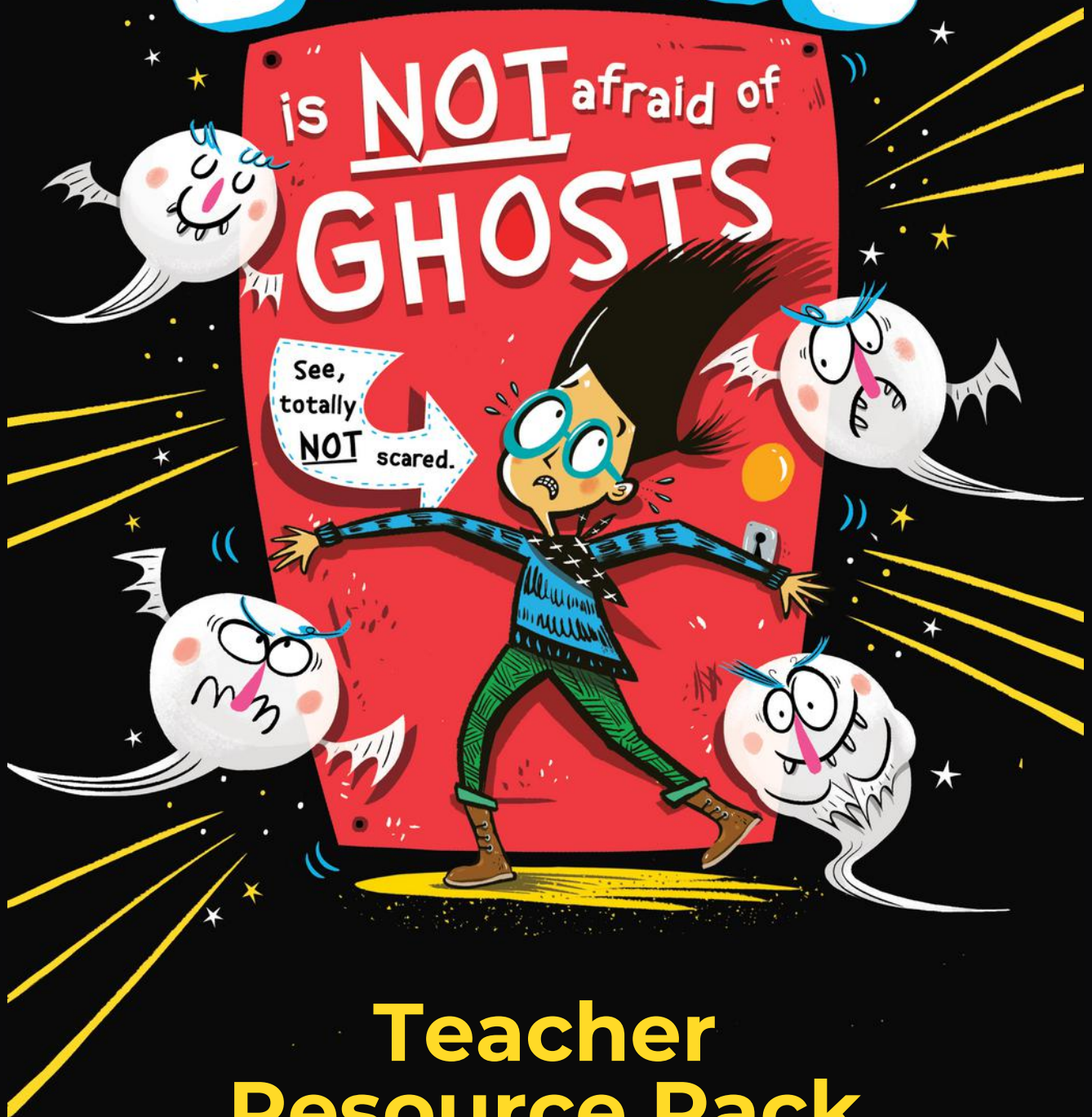


SAM WU



Teacher Resource Pack

Dear Teacher/Parent/Carer,

We are so pleased that you came to visit us at Polka Theatre for
Sam Wu is NOT Afraid of Ghosts.

We hope you enjoyed seeing the production and visiting our venue.

The creative activities in this pack are designed to support curriculum learning in English at Key Stages 1 and 2. They can be completed either after having watched the Polka production, or alongside reading the novel of the same name by **Katie** and **Kevin Tsang**.

The activities are split into two lessons, each exploring a key theme from the book and play. Alongside their key curriculum aims, each lesson utilises drama activities to develop oracy skills, team work and self-expression.

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

Lesson Guide

Lesson 1 - Page 3

Theme:

Fear and Bravery

Key Aim:

Infer characters' feelings, thoughts and motives from their actions.

Lesson 2 - Page 9

Theme:

Responsibility

Key Aim:

Identify the audience and purpose of their writing, and perform their work aloud.



Sam Wu is NOT a scaredy-cat (except he is). When a trip to the Space Museum goes terrifyingly wrong, Sam begins a mission to prove to everyone that he is a fearless space adventurer...

In this adaptation from Katie and Kevin Tsang's best-selling book, Sam, with the help of his deadly pet snake sidekick, faces his fears and tries to defeat the Ghost King once and for all.

Characters



Sam



Zoe



Bernard



Lucy



Ralph



Na-Na



Butterbutt



Pet Shop Owner

Lesson Overview

Fear and Bravery

You Will Need...

A large, clear space

KS1: Print-outs of the resource on page 13 of this pack and coloured pencils

KS2: Lined paper or exercise books and pens/pencils

KS1 Curriculum Links

- Spoken Language
 - Participate in role play and improvisations
 - Consider and evaluate different viewpoints
- Reading Comprehension
 - Discuss the sequence of events in books
 - Make inferences on the basis of what is being said and done
- Writing Composition
 - Write narratives about personal experiences and those of others.

KS2 Curriculum Links

- Spoken Language
 - Participate in role play and improvisations
 - Consider and evaluate different viewpoints
- Reading Comprehension
 - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Writing Composition
 - Describe settings, characters and atmosphere

Lesson Objectives

- To review the key plot points of the story and be able to recall them in sequence.
- In groups, to act out a key moment from the story.
- To infer the thoughts, feelings and unique perspectives of different characters in a given moment.
- To take on a role, considering how vocal tone, word choice and body language can convey character.
- To ask and answer questions, using both knowledge of the text and inference to support answers.
- EITHER to write simple sentences explaining the sequence of events and characters' emotions OR to write a diary entry describing events, characters, atmosphere and emotions.

Sam WHOOSH!

This activity is a fun and easy way to recap the events of the story with your children, helping them to review key plot points and sequence them. It's also a great way to build energy and focus at the beginning of a lesson.

How to lead the activity:

- For this activity you'll need a large, clear space. Sit everyone in a circle.
- Explain that you are all going to work together to tell the story of **Sam Wu is NOT Afraid of Ghosts**.
- 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!

Sam Wu is super excited for the school trip to the Space Museum! He even makes his very own Space Man Helmet and Space Blasters t-shirt. But **Ralph Philip Zinkerman the Third** calls Sam a Scaredy-Cat and dares him to get inside the **Astro-Blast**.

Sam's best friends, **Zoe** and **Bernard**, try to convince him not to, but Sam is determined to prove his bravery.

WHOOSH!

Sam gets inside the **Astro-Blast**. It's pitch black inside and starts to shake. Suddenly, Sam is convinced he can see the dreaded **Ghost King**! Sam is terrified, but soon the Astro-Blast opens, and Sam escapes.

But Sam's joy vanishes as he realises he's peed his pants.

Everyone points and laughs.

WHOOSH!

Sam is so embarrassed, he decides to run away. He packs his **bag** and sets off. But being on the run is awfully lonely, so Sam decides he needs a sidekick, just like his hero, **Spaceman Jack**!

WHOOSH!

Sam goes to a pet shop. The **man who owns the shop** offers him a **hamster**, then a **bird**, then a terrifying **snake**. Sam realises that this is the perfect opportunity to show everyone that he's not a scaredy-cat; if he owns a snake, it will prove how brave he is.

WHOOSH!

Sam WHOOSH!

Sam invites Zoe and Bernard round to his house to meet Fang, the snake. Na-Na makes them Sam's favourite meal, duck and turnip cake. Then, they start watching Space Blasters when, all of a sudden, a fuse blows and the lights go out!

WHOOSH!

From inside the cupboard, the three friends can hear a mysterious clanking noise - it must be the Ghost King! They approach warily and open the door... and out falls Na-Na's jumper collection.

WHOOSH!

As the lights come back on, Zoe makes a discovery: Fang's enclosure is empty. Now, Sam has both a snake and a ghost lurking around his home!

WHOOSH!

The next day, Sam, Zoe and Bernard decide to work together to catch the ghost. They set up their trap of honey, flour and an electric fan. But things don't quite go to plan, and they accidentally catch Na-Na instead!

WHOOSH!

Lucy and Butterbutt offer to help Sam, Zoe and Bernard find the ghost. They follow the mysterious clanking sound, and it leads them to a vent in the wall.

WHOOSH!

Lucy pulls the vent off the wall. To Sam, Zoe and Bernard's dismay, she plunges her hand inside... and pulls out Fang! There was no ghost after all, it was just Fang slithering around inside the vents.

WHOOSH!

Back at school, Ralph is amazed that Sam managed to hunt a ghost and has a real snake! Sam even offers to help Ralph with the Zombie-Werewolf lurking in his basement...

WHOOSH!

You can follow this activity up by asking children about their favourite parts of the story to consolidate their comprehension.

Fearful Thoughts

In this activity, children will put themselves in the shoes of the characters, considering their different perspectives, what they may be thinking, and how they may be feeling.

How to lead the activity:

- Start by recapping the moment in the story where the lights go out and Sam, Zoe and Bernard hear the Ghost King in the cupboard (if you are using the book, this occurs in chapters 8 and 9).
- For this activity you'll need a large, clear space. Put your class into groups of three.
- In their threes, each group should make four freeze frames showing the following moments:

1: Sam, Zoe and Bernard watching Space Blasters

2: The lights going out

3: The three friends hearing the clanking coming from the cupboard

4: Sam opening the cupboard door, causing all the jumpers to fall out

- Children should consider how their character might be feeling in each freeze frame. How can they show that emotion using their face and body?
- Next, ask the children to consider what their character might be thinking in each of their freeze frames. E.g. "I'm scared" or "The Ghost King doesn't really exist, does he?". Give them a few minutes to think of these.
- Explain that the children will show their freeze frames to one another. When you tap them on the shoulder, they should speak one sentence of what their character is thinking.
- Ask everyone to get into their first freeze frame. Walk around - you can comment on details you like. Tap two or three children on the shoulder to hear their thoughts.
- Repeat this process with the other three freeze frames.
- Afterwards, you can ask children to explain why they chose those thoughts for their character. How could we tell from the action of the play or the words in the book that the characters felt scared/worried/frightened?

Extension:

- For more advanced groups, children can create short scenes by filling in the gaps between the freeze frames with movement and dialogue. They can use the thoughts they came up with to inspire the lines they speak.

Interview with a Ghost Hunter

This activity builds upon the previous exercise to deepen children's empathy with the characters. It's also a fantastic chance to develop oracy skills by encouraging children to ask questions, listen, respond, and build upon the ideas of others.

How to lead the activity:

- As a class, imagine you are about to meet Sam, Zoe and Bernard. Together, discuss some of the questions you might want to ask them, such as 'did you really believe there was a ghost in the cupboard?', 'what do you think the ghost looks like?' or 'how did you feel when the lights went out?'

Part 1: Hot Seating

- Place a chair in front of the class.
- Choose one volunteer to come and sit in it. Ask them to get back into the character they played in the freeze frames (Sam, Zoe or Bernard). They should think about how their character would sit, or how they might react to being in front of the class.
- Ask the class to put up their hands to ask questions of the character in the chair. The person in character should respond to every question as if they were Sam, Zoe or Bernard. They will be able to answer some questions from their knowledge of the story, but for others they will have to use their imaginations.
- You can facilitate the interview by fielding questions and model good oracy skills by asking follow-up questions.

Part 2: TV Interviews

- This activity can either follow on from -or stand in place of- the hot-seating exercise.
- Put your class into pairs and label them A and B. A will act as their character from the story (Sam, Zoe or Bernard), while B will act as a TV interviewer.
- Give your class a moment to get into character. They could try walking around the room as their character would walk, or greeting one another in-role.
- In their pairs, children should create a short role-play where Sam, Zoe or Bernard is being interviewed on TV about their experiences ghost-hunting. They should consider:
 - Who is the audience and what will they want to know?
 - What is the most important information to share?
 - What is the role of the interviewer?
 - How can you act and speak like your character?
- Once everyone has created and practiced their interviews, show them back to the class!

Dear Diary

This writing exercise consolidates the learning and discoveries made in this session, whilst also developing skills in writing for a purpose (a diary) and recounting narratives in the first person.

How to lead the activity:

- As a class, recap the events of the scene where Sam, Zoe and Bernard hear the Ghost King in the cupboard, along with some of the thoughts and feelings discussed in the earlier exercises.

KS1

Option 1: Storyboard Diaries

- Using the template on page 13, ask children to fill in the text boxes, recounting the events they explored through their freeze frames, and completing the sentence starters.
- They can then draw pictures in the boxes to complete the storyboard!

KS2

Option 2: Ghost Hunter Diary

- For more advanced learners, they can try writing a diary entry recounting the incident. We've include some useful adverbs and sentence starters below:

Adverbs to start a diary sentence with:

Suddenly
Luckily
Unluckily
Thankfully
Fortunately
Unfortunately
Coincidentally
Strangely
Cautiously
Nervously
Recently

Other Sentence Starters

Right now I'm...
Despite that...
I couldn't believe...
I wonder if...
Before I knew it...
Worst of all...
Best of all...
To make matters worse...
I felt so...
I couldn't stop thinking...
To be honest...

Lesson Overview

Responsibility

You Will Need...

A large, clear space
Pens/Pencils

Colouring Pencils
Slips of Paper

Print outs of the resource on page 15

EITHER Print outs of the resource on page 14 OR plain paper (see page 11)

KS1 Curriculum Links

- Spoken Language
 - Give well-structured descriptions and explanations
 - Gain, maintain and monitor the interest of the audience
 - Participate in discussions and presentations
- Reading Comprehension
 - Discuss how items of information are related
 - Answer and ask questions
- Writing Composition
 - Write for different purposes
 - Learn how to use statements with different forms

KS2 Curriculum Links

- Spoken Language
 - Give well-structured descriptions and explanations
 - Gain, maintain and monitor the interest of the audience
 - Participate in discussions and presentations
- Reading Comprehension
 - Distinguish between fact and opinion
- Writing Composition
 - Identify the audience for and purpose of their writing and select the appropriate form
 - Use organisational and presentational devices

Lesson Objectives

- To distinguish between facts and opinions relating to -and taken from- the story.
- To participate in discussion, giving reasoning and evidence for their views.
- To write to inform, utilising formal language, statements and commands.
- To practice using organisational devices such as headings and bullet-points
- In groups, to create and deliver a presentation, speaking with confidence and authority.
- To consider audience, monitoring and maintaining their interest.

Fang's Facts

This activity is great for building energy and focus at the beginning of a lesson, as well as helping children to review details from the story. This is also a fun game to explore the difference between Facts and Opinions.

How to lead the activity:

- For this activity you'll need a large, clear space. Label one side of the room as 'Fact' and the other side as 'Opinion'.
- Gather your class in the middle of the room. Explain that, for each sentence you read out, they should decide whether they think it is a fact or an opinion, and move to the corresponding side of the room.
- For each statement, ask a few children why they have chosen either 'fact' or 'opinion'.

All About Fang...

Fang is a gopher snake.

Fang is scary.

Fang is cold-blooded, which means he generates heat from his surroundings.

Fang eats mice.

Fang is cute.

Fang is kept in a tank.

Fang has pretty markings on his back.

Snakes like Fang can live up to 30 years.

Fang is dangerous.

Fang should be handled regularly to get used to human contact.

Alien Sidekicks

In this activity, children will develop their teamwork skills as they create their very own alien sidekicks. The writing portion of the exercise will also develop skills in writing formally and for a purpose.

How to lead the activity:

- Cut up some slips of paper, and write the numbers 0 to 10 on them. Fold the slips up and place them in a bag or cup.
- Put your class into teams of three or four. Each team must choose three numbers from the bag: one for the number of eyes their alien sidekick will have; one for the number of legs their alien sidekick will have; and one wildcard (they can choose between arms, tentacles, wings, or tails).
- Each team must try to use their collective bodies to create an alien with their allotted number of body parts.
- Show each creature back to the class. How do they move? What sound do they make?

Option 1: Fact Sheets

- Give each team a copy of the fact sheet on page 14. Together, they should complete each section, including an image of their creature. You can use the resource on page 15 as an example.
- They should try to only include statements that are 'facts' about their creatures. Their writing should be informative, helping to teach people about their alien.

Option 2: Pamphlets

- For more advanced learners, ask each team to create a pamphlet to teach people about their alien. You can use the resource on page 15 as an example.
- They should consider how to use headings, subheadings, bullet points and diagrams to convey information about their creature. Their writing should be informative, with lots of 'facts'.

Alien Sidekick Convention

In this activity, children will develop their oracy skills by creating and delivering team presentations. By speaking as 'experts', children are encouraged to rehearse the use of formal language and high-quality presentational speaking.

How to lead the activity:

- Explain to the class that they are going to speak at the Alien Sidekick Convention. This is a huge event for space explorers to choose the perfect alien sidekick. They will be attending as alien sidekick experts, and will have to give a talk on their creatures.
- In their teams, they should work together to create presentations. Each presentation should include the following information:

Key facts about their alien.

Their alien's diet.

The type of enclosure their alien should be kept in.

Their alien's life expectancy.

How to keep their alien clean and healthy.

Possible diseases/illnesses your alien can catch, and how to prevent or treat them.

How to train your alien to be good around humans.

The hardest challenge of owning your alien.

- Teams can use visual aids, or perform as their aliens as part of their presentations. Everyone in the group should speak at some point, and they should plan in advance for who will say which bits.
- They should also consider how their vocal tone, choice of words and body language can help them to appear trustworthy and knowledgeable to their audience.
- Once everyone is prepared, show the presentations back to the class.
- At the end of the presentations, ask children to choose which alien they think they'd be best suited to look after, and which they would find the hardest to care for.
- If there's time, you can go on to discuss the challenges of caring for animals like Fang the Snake!

Ghost Hunter Storyboard Diary

1

2

The three of us were

.....

.....

I felt

Suddenly

.....

.....

I felt

3

4

Then, we

.....

.....

I felt

To my surprise,

.....

.....

I felt

Alien Sidekick Fact Sheet

Resources

Creature Name:

Physical Appearance:

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Natural Habitat:

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Diet:

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How to look after this alien:

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Fun Facts:

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The Three-Eyed Lizard

Physical Appearance

The three-eyed lizard can vary in colour, ranging from blue to red or even a mixture of colours. They are small, with full-grown adults between 20 and 30cm long.

Its most notable feature is the third eye, usually in the middle of the forehead.

Three-eyed lizards are loyal pets and known to be chatty and friendly. Typically, it only takes between 2 and 3 years to teach them a new language.



Natural Habitat

Three-eyed lizards are native to the forests of the planet Zonk. These forests are known for their dense foliage, which blocks sunlight and makes it look like night-time during the day. This reptile has evolved a third eye to help it see in the dark.

Diet

These fascinating lizards have a varied diet. In their natural habitat they mainly eat the native fruits of puff-plums and squidgeberries. However, they have also been known to enjoy turnip cake and crisp sandwiches.

How to Look After This Alien

Three-eyed lizards are largely able to care for themselves. However, they are highly social animals so should not be left alone for more than a day at a time.

- Always ensure your lizard has access to fresh water and plenty of snacks.
- Bedding should be changed at least once a fortnight.
- They are sensitive to light, so always warn them before flicking a light switch.

Fun Facts

- The three-eyed lizard's strong claws can grip to almost any surface, including most metals.
- Unlike most lizards, they are warm-blooded.
- Their sense of smell is 100 times better than a human's, but they can't hear very well.

Thank you!

We hope these activities have helped to bring a little bit of Polka 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 topic you like, including exploring the themes and production elements of the performance you have just seen!

For more information, please visit our website:

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

