

Teacher Resources Pack

The Paper Dolls



*A Polka Theatre and Little Angel Theatre
co-production*

Directed and Adapted by **Peter Glanville**

POLKA

LA
Little
Angel
Theatre

Dear Teacher/Parent/Carer

We are so pleased that you came to visit us at Polka Theatre for **The Paper Dolls**. We hope you enjoyed seeing the production and visiting our redeveloped venue.

Here are a few **activities** to do with your children and young people after you have seen the performance. These exercises are creative and drama based, which is good for **developing speaking** and **listening skills**, as well as expanding **concentration** and **imagination**.

The activities are suitable for children in **Reception** and **KS1** or ages **4 – 7** years. Please pass on any of the activities to your children to do at home to encourage and engage **creative minds!**

We would love to hear what you think about these exercises and how your children got along. Please send any feedback to creativelearning@polkatheatre.com.

We look forward to seeing you again soon,

Polka Theatre's Creative Learning Team

Key Curriculum Links for Rec & KS1 (ages 4 - 7)

Young girl explores **imagination** and the nature of **memory** and **loss**. Links to **Citizenship** and **PSHE Education Programme of Study**. Managing emotions and developing a positive sense of self. Building **positive friendships** and **family relationships**. Building on **own experiences** to aid **personal, social and emotional development**.

To talk about and share our **opinions** on **memory** and how it may affect us

To consider how we deal with **feelings** in a positive way

To treat yourself and others with **respect**, how to be **kind** and have **courage**

To share opinions on things that **matter to you** and **learn** from experiences

When a little girl makes a string of paper dolls, she takes them by the hand on a fantastical adventure. Whirling through the home and garden, they fly through the air, until they are confronted with some very sharp scissors...

Adapted from the acclaimed picture book created by former Children's Laureate Julia Donaldson with award-winning illustration by Rebecca Cobb, *The Paper Dolls* comes to life with stunning puppetry and original music in Polka Theatre's much-loved production.

This play is based on the original book The Paper Dolls, written by Julia Donaldson and illustrated by Rebecca Cobb. Published by Macmillan Children's Books © 2013.

Meet the Author



Julia Donaldson, born 16 September 1948, is an English children's author, playwright and performer. She has written more than 100 plays and books for children and teenagers!

Julia is best known for her popular rhyming stories for children, especially those illustrated by Axel Scheffler, which include *The Gruffalo*, *Room on the Broom* and *Stick Man*.

In 2011, Julia was appointed Children's Laureate. In keeping with her interest in acting and singing, Donaldson has set out to encourage children to perform poetry, plays and dramatised readings to generate a love of books and of reading.

One Word Storytelling

This activity is great for improving communication and storytelling skills. The children are encouraged to build a story as part of a team which requires them to listen and respect ideas. This will help build confidence within teamwork and sharing ideas.

How to lead the activity

The children start this exercise standing up or sitting down in a circle in the classroom.

The teacher starts off by reminding the children that the Paper Dolls go on all sorts of adventures during the show; they meet a Dinosaur, they go on bus, they meet pigs and a big tiger, they fight off a crocodile... The teacher will explain that it is now the children's turn to think of some new adventures for the Paper Dolls to go on!

The teacher will begin the story by using one of the names of the Paper Dolls:

Ticky
Tacky
Jackie the Backie
Jim with two noses
Jo with the bow

The teacher explains that the children will then go round in a circle and take it in turns to say one word each to create a new story for the Paper Dolls. Eventually, the story will build and build until the children feel the story comes to an end. The children will continue to do this for each of the Paper Dolls.

The teacher may want the children to reflect on each of their stories and can do this by asking:

Which was their favourite story?
Where did they take each Paper Doll?
Did they feel this storytelling technique worked well in a large group?

Pass the Emotion

This activity is great for encouraging children to experiment with how they can express emotion physically. This will benefit the children's ability to openly discuss emotions whilst encouraging them to share ideas confidently to the class.

How to lead the activity

Start this warm up activity standing up, in a circle.

Ask the children to have a think and discuss with the person next to them different emotions. For example, happy, sad, tired, excited, suspicious.

The teacher can ask the children to imagine they are Rosie and their sibling has just cut up their Paper Dolls. How might this make them feel? Upset, sad, betrayed?

The teacher writes the emotions which the children have come up with on the whiteboard. The teacher then selects one of the chosen emotions and asks the children to show how they would express the emotion physically.

The children then go round in the circle expressing the emotion, thinking about body language and facial expressions, and then pass the emotion round the circle to the next person.

The teacher may want to suggest to the children to think about their eye contact, tension in the body and facial expressions.



What are you doing?

This activity encourages imagination and creativity as well as increasing their concentration and multitasking skills. It uses improvisation and encourages children to imaginatively create and think on the spot.

How to lead the activity

Start this warm up activity standing up in a circle.

Ask the children who would like to volunteer to go first in this warm up activity. Once decided, this person stands in the centre of the circle miming an action of doing something. An example could be, swimming, dancing, brushing your teeth etc.

Alternatively, the teacher may want to use examples from *The Paper Dolls*. Can the children remember activities Rosie and her mum did? Rosie liked dancing with the Paper Dolls and going on adventures with the red bus. Rosie's mum liked reading and making breakfast for her children.

The children from the circle ask "What are you doing?" and the person in the middle has to keep miming their chosen action whilst saying a different action to the one they are miming. For example, they could be showing that they are reading but call out, "I'm playing with Dinosaur".

The next person in the circle then takes their place in the centre and starts miming playing with Dinosaur. The game continues until everyone in the circle has had a go.



Storytelling Adventure

This activity is great for getting children moving whilst using imaginative play. The children are encouraged to work as part of a team and explore non-verbal ways of storytelling. The children have the opportunity to experiment with how to move in a space and react quickly to a story being told, improving improvisation skills.

How to lead the activity

Ask the children to get themselves in a space in the classroom.

Ask the children to imagine they are Rosie who has a creative and fun imagination and that they are off on an adventure! The children will start walking around the room in neutral and the teacher will begin to tell a story.

Examples of the stories could be:

You are set to sail on a ship around the world, the conditions are peaceful and calm when all of a sudden a storm blows in. You begin to feel sea sick and lose your balance as the ship rides over the waves. All of a sudden a crocodile jumps aboard and you have to fight it off..

You are about to embark on a magic red bus which can travel to anywhere in the world. This red bus is full of your class mates and you feel very excited to be travelling on a trip together. The bus travels through the sky, under the twinkling stars when all of a sudden Dinosaur jumps on top of the bus..

The teacher will read these stories in small sections, allowing the children to react and act out the scenario whilst continuing to move around the room. The children may want to think about their facial expressions, physical movement and how they can use sound to react to the story.

The teacher can adapt these stories and encourage the children to think of the next stage of the story.

Paper Dolls Garlands

This activity is great to get children drawing and writing whilst using their creative imaginations! The children will also be encouraged to consider certain features of songs, such as rhyme and rhythm and how to use poetic language effectively.

How to lead the activity

This activity can be completed sitting down at desks.

Using the template provided, the teacher asks the children to make their own Paper Dolls garlands. The teacher will hand out the templates for the children to use and can help with any cutting the children may find difficult.

Encourage the children to think of any special features for each of their paper dolls. Do any of them have particularly bright coloured hair or do they have four ears? Maybe one of them is facing away like Jackie the Backie or has two noses like Jim.

Once the children have finished colouring in their paper dolls, ask them to think of a name for each of their paper dolls.

Then using the example from the show (see below), ask the children to create their own song for their paper dolls:

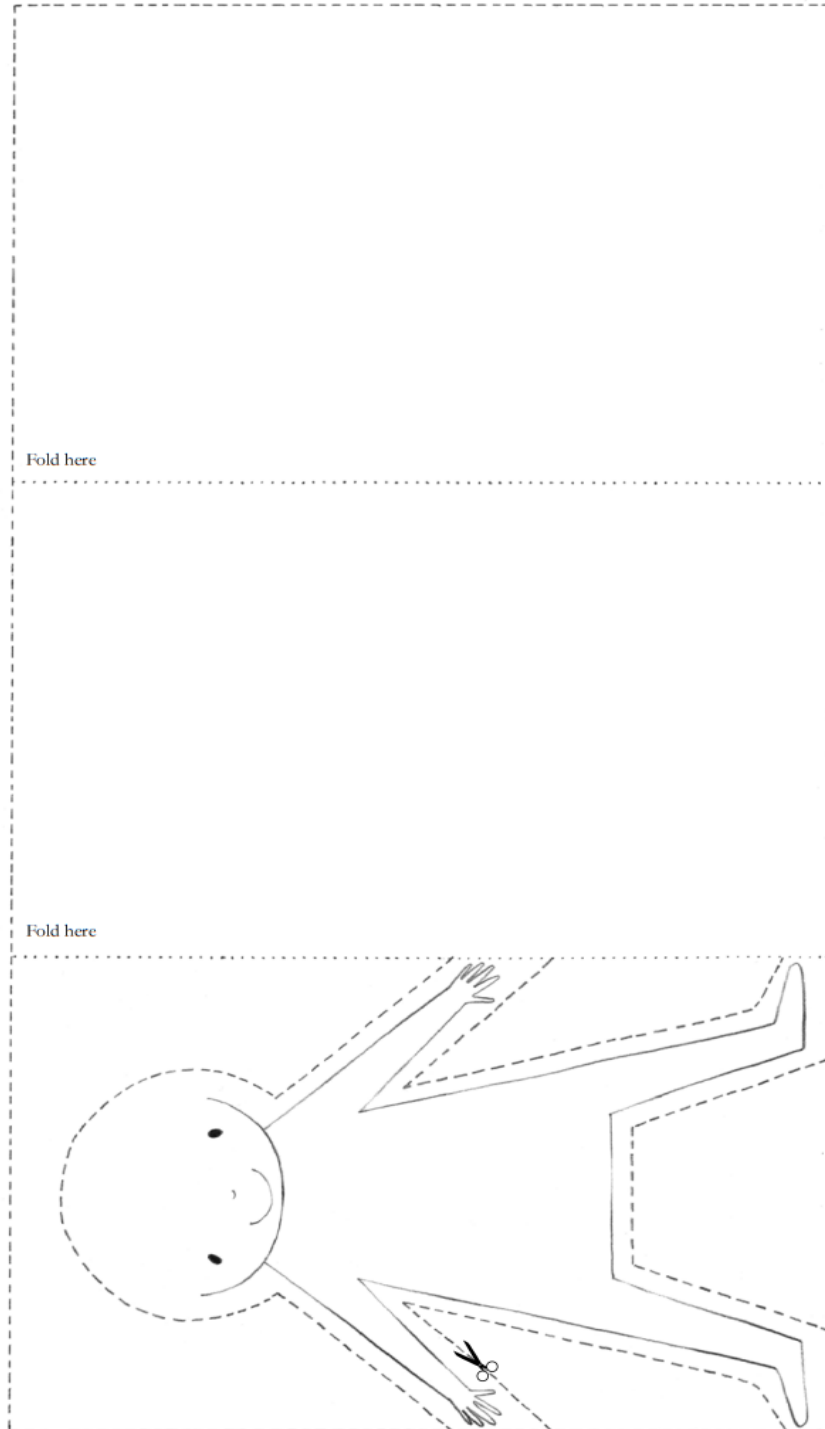
*They were Ticky and Tacky
and Jackie the Backie
And Jim with two noses
And Jo with the bow*

Encourage the children to think about the rhythm of the song and whether there are any rhymes to the names!

An example for a song with new names could be:

*We're Dilly and Dolly,
and Lucy the Lolly,
and Kim who sings,
and Bing with the ring!*

Can you colour in, decorate and cut out your own paper dolls and give them their own names and characteristics?



Template from www.panmacmillan.com

Making Memories

This activity encourages children to their share own experiences with the class. Through engaging in discussion the children are encouraged to support and respect their peers which promotes confidence in speaking to a wider group.

How to lead the activity

This activity can be completed sitting at desks. The teacher will need to provide craft resources such as colouring pens and pencils, various material/fabrics, glue, tissue paper and any other crafts the children would like to use.

The teacher reminds the children that towards the end of the show, Rosie realises that her cut-up paper dolls have gone into her memory along with lots of other lovely things. Rosie mentions all the things she finds in her memory:

*'...white mice and fireworks,
And a starfish soap,
And a kind granny,
And the butterfly hairslide,
And more and more lovely things each day
And each year.'*

The teacher asks the children to speak to the person next to them about what's in their memory. Can they think of anything? Examples might include special objects, a favourite book or song, something they like wearing, someone they love.

Still in their pairs, ask the children to feedback their partners chosen memory to the class. By asking the children to feedback their partners memory, you are encouraging the class to listen to one another and to respect each other's memory.

The teacher then asks the children to make a picture of their memory. The teacher encourages the children to be as creative as they like – they can include pictures, words, colours, photos, different textured materials. The children might also want to make it into a memory board and keep adding things they would like to remember each week!

The Paper Dolls Adventure Diaries

This activity is great for getting children writing, drawing and using creative language.

How to lead the activity

This activity can be completed within the classroom at desks or in their own time at home.

The teacher will provide the children with a blank scrapbook or exercise book (this can be a bunch of scrap paper stapled together to create a book). Explain to the children that this book is going to become their Paper Dolls Adventure Diary! Ask the children to write this title at the front of their diary and decorate the title page however they wish to.

Invite the children to take their Paper Dolls garland and diary home with them at the end of the week. Suggest to the children that they draw pictures or write about the adventures they have with their Paper Dolls at home. Do their Paper Dolls go to their friends house with them at the weekend? Maybe they bring them to swimming class or go to the park and play?

The teacher can ask the children to bring their diaries back with them after each weekend and share their work with the rest of the class as a way to start the morning. The children may want to share the pictures they've drawn or read their diary to the rest of the class.



Object Memory Game

This activity is great for waking up the mind, energising the group and bringing focus. It requires children to concentrate on what's in front of them and test their memory skills.

How to lead the activity

This activity can be completed within the classroom, starting sitting at desks then moving around the space. The teacher will need to provide the class with paper and pencils.

The teacher will ask the children to observe the classroom and select an item each that they use or see every day. Suggest to the children that they select objects that vary in shapes and colour so that they are distinct and stand out.

The teacher will give the children a few minutes to complete this task then ask the class to bring all the objects back together and display them on a tray provided by the teacher.

The teacher will explain to the class that they have between 30 seconds and a minute (depending on how challenging the teacher wants the task to be) to observe the tray before the tray is covered with a cloth. The teacher may want to encourage the children to notice size, shapes and colours. The children then have to draw as many objects as they can remember in 1 minute.

After the time has passed, the teacher will reveal the objects and see how many objects the children have remembered and in how much detail.

The teacher may want to also include objects that are in *The Paper Dolls* such as a hairslide, star shapes, honey, slippers, scissors...!

The Paper Dolls Wordsearch!

Can you search and find all these words that are from *The Paper Dolls*?
Put a line through or circle them with a pencil when you've found them.

See if you can tick all ten off in ten minutes!

Doll Scissors Firework Dinosaur Granny

Tiger Pig Hairslide Honey Crocodile

Y	N	N	E	R	G	A	W	B	E	C	R	D	T	E	E	F	I	G	D	
E	O	J	A	C	T	G	R	A	N	N	Y	E	E	Y	D	C	Q	I	I	
N	N	D	S	R	S	A	N	L	R	I	P	D	D	M	I	R	N	Z	N	
O	N	S	B	O	E	S	F	M	A	O	O	C	D	L	L	O	W	X	O	
H	O	M	E	Y	D	C	I	A	G	U	I	B	Y	P	S	C	E	C	Z	
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E	H	U	S	X	A	S	T	L	H	S	H	D	F	W	S	S	F	Q	L	

We hope these activities have been useful to help bring a bit of *The Paper Dolls* back to your classrooms or homes!

We can also provide plenty of opportunities for follow-up activities. Polka's experienced team of actors, directors, storytellers and puppeteers are on hand to deliver a range of workshops in your school.

We can create tailor-made workshops for you and your pupils based on any theme you like, including exploring the themes and production elements of the performance you have just seen!

For more information, please visit our website:

www.polkatheatre.com/schools

Or contact Elysia, Polka's Schools Relationship Officer to request a workshop enquiry form.

We look forward to seeing you at Polka Theatre again soon!

Best Wishes,

Polka Theatre's Creative Learning Team

Created by Jemima Deboo-Sands – Creative Learning Assistant
