

ACTIVITIES PACK

THE MAGIC PORRIDGE POT / HUD Y CROCHAN UWD

By / Gan The Brothers Grimm

A New version by / Fersiwn newydd gan Alun Saunders

LITTLE RED RIDING HOOD / YR HUGAN FACH GOCH

By / Gan The Brothers Grimm

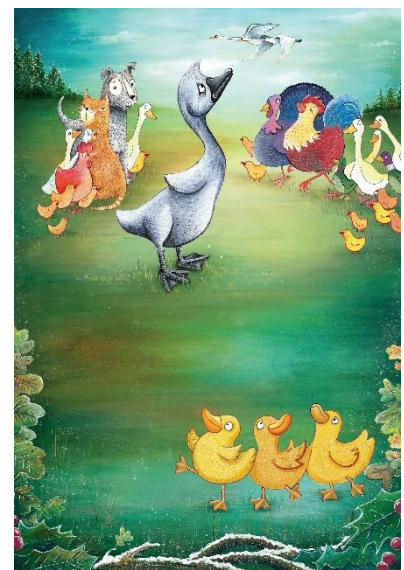
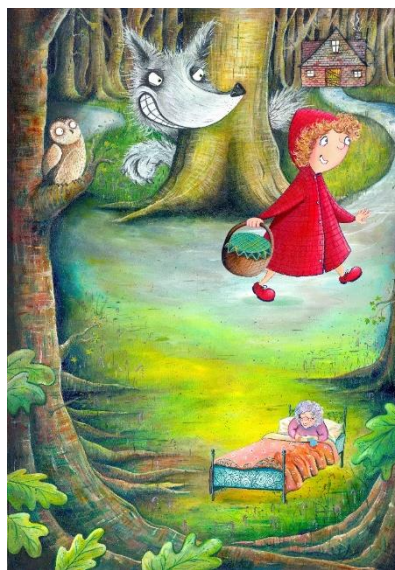
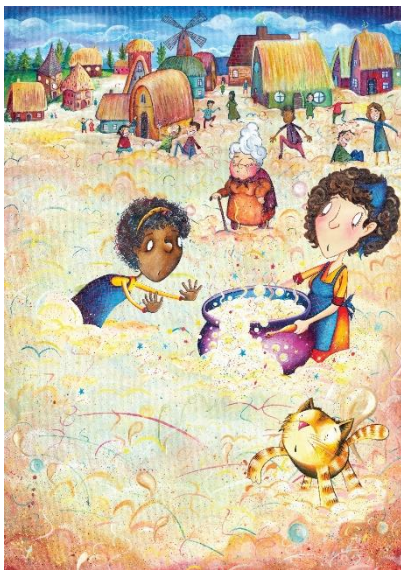
A New version / Fersiwn newydd

THE UGLY DUCKLING / YR HWYADEN FACH HYLL

By / Gan Hans Christian Andersen

Adaptation by / Addasiad gan Katherine Chandler

Welsh translation by / Cyfieithiad Cymraeg gan Mererid Hopwood



OVERVIEW

In whatever environment you are working with your children we hope that you will find this resource pack can be implemented in any order and adapted to suit your needs. We suggest that you see this pack as a guide rather than an answer book; provoking lively and engaging activities for you and your children to participate in that makes connections between theatrical experiences and the world around them. Within this resource we offer you a series of different activities that work within the framework of the national curriculum and cover a variety of subject areas. We hope that this pack's contents will provide an opportunity to support a wide range of beneficial outcomes regardless of where the learning is taking place.

STATEMENT OF LEARNING INTENT

With the changes to the curriculum in Wales we are keen to incorporate the four purposes into our work with young people, in order to best support their learning within the framework outlined by the Welsh Government.

Through the activities in this pack we hope to improve and develop children's knowledge and understanding of the world around them as well as assisting in their personal and social development.

We are seeking moments of learning that foster ambitious, capable learners who can identify learning opportunities within their everyday lives. Likewise, we hope that this pack promotes a wider and more in-depth awareness of the world around our young people, thereby, preparing them to be informed citizens of Wales and the world. By promoting the children's awareness of how to be ethical and healthy individuals, it is our hope that they will become more valued members of society.

Overall by accessing the arts and understanding its impact on themselves and their community we hope they will become enterprising and creative within their thinking. This is achieved through a series of learning opportunities, responses and teaching techniques including – but not limited to – mind mapping, oral skills, listening, literacy, music, art as well as opportunities for individual and group education and discussion.

CONCLUSION

Overall we hope that you find this pack useful in supporting the development of children, giving them the opportunity to grow their opinions and understanding. We look forward to hearing all about how you get on with the activities we have created.

We hope you enjoy this creative time with your young people!

THE STORIES

The activities in this pack were influenced by our Christmas shows from the past three years; *The Magic Porridge Pot*, *Little Red Riding Hood* and *The Ugly Duckling*. We often create our own characters based on these stories so why not try to spot what changes we have made!

Although you do not need to be overly familiar with these stories to enjoy the activities coming up, we would suggest that you see this as an opportunity to encourage you to read these stories with your children.

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Colouring sheets can be found on the final pages of this booklet. There is a *Magic Porridge Pot* waiting for its magic contents, some masks of *Little Red Riding Hood* and *The Wolf* for you to wear, as well as a hatching egg or *The Ugly Duckling*. We would love to see these coloured and decorated (The egg and duckling can be used for ‘Inside and Out’ on page 5).

Here are some ideas to make your children’s work stand out on social media:

- Use tinsel, pipe cleaners, tissue paper, crepe paper and sparkly wool as well as different textures and colours.
- You could get fabric samples from old clothes around the house?
- Or the last drops of paint from the last time you decorated?
- If it were a special seasonal picture? What colours / patterns / textures would it be made up of so we knew if it was Spring / Summer / Autumn / Winter.

And finally...

Don’t forget to share it with Sherman on social media! With the hashtag #ShermanMasterpieces



@shermantheatrecardiff



@shermantheatre



@shermantheatre

WHAT DO I LOOK LIKE?



*In the story of **The Ugly Duckling** the titular character is always worrying about how they look. They do not look like everyone else. They just want to fit in and be the same as everybody else that they see.*

This series of exercises begins to get the children to compare themselves to other creatures and people, developing their use of language for describing both similarities and differences.

1. Ask the children to look in a mirror.
2. They should think of themselves as a model. You can get them to do a catwalk pose! Perhaps they can give a name to the pose they have created? Is it face on or in profile?
3. Now encourage them to examine their face and to describe themselves;
 - ❖ What shapes do they see? *Are there any circles? Does your mouth look like a banana?*
 - ❖ What colours do they see? *Blue eyes? Brown Hair? Red nose?*
 - ❖ What lengths do they see? *Long eyebrows? Short eyelashes?*
 - ❖ What lines do they see? *By their nose? Next to their eyes?*
 - ❖ What textures do they see? *Rough? Smooth?*

N.B They could make a note of these by writing or drawing.

4. Once they have done this ask them to search for the picture of a duckling (it could be in a book, online or even the one at the back of this pack).
5. Ask them to describe the duckling the same way they described themselves before.
 - ❖ What shapes do they see?
 - ❖ What colours do they see?
 - ❖ What lengths do they see?
 - ❖ What lines do they see?
 - ❖ What textures do they see?

N.B They could make a note of these by writing or drawing.

6. Now that the children have compared themselves and the duck they should try to complete these sentences (either spoken or written):

I can see that the duckling has a _____.

I don't have one of those but it is like my _____.

7. The children should be encouraged to pick someone else to look at. This could be another member of your family, their favourite cartoon character or someone in a book. They now have two options for their choice of sentence. They should start with:

I can see that [other person's name] has a _____.

Then choose between either:

I don't have one of those but it is like my _____.

Or

I have one of those too.

Take things further:

You could add other sentences after these that ask the children about their emotional response to the similarities and differences such as:

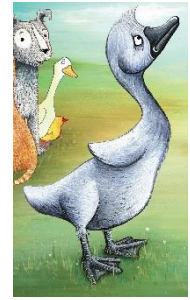
This makes me feel _____.

Most importantly the children should consider what they have in common with other people and what is different. Both of these should be celebrated.

INSIDE AND OUT

Sadly, everyone judges The Ugly Duckling from the way they look. They do not really take the time to get to know who they are beneath how they look on the outside.

This series of exercises begins to get the children to think about how we make judgements based on the way things look rather than what they actually are. We hope that this begins to address elements of their personal and social education.



Starter

1. Begin by telling the children to find things around the house (and garden) that can be opened up to reveal something inside that cannot be seen from the outside. This could be an orange / Chocolate bar wrappers etc. Give them a time limit and see how many the come back to tell you they found!
2. Next ask the children to be detectives. Using ONLY clues they can see on the outside of one of these thing they need to create what we might find inside with their bodies. What could be inside if we only have the outside clues? Let their imaginations run wild!

Main Exercise

3. Ask the children to draw a beautiful egg. They should be as adventurous as possible; encourage them to use textures, colours and patterns.
4. Now ask the children to present them like they are modelling them on a catwalk or a shopping channel on the television. Describing them in lots of detail so the whole audience can understand.
5. Once this is complete ask the children to do the same for a ducks. Don't forget to have lots of textures, colours and patterns. Make sure they model them on the catwalk!
N.B You can repeat this section as many times as you like to create a selection of Eggs and Ducks for you to complete the next section.
6. In this section the children should pick one of the eggs and ask someone else to describe the duck that they expect to find inside. Some of the questions the children might want to ask could be:
 - ❖ What do you expect the duck to look like?
 - ❖ Do you think they will be nice?
 - ❖ How does it make us feel? (Happy / Sad / Excited / Scared)
7. Now it's your turn to pick up a duck and ask the children to describe the egg it might come in. You should ask the same questions as above.
8. Now go on to repeat this for all the eggs and ducks.
9. Now ask the child to pair up the ducks with the eggs.
10. Ask the children how hard this was. Do all the ducks match up perfectly with an eggs?
Hopefully they do not and you have some spare eggs and some spare ducks.

Finally pose the question:

Is it right that we do this with people – judge them from the outside before the inside?

Allow this to be an open discussion.

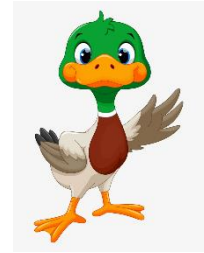
Hopefully the conclusion is that this is not a good thing.

Take things further: You could encourage the children to come up with a list of questions they could ask someone before making a decision about them. What would they need to know before they could make a decision about the inside and outside of a person?

WHAT DO DUCKS LOOK LIKE?

The Ugly Duckling is always worrying about how they look. They do not look like everyone else. This makes them quite worried. They just want to fit in and be the same as everybody else that they see.

This exercise investigates how the children see themselves, and to begin using appropriate language to allow them to describe this.



Starter

1. Firstly ask the children to tell you one feature of a duck i.e. wings.
2. Once they have named this they should create an action to go with the word that everyone else can copy back to them.
N.B. There are of course many actions associated with particular parts of the body so feel free to exhaust the possibilities. I.e. wings can flap, fly and soar, a beak can peck and bite etc.
3. Encourage them to be as imaginative as possible and they could even do some things that humans and ducks share like eyes. As the children build up a range of actions encourage them to take a journey around the house or garden to show them all off – like a duck that is a model. *You could also give them an acting choice for the reason their duck is moving – are they late? Or are there's duck enjoying the scenery?*
4. You could also film what they have done so they can watch it back. What do they see? Which bits of their bodies look different?

Main Exercise

Now that the children have ideas for their Duck stand them in front of a mirror.

1. To begin ask the children to make their faces look like a duck.
2. Once they are happy with this tell them to look at themselves in the mirror; first as themselves and then as a duck.
3. What is the best duck face they can pull?
4. If possible take photographs of each of the children making faces on your phone or an iPad. You could also ask the children to model their faces to everyone or challenge other members of your family to share their duck faces via FaceTime, WhatsApp or Skype.
5. Ask the children to finish these sentences (verbal or writing) describing their faces:

“When I am a duck my eyes are / My eyebrows are ... / My mouth is ... etc”

“When I am me my eyes are / My eyebrows are ... / My mouth is ... etc”

Take things further:

- ❖ *Ask the children to talk about the emotions of the duckling throughout the story. Are they happy, sad, angry or scared?*
- ❖ *Once they have done this you should repeat the main exercise with the mirror focusing on the emotions of the duck, and describing what they see each time.*
- ❖ *The children could also identify the things that their face does for each emotion. Return to the same questions:*
“When I am sad my eyes are / My eyebrows are ... / My mouth is ... etc”
“When I am happy my eyes are / My eyebrows are ... / My mouth is ... etc”
- ❖ *How do they know just by looking what emotion someone has on their face? How does this help us to understand them better? How can we change how we are behaving to help them?*

WHAT LOOKS LIKE SOMETHING ELSE?

In The Magic Porridge Pot, the main character (Aggie) meets a lady who we called Madame Ragana. Aggie thinks she's a witch. This is because she has a branch she mistakes for a broomstick, a robe which she thinks is a cape and a cauldron which is the Magic Porridge Pot. Madame Ragana points out that just because things look like one thing does not mean they are the same. "Well, a cloud looks like a sheep with no legs, but they're different things." She says.



The following exercises are designed to get the children to grow their understanding and knowledge of the world by considering things that look the same as others and why it might be necessary to look like something else.

1. Do the children think Madame Ragana might be a witch?
2. What makes them think that?
3. Ask them to imagine they have a magic object like a wand or broomstick.
4. What would they disguise their magical things as? *Send them off around the house to find their magic object – where is it hiding in plain sight?*
5. Now ask the children what item they use every day that might be something magical in disguise – and how would you describe its power.
6. Ask someone to mime what their object is and then ask someone else to guess the object and its magical property.
 - Is it the box that changes the pictures? *Remote control.*
 - The fuzzy stick that makes their smile sparkly? *Toothbrush.*

N.B This could be made into more of a game by the children asking investigative questions rather than just guessing what the object is. Perhaps they guess its size? Its colour? What time of day is it used? Guide them, then encourage them to ask their own questions.

7. Once they have explored and thought about these different objects ask them to cut out images from magazines, or download them from an internet search. These can then be stuck to some paper and labelled up as their “magical tools” make sure they include a description of what magic abilities their tool possesses.
8. Show the children a selection of images from the internet. What else might they be?
 - Does an orange look like a basketball?
 - A marshmallow like a pillow?
 - Coffee like liquid chocolate?
9. When might someone or something want to look like something else?
10. Chameleon / Soldiers etc
11. Ask the children to think about camouflage.
12. Encourage the children to devise their own versions of camouflage or disguises.

SCARED AND SCARY



At the end of *The Magic Porridge Pot* the characters cannot stop the Pot as its contents take over the house, then it flows down the street and covers the whole village. The villagers are really scared of the porridge.

In the following activity the children will explore being 'scared' and what their faces look like when they are scared increasing their creative development. (It is important that the children are encouraged to see the funny side of what our faces look like when we are frightened and the odd shapes they make)

- ❖ Ask the children what do they think about the villagers being scared?
- ❖ What makes them scared?
- ❖ What would they be like if they lost the ability to be scared?
- ❖ Ask the children to finish the sentence (verbally or in writing):

I think I'm scared because... / I think I'm scared when I...

- ❖ Talk to children about scary moments they may have seen in films or cartoons. Like Sully jumping out on Boo in *Monsters Inc.* or Dusty Crophopper crashing into the sea in *Planes* or all the people in *Frozen* when they realise that Elsa has magic powers. How do they make us feel? How are they scary?
- ❖ Who can make a really scared face?
- ❖ Play 'Scary Monster' game (details below).
 1. There are three characters in this game.
 2. The first is a big scary monster. Ask the children to make themselves as big and scary as they can. Stretching out their arms, legs and faces. (They are not allowed to make noise). Tell them they have to freeze like a statue.
 3. Next ask them to be a person scared by the monster. Encourage them not to hide their face. Again they are not allowed to make noise and should freeze like a statue.
 4. Explain that the only way to beat the monster is to give it a big tickle. Ask them to tickle the monster. (They are allowed to make noise and move on this action).
 5. Now shout these out in any order and see how quickly the children can jump from one character to the next.
- ❖ What is the best scared or scary face you can pull? Use mirrors to get to know your own scary face.
- ❖ If possible take photographs of each of the children making faces on your phone or an iPad. You could also ask the children to model their faces to everyone or challenge other members of your family to share their duck faces via FaceTime or Skype.
- ❖ Ask the children to finish these sentences (verbal or writing) describing their faces:

My eyes are / My eyebrows are ... / My mouth is ... etc

- ❖ Ask the children what they would do if the porridge was chasing them like it did to the villagers in *The Magic Porridge Pot*. Get them to show you this too.
- ❖ Next tell them their feet are stuck to the ground but the porridge is still coming. Now what do they do? Encourage them to make their reactions as big as possible.
- ❖ Display all the work in a 'Scary Gallery'.

HEROES AND VILLIANS – OUR HEROES

In Sherman's version of Little Red Riding Hood our hero tackles the villainous Wolf by overcoming her fears and saving her Grandmother in order to win the day.



These activities ask about heroes and how we define them.

We are hopeful this will give you opportunity to discuss stereotypes and gender roles.

Who are our heroes?

- ❖ Ask the children who their heroes are (These could be fictional and non-fictional).
 - They could write these down, a mind map could be created or images found online.
- ❖ What makes them Heroes?
- ❖ What qualities does a Hero need to make them successful?
- ❖ Ask the children to finish the sentence below (either verbally or in writing):
N.B A note should be made of what the children have said.

I think a hero needs to be... / I think a hero should have...

- ❖ Look at this list and ask the children to show (with their bodies) what a hero looks like.
- ❖ Ask them to adopt heroic poses.
 - You could take pictures of these and display them in your home as a “Hero Wall”.

To take this further: *Look again at the list and ask the children to consider if these qualities makes you think of a girl or a boy. Ask them why. Then go back to their original heroes and get them to match their heroes to their heroic qualities. Consider a variety of famous heroes who don't match the qualities but are still heroes.*

Everyday heroes?

- ❖ Discuss with the children, or ask them to write things that people do that are heroic.
 - These could be saving someone's life or helping someone across the road.
- ❖ Get them to draw a symbol that represents each of these things.
- ❖ Looking at these symbols and the list of heroic qualities ask the children to describe an everyday hero.
 - A doctor.
 - A fire officer.
 - A paramedic.
- ❖ What is it that these people do that makes them a hero?
- ❖ Encourage the children to suggest ways in which things they do each day could make them someone's hero.
- ❖ These could go on a 'How to be a hero' wall. Which the children could check each day to consider what they have done that day to make themselves a hero for someone else.
OR even create a log of their heroic achievements.

To take this further: *Ask the children to write on a piece of paper someone they know who is a hero and why. Put these in a hat and shake them up. Now pick out a slip of paper and read what it says. Ask the children to clap in response to how much they agree or disagree – the more claps someone gets the more heroic the children think they are.*

HEROES AND VILLIANS – OUR VILLIANS

This section of the pack continues to look at the ideas started on our Heroes. However focuses on the role of the villain, their characteristics and the reasons why people do bad things.



We hope that this will allow you discuss ideas morality with your children by comparing and contrasting the roles of Heroes and Villains.

Who are villains?

- ❖ Ask about villains – who are they? (These could be fictional and non-fictional).
 - They could write these down, a mind map could be created or images found online.
- ❖ What makes them a villain?
- ❖ What assets does a villain have that makes them bad?
- ❖ Ask the children to finish the sentence (either verbally or in writing):
N.B Make a note of what the children say.

I think a villain needs to be... / I think a villain should have...

- ❖ Look at this list; ask the children to show (with their bodies) what a villain looks like.
- ❖ Ask them to adopt villainous poses.
 - The photos of these could be displayed alongside the hero images.

To take this further: Look again at the list and ask the children to consider if these qualities are always outwardly obvious. Ask them why they think that and how we can protect ourselves from things we cannot always see.

Why do people do bad things?

- ❖ Ask the children to tell you some things that people do that are bad or villainous and to create a new mind map or list featuring these ideas.
- ❖ Ask the children to pick one of these bad things.
- ❖ Next get them to think of examples for when doing this bad thing may actually be good.
- ❖ Once they have decided on these they should share their thoughts with you.
- ❖ Talk to your children about why people do bad things.
 - This might require you to start small – say stealing a biscuit because you're hungry and build up to more complex ideas.
- ❖ Finally get the children to suggest why the Wolf might behave the way he does in the story of *Little Red Riding Hood*.

Heroes and Villains Concluding Exercise

- ❖ Now ask the children to consider the story of Little Red Riding Hood.
- ❖ Ask them who they think the hero is and who they think the villain is.
- ❖ Now get them to draw a picture of one of these as a Superhero or Supervillain.
- ❖ Get them to consider what elements of costume they have and what their magical Superpowers are.

SPECIAL SKILLS

In Sherman's version of The Magic Porridge Pot everyone uses their own unique set of skills to overcome the problem of the porridge taking over the village.

These activities aim to engage the children in their personal and social development by considering their individual skills and achievements as well as getting them to appreciate other peoples.

- ❖ Ask the children to show you an action that goes with the skills the villagers have?
 - Mr Tock – Kneads bread.
 - Ms Kolven – Cuts wood.
 - Dr Ordeno – Milks cows.

Now ask them:

- ❖ What special skills do they have?
- ❖ What are they really good at doing?
 - *Swimming*
 - *Running*
 - *Dancing*
 - *Horse-riding*
 - *Drawer/painting*
 - *Tight rope walking*
 - *Juggling*
 - *Fidget spinning*
- ❖ Show in a big frozen picture or statue what their special skill is (encourage the children to really stretch their bodies out and be as big as possible – so big that they could be seen from space!).
You could do the following activity in pairs with your children.
- ❖ In pairs take it in turns to mirror each other's special skill.
- ❖ Or if you are playing with several children you could stand in a circle and take it in turns to copy one another going around the circle. Finally with this someone could point at someone else at random and everyone has to do that skill.
- ❖ What other special skills do people you know have?
 - Is someone you know a chef?
 - Perhaps someone knows a mechanic?
 - Is there a doctor in the family?
- ❖ Who can think of the best special skill?
- ❖ Draw a picture of a real/imagined special skill.
- ❖ Recreate them using dressing up clothes, props (raid your wardrobes!).
- ❖ Children could take photos of each other using iPad.
- ❖ Why not use an outside space to recreate some sporting hobbies / skills?
- ❖ Write a short description of this using the phrase ***'My special skill is...'***
- ❖ Look around the room. How might you and other people combine your special skills to get a job done? The adults might specify a task that needs completing.

HOW ARE YOU HELPFUL?

*In **The Magic Porridge Pot** Aggie spends a lot of time trying to help lots of different people out. Not always successfully. Firstly she helps Nene in the baking of cake and around her house, then she works her way through the village.*

In this series of exercises we are asking the children to further consider their own personal contribution to their community. As well as providing the opportunity to develop creative skills through physical, musical, and rhythmical activities.



- ❖ Ask your children what they did today that was helpful?
- ❖ What can people do every day that might be helpful?
Such as:
 - Washing the dishes.
 - Making their bed.
- ❖ The children should write out a list of things that you do that are helpful.
- ❖ Encourage the children (either independently or with guidance) to create a series of actions that you do in a day that are helpful.
- ❖ Now help them piece together these actions like a dance – ‘**The helpful dance.**’
- ❖ Perhaps they or you could choose some music to accompany this.

- ❖ Ask your children how often they help other people out?
- ❖ How might they be able to help people out more?
- ❖ Encourage them to think of five ways they can help out more at home.
- ❖ Perhaps you could write a series of things that the children might do to be more helpful around both home and school.
- ❖ The “Helping each other” wall could become a display at home that reminds the children of all the things they can do to help others.

WHAT WOULD YOU DO IF YOU WERE “IN CHARGE” FOR THE DAY?

*In **The Magic Porridge Pot** Nene gets ill Aggie is in charge for a few days. She’s very enthusiastic about this and gets busy at being extra helpful. She is not always successful at being in charge particularly when she is trying to cook things. These exercises get the children to further develop their communication skills as well as their personal and social development.*



Get the children to imagine what they might do if they were put in charge for the day.

- ❖ What exciting things might they do?
- ❖ Would they boss everyone around or just a few people?
- ❖ Is there a particularly disgusting job they would get someone to do?

Ask your children to consider how they get people to do what you want?

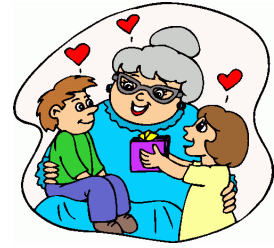
- ❖ What words do you use when you **ask** them to do something?
- ❖ What words do you use to **tell** them to do something?
- ❖ Ask them to think about the difference.
- ❖ Get them to make a list of command words.
- ❖ How do they physically show they are in charge?
- ❖ Get the children to adopt a bossy pose.

A few games to demonstrate power.

- ❖ You and your children should perform a similar game to “I went to market and I bought...” but instead they should say “If I were in charge I would...”
- ❖ The aim is to keep building on the previous person’s ideas and remember them all by repeating all those who already mentioned before you add your own.
- ❖ When someone forgets they are ‘out’ and should sit down.
- ❖ Once everyone is ‘out’ the children should write down as many of the things they can remember either altogether, as pairs or individually.
- ❖ Which was their favourite one? Do they have a top five favourite bossy things?
- ❖ How difficult was it to remember?
- ❖ Explain to them that this is how Aggie feels. She has so much to remember when she is in charge that she found it difficult to remember the order that everything should come in.
- ❖ For another bossy exercise put someone on a chair in the middle of the circle.
- ❖ They’re in charge and get to tell everyone what to do but have to say “Because I’m in charge you have to...”
- ❖ Their aim is to make other people in the circle laugh at each other.
- ❖ But if they laugh at people doing what they want then they have to swap with someone else in the circle.

CALLING ON GRANDMA

In Sherman's Little Red Riding Hood, she does not seem to have much in common with Grandma to start with – but by the end of the story perhaps she does.



These activities ask the children to think about things they share with their relatives, which are not always obvious.

What does Grandma look like?

- ❖ Tell the children to imagine they only have one gesture to show you an old person.
 - Putting their hand behind their ear / holding their back / wearing glasses.
- ❖ Now ask them to move like an old person but they can only show you they are old by the way they walk.
 - They might shuffle / take shorter steps / pause every so often.
- ❖ Now get the children to put both the gesture and the movement together.
- ❖ You could get them to walk around the room as normal and then shout “Be Grandma” and watch them age up.

You could also add in the other characters we have created throughout this pack.

Take this further: *Ask the children to slowly transform into Grandma from themselves. Talk to them about which bits of their body hurt when they are Grandma and how difficult that might make things for them. Get them to think about jobs we can do to help old people avoid hurting these areas more.*

We know that Little Red takes a basket to Grandma. We also talked about what she might receive in return for her delivery but what else do Grandparents give us?

- ❖ Get the children to think about a Grandparent, Parent, family member or someone they know who's older than them.
- ❖ What do they have in common with them?
 - Hair Colour / Eye Colour / Gender.
- ❖ Ask the children to stand up and show off the thing about them that is shared with their older person.
 - This should be done with a grand gesture – the more over the top the better.
- ❖ Is there anything else we share with other members of our family that people might not be able to see?
 - Favourite Colour / Favourite Food / Hobbies
- ❖ What do we have that's different from them?
- ❖ Ask the children to stand up and show off one thing about them that is different between them and their older person.
 - As before this should be a grand gesture – the more over the top the better.
- ❖ Ask the children to walk across the room like they are a model on a catwalk. When they reach the end of the catwalk they are going to pose in either “Same” or “Different” – depending on which you call out.

The other children should act as an audience with whooping, cheers and clapping.

RUNNING ERRANDS 1

Grandma creates a world where Little Red has to run her an errand. This responsibility makes Little Red feel very important but it is also quite scary (even though we know that Grandma is keeping an eye on her the whole time!)



These activities are intended to get the children thinking about their own independence and how they take responsibility within the world.

As context to this section you may want to introduce the children to the Japanese television show *Hajimete no Otsukai* (pronounced Haj-e-met-e Naw Ots-skry) or *My First Errand*. It features the Japanese tradition of sending children as young as two or three on independent tasks for their family – such as a short shopping trip. Much like Little Red in our story adults are never too far away to look after them if they need too.

- ❖ Ask the children to think of jobs, tasks or errands that you and your family do on a regular basis.
- ❖ These could be around the house or in the wider world.
 - Washing the dishes.
 - Walking the dog.
 - Going shopping.
- ❖ Ask the children to identify which jobs they need adults to help with and which they can do alone.
- ❖ Encourage the children to write a step by step guide to completing one of the tasks they have listed (preferably one that needs an adult to support them to complete it) – ask them to imagine it is for someone who's never done it before. Explain to them that the more details there are the more helpful it will be.
N.B Make sure they include any points where they have to ask an adult to help.
- ❖ Next the children should think about how they would feel if they had to do these jobs on their own without the help of an adult. Would they be:
 - Scared? / Excited?
 - Could they do it alone and would they still want to?
 - How brave would you need to be?
- ❖ Ask them to think about what challenges they might face on their errand?
- ❖ Now they have done this ask them if they would like to modify any of their instructions to help them or their family complete the task without an adult.

Take this further: Ask the children to think about how an adult might feel giving a job to another person. What makes an adult trust someone? They could make a guide to being trustworthy.

- ❖ Finally encourage the children to think of ways they can help other people, what jobs or tasks might they be able to do?
- ❖ Perhaps you could write a series of things that the children might do to be more helpful around their home, or around their nursery or school.
- ❖ The “Helping each other” wall could become a display that reminds the children of all the things they can do to help others.

RUNNING ERRANDS 2



During Little Red Riding Hood’s errand she carries a picnic basket. Within which there are lots of yummy things that are perfect for Grandma – and also the Wolf!

These activities are intended to get the children using numeracy skills to develop their own independence through practical examples.

- ❖ Start by seeing what the children think Little Red has in her basket. Encourage them to be as imaginative as possible.
 - Why do they think she has these things?
- ❖ Ask the children to think about what they would like to put in their own basket – but not to tell anyone.
- ❖ In order to find out what the children would put in their own baskets why not play a game called “When I went to Grandma’s in my basket I had...”, but the objects they put in their basket have to be in alphabetical order.
 - For example:
 - “When I went to Grandma’s in my basket I had a packet of apples.”
 - “When I went to Grandma’s in my basket I had a packet of apples and biscuits.”
 - “When I went to Grandma’s in my basket I had a packet of apples, biscuits and coal.”
 - Taking it in turns to add to the list as it goes on.
- ❖ This can go on until you have all contributed or until you decide that if they miss something then they are no longer in the game.
- ❖ Now ask the children to consider what they could take that would be a treat for Grandma?
 - Medicine
 - Mobile Phone
 - Newspaper
- ❖ Ask the children to tell you why they would choose to take those things.
- ❖ Here are a list of example things that might be in the basket.
- ❖ How much would all of these cost? What amount of change would you receive if you paid for these with £20?
- ❖ Encourage your children to find out how much the contents of their basket would cost.

Things to buy:	
Milk	£0.83
Eggs	£1.75
Bread	£1.45
Apples	£1.68
Cake	£1.35
Flowers	£3.50
Chocolate	£1.79
Sweets	£2.09

Take this further: *In return for the basket what does Grandma give Little Red? Is it money? Gifts? Or something else?*

THINKING OF OTHERS – 1

People are not very pleasant to The Ugly Duckling who is trying to work out who they are in the world.

These exercises are designed to allow your children to begin considering how they treat other people within their personal and social development.

Starter

The story begins with the other duckling's looking at The Ugly Duckling and saying:

"You look strange."

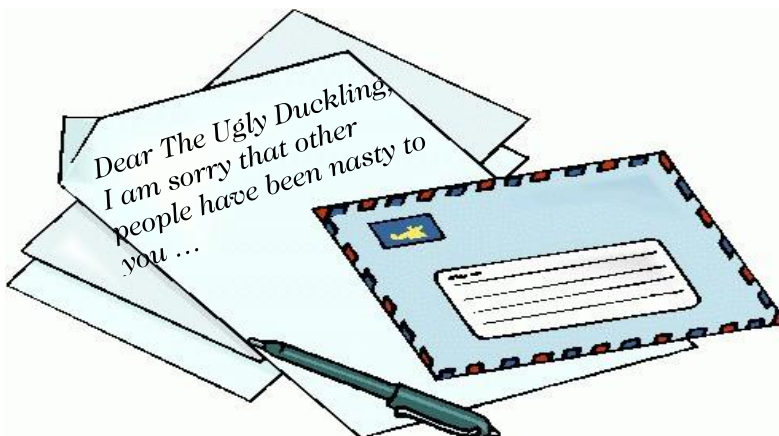
"I've never seen a duckling as ugly as you."

"Nobody wants to be your friend"

1. Firstly gather the children in the middle of the room. Tell them one wall is "Nice" and the other is "Nasty" and the space in between is a scale between the two. Look at the phrases above and ask the children to rate the phrases. The nastier they are the closer they stand to that wall and the nicer they are the closer they stand to that wall.

Main Exercise

2. Following on from this ask them to think about how The Ugly Duckling might feel when people say these things. Get the children to write these on a shared piece of paper or on the white board so it is covered in lots of different emotions – they could also draw a face as their response.
3. The following two questions could be done by writing, creating a mind map or drawing but alternatively the children could show you in a facial expression or gesture that everyone else can copy back.
 - I. What kind of things do the children do when they are sad to make themselves feel better?
 - II. Then what things do the children do for their friends to make them feel better when they are sad? *N.B This could be done as pair work so that the children do the actions to one another to demonstrate to their peers.*
4. Following on from this what could the children do for The Ugly Duckling to make them feel better? This time make a mind map of ideas.
5. Finally the children should write a letter or record a video to the Ugly Duckling to make them feel better.



THINKING OF OTHERS – 2

It is not just the other ducks who make The Ugly Duckling upset. They often wonder “What if there’s a place for me in the colourful, wonderful wide world?” But is told by the people they meet; “There is no place for you here.”

Following on from the previous exercises these activities aim to support the children in their personal and social interactions.

Throughout these activities we have encouraged a lot of discussion. Any notes that need to be taken should be done in a way that best reflects the way this dialogue i.e. linear, mind map, post it notes, lists.

Starter

1. Create a large mind map with the children which features their responses to what they can do or say to be nice to one another. This could be as simple as saying “Please” or “Thank you”.
2. Consider with the children how to define being nice. Following on from the above question you could base these discussions around the following questions:
 - ❖ What things do people do to us that are / are not nice?
 - ❖ What things do we do to other people that are / are not nice?
 - ❖ What other words or phrases might we use instead of ‘nice’?

Main Exercise

3. Now that you have gathered all this information on being nice, suggest that they write a series of rules to follow to make sure that they are always being nice and considerate to others. i.e holding a door open or helping someone carry something.
4. Who can we go to for help when people aren’t being nice to us?
Consider locations such as:
 - ❖ In school
 - ❖ At home
 - ❖ In public
5. Similarly ask the children who The Ugly Duckling could go to for help when people are not being nice to them?
6. The children should consider how they feel when someone is not nice to them? They could show this with one of the following:
 - ❖ A facial expression.
 - ❖ An emoji.
7. The children should reflect on how other people might feel if they were not nice to them. What can we say to people when we’ve upset them?

Take things further:

Talk to the children about forgiveness. When someone who has upset us but apologises what should we do?

Finally ask the children what thing they will try to do today to make themselves and someone else feel positive.

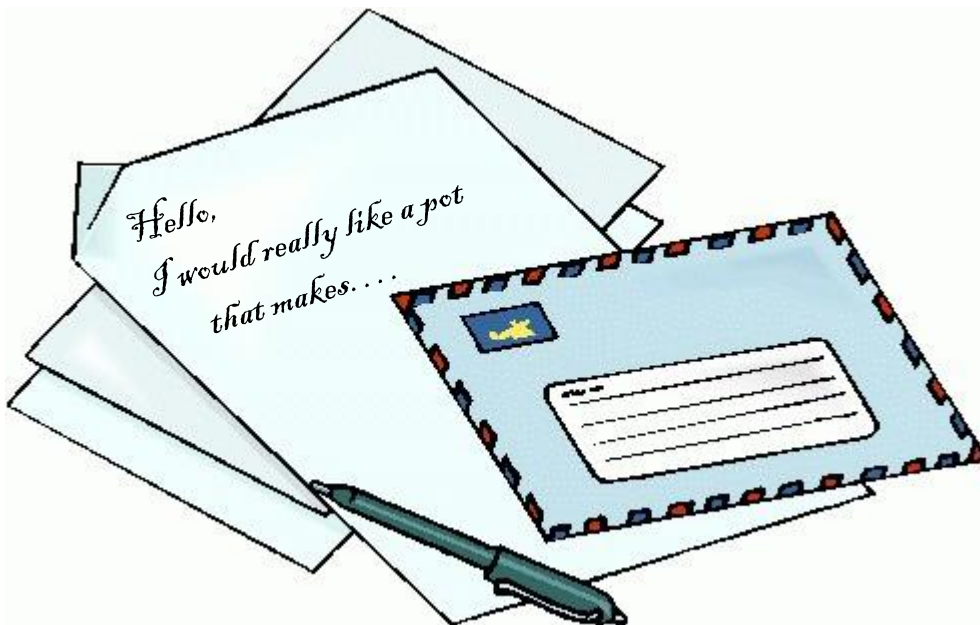
WHAT DO YOU WANT IN YOUR POT?

*In **The Magic Porridge Pot** when everyone is hungry they ask the pot to make them the most wonderful porridge.*

This exercise is designed to engage the children's imagination and get them to think of the world outside of the play and how it might connect with their lives. It also develops language, literacy and communication through their letter writing skills.

Ask the children:

- ❖ What do you think the porridge tastes like?
 - Is it chocolate?
 - Is it jelly?
 - Or is it something even MORE yummy?
- ❖ What kind of things would the children want in their own porridge pot?
- ❖ Remind them or tell them that the contents of the pot are shared with the whole village.
- ❖ Who might they share the content of their pot with?
- ❖ What kind of things would they **not** want in their pot?
- ❖ Ask the children to write a letter asking for a pot for themselves.



MAKING YOUR OWN SPELL

During the story of *The Magic Porridge Pot* a special rhythm is said to the porridge pot to make it magically produce hot oats and to make it stop. It is just like casting a magic spell.



This series of exercises is designed to allow the children to work on development of their creativity through musical and rhythm activity.

“Cook, little pot, cook... Cook, little pot, cook...”

- ❖ Use YouTube or other online video services to show the children chants that people use in everyday life such as at sporting events, festivals and religious ceremonies.

Ask the children:

- ❖ Why is it being performed?
- ❖ Who else uses rhymes, rhythms and chants?
- ❖ Why do the characters in *The Magic Porridge Pot* use a rhythm?
- ❖ Encourage the children to come up with their own versions of the magical chant based on what they wanted in their own pots.
- ❖ i.e “*Drive, little pot, drive... Drive, little pot, drive...*” for a car.

Or perhaps

“Splash, little pot, splish... Splash, little pot, splish...” for a swimming pool.

- ❖ These could be accompanied by a clapped or tapped beat like in *Magic Porridge Pot*.
- ❖ This could be built up to include instruments.
- ❖ Why not ask the children to make their own instruments from things they can find at home?
- ❖ An empty box makes a great drum, an empty bottle could be blown across. Or use a combination of these. Let the children’s imaginations run wild.

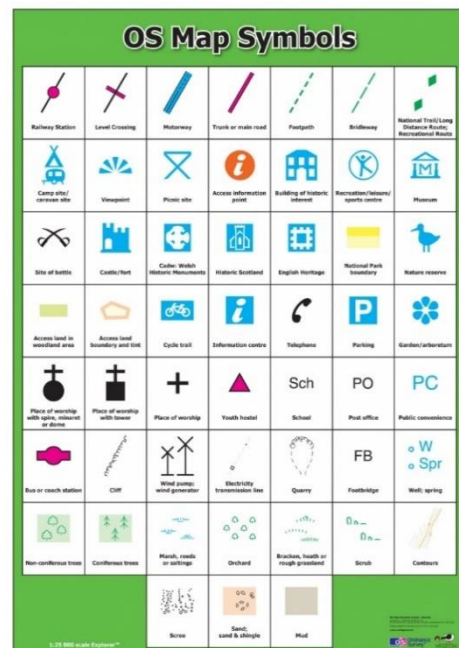
WHAT IS IN THE VILLAGE?

*The characters in **The Magic Porridge Pot** live in a village, it is in the middle of an enormous forest. It isn't too big. Nor too small. It fits perfectly into a circle-shaped clearing in the trees. The houses are small, cosy shacks. Filled with all sorts of 'things'. Colourful pebbles, weirdly-shaped sticks trinkets and souvenirs from all over the village.*



These exercises are designed to help the children begin to develop with wider knowledge of the world through application of geography skills based on their understanding of an imagined world.

- ❖ Discuss with the children who might live in the village.
- ❖ We know about:
 - Mr Tock – The Baker / Ms Kolven – The Woodcutter / Dr Ordeno – The Farmer.
- ❖ But who else might live there?
- ❖ What sort of buildings might they live in?
- ❖ For the purposes of this exercise let us imagine that the doctor lives at the hospital, the priest lives at the church etc.
- ❖ Get the children to decide which of the buildings they would like to work with.
- ❖ Next encourage them to physically make the house with people acting as doors, windows etc. Encourage them to make their building personal to the person who lives there.
- ❖ When you are happy they have created a range of houses ask them to arrange themselves as a physical version of the village.
- ❖ A picture of this could be taken on an iPad / camera.
- ❖ Ask the children to think of a symbol that represents their building. (You could show them Ordnance Survey maps as reference).
- ❖ Next ask them to draw this in giant form on some paper.
 - Is the colour of their symbol important too?
- ❖ These symbols can then be laid out to represent the picture you took previously.
- ❖ Ask the children what is missing from their map?
 - Roads
 - Railways
 - Rivers
 - Parks
- ❖ Ask them to create more symbols for these so that they create a giant map.
- ❖ Once this is completed ask the children how their own map might this help someone visiting the village?



OUR JOURNEY



Plays often include journeys. For instance Little Red Riding Hood's journey to her Grandma's house takes her from her home, through her village and out into the woods, all the way to Grandma's house. The Wolf tells her to be observant and she starts to take in the world around her – it fascinates her.

These activities are intended to get the children thinking about the environment and the natural world around them – as well as its potential dangers to them – whilst building on their creative writing skills.

- ❖ Ask the children to describe a journey they do regularly (such as to school or the shops) ask them to include time of departure, arrival and total journey length.
 - This should start from the moment they leave the front door.
 - Encourage them to include directions these could be as half turn, quarter turn or left and rights.
- ❖ What do you see as you take your journey?
 - Their response could be written / drawn as a storyboard or cartoon / spoken aloud.
 - Ask them to be as detailed as possible.
 - What things are there for you to see? Notable landmarks – buildings / trees etc.

Take this further: *Once they have done this to really get the children developing their literacy and language skills split the children into pairs.*

- ❖ *The children can play the game "Colour it"*
 - *"Colour it" works like this:*
 - *In the pair there is a storyteller and a listener. When they feel like it the listener says 'colour it!' and the storyteller has to go into more detail about the thing they've just mentioned.*
 - *Such as: "One day a little boy woke up and looked out of his window..."*
 - *"Colour it!"*
 - *"The window was old and rotten and the glass was cracked. He looked out and saw his garden." Etc.*
 - *Once the journey has been told the pairs should swap over so that everyone has a go at colouring a story.*
 - *Depending on time you may want to set a limit on the number of times "Colour it!" can be said.*
- ❖ Now they children have worked on their descriptions ask them to draw a map of the journey so that someone else might be able to follow their route.

As we have already mentioned Little Red has to pass through the forest to get to the end of her journey. This is where she meets the dangerous Wolf.

- ❖ Ask the children to consider what dangers they may face on their journey.
 - Do they cross a busy road? Is there a river or railway line they need to negotiate?
 - How might they protect themselves from this danger?
- ❖ Introduce the children to a variety of warning signs they might see on a daily basis. Like those found on electricity substations or on cleaning fluids.
- ❖ Ask the children to draw warning signs to let other people know about the potential dangers that they face on their walk.

WHERE WE LIVE

The Ugly Duckling moves around a lot during their adventures, finally returning to their home when they feel right in the world.

This exercise asks the children to talk about their own home and make decisions about imagined locations, as well as comparing and contrasting these two environments.



Starter

1. Firstly ask what the word 'House' means to the children.
 - ❖ This could be presented as a list, a mind map or by asking them to write one word on a post-it note before sticking it on the wall – perhaps within a house outline.
2. Now ask the children if they know what the name for the place where a bird lives.

Take things further:

You could introduce the following definitions.

House: a building for humans to live in, consisting of a ground floor and upper storeys.

Nest: a structure made or chosen by a bird for laying eggs and sheltering its young.

Main Exercise

You may want to allocate one of the below locations at a time to a child, and work through them or if you are working with several children they could take one each. Their responses can be shared orally, written or drawn.

3. Begin by asking the children about their house?

Ask them to focus on colours, shapes and materials.

 - ❖ How many doors? // How many windows? // How many rooms? // What are these rooms named? // Describe where your house is.
4. Now encourage the children to imagine The Ugly Duckling's house.

Once again ask them to focus on colours, shapes and materials.

 - ❖ How many doors? // How many windows? // How many rooms? // What are these rooms named? // Describe where the house is.
5. Lastly compare and contrast elements of the work. We suggest you pair up the children (if possible). Challenge them to identify the following from their previous discussions:
 - ❖ What are the differences between a human house and The Ugly Duckling's house?
 - ❖ What are the similarities between a human house and The Ugly Duckling's house?

Highlight the differences and similarities in two colours to visually illustrate them.

Finally ask the children to describe what they see from either their own bedroom window or The Ugly Duckling's bedroom window?

We suggest that you use the 'Colour it' exercise to improve the children's use of language..

One person begins to describe the location. Whenever a listener wants more details they say 'Colour it!' and the describer has to go into more detail.

It might go something like this:

When I look out of my window

'Colour it!'

The window is brown and has a gold handle. I can see a pond...

Take things further:

Finally use google earth to compare and contrast the environments around where the children and The Ugly Duckling live. What can the children see? Encourage them to focus on environmental factors i.e Trees / Lampposts / Green spaces / Roads. Returning always to the comparing and contrasting language introduced above.

WHERE ARE WE?

Little Red Riding Hood's Journey to her Grandma's house takes her through the forest. It is full of beautiful trees, plants and animals. It is sometimes dark and sometimes light. Sometimes loud and sometimes very quiet. But it is never boring.



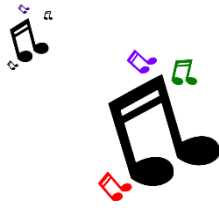
These activities are intended to get the children thinking about the environment and the natural world around them.

- ❖ What's in a forest?
- ❖ Initially ask the children what they think might be found in a forest. *This can be quite broad themed to start with i.e. Plants and animals etc.*
- ❖ Now divide up the ideas they have discussed into research areas.
 - We suggest:
 - Birds
 - Mammals
 - Insects
 - Fish
 - Reptiles
 - Trees
 - Flowers

We are sure that your children will think of more!

- ❖ Ask them to produce mood boards of images of these things using a simple Google search, PowerPoint or Pinterest board.
- ❖ They should prepare this for presentation back to you so should know what their photos are of.
- ❖ Ask them to present this to you describing textures, habitat and global locations of these forest elements.
- ❖ Once these presentations are complete ask your children to pick some of their favourite elements that they have seen in the research that they think might be part of the forest that Red Riding Hood travels through.
- ❖ Now they are armed with this information the children can create their own forest in the following ways.
 - ❖ As a picture
 - In collage form cutting the preselected images up and creating a giant mood board.
 - ❖ As a sound
 - Ask the children to think of the sounds that are present in the forest. Are they loud or quiet? Fast or slow? Can they make the sounds themselves? Get them to build a sound montage that is called "The Forest" this could be recorded on an I-pad or phone.
 - ❖ As a live image
 - Finally get the children to be the forest. They should be one of the elements that they researched. Using their bodies in different ways they should create a live picture. They could add the sound back into this as a live element too.

EMOTIONAL MUSIC



Music features very strongly in all of Sherman Theatre's productions. It complements the action and helps set the mood of the scenes and locations.

These activities first appeared in the activity pack relating to Little Red Riding Hood. They will get children to think about how music connects to our emotions and how this can be used to generate movement.

Character Emotions

1. Firstly ask the children to think about the journey Little Red Riding Hood goes on.
2. Encourage them to talk about the environments through which Little Red goes as well as the people she meets – the street, the wood, the wolf, her grandma etc.
3. Ask them to assign an emotion to each environment and person.
 - How does she feel once she's in the forest?
 - What does she feel when she meets the Wolf?

You could also compare these emotions; what is the difference between how someone feels in the street and the woods for instance.
4. Encourage them to pull faces that represent the emotions they have discussed.
5. Use mirrors or by taking photographs of their faces using iPads ask the children to finish these sentences (verbal or writing) describing what they see in their faces:

My eyes are / My eyebrows are ... / My mouth is ... etc

To take this further: You could ask the children to show you how fast their heart might be beating if they were feeling that emotion by clapping out the rhythm. Or if they feel their emotion in a particular part of their body; perhaps in their stomach or chest.

Setting the journey to music (This section requires more space)

1. Get the children to stand in a space in the room.
2. Next ask them to pull their emotional face when they see the Wolf.
3. Tell them to let their face effect their whole body.
 - What are their arms doing?
 - What are their legs doing?

If you think they have not quite embodied it in a particular way then ask them to make it bigger or inflate it like a balloon.
4. Encourage them to be as big as possible with their choices.
5. Ask the children to move around the room whilst maintaining their emotional state.

You could also try this out with different characters.
6. Now choose a piece (or pieces) of music with tempo and mood changes that match this – such as *Peter and the Wolf* by Sergei Prokofiev or the overture to a Musical or Opera. You should avoid songs with lyrics.
7. Explain to the children that the music you are about to play is someone's journey. Ask the children to move around the room and change their movement and emotion depending on the music.
8. You could pause this a various points and ask them how they feel or describe where they are.

To take this further: You could ask the children once the exercise is complete to draw or write about the journey their character went on and the experiences they had.

SOUNDS OF THE RIVER

The Ugly Duckling lives by a river that makes noises like “Splish”, “Splash” and “Splosh”. It is noisy, vibrant and busy place. But it is also some animal’s homes.

These exercises begin to look at the river, its features and the sounds that are associated with them (as well as including some basic composition moments).

Starter

1. Begin this series of tasks by encouraging the children to describe the features that make up a river. This could be done by sitting in a circle and doing a gesture that symbolises their element i.e. Water // Banks // Fish // Rocks // Waterfalls.
2. Once you have been all the way around the circle do a second pass round with the children describing the river using only noises – encourage the children to be adventurous with their sounds. They should not at this stage say what their sound represents.
3. Now give each child a post-it note and get them to listen to each other again. Each time they hear a new sound they should write on the post it what they think it is before sticking it on the wall, then repeating this process. How can we tell what the sound represents? Is it volume / pitch / tempo?

Show the children the following video links:

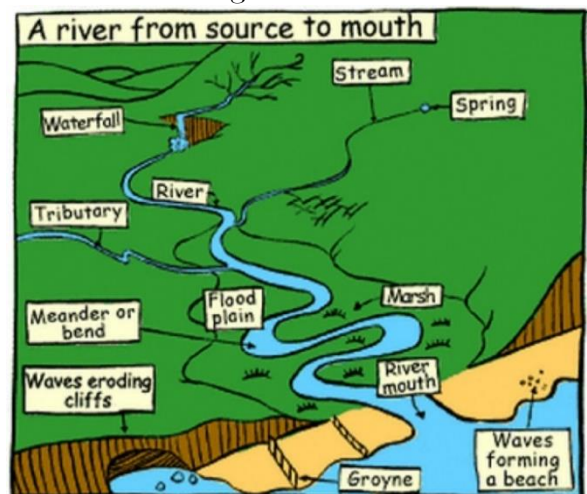
<https://www.youtube.com/watch?v=29qaN0M0o0s>

<https://www.youtube.com/watch?v=saa98l0yDYQ>

Talk to the children about how different body parts, actions, singing and instruments can be used to make a collage of sounds.

Main Exercise

4. What can they see and hear in the videos? They should copy some of them and experiment with their favourites from the videos.
5. Give the children some of the following and ask them to experiment with the noises they make:
Plastic bags // Tea spoons // Pans // Tin Cans // Milk Bottles.
6. Using the image below as inspiration (or one of your own creation) use the materials to compose a series of sounds that are representative of the following elements of the river.
7. Once you have these sounds suggest to the children about what order they should be in. Follow their ideas to experiment with different compositions that form “The River”. These variations could be recorded for listening back later and discussing which were effective and why.
8. How does it change when you order it differently? Stress to the children the need to link the elements together seamlessly so that the river “flows” from one sound to the next? Discuss how volume, tempo and pitch can help with this.



SOUNDS LIKE DANGER

Little Red Riding Hood's story includes her encounter with the Wolf. He is a fearsome and scary creature, and quite unpredictable.



These activities get the children thinking about the effect that sounds can have on them and how it applies to their real world experiences.

- ❖ Start by discussing the sounds that we hear in our day to day lives that tell us something is dangerous. Encourage the children to be as imaginative as possible.
 - A fire bell / Police Siren / A car horn / A shout / A scream

Introduce to the children that they will be looking at how we know the Wolf is dangerous just from the sounds it makes.

At this stage the children should be encouraged to make no noise.

- ❖ Firstly we need to start by asking what the Wolf looks like.
 - Ask the children to pull a face that represents the Wolf.
 - Stress to them to make it as big and scary as possible.
- ❖ Now ask them to show how they might demonstrate a wolf with just their hands.
 - Again make sure they know to be as big and scary as possible.
- ❖ Finally get the children to do both at the same time.
- ❖ Now ask the children to consider what a wolf sounds like.
 - In order to get them to move beyond howling and growling suggest they think about how it moves.
 - Do claws make noise? / Does fur make noise?

To take this further: You could encourage the children to explore how different materials make noise when connecting with each other by giving them sample to experiment with.

- ❖ When does the Wolf want to make noise and when is silence important?
 - Firstly ask the children about why they might need to be quiet or loud?
 - Ask them to consider what situations might need the Wolf to be loud?
 - Now ask them which situations might need the Wolf to be quiet?

To take this further: You could ask the children how fast the Wolf's heart might be beating or how noisily they are breathing during this activity.

- ❖ Finally ask the children to combine their gestures and their noises.
 - You could ask them to creep around the room as the Wolf and call out various situations they have discussed for their movement ie. "Stalking your prey" They might creep and try to make as little noise as possible. "Scaring someone" They might make themselves as big and as noisy as possible.

Take this further: You could take each different noise and record them on an iPad (or find some pre-existing ones online). Next get the children to watch the animals making noise, then close their eyes and listen to the noises. Get them to talk about which is scarier – seeing or hearing – and why they think that might be the case.

DANGER! WATER

The Ugly Duckling’s body, webbed toes and powerful legs make it ideal for floating and swimming. But human beings need to practice to be just as good as The Ugly Duckling. We need to be prepared for swimming and any event involving water because it can be dangerous if we do not respect it.

The following exercises are intended to get your children talking and thinking about water safety.

Starter

1. Start by asking the children to identify where they might come into contact with water in their lives. This could be as basic as a bath or shower and right up to crossing a river on the way to school.

Main Exercise

2. Now ask if the children can tell you things about the water that are dangerous: Waves / Currents / Depth / Open / Animals / Plants / Obstacles; they should think about the things which we can and cannot see.
You should write these on a piece of paper (or post it notes on the wall), perhaps in the form of a mind map you can continue to add to throughout your learning in this area.
3. Get the children to choose between “hard” or “easy” as ways to see these dangers. Consider if we have to search for them or are they clear to us? You could again choose one wall to be “Hard” and one “Easy” and the space between as a scale for the children to choose from.
4. Are there any way to identify these dangers? Water movement / Bubbles etc.
5. Ask the children if they know who is there to look after them at a swimming pool, beach or anywhere they interact with water? Parents / Teachers / Lifeguards / RNLI
6. How do they identify these individuals?
Ask the children to talk about the colours that are present when looking for these people – generally these are red and yellow or combinations of these colours.
7. Finally the children should create rules that might help keep them safe.
These rules should be put on a poster designed by the children to demonstrate these.
The posters could include:

- ❖ Dangers of the water.
- ❖ How dangers can be identified.
- ❖ Who can help?

They could also include the flag colours to the right:

Take things further:

Information can be found by following the web links below to help you and your children in gaining a wider understanding about their water safety:

RNLI –

www.respectthewater.com/floating-facts/

Royal Life Saving Society

www.rlss.org.uk/the-water-safety-code

The Royal Society for the Prevention of Accidents

www.rosopa.com/leisure-safety/water/advice/children-young-people

Welsh Water

onelastbreath.wales/



DANGER
No swimming



Lifeguard
on duty



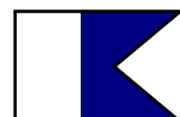
CAUTION
Seek advice



Surfing area
No swimming



Safe to swim



Diving in
progress

LIFE CYCLES

Throughout the story of *The Ugly Duckling* we see the characters in different seasons of the year, from Spring all the way through to Winter.

These exercises will help your children to begin thinking about the seasons and life cycles found in nature.



Starter

1. Firstly see if the children can name the seasons.
2. Once you have done this talk to the children about what happens during each season. Encourage the children to create actions that show you how it might look as part of their daily routine. i.e Spring as waking up, Summer as playing, Autumn as going home and Winter as sleeping. Place an emphasis on making their actions as big as possible.

Take things further:

Get the children to do this around the room or call them out in any order for them to perform the action. You could challenge them to be as slow or as fast as possible. You could add music to this activity and encourage the children to see how that changes the way they perform i.e. does it slow them down or get quicker.

Main Exercise

3. Give the children old magazines and ask them to cut out images, icons and colours that help to identify the characteristics of the seasons. These should then be stuck onto a larger piece of paper or card to create a season collage. The following questions could be considered when doing this:
 - ❖ What are the temperatures like? Encourage them to say what it's like i.e. a warm bath.
 - ❖ What would they wear at that time of year?
 - ❖ What kind of weather do they have?
 - ❖ What colours are there in the season?
 - ❖ What does the season make them feel like?
4. Get the children to share their mood board collages, encouraging them to point out the major similarities and differences between the seasons.

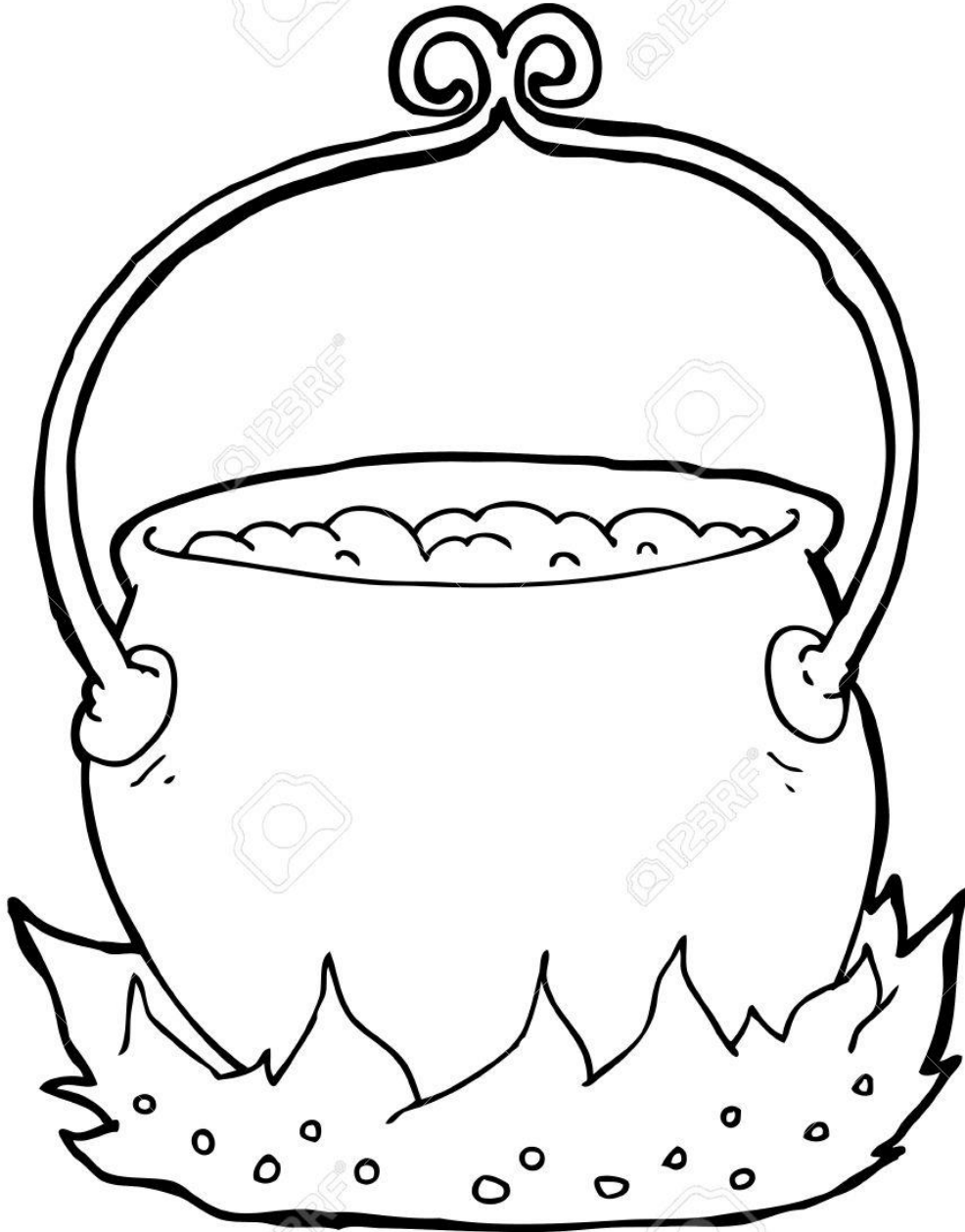
Life Cycle of a Leaf

5. Now give the children a piece of paper and ask them to fold it into four, labelling each section with one of the follow titles:
 - i) Birth
 - ii) Growing up
 - iii) Growing old
 - iv) Death
 - ❖ Describe to the children the 'birth' of a leaf. It begins in the Spring. The tree pushes out the new leaf buds (which are like little eggs) along the branches. They should draw what they think this looks like in their 'Birth' square.
 - ❖ Next explain 'Growing up'. At this stage the tree delivers food from the soil, through its roots, to the leaves so that they can make more of the food for the tree. The leaves get bigger and bigger. Once again the children should draw this in the box.
 - ❖ Now we move on to 'Growing old'. In autumn the daylight gets less so the leaves stop making food. The leaves grow weaker and turn into lots of colours, like red, yellow, purple, and finally to brown. The children should draw this in the next box.
 - ❖ Finally we reach 'Death' when the leaf will fall from the tree. The leaf begins to rot down into the soil. This provides nutrients for the next generation of leaves. The children's version of this should occupy the final box on their sheet.

Join the pictures together with arrows to show the cycle at work and use them to form a display about the life cycle of a leaf.

COLOURING IN 1

In The Magic Porridge Pot Aggie uses her pot to make wonderful porridge. What do you think your magical porridge would look like? Draw your own porridge spilling out of the pot below to show us. Why not add lots of colour, different materials or even some glitter to make it really magical?

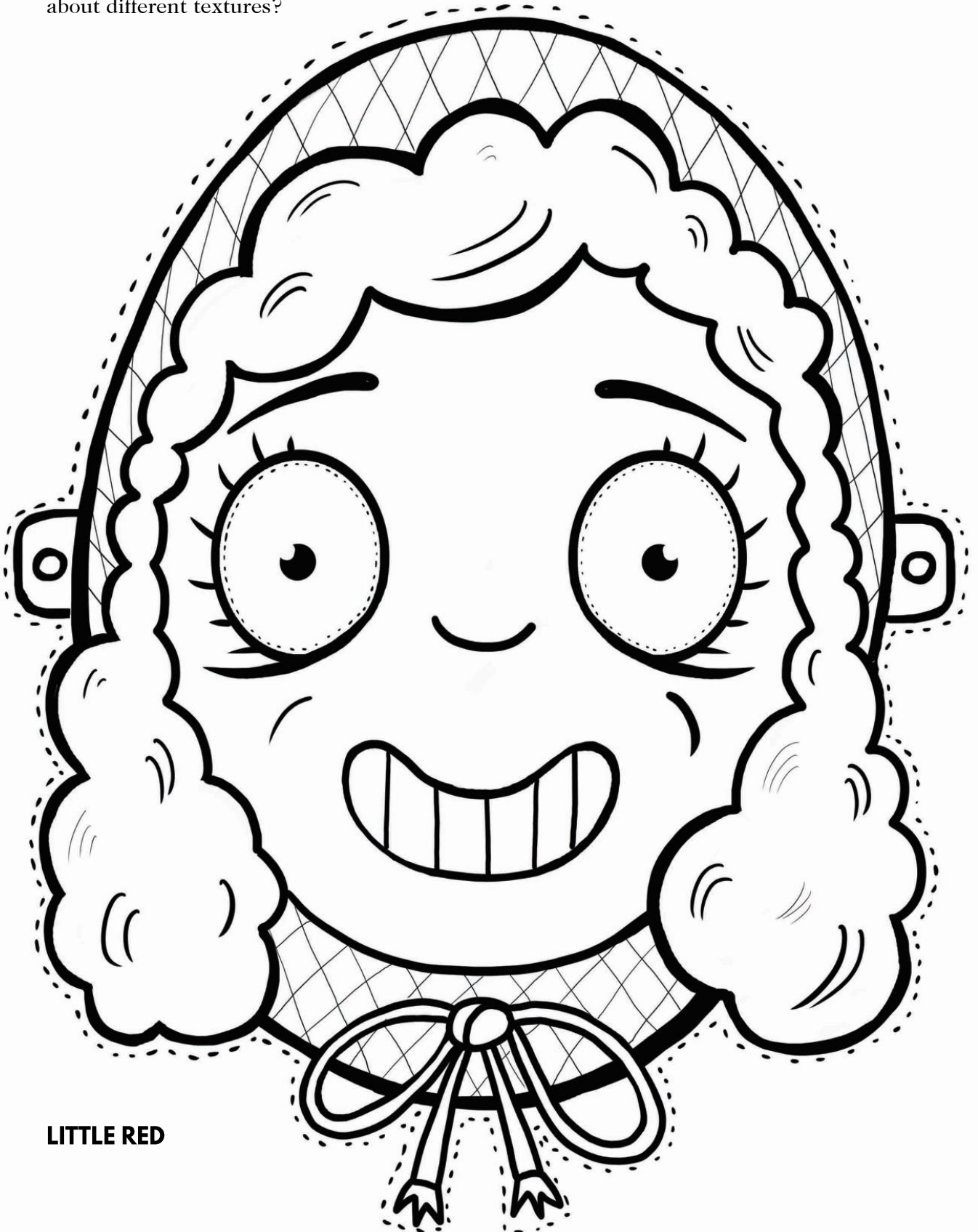


List four of the amazing ingredients in your porridge to help others try to make it.

1. _____
2. _____
3. _____
4. _____

COLOURING IN 2 - MASKS

Below you can find masks of *Little Red* or *The Wolf* we would love to see these coloured and decorated. You can even cut their eyes out so you can see through them. Why not think about different textures?



LITTLE RED



THE WOLF

COLOURING IN 3 - EGGSHELLENT OUTLINES

Below you can find outlines of *The Egg* and *The Ugly Duckling* we would love to see these coloured and decorated. Why not think about different textures?

