

ACTIVITY PACK



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Welcome from Singapore Repertory Theatre

Dear Parents or Guardians,

We are delighted that you will be joining us for the TLC Children's Festival. It is our mission and passion to bring the arts to children and allow them to experience the magic of theatre.

Engaging with the performing arts exposes children to new ideas and forms of creativity. This allows them to engage with issues and ideas through fiction, encouraging empathy and critical thinking.

The activities in this Learning Pack are useful for integrating arts activities based on the stories you'll see into your home. These activities are designed to extend and deepen your children's experience of the stories once they have seen them. The activities relate to different aspects of stories such as the characters, plot, themes, songs, and setting.

This Learning Pack aims to have activities for different age groups. Some activities are designed for children to work independently and others require more structured guidance from an adult. Each activity also aims to relate to specific learning goals such as language and literacy, motor skill development, discovery of the world, aesthetics, numeracy, and social & emotional development. As parents, you know your children best and are therefore welcome to use or adapt the activities and questions to suit their needs.

We hope to continue to partner with you in bringing the arts to young people.

Singapore Repertory Theatre

THE SRT TEAM



About SRT

SRT's The Little Company

The Little Company was founded in 2001 by the Singapore Repertory Theatre, based on the belief that children deserve the same quality of theatre as adults. We aim to enthrall children from ages 2 to 12 with theatre that is written, designed, and performed specifically for them by professional adult actors. Past performances include *Bear and Chicken*, *Upstairs in the Sky*, *The Ugly Duckling*, *Just a Dream – The Green Play*, *Pinocchio*, *Jack and the Beanstalk*, *The Three Little Pigs*, *Fantastic Mr. Fox*, *Goldilocks and the Three Bears*, *Red Riding Hood*, *Rapunzel*, *The Three Billy Goats Gruff*, *A Peter Rabbit Tale*, *Chicken Little*, *The Nightingale*, *Nursery Crimes*, *Gretel and Hansel*, and *The Gingerbread Man*.

Past Mandarin performances include *The Three Little Pigs*, *Goldilocks and the Three Bears*, *The Ugly Duckling*, *The Three Billy Goats Gruff*, *Dr. Seuss' The Cat in the Hat*, and *Fantastic Mr Fox*.

SRT Learning & Engagement

SRT's Learning and Engagement is committed to bringing meaningful and relevant programmes to young people, educators and the theatre industry. We believe that theatre has the power to engage and transform. Our mission is to harness the learning power of theatre to **excite**, **enrich** and **educate** young people, communities, and professionals.

Excite: Creating a safe, immersive, and stimulating environment

Enrich: Enhancing lives through holistic development

Educate: Pushing the boundaries of learning



Synopsis / What is Arts Integration?

Welcome to TLC Children's Festival!

We are excited to present a month of fun-filled activities that entertain, inspire and nurture growing minds. Wander around our virtual playground and discover amazing performances, inspiring games and activities, engaging talks and workshops that make this festival so special and unique.

What is Arts Integration?

Arts Integration is an approach in which young people engage in a creative process which connects an art form such as dance, music, drama etc. and another subject area whilst meeting the objectives of both. During an arts integration activity, it may seem that the lines between the content and the arts is blurred. However, this is where the learning begins! As in arts integration, the arts are a vehicle that allows young people to discover and explore their world.

Why Arts Integration?

Studies have shown that integrating the performing arts is a powerful teaching strategy that unlocks children's innate desire for joyful, active learning (Wolf Trap Institute, 2019). When students are engaged through the arts, they are better able to retain and apply the knowledge that they have learnt.

So why not give it a shot by trying your hand at the arts integrated activities in this Learning Pack that you can readily apply at home!



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Diane C. Taylor (Singapore):

Diane C. Taylor is a freelance writer whose published works include both fiction and nonfiction. She lives in Bowling Green, Kentucky, where she co-owns a bakery with her daughter which doubles as a performance and exhibit space for artists.

Cyrus MacMillan (Canada):

Educator, scholar, and writer Cyrus Macmillan (1882 – 1953) is best known for his collections of stories about the Canadian wilderness and folklore for young people. He was a politician for a short time as well; he was the national minister of fisheries in 1930 and served as a member of the House of Commons from 1940 to 1945.

L. Frank Baum (America):

The author Lyman Frank Baum (1856 – 1919) is most famous for his story of Dorothy and her silver shoes in *The Wonderful Wizard of Oz*, a book that has never been out of print since its publication in 1900. Most of his books featured female heroes and protagonists, as he was married to Maud Gage - daughter of the noted feminist and suffragist Matilda Joslyn Gage - both of whom have shaped his lifelong views on gender equality and the fight for women's rights.

Hans Christian Andersen (Denmark):

Hans Christian Andersen (1805 – 1875) has been a staple in many a child's bookshelf, as he penned over 156 of the classic fairytales we know and love today. Did you know that the prolific writer might have suffered from dyslexia? He struggled with spelling, and his handwritten copies of his work had to be constantly corrected by his publishers.

Jeanne-Marie Leprince de Beaumont (France):

Jeanne-Marie Leprince de Beaumont (1711 – 1780), born in Rouen, was a French author who wrote the best-known version of *Beauty and the Beast*. She was one of the first to use folk tales as educational tools in her writing; she is also well-known for her magazines, which were all instructional handbooks for parents and educators.

Wilhelm Grimm and Jacob Grimm (Germany):

The Grimm brothers (Wilhelm: 1786–1859, Jacob: 1785–1863) were a pair of authors and academics who are most famous for their iconic collection of fairy tales, which includes *Snow White* and *Rapunzel*. Not many are aware that they were formally trained as scholars in the fields of history and linguistics – both siblings were concerned about modern industrialisation and its effect on local traditions, and they wanted to save these stories from extinction.

5 How the Island of Singapore Came About - Hai Loong Wang is coming!

Drama & Movement

There are many interesting characters in the folktale, *How the Island of Singapore Came About*, such as Hai Loong Wang (Sea Dragon King), the mudskippers, and the mermaid sisters - Sea Plum and Sea Pearl. Each of these characters have their unique appearance and way of moving. For example, the mudskippers use their fins to crawl over mud while the mermaid sisters use their tails for swimming!

For this exercise, you and your children will have to come up with different actions or shapes to resemble the various characters in the story. It is a fantastic exercise that will put your mind and body to the test by challenging one's spontaneity and imagination!

Duration: 15 Minutes and above

Venue: A large and empty space

Suitable for: All ages

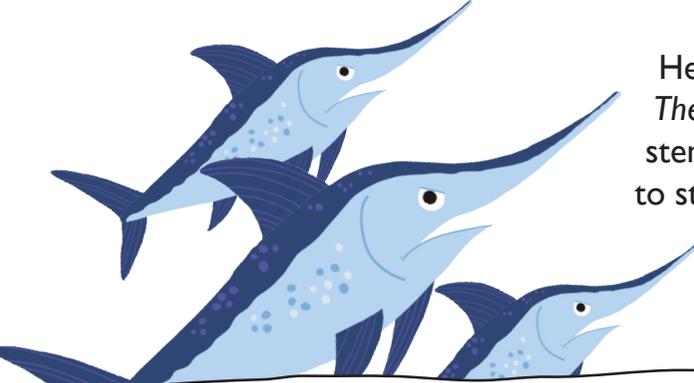
Materials: Speakers and music player

Instructions

1. Start by deciding on a physical shape for each of these characters: Hai Loong Wang, Mermaid Sisters, Mudskippers, and Two-legged Creatures. Here are some examples: as the Mudskippers, you could lie flat on your stomach. While as the mermaid sisters, you could consider crossing your ankles and perching yourself on a cushion! These are just some suggested actions; we are sure you and your children can come up with some great alternatives!
2. Once decided, practise the actions together to ensure comprehension.
3. After that, begin by having the adult call out the various characters.
4. The children are to act out the characters as called. Should a child perform the wrong action, they will lose a point.
(**Hot Tip:** Challenge your children by calling out the characters rapidly or adding in a false instruction instead!)
5. The exercise can be repeated, by replacing the adult with the child who has the most points!



Extension: Once your children are familiar with the various characters, spice up the game by introducing new characters from other well-known fairy tales that your children enjoy! It is a fun and engaging way to develop memory skills.



Help! The swordfish are attacking the island of Singapore! What can we do to stop them? In the story *The Raja's Mistake*, the young boy instructed the soldiers to build a barricade using a row of banana stems to prevent the swordfish from hurting the villagers. What other methods and materials can we use to stop the swordfish from attacking our beautiful island?

Challenge your children's problem-solving skills by inviting them to draw their solution in the box provided below.

Extension: Now that they have created their very own swordfish barricade, encourage your children to create a model using blocks or recycled materials found at home!

In the story, *The Luminous Pearl*, Wei Ling and Wei Jing are identical twins who looked exactly alike from the top of their head to the tips of their toes! However, the two had differing personalities.

Here is a simple mirroring exercise to allow you and your children to work in tandem as one! Through this exercise, your children will be encouraged to exercise their mobility, creativity, and observation skills.

Duration: 10 to 15 Minutes

Venue: A large and empty space

Suitable for: All ages

Materials: Speakers and music player

Instructions

1. Working as a pair, turn and face each other. Space yourselves out one arm's length from one another.
2. Decide amongst yourselves, which of you will be the Leader and Follower.
(**Hot Tip:** It is helpful for an adult or older child to begin as the Leader to best model it for younger ones.)
3. The Leader is to physicalise various actions or shapes with their body, while the Follower's job is to mirror their actions as closely as possible. Just like a mirror that imitates your every movement!
4. Begin with simple actions such as a wave, clapping, jumping, etc. Then move on to more complex suggestions when your partner can follow along easily.
5. Play instrumental music in the background to help change up the ambience.
6. After 5-minutes or so, swap over.

Extension: Instead of mirroring one's physical movement, why not try imitating one's speech as well! Try out different ways of speaking by changing your pace or pitch! It is a fun way to help develop your child's speech and listening abilities. **Warning:** Your child may turn into a parrot!



Poor Owl was beaten and blinded because of Rabbit's trickery; his eyes and head were described to be "swollen to a great size". That must have hurt! How do you think Owl would have felt if he had looked at himself in the mirror – do you think he would have liked his new appearance? Let's all create our own adorable animal puppets, and we can all show Owl that he is just fine and lovely the way he is.

Duration: 30 to 45 minutes

Venue: A workspace

Suitable for: All ages

Materials: Recycled paper or materials like unused cloth, colouring pencils or markers, scissors, googly eyes, ice-cream sticks, blue-tack, or glue and any picture references (if needed).

Instructions

1. Together, make a list of the different animals you can find in the forest. Remember to include Owl, Rabbit, and Wolf!
Suggestions: What lives in the forest? (A monkey, a lion, a snake; perhaps a small dragon?)
2. Using a marker, sketch the heads and faces of these animals on the recycled materials or coloured paper, together with your children. Make them large and colourful just so Owl does not feel left out or different!
3. Once they're all done, stick a pair of googly eyes on each animal's face with glue or blue tack.
4. Start cutting the heads out with their googly eyes attached. Then take your ice-cream sticks and secure the backs of your animal heads to the top of the stick.
5. Feel free to decorate these puppets in any way you choose; glitter, stickers, or additional colouring and painting can be done. Make them colourful and easy to move around! (**Hot Tip:** These puppets can be used to bring your favourite stories to life as well!)

Extension: Try using these puppets to help your children act a certain animal or character out. Encourage them to include the chosen animal's movements and sounds! This is a great dynamic way for them to explore their voice as a storyteller, and to increase their confidence in physicalising their imagination and creativity.



Figure 4.1: Example of an arts and craft item with googly eyes

Rabbit is smart, and aware of the **food chain** in the animal kingdom; larger animals, such as bears, foxes and other predators, usually hunt smaller prey like fishes and birds. Rabbit was able to use this fact of nature to his advantage, and to escape from the Hunter. In the next activity, let's use our knowledge of the food web to avoid being captured and eaten!

Duration: 15 to 30 minutes

Venue: A large and empty room

Suitable for: 5 - 9 years-old

Materials: You can use the animal puppets from **Build A Puppet**/stuffed animals you have at home/pieces of paper with names of animals written on them, a pouch/container, infographics as reference (an example is provided on the right)

Instructions

1. Begin by sharing with your children about different food chains in the web. Show the various puppets/stuffed animals/pieces of paper to them and ask your children to name what that particular animal preys on, and its predators.
2. Then place all of the puppets/stuffed animals/pieces of paper into an opaque pouch or a container.
3. Choose an animal from the pile at random, and put it aside (make sure that everyone else is far away and can't see what you have picked!).
4. Once you're ready, you can start performing the movements and calls/sounds that this animal usually makes; remember to use the entirety of the space available if possible!

For Example:

- If you have chosen a bear, you could growl and stomp around the room.
- If you have chosen a fish, you could 'swim' across the room, and mime blowing a few bubbles.

(Hot Tip: Start off with a slow tempo/rhythm for the first few rounds to allow participants to familiarise themselves with the rules and structure of the activity.)



Figure 5.1: Example of a food chain infographic you could use at home

5. After establishing your animal as clearly as you can, approach your children as the animal you are portraying. To avoid being 'eaten' or 'captured', your children would have to move away from you, and adopt the mannerisms and sounds of an animal that would not be usually hunted or consumed by your own animal (e.g. another predator).

Tip: Your child(ren) would have to observe and recognise your animal, and remember the food chain – an infographic or poster could be present as a handy reference.

- If your animal is a fox, they could pretend to be an elephant, a cat, or a large vulture.
 - If your animal is a snake, they could pretend to be a mongoose, an owl, or a lion.
 - There shouldn't be any repetition! Try to encourage a range of animals from all species and classes.
6. If your children chose to mimic an animal that would have been below the food chain from your animal, they are now prey, and as such you can catch them.
 7. If there isn't a 'meal' or anyone to capture, you can go back to the pouch/container and select a different animal for the next round, and the same rules apply.
 8. The game ends when the pouch/container is empty, and all of the animals have been used.

Extension: Why not try letting your children pick an animal, and swap roles instead? You could also consider implementing a time limit for them to choose and act their animal out, as this would heighten the stakes and energy of the game. This drama-based activity is an exciting way to learn about the relationships that we humans and all animals have with each other and the environment.



Once again, Rabbit has outwitted Fox using his abilities to craft a good tale and be convincing at it too! What do we need to make a story believable? All narratives need details, and a confident storyteller or performer who can think on their feet and respond to their audience. In this activity, let's all be as clever as Rabbit, and see if we can be as successful as he was at tricking Fox into helping him out!

Duration: 15 to 30 minutes

Venue: A room with ample floorspace

Suitable for: 5 years – 12 years

Materials: Your children's favourite fruit or snack or cut-outs/stickers of vegetables and fruits (whichever is available to act as the rewards), the animal puppets from **Build A Puppet** (if applicable)

Instructions

1. All participants (the thieves) are to be seated, while the teacher/adult as the gardener positions a pile of rewards behind them.
2. Each participant must think of one statement about themselves, or a memory; it can be either true, or false.
3. Both you and your children will now take turns to be the storyteller, and share this sentence with everyone else.
 - *Example sentences: My favourite colour is _____. My favourite animal is _____. I once fell and broke my arm!*
4. The audience (participants who are not the current storyteller for that round) can now take turns to guess if the storyteller was truthful or lying.
5. The audience can ask the storyteller a maximum of 3 questions to help them, and the storyteller will have to answer them as appropriate.
(**Hot Tip:** The more details and confidence you can portray, and the quicker you can respond to the questions, the more believable your story is.)
6. If your children guessed right, they are able to 'steal' one item from the gardener's store behind you and keep it with them. If they are wrong, you as the gardener get to hold onto your items for the round. If it is your turn, and you have guessed incorrectly, you will have to allow the other participants to take something from your pile of rewards. This is applicable for any number of participants in the game.
7. The game ends when you have lost all of your 'crops'/animals, and your garden is now empty. Oh no, Rabbit has struck again!

Extension: Your child(ren) can now be told to give their winnings back to you if they have guessed incorrectly, or if you as the gardener had guessed right. You can also consider making it more challenging by including a time limit for questions and answers. Can everyone keep their gardens safe and sound?





Extension Activity – Why are things the way they are?

Storytelling/Literature

(For teachers and older age groups/students)

All of the six folktales we have just explored have something in common; they are called *pourquoi* (pour-kwah) stories, also known as origin or creation stories. They have been passed down for generations, from parent to child, old to young, for thousands of years. You can still see and hear them being told and performed within indigenous tribes, villages, and communities all over the world. These stories describe *why* certain things appear or act the way they are – why do snakes have no legs? Why do birds fly? Why do we see rainbows in the sky? Although we now have explanations for those questions from science and history, *pourquoi* stories are still equally magical and enthralling.

Using the stories, you have heard as inspiration, can you write your own *pourquoi* story? You can think about what we have explored or mentioned previously – the food chain in the animal kingdom, an animal's interesting movement, sounds, and/or appearance, or even a famous human hero like Glooskap in *Owl with the Great Head and Eyes*, or the young boy in *The Raja's Mistake*. Remember to include as many details as possible, as anything is possible in our imagination. The world's your oyster!



Little Miss Muffet wasn't very happy that her parents did not allow her to do what she liked. Although she had lots of nice things, it didn't mean she was happy all the time. Did you notice that her feelings changed a lot during the story? At times she was sad, while at other times she was frightened. Finally, she was glad to see her Mother and Father!

Duration: 10 minutes

Venue: A large and empty space

Suitable for: All ages

Materials: NIL

Instructions

1. Standing up – facing each other, or in a circle for a larger group, say the emotion through call and response. With one person leading by calling out the emotions while the other(s) respond.

SAD – SAD

ANGRY – ANGRY

EXCITED – EXCITED

FRIGHTENED – FRIGHTENED

2. Add in a facial expression that matches Little Miss Muffet's emotions. Say the words again while using your faces to express each emotion.
3. Now, let's use our whole bodies to express how we feel! From our face to our arms to our hips and even our toes! Repeat the call and response exercise as above using our voices, facial and physical expressions to show how we feel!

Extension: Children may be willing to use 'role play' to discuss moments where they felt similar emotions as listed above. Asking a question such as 'When do you feel angry?', may open up an opportunity to replay a situation through role play and discuss how to understand our feelings better. Like Little Miss Muffet, it is normal to feel a range of emotions, hence it is important for young children to be able to identify and understand such emotions through a physical game.



LITTLE MISS MUFFET

Little Miss Muffet

Sat on a tuffet

Eating her curds and whey

There came a big spider

And sat down beside her

And frightened Miss Muffet away

Little Boy Blue is such a kind-hearted person. He took good care of his Mother, worked hard, and lived an honest life! In the end his hard work and kindness allowed him to live a happy life. Now, it is time for him to take a break. Here is a simple and fun exercise that can be played at home or in a classroom.

Duration: 15 Minutes

Venue: A large and empty space

Suitable for: All ages

Materials: Whistle (Optional)

Instructions

1. First, nominate someone to take on the role of the 'Squire' – he or she must walk around the field of sleeping sheep and make sure that none of the cows enter the field.
2. Everyone else will take on the character of a sleeping sheep, who is to lie facing down with their eyes closed and remain as still as a frozen statue.
3. The 'Squire' will then tap each sleeping sheep silently on the shoulder to wake them up.
4. Once tapped – the 'sheep' are to stand up silently on their feet. This continues, until one last sheep is left sleeping.
5. Together with the 'Squire', the awoken sheep are to then gather around the sleeping sheep making sure not to awaken them.
6. Then, on the command of the 'Squire', everyone is to 'shout' "Little Boy Blue! Little Boy Blue, come blow your horn!"
(**Hot Tip:** With younger children – you may want to reduce the element of surprise. You could *whisper* rather than *shout* or include a count-down. The last person to open their eyes, will then realise they are the last sheep asleep. This usually results in lots of laughter and excitement.)
7. The last sheep could then become the 'Squire' for the next round.



LITTLE BOY BLUE

Little Boy Blue,
come blow your horn

The sheep's in the meadow,
the cows' in the corn

Where is the little boy
that minds the sheep?

He's under the haystack,
fast asleep

Extension: Make sure the person performing the role of the 'Squire' walks and talks like a 'Squire'. Discuss how this person may sound and move. Before the 'sheep go to sleep' why not ask the children to roam the field in role as sheep, eating grass and frolicking away! When you 'blow' your horn (whistle or use your voice), they are to fall asleep in the spot that they are in. This ensures people move around and change places. Remember it is all about cooperation when you wake the sheep up.

In our story of Humpty Dumpty, we learn that the King must be tricked by a riddle that he is unable to guess the answer to in order for the Princess to marry a Prince. Riddles are so much fun, and it can be easy to make up our own to play a guessing game! Why not try and guess the riddles below?

Duration: 10 to 15 Minutes

Suitable for: All ages

Materials: Writing materials

HUMPTY DUMPTY

Humpty Dumpty sat on a wall

Humpty Dumpty had a great fall

All the King's horses

And all the King's men

Couldn't put Humpty together again

Riddles

Riddle 1: I'm married to the Queen, my daughter is a princess and I live in a castle, who am I? (*Answer: The King*)

Riddle 2: I live on a farm, lay eggs in a nest, and I mostly have brown feathers, who am I? (*Answer: Chicken/Hen*)

Riddle 3: I wear a uniform, my job is to protect my country, sometimes I ride a horse and use a sword, who am I? (*Answer: A Soldier*)

You could also make up riddles about objects that we see around us and use every day! Try and guess the riddles below!

Riddle 4: I have two long stick-like parts, you use me to eat, I can be wooden, metal or plastic. What am I? (*Answer: Chop Sticks*)

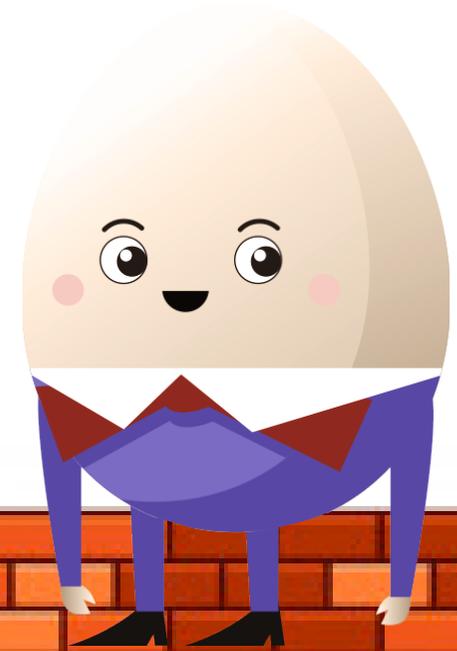
Riddle 5: I'm very bright and shiny to look at. I am rectangle in shape, you can speak to people around the world through me; people like to press, swipe, and take photos with me too. What am I? (*Answer: A Smart Phone*)

Riddle 6: I like to sit in the sun, drink water every day and if you look after me, I'll keep growing! What am I? (*Answer: A Plant*)

Instructions

1. Now it's your turn. You can work in pairs, on your own or even in small groups. Firstly, decide on the objects you'd like to use in your riddle. Then use words to describe what the object looks like or an action it does or use that it has.
2. Next perform your riddle to a friend or group. Read your riddle with a big loud voice and if you are feeling extra creative, why not add in an action with your riddle.
3. The person you perform to must guess what the answer to your riddle is!

Extension: For older children, create riddles that are more complex and harder to solve. Why not introduce riddles that link to what your child has learned in Science or Math and inject some fun by performing them together.



The Ugly Duckling had a hard time growing up as it didn't look like or do the things that the other animals around it expected. The Ugly Duckling eventually transformed into who it was always meant to be, the characters around it learned to accept that they hadn't been very nice to the Ugly Duckling. Now it's our time to transform!

Duration: 10 to 15 Minutes

Suitable for: All ages

Materials: Writing materials

Instructions:

Part 1: Introduce the idea of 'quick' transformations. An activity to explain this concept could be, 'Magic Stone, Magic Stone'

1. Begin by having everyone use their bodies to form the shape of a 'stone' on the floor.
2. Appoint one person to be the 'Wizard'. The 'Wizard' is to say the phrase, "Magic Stone, Magic Stone transform into a ...". You can fill in the blank with a simple animal to start and get more advanced as the game progresses.
3. Encourage the 'Magic Stones' to focus on transforming their entire body including their facial expressions! They could even include sounds and/or words.

Part 2: Now that we understand how we can transform ourselves, let's imagine what we might want to be when we grow up.

1. Start with a discussion, "What would you be when you grow up?". (**Hot Tip:** It is ok for children to suggest unconventional ideas such as Dragons, Robots, and Wizards.)
2. Allow the children to transform into their chosen characters and move around the room in role as them.
3. Build upon the idea by questioning a little further "If you could do any 'job' what would it be?".
4. Allow the children to transform once more into those roles.
5. If working in a group, pause the activity and 'spotlight' one person so everyone can see their chosen character in action.

Extension: Older children may want to discuss the reason why they chose the character they have transformed into. This can make for a great conversation about how they see themselves as they grow up.



What a happy ending! Despite the Beast's appearance, he was truly a kind and gentle person. This story teaches us to love someone not for how they look on the outside, but who they are on the inside. Let's use this story to create character 'profiles' for the Beast and Beauty to allow us to step into the minds of these characters.

Duration: 10 to 15 Minutes

Venue: A Workspace

Suitable for: 7 years and up

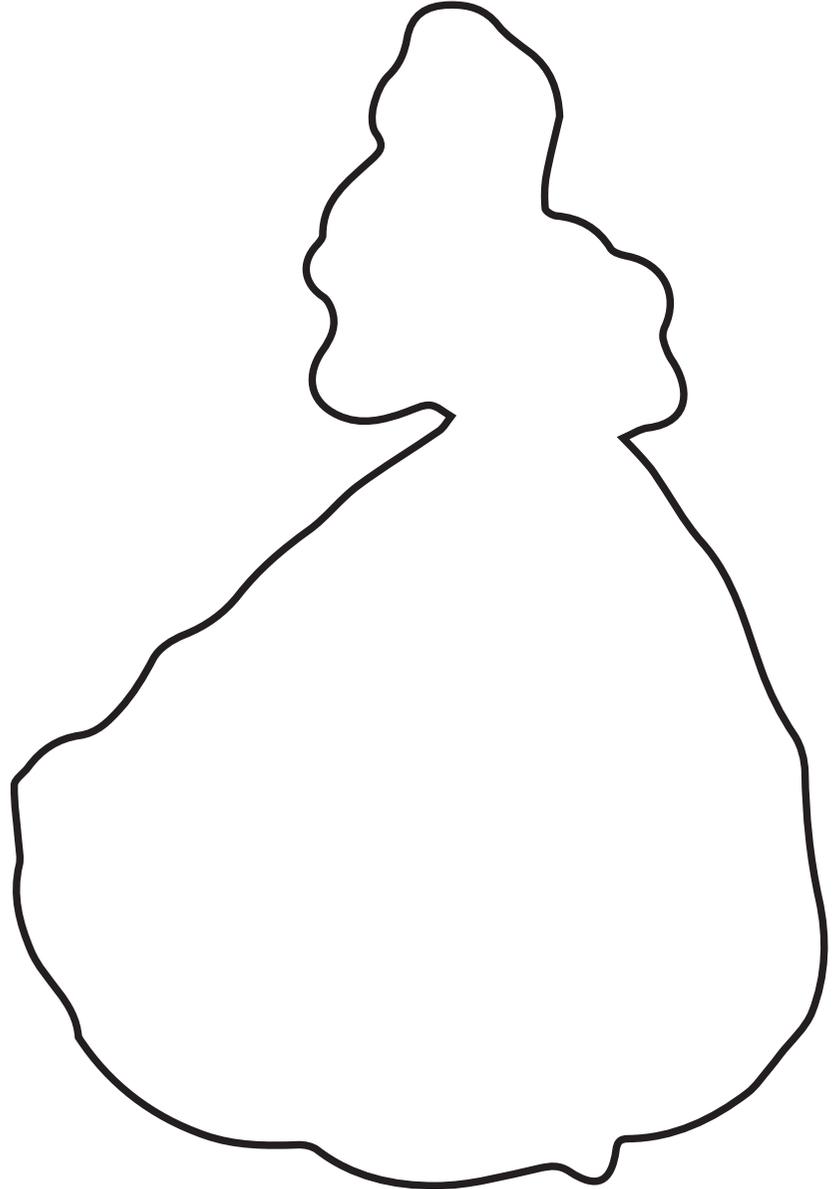
Materials: Writing materials

Instructions:

1. Using the images on the next page as your template, draw out the two silhouetted shapes; one for the Beast and another for Beauty.
2. In pairs or small groups, discuss the story and characteristics of the Beast and Beauty. (**Hot Tip:** Think about the actions they did and how you would describe them. Think about how the Beast provided a fire and food for the Merchant on that cold stormy night or how Beauty asked for nothing from her Father who had very little to give. Are they kind? Courageous? Is the Beast really an evil person?)
3. Within the silhouettes write or draw things that represent the 'inner' qualities of each character.



Extension: For contrast why not write or draw on the outside of the silhouette all the things that describes the appearance of these two characters. Feeling creative? Let's put our role play skills to good use and act out our very own scene between the Beast and Beauty.



Hansel and Gretel try their very best to remember the way home by dropping breadcrumbs as they go. Each time they make a journey, they ‘map’ out the path they take with breadcrumbs in the hope that they will be able to find their way home safely. Let’s map out our own breadcrumb path for a familiar journey that we take each day.

Duration: 45 to 60 Minutes

Venue: A workspace

Suitable for: 5 years and above

Materials: Mahjong paper/Flipchart paper, masking tape, felt tip markers, and assorted toys such as action figures or stuffed animals.

Instructions:

1. Decide on the journey. It could be from home to school, school to Grandma’s house or even from swimming lesson to the coffee shop! Select and identify at least 6 ‘landmarks’ along the route, such as a unique tree, a park, buildings, people, places, or other things of interest. (Hot Tip: You could even use the landmarks from the *Hansel and Gretel* story and reimagine the plot in new ways as a starting point!)
2. Using masking tape, attach 4 to 6 large sheets of paper together to form a large canvas about 3-metres long by 2-metres wide or anything bigger is great. This canvas will be used to create your world.
3. Plot the 6 landmarks on the map by drawing them in. Spread them out across your map from one side to the other.
4. Link the landmarks up using your ‘breadcrumbs’. These could be roads, paths, rivers, stepping stones, bridges, and/or tunnels.
5. Using the map as a setting, animate your favourite toys and bring them to life!
(Hot Tip: Allow the children to bring their own ideas into the ‘small world’. What happens when ‘Iron Man’ walks to school and meets a ‘Teddy Bear’? Don’t be rigid with this world. If it needs changing, allow the children to amend, adapt, and expand it. Also don’t throw it away after one use, bring it back out and allow the map to keep evolving.)

Extension: The small world can become the big world easily! If the children are enjoying a certain landmark and how the characters interact there, expand that particular landmark into its own map. Or we could practise our acting skills, and step into the role ourselves and perform the story created in the ‘small world’ into the ‘big world’.

