

The **Little**
company

A DIVISION OF **SRT**

Gretel and Hansel

Learning Pack





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WELCOME FROM SRT

Dear Teachers,

We are delighted that you will be joining us for SRT's The Little Company's production of *Gretel and Hansel*. 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 play into your classroom and curriculum. Some of them are designed to prepare your students to see the show and others are designed to extend and deepen their experience of it afterwards. The activities relate to different aspects of the play such as the characters, plot, themes, songs and setting.

This Learning Pack aims to have activities for different age groups, for individual work, pair/group work and for the whole class. Some activities are designed for children to work independently and others require more structured guidance from the teacher(s). 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 and emotional development. As teachers, you know your students 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.

THE SRT TEAM



ABOUT

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 enthral 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* and *Nursery Crimes*.

Past Mandarin performances include *The Three Little Pigs*, *Goldilocks and the Three Bears*, *The Ugly Duckling*, *Three Billy Goats Gruff* and *The Cat in the Hat*.

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





THEATRE ETIQUETTE

Bringing children to a performing arts event should be one that's memorable and enjoyable for everyone involved. Practicing good theatre manners will enhance everyone's experience: children, adults, other patrons and performers.

Here are a few useful guidelines for you and your students before attending a performance by SRT's The Little Company (TLC). These tips are intended to help the children be fully aware of what is expected of them when visiting the theatre.

Before the show:

1. Prepare your students in advance for what is expected of them when they arrive at the theatre.
2. All audience members should remain seated throughout the entire performance.
3. Participation and laughter at the appropriate moments is encouraged! (Most TLC shows ask for participation).
However, talking loudly at other moments distracts other audience members as well as the cast.
4. Eating and drinking is not allowed in the theatre.
5. If your students carry mobile phones, please ensure that they are turned off.
Ideally, encourage your students to hand any mobile phones or other devices that make noise to a teacher.
6. Arrive on time, at least **30 minutes** before the start of the performance.
Please aim to arrive earlier if you are bringing a large group of students.
7. Upon arrival, an SRT staff member will show you to an area where your students can wait.
Please note that running around in the theatre lobby and on the stairs is not safe.
8. Encourage your students to use the bathroom before the start of the performance.

After the show:

- At the end of the show, encourage your students to applaud and cheer if they enjoyed the performance.
- Have your students remain seated until after the performers' curtain call, and to start exiting only when you or another teacher asks them to do so.

Thank you for following these guidelines. We look forward to seeing you and your students and hope you enjoy the show!





GRETEL AND HANSEL SYNOPSIS

Gretel's life is turned upside down when her new brother, Hansel, arrives. He gets all the attention; the cuddles and the kisses and poor Gretel is told to 'grow up' and remember that she's a 'big girl now'! But Gretel doesn't want to be big! And she doesn't want the annoying little brother who is too small to play.

When Mother and Father take the children to the forest, Gretel has a chance to get rid of the little brother once and for all. But the forest is full of danger and Gretel will have to learn to get along with Hansel if they are both going to survive the adventure.

Based on the well-loved Brothers Grimm classic fairy tale, *Gretel and Hansel* is a heartfelt, humorous and exciting tale about sibling rivalry, family love, courage and understanding what it means to be a big sister! The two children become both characters and storytellers as they bring audiences on a thrilling and imaginative journey.

Gretel and Hansel will help encourage children to work together, appreciate their siblings and understand the importance of family love.





ABOUT THE BROTHERS GRIMM



Jacob and Wilhelm Grimm were brothers from Germany. Jacob Grimm was born on 4 January 1785 and Wilhelm Grimm was born on 24 February 1786. They were the oldest of 5 brothers and a sister. The Brothers Grimm specialised in philology which is the study of the history of a language and this includes literary texts such as novels, short stories and poems.

During their lives, they wrote, modified and published over 200 stories. Many of the stories they published were told to them by their contemporaries and had been passed down from older generations. The Grimm stories were never meant to be published as children's fairy tales or children stories. Instead, the original collection was part of a scholarly project to identify and preserve the Germanic Spirit.

They believed that folk stories, handed down by word of mouth from one generation to another over centuries untold, enshrined the fundamental ideas, beliefs and reactions to human experience of 'the folk'. Expressing their hopes and joys, fears and sorrows, the tales were profoundly significant for children and grown-ups alike and not just for sophisticated aristocratic families.

Jacob and Wilhelm published their first book of fairy tales – “Children's and Household Tales” - in 1812. There were 86 folktales. Readers were so happy to see the stories they had been told as children all collected together that the book was a success. In the next volume of “Grimm's Fairy Tales”, the brothers added 70 more stories. It went on growing like this for six more editions. Finally, the book contained over 200 stories! It is probably the best-known work of German literature. Even if you don't know the Brothers Grimm, you would have come across a Grimm fairy tale. Grimm fairy tales include stories of kings, magic, and talking animals. Even though the stories are sometimes scary, fairy tales allow us to work through our fears. They often teach us a lesson about moral values, and right and wrong.

Some famous Brothers Grimm fairy tales that you may know of are *Rumpelstiltskin*, *The Pied Piper of Hamelin*, *The Frog Prince*, *Snow White and the Seven Dwarfs*, *The Town Musicians of Bremen*, *Rapunzel*, *The Elves and the Shoemaker* and *Hansel and Gretel*.

Information taken from <https://www.germany-insider-facts.com/grimm-brothers.html>



WHO'S YOUR FAVOURITE AUTHOR?

Literacy/Language

The Brothers' Grimm were authors of their own collection of fairy tales called the Grimm's Fairy Tales. An author is someone who has written a story, play or piece of literature. In this activity, encourage your students to research on some fun facts of their favourite author(s) and create a poster about them. Inform them that they can let their creativity run wild and decorate their posters in any way that they would like to.

Here are some questions that you can ask your students to help them get started on their research:

- Who is your favourite author?
- What are some books that he/she has written?
- Why do you like this author?
- Where did this author get their inspiration from?
- When was this author born and where?

Extension:

After your students have researched and designed their own individual posters, you can encourage them to stick the posters up on a wall and do a gallery walk around. After they have done the gallery walk about, encourage them to share what they found out about the authors to the rest of their classmates.





INCORPORATING STEAM ACTIVITIES INTO THE CLASSROOM

Literacy/Language

From the moment they are born, children are naturally curious beings. Let's build on their natural curiosity by developing their interest in STEAM! STEAM refers to **Science, Technology, Engineering, Arts and Math**. STEAM activities can involve individual subjects on their own or using more than one subject and combining them. It can also mean a way of doing things that include problem solving, questioning and exploration of the world around us.

STEAM is important for everyone and the amazing part about it is that it can take place anytime and anywhere. Remember that STEAM is all about exploration of the world around us and asking questions about how or why something works and that is a lot of what you, as teachers, are already doing! As their partners in learning, you can make STEAM part of your students' intentional play activities.

Simple STEAM Tips and Ideas

Learn along with your students!

You don't have to have all the right answers to help your students learn about STEAM. An example of how you can respond to your students when you are unsure about the answer to a particular question can be, "that's a wonderful question! How can we find out together?" or "shall we try and solve this problem together?"

It is also okay if your students provide answers that are not quite right. You can encourage them to share their answers and their explanations. Who knows, you may find an interesting explanation! Communication and trying to make sense of the world – even if you don't have all the correct answers – are important STEAM skills.

Follow your students' lead

Observe your students as they investigate and explore their surroundings. As STEAM is all about exploration, when children make their own discoveries, they are making hypotheses while learning to make sense of the world around them at the same time.

As teachers, when you acknowledge, encourage and affirm their curiosity and creativity, it empowers the students to continue with this form of exploration both in and out of the classroom.

Ask open-ended questions

Encourage your students and feed on their creativity and curiosity by using simple phrases such as "What would happen if..." or "I wonder..."

Some examples of questions that you can ask are:

- I wonder if we can build a tower out of sticks... how many sticks do you think we may need?
- I wonder why the leaves are turning brown and yellow.

Incorporate the use of your five senses

Observing is an important skill in science. You can encourage your students to communicate throughout the day about what they can see, feel, smell, taste or hear. You can even ask them to describe the world as they observe it.

For example:

- Wow! That is a tall tower that you built. How many blocks did you use to make that structure?



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FRACTURED FAIRY TALES - GRETEL AND HANSEL

Literacy/Language/Design

This activity would be great as a post-show classroom activity for you and your students to take part in!

In drama, there is no fixed way or method when it comes to creative writing. Why not try your hand at writing your own version of *Gretel and Hansel*. You can use the story template below to help you with the creation of your story!

Tip:

Before you start on this activity with your students, encourage them to recall the play together with you as a class. Write down the sequence of events on the board so that they can all see the sequence and have a guide when crafting their story.

Fractured Fairy Tales Template

1. Describe Gretel and Hansel. Can you change them in any way? How?
2. Describe where does the story takes place? Is it possible for the story to take place somewhere else? Where?
3. When does the story take place? Can it take place in any other time? When?
Why did Gretel and Hansel react to the situations that took place in their story the way they did?
4. What about if we told the story from a different point of view? Maybe from Mom, Dad or even the Witch?
5. What are the different parts of your story? (eg. Plot, Conflict & Resolution)
Let's try twisting those parts! How can your story be different and unique?
6. Let's try changing the ending of the story!





FRACTURED FAIRY TALES - GRETTEL AND HANSEL

Literacy/Language/Design

Now let's illustrate a page from your wonderful story!

Extension:

Encourage your students to illustrate their whole story and at the end of it, present their very own storybooks to their peers in a mini show and tell!





WHAT IF?

Drama/Improvisation

Drama allows for an endless amount of opportunities for children to explore more about a story. Here's an activity that unleashes their creative side and pushes them to think on their feet.

Gather your students into groups of 3 or 4 and provide them with strips of paper and pencils. Give them 5 – 10 minutes to discuss and come up with as many “what if” questions related to the story of *Gretel and Hansel* as they can.

Some examples of What if questions are:

- What if Gretel and Hansel did eat part of the gingerbread house?
- What if Mother and Father had not sent the children away?

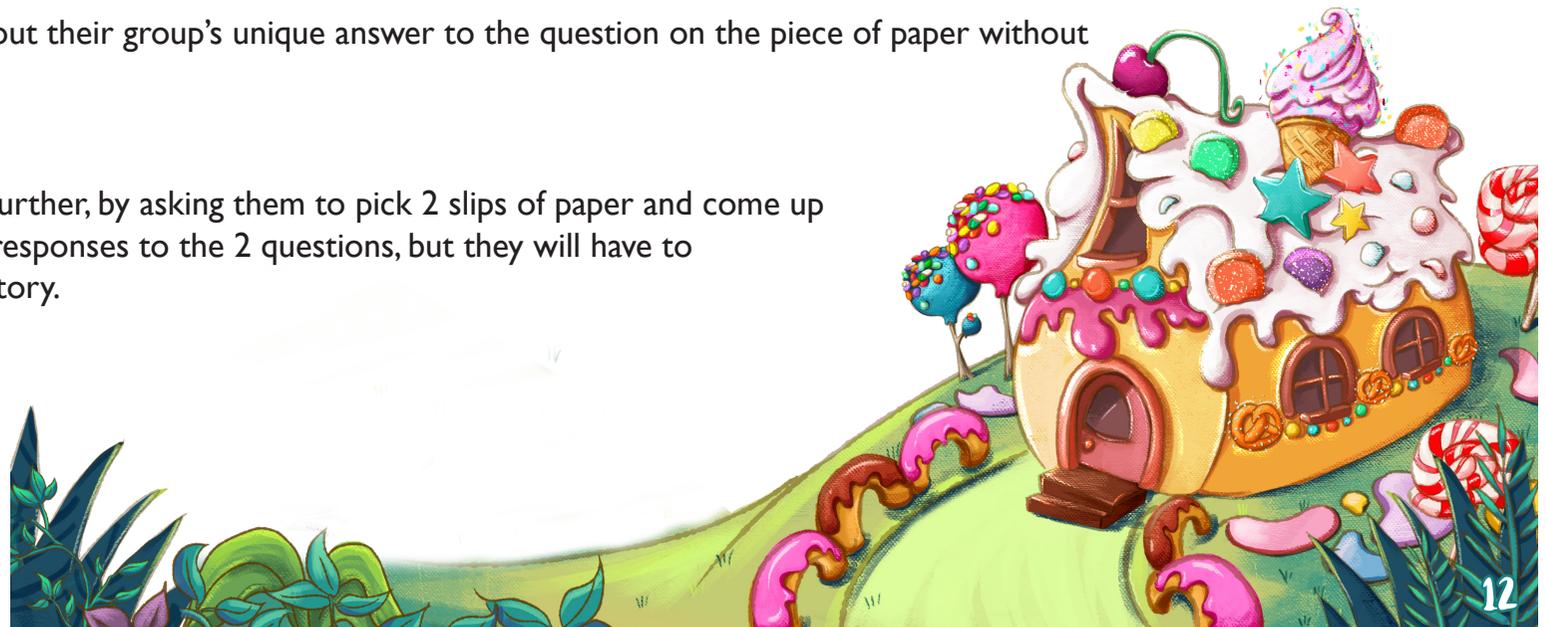
After all the groups have finished writing their questions, collect them and place them all into a container or a hat.

Demarcate a space in your classroom as the stage for your students. Inform them that the area which they will be sitting in while waiting for their turn is known as the Audience space. Encourage the groups to then come up and pick a slip of paper from the container.

In 60 seconds, they would have to act out their group's unique answer to the question on the piece of paper without saying what the 'what if' answer is.

Extension:

You can even challenge your students further, by asking them to pick 2 slips of paper and come up with a mini presentation of their own responses to the 2 questions, but they will have to link these questions to form just one story.



5

A PIECE OF CAKE!

Craft/Art



When Gretel and Hansel came across the Witch's home, they were mesmerised by the amount of candies and treats that covered the house. Some of the treats that were found on the house were cake, lollipops and chocolates. Let's try making our own slices of (papier-mâché) cake that make up the tiles of the roof!

Things that you will need:

- A bowl or large container
- Flour or white glue
- Water
- A fork or whisk
- Newspaper
- Recycled cereal boxes or cardboard
- Cake template
- Paint
- Paint brushes
- Paper plates for the paint
- Decorating materials such as glitter, sequins or even pom poms!

5

A PIECE OF CAKE!

Craft/Art

Papier-mâché cakes? That's going to be a piece of cake! Here's how it's done:

1. Cut out the cake template and stick it onto a piece of the recycled cereal box.
This will help to give the structure a good foundation.
2. Cover the structure with papier- mâché (at least 3 layers) and ensure that each layer is fully dried before adding another layer of papier- mâché.
3. Once all 3 layers have dried and hardened, it's time to start decorating our cake!
4. Encourage your students to be as creative as they can when it's time to decorate their cakes.

Papier-mâché paste Recipe

- Pour the flour and water in a large bowl and stir it well. You want the mixture to be thin, with a consistency like pancake batter.
- Keep mixing until there are very few lumps left.
- Use a whisk or a hand-held blender to remove any remaining lumps.
- Add more water or flour as necessary until the mix is runny like a white glue, not thick like a paste.
- You can store this glue in a covered bowl or jar in the refrigerator for a few days.

Extension:

You can even get your students to first research and share pictures of the types of cakes that they enjoy eating.

The pictures can even be their inspiration for the cake they are going to make or as a guiding tool in terms of how it could look like.

Taken from <http://ohhappyday.com/2016/01/papier-mache-cakes-2/>





A DAY IN THE LIFE

Geography/CriticalThinking/Drama

Empathy is one of the many values that drama cultivates in a person. In the story of *Gretel and Hansel*, their village was suffering from the occurrence of a famine. A famine occurs when large numbers of people cannot get enough food for long periods of time. People in a famine may die from starvation or disease. Natural disasters, including drought, earthquakes, and floods, can cause famines by destroying crops or by making it difficult to distribute food. Other causes include insects that destroy crops, unusually cold weather and even too much rainfall.

Let's take a deeper look into the lives of the villagers who were living in the same community as Gretel and Hansel and the plight they experienced during the famine. You could even encourage your students to go further into simple research and find out which parts of the world does famine occur in?

Instructions:

First gather the students in a circle and encourage them to describe what they would see in a village that is experiencing a famine. For younger children, you may wish to write their suggestions on the board so that they can refer to the words or phrases when taking part in the activity.

Then, introduce students to the drama skill called tableau, or also known as, freeze frames. Explain to them that it is just like looking at a photograph. The pictures are frozen, there are no sounds or movements. The actors in a tableau use big actions and facial expressions to tell the audience what is happening in their pictures or scenes.

Using tableaus, the students will have to:

- As a class, show a day in the life of the villagers in the community that Gretel and Hansel are living in. They could think of what the different villagers are doing in the scene.
- In groups of 3 or 4, show a day in the life of different groups of people in the community. They could be farmers, teachers, painters... the list is endless!
- In pairs, show a day in the life of Gretel and Hansel's parents. What are they doing? Could Father be cutting wood? Or is he out hunting? What is Mother doing?

Extension:

Challenge your students by informing them that during every freeze frame, you will be coming around and tapping each of them on the shoulder. Once you have tapped them, they will have to say a sentence, word, or make a sound as the character they have taken on in the scene.



HAVE YOU HEARD THE NEWS?

Role Play

The village that Gretel and Hansel lived in was a close knit one. Everyone knew one another and they looked out for each other and when the children went missing, the entire village was both worried and puzzled. How could this happen?

For this activity, the students are tasked to put on their detective hat and interview the villagers and gather information about what could have happened to the children.

Here's how this fun activity can be carried out:

- Allow the students to pair themselves up with a partner and to find a space in the room and sit with their partner and label themselves A and B.
- For the first round, A will be in role as the detectives and B as a villager living in the same village as Gretel, Hansel and their parents.
- The teacher will then explain to the students that there has been word going around that Gretel and Hansel are missing. There has been a search party going on for days, but they are nowhere to be found. In pairs, encourage the Detectives to gather as much information as they can and for the villagers to come up with reasons or ideas about where the children could have gone.
- Once the time is up, the teacher can spotlight some pairs to share what they have found out in their pairs.
- You can play this activity for a few rounds, swapping between A and B as the detective, so that everyone has a chance to be in role as the detective and the villager.

Remind the students that this is a spontaneous activity, and that there are no right or wrong answers. They are to just come up with as much “village gossip” as they can.

Extension:

Challenge your students to go a step further and to act out some of the “village gossip” or reasons that they have heard about where the children could have gone or what could have happened to them.



A JOURNALIST FOR A DAY

Literature/Language

Gretel and Hansel have gone missing and are nowhere to be found in the village! The villagers are so worried about the children and no one knows where they have gone or where they could possibly be. Your students will be enrolled as journalists reporting on the case of the missing children. For this activity, the journalists will have to complete the following tasks:

Tasks:

- Students are to create a newspaper article about the missing children. They can add in details about the dreadful event such as, when did they go missing, where were they last seen and what could some of the possible reasons that led up to them going missing be.
- They can then start to think of a name for their article and the name of their newspaper.
- How would the layout of their newspaper look like?
- They could even add in pictures into their article.

Extension:

After they have finished designing their newspaper articles, you can encourage your students to sit in their classroom groups and share their articles with their peers. You can even encourage your older students to create and illustrate more detailed articles and combine them together to create a class magazine.

An example of the article can be found on your right. Image taken from <https://www.pinterest.com/pin/234539093065838332/>





MAGIC POTION - VERSION 1

Science

In the Witch's home, it is filled with many bottles of potions, concoctions and mixtures. Each mixture has varying effects and purposes. But not all mixtures are bad, some of the concoctions can even be used for cooking and even cleaning. Why not try your hand at making your own potion! Here are two versions of magic potion making activities for you to choose from!

Instructions:

- Put water in several cups and add food colouring or liquid watercolours. Stir to combine the liquids.
- Place a pipette in each coloured glass of water.
- Fill a second cup about half way with oil.
- Using the pipette, drop a few drops of the coloured water into the cup of oil

Encourage your students to be as creative as they can be and to try experimenting with different colours to get the specific coloured potion that they like.

While enjoying this science experiment, children will be able to explore and see how oil and water do not mix together. You can even explain to them that the reason the oil floats on top is because the oil is less dense than water.

Extension:

Encourage your students to share with the class what their potion can be used for. They can even create a name for their very own unique mixture!

Tip: Teachers to supervise whenever your children are taking part in the science experiment especially with the handling of the solutions.

Taken from <https://funlearningforkids.com/oil-water-science-exploration/>

Potion Making Starter Kit:

- A bottle of baby oil or vegetable oil
- Washable liquid watercolours or food colouring
- Pipettes or droppers
- Cups





MAGIC POTION - VERSION 2

Science

In the Witch's home, it is filled with many bottles of potions, concoctions and mixtures. Each mixture has varying effects and purposes. But not all mixtures are bad, some of the concoctions can even be used for cooking and even cleaning. Why not try your hand at making your own potion! Here are two versions of magic potion making activities for you to choose from!

Instructions

- First, make the cabbage water. You can do this by pouring a kettle full of boiled water over a red cabbage in a big bowl.
- Let the red cabbage seep in the boiled water for about 30 minutes.
- After half an hour, pour the cabbage water through a sieve and into a large jug.
- Into four empty jam jars, tip the cabbage water and then add varying amounts of water to dilute it, so that it ranges in colour intensity
- Add a small amount of vinegar to the purple/dark blue water and watch as it changes the water into light hues of pink!
- Next, add some bicarbonate soda or baking soda to the (now) pink water and watch as it bubbles and turns the water into dark blue/purple once more.
- You can then try adding the vinegar and bicarbonate soda one after another and see what happens to the mixture.

Things you will need for this experiment:

- One red cabbage
- Bicarbonate of soda (or baking soda)
- Vinegar
- One Kettle full of freshly boiled water
(How much water you decide to use will depend on how many times you want to try the experiment and how intense you wish the colour to be.)
- Sieve
- 4 Clean, empty jam jars
- Water
- Spoons

10 MAGIC POTION - VERSION 2

Science

Extension:

For older students, you may wish to explain the concept or why the ingredients could change the colour of the mixture.

In this experiment, the Cabbage water was an indicator, the Vinegar was an acid and the Bicarbonate of Soda (baking soda) was an alkaline.

The cabbage water is an indicator which can show how acidic or alkaline a liquid is when it is added to it. A chemical reaction takes place which then causes it to change colour. Scientists take this one step further and use PH test strips to dip into liquids and look at the colour which shows up.

You could encourage your students to research on liquids which are acids or alkalines and experiment with using them, and note down what effects they may or may not have. Try using water and other PH neutral liquids to see if anything happens when they are added too.

Tip: Teachers to supervise whenever your children are taking part in the science experiment especially with the handling of the solutions and hot water.

Activity taken from <https://theimaginationtree.com/magic-colour-changing-potions-science-activity/>



In the story of *Gretel and Hansel*, the children find themselves lost in the woods and are unable to find their way home. They kept going around in circles, but every part of the woods looked the same to them. It was like they were stuck in a maze! In this activity, do you think you can help Gretel and Hansel find their way out of the woods?

Instructions:

- In groups of between 3 – 5, inform the students that they will be creating their own map (or maze) of the woods that Gretel and Hansel were trapped in.
- Provide them with a marble, a shoe box lid, ice cream sticks and writing materials.
- As a group, the students will have to create their own maze by laying out the ice cream sticks on the shoe box lid. *Tip: they should try to provide enough space in between the sticks so that the marble can freely roll by without getting stuck.*
- They can even look at including dead ends into their mazes.
- Encourage them to identify and design the start of the maze and to do the same for the end of the maze.
- When the group has finalised on the design of the maze, the students should trace the areas where the sticks are so that it will be easier when you, the teacher, are helping them to glue down their sticks.
- Teacher: hot glue gun or glue the edge of the ice cream sticks to create the maze.

Extension:

Encourage your students to take note of the shapes that they have incorporated into their maze. They could also present why they decided to shape their maze the way they did, to their classmates at the end of the activity.

Taken from: <https://4thgradefrolics.blogspot.com/2015/06/stem-mazes.html>

Things you will need:

- Glue (or glue gun, but for a teacher to supervise this)
- Shoe box lid
- Ice cream sticks
- Pencils
- Coloured pencils or markers
- A marble for each group

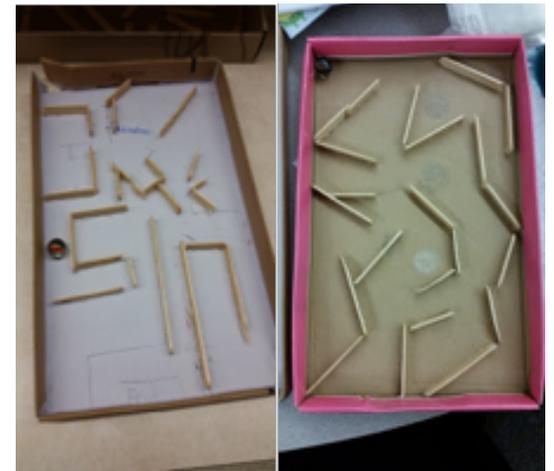




ILLUSTRATION STATION

Language/Drama

Drama is an art form that involves bringing stories to life and allowing the audience members to go on a journey with the actors through the story that's being told on stage.

In this activity, your students will now be given the chance to learn simple actor skills such as improvisation – coming up with ideas and actions on the spot. Improvisation offers opportunities for students to think on their feet and push their creative boundaries.

Inform your students that they will be going on a journey to the Illustration Station and they will have to work closely in groups for this to bring the story of *Gretel and Hansel* to life.

How to play Illustration Station:

- In this activity, the students that they are going to be in role as workers from the “Illustration Station”, a place where images for picture books are painted.
- Place the children into groups of 4 or 5.
- You can label the groups using numbers or colours. (As long as the students are aware of a sequence or order)
- Then, gather the children in a large circle, seated with their group members.
- Each group will have to work together to create a freeze frame (or tableau). They will have to carry this out using only actions, no words!
- The teacher will read out a description from the story and at the end of the description, claps.
- Upon hearing the clap, a group goes into the circle and creates a freeze frame of the description.
- When the teacher claps again the group will come out of the circle, sit down and listen to the next description.
- The teacher claps again once the new text has been read and another group stands up and creates the next piece of text.
- Encourage the children to create as much detail as possible.

Extension:

This activity could be extended by Thought Tracking the children in role as characters and asking them to speak a line of text from the character or object they are playing or to say how that character or object is feeling.

13

NO-BAKE GINGERBREAD HOUSE

Design/Recipe

Gretel and Hansel were famished after all the events that took place in their day and when they set eyes on the Witch's gingerbread house, they were filled with joy at the sight of all the candies and treats that the house was covered in. They did not wait a minute and immediately started filling their bellies with the candies. Here's your chance now to create your very own gingerbread house and design it just the way you like.

Steps:

- Fill your piping bag (or Ziplock bag) with royal icing.
- Using the serrated knife, saw off the top left and right corners of a quadruple cracker to create what will be one of the house's gables. Repeat with another quadruple cracker.
- Place one double cracker on the table and pipe icing along all four edges. Working quickly, place the house's four walls (including the two with gables, which should stand across from each other) onto the icing and pipe more icing where the crackers touch vertically.
- Pipe icing along the top edges of the house and rest the two remaining double crackers on top of it to form a roof. Allow time to dry and harden.

Once it is time to decorate, give out the candies to the students. Each student should also have an individual plastic sandwich bag of royal icing that is tied off and has a small hole poked in one corner to use as a gluing tool for the adornments.

Some candy decorating items you may want to use include:

- Candy canes
- Peppermint rounds
- Skittles, Reese's Pieces, or M&M's

Recipe from <https://www.thespruceeats.com/how-to-make-easy-gingerbread-houses-2104319>

Ingredient List:

- Two sizes of graham crackers:
 - * Double graham crackers (two rectangular crackers per piece)
 - * Quadruple graham crackers (four rectangles per piece)
- A serrated knife
- A batch of royal icing
- A cake-decorator bag or a Ziplock bag with a small hole poked in one corner
- An assortment of candy

