

DANYAH MILLER in

Why the Whales Came

by
MICHAEL
MORPURGO



Education Pack

Contents

2	How to Use this Resource Pack
3	Meet the Creative Team
5	Synopsis
7	Themes
8	Characters
9	Drama in Role: a starting point to explore SMSC themes, Literacy and Cross-Curricular working
10	Drama in Role: Create an Island Community
12	Literacy Activities
13	Cross-Curricular Activities
15	Production Photographs
16	About Wizard Presents
	Weblinks
	Rehearsal video
	Wizard Presents
	Michael Morpurgo

How to Use this Resource Pack

This pack has been written for teachers and students who have seen Wizard Presents' *Why The Whales Came*. Using the story and the theatrical storytelling of the production as its inspiration, this pack offers a range of activities that can be used to teach Literacy, SMSC and other subjects across the curriculum.

As the age range for this pack is from Years 3 - 6, the activities provided are a guide and a framework for teachers to adapt to their own teaching styles and to the needs and abilities of their students.

It is recommended that teachers read the pack in its entirety before using it, so that they can consider how they can best use the cross-curricular activities to support their teaching.

Meet the Creative Team

The creative team for a production are the ones who have to use their imaginations and creativity to make important decisions for the show. To find out a little more about them, we asked the Creative Team for *Why the Whales Came* about their role, who they work with and what excites them about the show.

Danyah Miller - Performer

My role is to tell the story in the most compelling way, to captivate the audience. I have to create the characters and the atmosphere, the feelings and the setting of the story world, enhanced and supported by the set, costume, projection, lighting and sound. I work most closely with Dani (the Director) in creating the story and she helps me to find my best performance. I also work closely with the rest of the creative team as it is a collaborative effort. When I take my bow at the end of the show I'm really accepting it on behalf of the whole team. Michael Morpurgo writes such powerful stories, I love how the story changes and evolves from the book to the stage as we work on it.

Dani Parr - Director

My role is to adapt and direct the show, and to work with the designer and the rest of the creative team to come up with ideas for the set, the sound, the video and the lighting. It is also my job to direct Danyah, and work with her to get the best possible performance! I also work very closely with Kate Bunce (the Designer), working out how the design might help to tell the story.

I'm really excited about the themes of the play, how it examines what happens when we decide someone is different from us and therefore someone to be frightened of and how children can help to break down these barriers.

Kate Bunce - Designer

The designer creates a visual statement which supports the whole show. The set and costumes create the atmosphere and style of the play. I work most closely with the director. We discuss the play and visual ideas. I support the director's vision for the piece. I also work closely with production team. They build the set and props and make the costumes. I make a model of the set and draw the costumes and the production team cleverly make it all.

It excites me to design a set which is so closely fitted to one actor. In this particular piece the set works closely alongside Danyah, it's a playground for her to reveal and share the story.

Cate Blanchard - Video Designer

Video allows us to explore feelings or events it would be hard to recreate live onstage as clips can be pre-recorded in a specific location or set. The video designer works closely with the designer and director to choose the location and aesthetic of video content, and then during technical rehearsals with the lighting designer to ensure both video and actor can be seen and to what effect.

Will Evans - Lighting Designer

I help to create the atmosphere of the piece. With lighting I can make the stage feel happy, sad, scary, bright or dark. I can also help tell you what time of day it is or what the weather is like. I work with everybody to try to help create the moods required in the piece but I work closely with Dani (Director), Kate (Designer) and Cate (Video Designer). I'm really looking forward to helping Danyah tell the wonderful story that Michael Morpurgo has written and creating some fantastic places and feelings on the stage.

Jennifer Jackson - Movement Director

I work with the Director to create a movement language for the show. Working with the actors to open up their understating of their body in space, and how they can use it to tell the story. I am excited about working with the creative team and the performer Danyah, who is an extremely talented storyteller. I am excited about the story; I am drawn to projects where the subject matter feels important and I love working on brilliant stories.

Matt Llewellyn Smith - Stage Manager

The most important part of my role is communication. I have to make sure everyone involved with the show has the information they will need. That could be letting the sound designer know we need a particular sound effect or telling a theatre we are visiting how many plug sockets we will be using!

I work closely with the Designer before rehearsals. During rehearsals I work with the Director to make sure her ideas are communicated to other Team members. When the show has started, it is just Danyah and me, so I work with her to make sure she has everything she needs to perform. I'm excited that some of the people who come to see the show may never have been to the theatre before and they might have as amazing an experience as I had the first time I saw a show.



Members of the Creative Team

Synopsis

Please note: the synopsis, characters and themes are based on the play, which has some additions and differences to the novel.

Nine-year-old Gracie lives with her mum and dad on Bryher, one of the main islands on Scilly. Gracie has been told by her parents to stay away from The Birdman. They, and all the Islanders believe that he curses people and that terrible things happened because of him, and that's why he lives all on his own on Samson.

Gracie and her best friend, Daniel, love sailing the boats that they make together. One day Daniel persuades Gracie to go to a part of the island that's out of bounds for them, because they want to stay away from Daniel's older brother Big Tim who goads and bullies them. Whilst they are sailing their boats, one sails off into the sea and they can't get it back. However, when they come back it is on the beach, with a shell message from 'ZW'. They learn that this is a message from The Birdman and what follows is a summer of communication between him and them, with their messages getting progressively longer. It becomes a written conversation which they enjoy.

When the First World War breaks out Gracie's dad 'takes the King's shilling', and signs up to join the navy. Gracie and her mum are left to look after the house and their business. Gracie is so busy with extra jobs that she has little time to sail boats with Daniel or write messages to The Birdman. Gracie's mum works so hard she becomes ill. In order to help, Gracie asks Daniel to go fishing in his father's boat one night. Whilst out at sea they get lost in a fog and storm which take them by surprise. After a number of hours in the dark and cold their boat comes to ground. They are frightened but they discover a fire and keep themselves warm until morning. Once they begin to search the island they discover they are on Samson and in front of The Birdman's cottage. It's empty so Daniel persuades Gracie to go in and look round. Gracie is scared and doesn't want to stay. Just as she is about to leave, The Birdman appears in the doorway.

The Birdman seems angry at first but they discover that he's actually pleased to see them and offers them food and drink. He tells them about his wood carvings that are scattered throughout the cottage. They also learn that he is profoundly deaf. He shares with them his love for the narwhals and explains how magical and sacred they are. He also shares with them a memory of an awful day when the Islanders slaughtered many narwhals.

When the fog lifts, Gracie and Daniel row back to Bryher. They're expecting to be in a great deal of trouble, instead they're met with the terrible news that Gracie's dad is missing in action. Gracie and Daniel keep it secret that they've met The Birdman on Samson.

Gracie believes that The Birdman has cursed her and that it's all her fault that her father is missing (and may even be dead) because she stepped foot on Samson. She loses faith in The Birdman and is filled with guilt and grief. Unbeknownst to Gracie, Daniel continues to meet The Birdman to learn how to carve, during this time they create a secret sign language together. Honey and bread are left on Gracie's doorstep as a gift for her and her mum.

The war continues, causing the Islanders to feel tense and fearful. Big Tim starts rumours that The Birdman is a traitor and a German spy. He persuades the whole village to go on boats to confront The Birdman, to hold him to account.

Daniel discovers this plan so he and Gracie go ahead to warn The Birdman. When they arrive on Samson, they find The Birdman on the beach kneeling beside a beached narwhal. Between the three of them they try to push it back into the sea, but it is too big and too heavy.

When the Islanders turn up they decide to kill the narwhal, particularly when they hear and see many more whales close to shore calling to the stranded one. They want the whale meat to eat and to sell the tusk ivory, which will fetch a high price.

The Birdman tries to persuade them not to do this, but they won't listen to him. Through sign language, with Daniel interpreting, he tells the whole story of the curse and what happened all those years ago. When The Birdman was a young man, another narwhal had become stranded. He told them that he tried to save it, and the others, but the Islanders overruled him. The Birdman was horrified and angry when they slaughtered all the narwhals. He shouted and screamed, "You will pay for this!". Some time later, the youngest, strongest men of the Island were out together on a fishing boat when a terrible storm destroyed the boat and killed all the fisherman. The remaining Islanders blamed The Birdman for putting a curse on them, and all the families moved off Samson to get away from him.

The Islanders listen to this story but it isn't until Gracie steps forward and tells everyone how The Birdman had been looking after her and her mum, bringing them food every day, that they calm down. She explains how gentle he is with the animals, and how he is deaf. Eventually she persuades the Islanders to help to save the narwhals. At this moment Gracie's dad returns and everyone works together to move the stranded narwhal back into the sea.

That night, when everyone has left Samson for home, The Birdman rows out to the sea. The children take his dog home with them and The Birdman is never seen again.

Themes

The themes of the play below can be used as a starting point for discussion. As they are based on the play, a good introduction would be to look at the differences between the play and the novel.

Communication

Forms of both verbal and nonverbal communication are explored in the story, and the impact they can have. The use of nonverbal communication is used throughout, usually to positive effect. For example, The Birdman lighting the fire to warn the boats and the use of the shells to establish the friendship with the children. Morse code is used due to the War. As The Birdman is deaf, he and the children create a sign language in order to communicate and strengthen their friendship. Other forms of communication are shown to have a more negative impact, such as the story about The Birdman passed from parents to children, saying that he is mad or dangerous. Big Tim also uses rumour to make the Islanders believe that The Birdman is a spy for the Germans. In this story, it seems that the one with the most wisdom, speaks the least.

Fear

Different types of fear are explored throughout the story, such as fear of the unknown and fear of difference; both of which can be seen in how the characters feel about The Birdman, which comes to a climax when the Islanders believe he is a spy. The Islanders also do not go to Samson because they fear the 'curse'. Other, more real fears are present in the story, such as the fear of War and the fear of losing a parent/loved one, the fear of the fog and storms at sea. Gracie and Daniel also face the fear of being bullied, by Daniel's older brother, Big Tim.

Friendship

The friendship between Gracie and Daniel is central to the story. Their friendship is tested at times such as Gracie's father going missing and Big Tim bullying them, but ultimately they support and defend each other and their friendship remains strong. The theme of friendship is highlighted in the children befriending The Birdman, overcoming their fear of him. They support him and defend him, when the Islanders believe he is a spy and want to kill the beached narwhal.

Bullying

The story looks at both obvious and subtle forms of bullying. Big Tim bullies Daniel and Gracie, and his bullying is very obvious, in that he teases them, takes and breaks their boat and threatens physical violence. However, it also presents less obvious forms of bullying, such as the Islanders' ignoring of The Birdman, effectively isolating him from society.

Community

As a small island, Bryher is a tight knit community, where the residents support each other and work with each other. They all know each other and each other's business. They support Gracie and her mother, when Gracie's father goes missing. The community also works together in ways that have a negative impact, such as shunning The Birdman, believing he is a spy and wanting to kill the narwhal. Finally, they listen to the children, come together as a community to save the narwhal and accept The Birdman.

Characters

Gracie

Gracie is 9 years old and lives with her mother and father. She idolises her father and gets on well with her mother. Her best friend is Daniel, and the two of them spend as much free time together as possible. At the start of the story she is more fearful than Daniel, and believes stories about The Birdman. She does however demonstrate courage throughout the story; when her father is missing, when she and Daniel get lost in the fog, defending Daniel with Big Tim and persuading the Islanders to believe the story of The Birdman and help save the narwhal.

Daniel

Daniel is also 9 years old and lives with his large family. His father regularly disciplines Daniel with the strap. His best friend is Gracie. He is adventurous and less likely to believe gossip and rumour. He is good with his hands and The Birdman teaches him to carve wood. He is the first to trust The Birdman and develops a sign language to communicate with him.

The Birdman

The Birdman's real name is Zachariah Woodcock and is an old man who is shunned by the Islanders, who consider him mad and cursed. He is the only surviving member of the population of Samson, whose men were all killed at sea. He does not understand man's willingness to destroy things, such as nature (e.g. the killing of the narwhals) and each other (e.g. he does not want to know about the war). He is caring and kind. He looks after Gracie and her mother when Gracie's father is missing, by leaving food on their doorstep. He lights a fire on Samson during the fog, to warn any boats or ships away from the dangers of the rocks and cliffs onto which they would crash.

Big Tim

Big Tim is Daniel's older brother and uses his age and larger frame to bully and intimidate his younger brother, and others. He enjoys ridiculing and upsetting Daniel. He uses fear to get the Islanders to believe him that The Birdman is a German spy.

Mrs Jenkins

Mrs Jenkins is Gracie's mother. She is kind, caring and protective of her family. She loves Gracie very much and knows when Gracie isn't telling her the truth. She gives Gracie her freedom but often worries that she and Daniel lead each other astray, and she believes that The Birdman is cursed. When her husband goes off to war she works extremely hard to take care of Gracie and keep everything at home as normal as possible, waiting for Gracie's father to return.

Mr Jenkins

Mr Jenkins is Gracie's father and he is softer with Gracie than her mother. He works hard as a fisherman. He enlists in the Navy to fight in the war. He also warns Gracie about The Birdman.

Drama in Role: a starting point to explore SMSC themes, Literacy and Cross-Curricular working

What is Drama in Role?

Drama in Role can be likened to an in-depth role play. The class is given a scenario, and each child must create a role to take on in that scenario. These roles enable the children to become experts in the role play. Drama in Role activities can take place during one lesson or be continued over a series of lessons. The Teacher also adopts a role within the scenario (Teacher in Role). This role does not have to be of higher status to the roles of the children. Teacher in Role does not require acting/performance skills, just a willingness to take part in the role play.

The Drama in Role activity will enable the class to explore values outlined in teaching SMSC, as well as providing stimulus for Literacy and Cross-Curricular activities. Some examples are shown in the table below

SMSC	Literacy
Democracy: Participation in the democratic process	Comprehension: Descriptions of their characters and their characteristics
Mutual Respect: Listening to others, respecting others' ideas, if they are in disagreement	Writing: identifying audience, applying research, writing in a variety of styles
Right and Wrong: Researching and weighing up arguments to make an informed decision	Speaking and Listening: exploration of character, engaging in debate
Tolerance: Deeper empathy for those who have different ideas/beliefs	Creative Writing: using imagery, specific vocabulary

Some Basic Principles

Drama in Role can be extremely effective in enabling children to explore themes, issues or ideas safely. It can help them understand and empathise with certain situations. In order to ensure the children feel that they can express themselves in a safe environment, and for the teacher to feel confident that they can manage classroom behaviour, it is good to employ some basic principles:

- When establishing the scenario, involve all the children in the decision making process
- When the children have created their roles, they should find one prop item, or a piece of costume, or make a name badge that they can carry or wear, whenever they are in role. It should be clear to everyone when someone is in role or not
- Likewise, once the Teacher has created their role, they should also find a prop, costume piece or badge to wear. The Teacher must establish the protocol that when they come out of role, they remove their costume, prop or badge, so that the children understand the difference clearly. In this way the Teacher can stop the Drama in Role at any point, and maintain control of the activities.

Drama in Role: Create an Island Community

Why the Whales Came is set on an island in the Scilly Isles. To help the children get a better understanding of this, the Drama in Role will be set on an island, that they have created.

Draw the Island

As a class, using the smart board, draw the geography of your imaginary island. Ask the children to decide where there might be bays or inlets, where there is beach or rocks, and where the water is deep or shallow. Ask the children collectively to decide on geographical landmarks such as hills or mountains, valleys, forests or deserts.

Once the island has been drawn, ask the children to name the island. This should be done as a democratic process with the children in role, with suggestions provided and children voting for a suggestion, or a conflation of suggestions. Once the name has been decided and the children have created their roles, a Naming Ceremony can take place. The children can create an anthem and design a flag. See Cross-Curricular activities for further ideas.

Ensure a copy of the drawing is saved and is able to be printed, as this can be used a resource for later activities.

Who is in a Community

Ask the children to consider who is needed to make a community work. They might want to think about their own local community, school community, or the community in the book. Some key roles in the community might include: a leader/mayor, teacher, children, parents, shopkeepers, farmers, bakers, fisherman, policeman, older people. The Teacher may decide that an election for a leader of the community is required.

Referring back to the story, ask them to think about the types of jobs that might be needed on the island. For example, a fisherman may be more likely to have a job than a banker.

Students in Role

Explain to the children that they will now be creating their own character who lives on the island. You may want to ensure they do not choose characters they are unable to play, such as babies or animals. This can be done either by asking them to find their own space in the room, close their eyes and ask them to answer questions about their characters in their heads, or by writing down their answers and drawing a picture of their character. Some questions you might ask:

1. How old is your character?
2. Is your character male or female?
3. What do they do on the island? If they have a job, what is it?
4. Do they have any family? Are they on the island with you?
5. Where do they live on the island?
6. What does your character look like?
7. What does your character like best about the island?
8. What does your character like least about the island?
9. What piece of costume or prop would best suit your character?
10. Finally, what is your character's name?

A Day in the Life

Now that they have their characters, they need to get to know them. Ask the children to find their own space in the room and sit or lie on the floor. Tell them that their character is asleep and ask them to get into a position that shows how their character would sleep. Then take the children through the day, as their character. Ensure this is done in the space but with minimal interaction at first, as they need to focus on their own characters, rather than be distracted by others.

Examples of activities they can be asked to do in a day in the life of their character include: waking up, having breakfast (What do they eat? How do they eat it?), getting ready for school/work/play, carrying out learning/work/play, exploring the island etc. The day in the life exploration should end with them going back to bed.

Other activities can be used to develop characters such as hotseating and Role on the Wall. A good website for more ideas is dramaresource.com.

Other Activities in Role

Before you introduce the moral dilemma, you may wish the students to further explore their characters and their community. Some examples of in role activities include:

- An area of archaeological interest has been discovered. The children in role decide what artefacts have been discovered and create the history of the island
- Elect a leader of the community. The children nominate the candidates, the candidates present why they should be voted for. The children vote on the candidates
- The Island is going to receive a visit from a dignitary from the mainland. In addition to the anthem, the children must create a welcome dance to teach to the dignitary
- Set up a shop for the Island Role Play - decide what stock they need, how much items cost to buy and therefore how much they should sell them for

Introducing the Moral Dilemma

The Teacher, in role, enters the community. The Teacher in Role may be a member of the community, or from outside. They come with a letter from a company on the mainland that wants to buy the forest, to chop the trees down, as they can be used in life saving medicine. The forest is home to many animals and some of the Islanders. There will be no more protection of the land if the forest is gone. However, if the Islanders agree, the money will enable the islanders to be able to provide for their families for a long time, and live more comfortably.

In role, the Teacher curates a community meeting with the Islanders to discuss the matter. They must put their points of view across in role and undertake a democratic process to decide what to do. Some of the islanders are for and some against.

Resources

To find out more about Drama in Role, go to <http://www.mantleoftheexpert.com/>, which gives a good overview of using role play, the concept of Mantle of the Expert, as well as providing further reading resources.

To find out more about storytelling activities go to

- <http://www.wizardpresents.co.uk/blog/building-a-character-storytelling-games/>
- www.schoolofstorytelling.com
- www.danyahmillerstoryteller.co.uk

Literacy and Cross-Curricular Activities

Now that the foundations of location and characters are in place, there are a range of activities that can be used explore the themes and issues of the Island Roles Play and Why the Whales Came.

Literacy

Newspaper

- Create a newspaper for the Island Role Play. Learn the vocabulary for the different parts of a newspaper, such as by-line, masthead, caption
- Write a newspaper report about the proposal to chop down the trees for medicine

Instructions

- In the novel Gracie struggles to milk The Birdman's goat, write a step by step guide on how to milk a goat

Diary Entries

- Ask the children to write diary entries based on their characters in the Island Role Play. Their entries could include a description of their 'Day in the Life' activity, how they feel about the proposal to cut the trees down, how they feel once the decision has been made

Argument/Debate

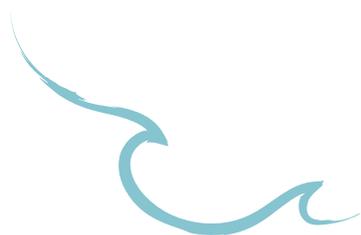
- In columns, children write down all the arguments for and against the proposal to cut the trees down
- The children learn vocabulary to support argument writing, or having a debate
- The children decide which side of the argument their character would agree with and debate the issue, either in writing or together, in character

Persuasion

- The children write the letter to the residents of the Island, from the Medical Company, trying to persuade them to sell their trees

Poetry

- The children learn vocabulary to describe poetic language
- The children apply their learning about poetic language, and their knowledge of narwhals and their habitats to write a poem about a narwhal. The poem may follow a particular structure, such as haiku



Cross-Curricular Activities

There is enormous scope for learning in other subject areas based on either the story or the Island Role Play. Below are some ideas to get started.

Geography

Mapping: Using either an atlas or an online map, find the Isles of Scilly to understand where they are in relation to where the children live. Children can:

- Compare the size of the Isles of Scilly to the rest of Britain
- Compare the size of the population of Bryher to where the children live
- Learn the different map symbols for water, mountains, forest etc. and apply it to their own map of Bryher or the Island Role Play
- Draw or make a map of Bryher or Samson, based on what they know from the story
- Applying the learning about the real Bryher, draw the Island from the Role Play and decide its size, population and where in the world it is located

Climate: Research island climate in the Isles of Scilly. Children can:

- Apply this knowledge when they create the Island Role Play
- Research other island climates in different parts of the world
- Investigate the properties and the causes of fog
- Investigate what happens to land when deforestation occurs

History

The story is set in 1914, and at the outbreak of World War One. Children can:

- Learn about what school was like in 1914
- Compare different living standards between their lives and those on Bryher, such as no mobile phones, no cars, no inside toilets!
- Learn the concept of 'breadwinner' and explore what happens when the breadwinner goes to war, in a time before welfare
- Using the learning from the Island Role Play, consider how the community would have supported the families of those who had husbands and fathers in the war
- Create a timeline of the history of the Island in the role play

Science

There is plenty of scope to link Science learning to the story, below are some starting points.

Narwhals: Give the children a picture of a narwhal as their stimulus:

- Ask them to research facts about them. Such as what type of animal they are (fish/mammal/reptile). Where they live. How long they live for. What they eat.
- Ask the children to write their facts around the picture. They can also label the different parts of the narwhal, for example, what is the horn made out of?
- Reflect on why the Bryher Islanders wanted to kill the narwhals. Why were they so valuable to them?

Communication: As the story is set in 1914, which is over 100 years ago, there are vast differences in how we communicate. We use a range of communication tools that we take for granted.

Children can:

- Consider the differences in how we communicate now to how they communicated then. For example now we have smart phones and the internet, in 1914 they had morse code, radio, newspapers, word of mouth
- Ask the children to find out when morse code was invented and when radio became popular
- Learn to send messages via morse code. Give the children the sounds and printed representation of the code so they can spell their names.
- Investigate other codes that exist
- Create a new code that they can use to communicate with each other across the playground

Art

The Birdman carves wood into birds and teaches Daniel his craft. Children can explore some of the ideas and themes of the story, and the Island role play with the following suggestions:

- Applying knowledge of the Bryher, create a picture of the beach the children play on. This could be created as a model, using only found natural materials, drawing or painting
- Applying knowledge of narwhals, create a picture or create a model in any medium, of a narwhal in its natural environment
- Create a poster advertising the Island Role Play's shop, the posters can be advertising different products, jobs or activities taking place in the community
- Create a 3D model of one of The Birdman's birds
- Design a flag for the Island Role Play

Design and Technology

Children can:

- Create a 3D map of the the island
- Design the inside of the Birdman's house and using a shoebox, recreate it

Maths

Children can:

- Measure the size of Bryher and compare it to the size of Britain
- Compare the population of the island in 1914 to now
- Plot a graph for the population for the last 100 years and estimate what the population will be in 100 years' time
- Find out what currency they used in 1914, convert that to today's currency
- Find out what staple items such as bread, milk and eggs would have cost, and compare to what they cost now
- Create a currency for the Island Role Play, decide what it is called and its exchange rate

Music

Children can:

- Create a national anthem for the Island Role Play
- Research and listen to popular music in 1914
- Research how music was listened to and appreciated then, compared to now

Production Photographs



About Wizard Presents

Is a theatre production company involved in production, directing and writing for theatre; together with storytelling and education. Wizard Presents was nominated for an Olivier Award for Best New Musical, *Soul Sister*, inspired by the life and times of Ike and Tina Turner. (Hackney Empire and Savoy Theatre). The company produced *All You Need is Love!* at Queens Theatre, Shaftesbury Avenue, featuring the songs of Lennon and McCartney. John Miller was also nominated for an Olivier Award for *Only the Lonely - The Roy Orbison Story* which he co-wrote.

I Believe in Unicorns by Michael Morpurgo premiered at the Edinburgh Fringe Festival in 2013 before touring nationally and internationally, including two seasons in London's West End and at Royal Festival Hall as part of Imagine Children's Festival in February 2016. It received an Argus Angel Award for Artistic Excellence at Brighton Festival 2014 and an Audience Choice Award for Get Creative Family Arts Festival in 2015.

This was a one woman show, starring Danyah Miller, and was created by the same artistic team as *Why the Whales Came*.

The company is currently developing a major new family musical, and a biographical wonder tale *Perfectly Imperfect Women* both are due to premiere in 2017.

www.whythewhalescame.com

www.danyahmillerstoryteller.co.uk

www.wizardpresents.co.uk

Facebook: [wizardpresents](https://www.facebook.com/wizardpresents) - theatre company

Twitter: [@wizardpresents](https://twitter.com/wizardpresents) [#wizardwhales](https://twitter.com/wizardwhales) [@danyahmiller](https://twitter.com/danyahmiller)

Instagram: [wizardpresents](https://www.instagram.com/wizardpresents)

Weblinks

Rehearsal Video

<https://www.youtube.com/watch?v=vSQ9CipOU6c>

Michael Morpurgo

<https://www.michaelmorpurgo.com>

<https://www.michaelmorpurgo.com/event/wizard-presents-why-the-whales-came/>

International School of Storytelling

<http://www.schoolofstorytelling.com>

