

Teacher Resource Pack



A Polka Production

Based on the Story by
Hans Christian Andersen

Adapted by
Jude Christian

Directed by
Emma Baggott

Dear Teacher/Parent/Carer,

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

Here are a few activities to do with your children and young people after you have seen the performance. These activities are organised into two curriculum linked lessons in English and Science, but can also be enjoyed as standalone exercises. The use of drama-based learning is good for developing speaking and listening skills, as well as expanding concentration and imagination.

Included in the pack are activities which are suitable for children in KS1 and KS2 to do in class, and some extra fun activities for your children to do at home to encourage and engage creative minds!

We look forward to seeing you again soon,
Polka Theatre's Creative Learning Team

Key Curriculum Links

English Pages 3-8

- Spoken Language
- Reading comprehension
- Writing composition

Science Pages 9-13

- Plants
- Living things and their habitats



Gerda is on the magical quest of a lifetime. Her best friend Kai has disappeared with the mysterious Snow Queen, and if Gerda doesn't rescue him soon, he'll be trapped in an endless winter forever. In this unforgettable and thrilling adventure, the strength of friendship is tested to its limits. Nothing is quite what it seems in the fantastical, frosty world of The Snow Queen.

Cast



Rebecca Wilson
Gerda

Gerda is getting ready to go on a big adventure to defeat the Snow Queen with her best friend, Kai.



Finlay McGuigan
Kai

Kai is getting ready to go on a big adventure to defeat the Snow Queen with his best friend, Gerda.



Phoebe Naughton
The Snow Queen
The Snow Queen is a mysterious woman who used to live in the village.



Paula James
Grandma
Gerda's Grandma, she is great at telling stories and knew the Snow Queen as a child.



Joe Boylan
Troll King
This nasty creature wants everyone to only see the worst in the world, just like him. He creates a magic mirror for this purpose.

Lesson Overview

The Trial of the Snow Queen

You Will Need...

- A large, clear space
- Slips of paper
- Paper and pens/pencils

KS1 Curriculum Links

- Reading comprehension
 - understanding stories
 - discussing stories
- Writing composition
 - reading their writing aloud
 - discussing their writing
- Oracy

KS2 Curriculum Links

- Reading comprehension
 - retrieve & present information
 - distinguish fact & opinion
 - provide reasoned justification
- Writing composition
 - persuasive writing
- Oracy

KS1 Objectives

- To review the key plot points in The Snow Queen and sequence them.
- To recognise key characters and their defining traits.
- To get into character, and answer questions about the events of the play in role.
- To write answers to questions about the play in the first person and past tense.
- To grow an understanding of differing views and opinions.
- To learn about, and participate in a mock 'trial'.
- To speak in front of an audience.

KS2 Objectives

- To review the key plot points in The Snow Queen and sequence them.
- To recognise key characters and their defining traits.
- To perform a role.
- To work in teams to prepare and write an argument.
- To utilise persuasive techniques in their writing.
- To retrieve information from a story, and present it in their own words.
- To distinguish between facts and opinions.
- To learn about, and participate in a mock 'trial'.
- To speak in front of an audience.

The Snow Queen's Coming

KS1

KS2

This activity is great for increasing energy and focus at the beginning of the lesson. It's also a useful way to help children remember and recap some of the events of the play.

How to lead the activity:

- For this activity, you'll need a large, clear space. Start with everyone spread out.
- Explain that, when you call out an action, everyone has to do it as quickly as possible.
- Introduce each action one by one, giving time to practice and recap before moving on to another.

Actions

Magic Mirror

Get into pairs. One person mimes holding up a mirror, the other pretends to look into it, and pulls an angry face.

Falling Shard

Look up at the sky and cover one eye.

The Snow Queen's Coming!

Touch a wall (or move to the edge of the play space) and pretend to hide.

Meet the Flowers

Get into groups of three.

Bee Happy

Buzz around the room as bees.

Wake up!

Get onto the floor, then pretend to wake up, giving a yawn and a stretch.

- Once you've had a few practice runs, you can begin eliminating players who are too slow, or do the wrong action.

Extension:

- At the end of the game, see if the class can work together to put the actions in order in which they happened in the play.

Recapping the Plot

These activities are a great way to help children remember the events of the play, including the order in which they happened. This will be particularly helpful when moving on to the final activity in this English Lesson.

Ice Sculpture Tableau

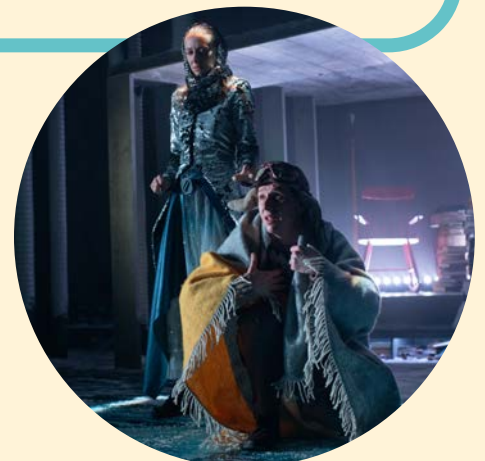
KS1

- For this activity, split your class into groups of three. If you have a class of 30 children, this could give you around 9 groups. If your class is smaller, you can skip some scenes, or give each group 2.
- Write the scene descriptions below onto slips of paper, and give one to each group.
- Explain that children should work in their groups to create an ice sculpture of their scene, as if the Snow Queen has arrived halfway through, and frozen everyone solid!

Scenes

1. The Troll King makes a magic mirror. Whenever anyone looks in it, they see everything as bad and horrible.
2. Gerda and Kai prepare for their adventure.
3. Grandma tells Gerda and Kai about when the Snow Queen froze the Flower Sculpture
4. Kai gets a shard of mirror in his eye. Kai and Gerda argue.
5. Gerda goes searching for Kai, and meets the trees.
6. Gerda asks the flowers if they have seen Kai.
7. Gerda asks the bees if they have seen Kai
8. The Snow Queen takes Gerda to the mountain to save Kai
9. Kai is rescued, and Gerda wakes up the flowers.

- Once each group has created their scenes, see if they can work together to place them in the right order.
- Next, ask each group to get into their statue, one after the other, in the order they chose. When each group freezes, read out the scene.
- Did they get everything in the right order?



Icy Winds Whoosh!

- Start this activity sat in a circle. Explain that you are all going to work together to tell the story of The Snow Queen.
- You will narrate the story. Every time a character or object is introduced, the next person in the circle will jump into the middle, and become that thing.
- When you say WHOOSH! everyone in the middle goes back to their seats.
- Go round the circle in order, to make sure everyone gets a turn - this will mean that more than one person will play the same character!

Long ago, there was a **troll** who hated everything. He wanted everyone to be just like him, so he made a **mirror** that reflected the world as horrible and ugly. He flew up high into the sky, near the **sun**. The heat from its rays shattered the **mirror**, sprinkling tiny **shards** all over the world.

Years later, there lived two best friends, **Gerda** and **Kai**, and Gerda's **Grandma**. **Grandma** told **Kai** and **Gerda** how, when she was little, the **village** held a flower festival every year. But, one day, the **Snow Queen** froze the great **Flower Sculpture** completely solid. The **Mayor** banished the **Snow Queen**, and the **village** had never been the same since.

Later that night, a tiny **shard** of the mirror fell from the sky, and lodged in **Kai's eye**. **Kai** started to see everything around him as terrible, and awful. **Kai** and **Gerda** got into a fight, and **Gerda** said she never wanted to see **Kai** again.

Kai no longer liked anything or anyone, so he ran away to be alone. On his way, he saw a **sleigh**, and climbed in. This **sleigh** belonged to the **Snow Queen**! She took him away to her **mountain**.

Gerda regretted what she had said, and went looking for **Kai**. Along the way, she met **two trees**. They said they would help **Gerda** if she did something for them in return. The **trees** told **Gerda** to ask the **flowers** if they had seen Kai. The **three flowers** told some amazing stories, but none of them had seen Kai.

Next **Gerda** met **two bees**, who were fighting over a **flower** as they didn't have enough to eat. At that moment, the **Snow Queen** appeared. She explained that she had no control over the weather, and all the **ice** was coming from **Kai**, whose **heart** was freezing over!

Gerda went to the **mountain**. With the help of **Grandma** and the **Snow Queen**, she unfroze **Kai's heart**.

On the way back home, the **trees** reminded **Gerda** that she still owed them a favour, and asked her to wake up all the **flowers**. With a little help, she woke them up and **Spring** returned!

The Trial of the Snow Queen

KS1

KS2

This exercise is a great way to use the story of The Snow Queen to develop skills in persuasive writing, reasoning and debate.

Part One: Preparing an Argument

- For this activity, split your class into two teams. They will be playing two teams of lawyers, one representing the Mayor and the other the Snow Queen.
- In their teams, they will have to prepare arguments to take to trial. The Mayor's team will be arguing for the following statement, and the Snow Queen's team will be arguing against:

The Snow Queen is responsible for freezing the Flower Sculpture and ruining the Flower Festival.

Preparation for Key Stage 1:

- In Key Stage 1, children can get ready for their trial by preparing answers to key questions:

Where were you at the time of the event?
What did you see?
Can you provide any proof/were there any witnesses?

- Remind children that, in a trial, we can only tell the truth!

Preparation for Key Stage 2:

- In Key Stage 2, children can work together to prepare statements. Each statement should cover the questions set out in the 'Preparation for Key Stage 1', whilst also including a range of persuasive techniques, such as...

Emotive Language
Rhetorical Questions
Repetition

Rule of Three
Alliteration
Facts and Statistics

- Children should write down their statements, before preparing them to present. You may wish to provide sentence starters and/or a template structure.

Part Two: The Trial

- Each team can choose a representative, or group of representatives, to perform in the trial for them.
- For younger years, you will act as the judge, guiding the trial. For older years, you may wish to choose a student for this role. Their job is to ask questions, not to take sides.
- Everyone else will act as the jury. They will listen to both sides of the case, before voting on a verdict.

The Trial for Key Stage 1:

- For children in Key Stage 1, explain that you will be hearing from both sides, before everyone votes to make a decision.
- First, ask the Mayor's representatives the three questions they prepared answers for. Everyone should listen, and not make comments yet. Repeat this with the Snow Queen's representatives.
- Ask the Jury if they have any questions. This can be a chance for some improvisation!
- Remind the 'Jury' that they must choose the most convincing argument as the winner.
- Ask everyone to close their eyes and cast their votes. Count them up and announce the winner!

The Trial for Key Stage 2:

- For children in Key Stage 2, set up your court room and explain that you will be hearing from both sides, before making a decision based on the arguments presented.
- First, the Mayor's representatives give their speech. Everyone should listen, and not make comments yet. Repeat this with the Snow Queen's representatives.
- Next field questions from the Jury. This can be a chance for improvisation, but representatives should not stray from the facts - you can always ask for proof!
- Remind the 'Jury' that they must choose the most convincing argument as the winner.
- Ask everyone to close their eyes and cast their votes. Count them up and announce the winner!



Lesson Overview

Wake Up, Flowers!

You Will Need...

A large, clear space
Chairs
Paper and pens/pencils

Colouring pencils or paints
Cotton balls
Double-sided sticky tape

KS1 Curriculum Links

- Plants
 - identify and name the basic structure of flowering plants
 - describe how seeds grow into plants
- Living things and their habitats
 - categorise living things

KS2 Curriculum Links

- Plants
 - identify and describe the functions of parts of a flower
 - explore the life cycle of plants, including pollination
- Living things and their habitats
 - categorise living things

KS1 Objectives

- To identify living things, and understand how they can be sorted into broad categories.
- To grow an understanding of the life cycle of a flowering plant, from seed, to flower, to fruit.
- To understand the process of pollination.
- To understand the part that bees and other pollinators play in the process of pollination and the life cycle of plants.
- To name the parts of a flower.

KS2 Objectives

- To identify living things, and understand how they can be sorted into broad categories.
- To grow an understanding of the life cycle of a flowering plant, from seed, to flower, to fruit.
- To understand the process of pollination.
- To understand the part that bees and other pollinators play in the process of pollination and the life cycle of plants.
- To name and describe the functions of the parts of a flower.



Tree, Bee, Flower, Owl

KS1

KS2

This activity is great for increasing energy and focus at the beginning of the lesson. It's also a fun way to introduce and practice sorting living creatures into categories.

How to lead the activity:

- For this activity, start with everyone sitting on chairs in a circle.
- Go round the circle, and name everyone either **Tree**, **Bee**, **Flower** or **Owl**.
- From outside the circle, start calling out categories. Each time you call a category, the following happens:

Trees!

All **Trees** swap places.

Bees!

All **Bees** swap places.

Flowers!

All **Flowers** swap places.

Owls!

All **Owls** swap places.

Plants!

All **Trees** and **Flowers** swap places.

Animals!

All **Bees** and **Owls** swap places.

Living Things!

Everyone swaps places.



- Once you've had a few practice runs, remove a chair, and send one child to the middle of the circle.
- This child now has to choose the category. When other children get up to swap places, the child in the middle must try to steal a seat, leaving another child in the middle. It is now their turn to choose the next category!

Pollen Tag!

KS1

KS2

This activity is a fun way to begin introducing the concept of pollination, and the life cycle of flowering plants.

How to lead the activity:

- For this activity, each child will need a piece of paper, blank on both sides.
- Begin with every child drawing a flower on one side of their paper, and a fruit on the other side.
- Next give each child three cotton balls with a piece of double sided tape (or a loop of tape) attached to each one.
- Affix the cotton balls to the flowers.
- Now split the group in half. Half the class will be Bees, and half will be Flowers. If they want, bees can give themselves fun names, just like Bee Happy and Bee Kind!
- Flowers should spread themselves around the room, holding their drawing with the flower picture facing outwards.
- When you say 'go', Bees start buzzing around the room. Whenever they meet a Flower, they can take a cotton ball off the picture. They must then give this cotton ball to a different Flower!
- When Flowers receive a cotton ball, they can stick it on the back of their picture, by the fruit.
- Once a Flower has 3 pollen balls on the back of their paper, they can turn it around to reveal the lovely fruit.
- Once all the fruits are revealed, the game is over!
- Now, swap around and try again!



Pollination Production Line

KS1

KS2

This activity builds on the previous activity, expanding children's knowledge of the process of pollination. Physicalising the process can help children to consolidate their learning.

How to lead the activity:

- Begin by reminding your class of the process of pollination, and the life cycle of the plant. You may wish to draw it on the board, or show the below diagram.



- Next, in groups of 4 or 5, challenge your class to create a 'production line' of the above cycle.
- In the production line, each child should perform one repetitive action on a loop. When every child in the group performs their actions at the same time, they should fit together to show the full process of pollination - from seed to fruit - on repeat.
- For example:
 - Child 1 grows from a seed to a flower
 - Child 2 takes pollen from Child 1, and gives it to Child 3
 - Child 3 turns from a flower into a fruit
 - Child 4 takes a seed from Child 3 and plants it at Child 1's feet.

For younger children, they can act as flowers growing from seeds to flowers to fruit, while you visit them with a toy bee!

The Frozen Flower Sculpture

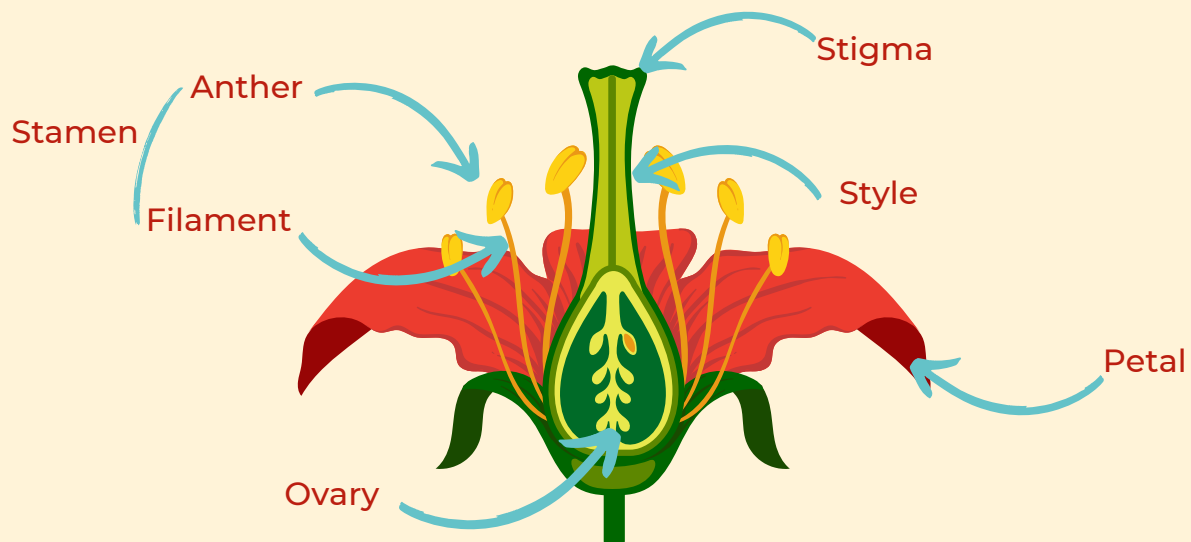
KS1

KS2

In this activity, children will learn about- and create visual representations of the different parts of a flower.

How to lead the activity:

- Explain to the class that they will be making their very own Frozen Flower Sculptures, just like the one in The Snow Queen. However, as you don't have any real flowers, they will be making their sculptures using their bodies.
- Now, you want to make sure your flowers are super realistic, so, first, you're going to remind yourselves of all the different parts of a flower. You may wish to draw on the board, or show this diagram:



- Next, in groups of 7 or 8, challenge children to use their bodies to create a sculpture of a flower. For example a few students might be petals, a couple might be stamen, and so on.
- Encourage each group to consider how their flower might look. For example, what colour and shape are the petals?
- Let each group show their flower sculpture to the rest of the class. You can use this opportunity to ask what each part is called, and what its function is.

Extension

Children can draw and label their flowers!



Kai's Word Search

Can you find all the hidden words?

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

Gerda
Kai
Snow Queen
Grandma
Bee Happy

Ash
Yew
Mayor
Mirror
Adventure
Owl

Mountain
Ice
Flowers
Troll King
Jam

Colouring Page

Colour in Bee Happy, Bee Kind and all the beautiful spring flowers!



Thank You!

We hope these activities have helped to bring a little bit of the Snow Queen's magic back to your classroom or home!

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 Lizzie, Polka's Schools Relationship Officer:

lizzie@polkatheatre.com

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

Best Wishes,

Polka Theatre's Creative Learning Team

