is a one page questionnaire for students to fill out, that can be used in conjunction with the video.

For the younger grades we suggest that teachers read either the full questionnaire (questions and answers) or just the questions to students before they see the video. The idea is that they will then look for the answers while watching the video. After students have watched the video, teachers can then read the questions and the possible answers one at a time and either have the students answer by a show of hands to each of the possible answers or with each student marking A, B, C, D on their own questionnaire.

For older students, teachers may like to have the students answer the questionnaire both before and after watching the video to see how their answers may change.

Also after watching the video have a discussion with the class guiding the discussion by using any /or all of the following questions:-

Before watching the video who thought that all the objects that they saw in the performance were 'one off' objects, made by hand, especially for the performance?

Who thought that the objects in the performance were bought from a shop?

Have you ever seen things like that for sale in a shop? Is that something you thought about as you watched the show or were you totally involved in watching the performance and didn't think about things like that?

Who thought there would have been that many people who worked to build the show?

Do you think that the people who made all the objects in the show were resilient?

Here are a couple of stories to tell your students about things that happened during the building of the performance. After telling the students these stories ask again – Do you think that the people who made the objects in the performance were resilient and if so why.

Story 1. We made a prototype (a test) trigger mechanism to go inside the bears' head to make their mouth open and close. This first one, our prototype, took a day and a half to design and make and it still did not work as well as we wanted it to. So we made some changes and got it working much better. We then made one for Mamma Bear and one for Baby Bear. Mamma Bears'

mouth trigger worked very well but the trigger for Baby Bears' mouth just didn't open Baby Bear's mouth wide enough. We thought we were going to have to start all over again and design a new mechanism. It was Jared, the director of the performance, who came up with the idea of simply making the handle thicker. It was a very simple and reasonable quick solution to what we first thought was going to be a very hard problem to solve.

Story 2. Two weeks before Hugh was to do the first performance of Brilliant At Being Resilient at a school, we still had not decided how we should portray the character of Goldilocks. Should we make a puppet of Goldilocks and if so, what sort of a puppet should she be? As Hugh rehearsed the show with the director the two of them agreed that Goldilocks was funniest when Hugh pretended to be Goldilocks. So it was agreed that Hugh would dress up as Goldilocks. So then we needed to decide how to make Hugh look like Goldilocks. Whatever he was going to wear had to be something he could get in and out of very quickly, but also big enough to be seen by students in the back row and it should transform Hugh so the audience could see immediately that Hugh was no longer Hugh but that he was now Goldilocks. The head piece was both easy to put on and take off and really transformed Hugh into another character. Then to make the character even more visually interesting it was decided to create a small stick puppet version of Goldilocks for the first time she appears.

Explain to the class that there is no right or wrong answer to the question that you are about to ask. It is just a matter of opinion. Some people may think that the people in the video are very clever making the things that they make. Or you may think that they all know what they are doing or they can make things that other people may not be able to make but that may not make them resilient.

Ask the class again if they now think the people who made all the things for the performance are resilient.

With the older classes you may like to ask the class what they think 'resilient' means and write some definitions down on the board.

Oxford dictionary

Resilient recoiling, springing back, resuming original form after stretching, bending. (people) readily recovering from depression, buoyant.

In the beginning of the show Hugh shows us that the magician's cup cake is resilient. After he has squeezed it down to where he can hold it in his hand without anyone being able to see it, all he has to do is open his hand and the cupcake will bounce back into shape.

Hugh also told us in the beginning of the performance that:-

Resilience is the ability of an object, no matter what you do to it, no matter how much you fold it. No matter how much you twist it, to spring back into shape.

Baby Bear is frightened that Hugh is going to squeeze him into a small container and then pull him out and watch him spring back into shape. Hugh explains that "When we talk about people and animals being resilient, we mean that they can recover quickly".