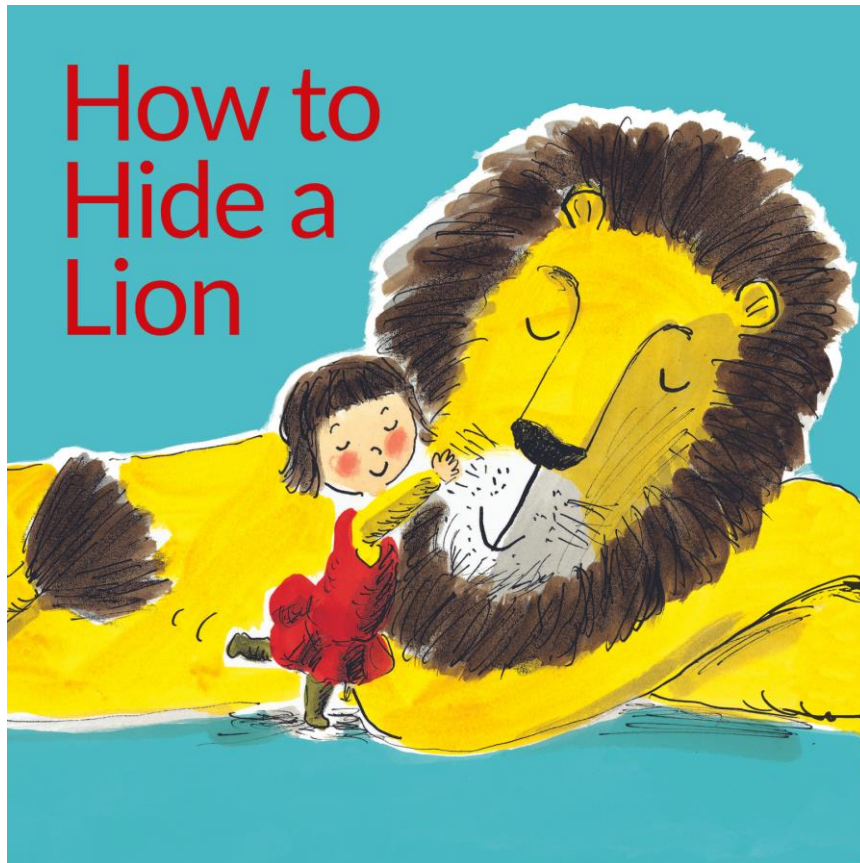




Teacher Resources Pack



Based on the book by **Helen Stephens**

Adapted and directed by **Peter Glanville**
with music by celebrated singer-
songwriter **Barb Jungr**.

Dear Teacher/Parent/Carer

We are so pleased that you came to visit us at Polka Theatre for **How to Hide a Lion!** We hope you enjoyed seeing the production and visiting our brand-new venue.

Here are a few **activities** to do with your children and young people after you have seen the performance or even read the book. 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 - 6**. 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 on. 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 4-6)**

Young girl **ignores social perceptions** and builds friendship with a lion. Key themes of **Bravery** and **Friendships**. Links to PSHE Education Programme of Study, including the core themes **Health and Wellbeing, Relationships** and **Living in the Wider World**.

How to make **friends** and what makes a **good friendship**.

How to treat yourself and others with **respect**; how to be **polite** and **courteous**.

How to recognise our **similarities** and **differences** to others.

How to talk about and share their **opinions** on things that matter to them.

What **rules** are, why they are needed, and why different rules are needed for different situations.

Polka are delighted to be reviving ***How to Hide a Lion***, an adaptation of the popular picture book by Helen Stephens. It is a beautiful story about a kind Lion who wanders into town looking for a hat and is scared away by the angry townspeople. It is only Iris, a young girl who meets the Lion in her garden, that realises his true nature. We then see a series of very funny and ridiculous situations where the Lion is hidden in her house by Iris before he has to run away again. Finally, though he is heroic and saves the day.

I felt that this story could work well with puppetry and music and decided to collaborate with jazz singer/composer Barb Jungr. We had previously worked on *We're Going on a Bear Hunt* together. Barb created some very jazzy songs and we decided that our Lion was very cool – that's the reason he wanted a hat. This inspired our opening song 'Cool Cool Cat'. Working with our designer Laura McEwen, we decided that the whole show would be set within a hat shop and that our storytellers Hattie and Horace would work there. So our play begins in the hat shop and when they find one particular hat, they tell us the story of where it came from. The lights change, the puppetry begins and we're in the world of the storybook.

Audiences have loved this show. At its heart, it is a beautiful story about a lovely friendship between a young girl and a friendly lion.

Peter Glanville

Adaptor and Director



How to Hide a Lion is Helen Stephens' funny, rip-roaring story about hiding a lion and finding a very special friend.

When a lion is chased out of town, a young girl helps him find somewhere to hide. How does a very small girl hide a very large lion? It's not easy, but Iris has to do her best, because parents can be funny about having a lion in the house.

Iris embarks on a mission to squash her new friend into a variety of sneaky tight spots, as the misinformed town folk try and track him down.

Meet the author



Helen Stephens has illustrated many books for babies and toddlers and is the award-winning illustrator of 'Fleabag', 'How to Hide A Lion', 'The Night Iceberg' and 'Witchety Sticks'.

Known for her line work and bright and instantly recognisable illustrations, Helen has collaborated with authors including Roger McGough, Sophie Hannah and Michael Morpurgo. More recently, Helen has been illustrating and writing her own picture books.

Have you got your lion roar?

This activity is great for encouraging children to use and experiment with intonation and the volume of their voices in a fun and imaginative way. It develops pupil's oral vocabulary and encourages them to speak clearly and confidently and to recognise and join in with predictable phrases.

How to lead the activity

The teacher asks the children: *Have you got your Lion roar?*

The children must respond in unison: *Yes, I've got my Lion roar!*
Then they give their best roar!

You can then add adjectives to make different Lion roars, why not try:

Loud

Quiet

Angry

Excited

Bored

This can also act as a stopping signal in class if you need to get everyone's attention!

Once the class have got the hang of this, the teacher could choose individual children to suggest adjectives or voices for different characters.

Packing an Adventure Bag!

This activity is great for getting children moving whilst using Imaginative Play. Physical movement makes it easier for children's brains to maintain focus and helps to integrate learning across both the brain's hemispheres. It helps information to enter their memories and reduces the chances of them feeling overwhelmed or overloaded.

How to lead the activity

The teacher asks the children to imagine they are a lion packing a bag for an adventure into the local town.

The teacher asks the children what items they think the lion will need and asks each individual to choose one thing to pack in their adventure bag.

The teacher demonstrates miming with the object that each child chooses, with the children copying back, for example brushing their teeth and packing toothbrush in a wash bag or trying on a jumper in case it gets cold, then folding it up to pack it.

The teacher should make sure the mimes are as big and animated as possible. Each item is mimed for around ten seconds and then put into the bag.

Once all items are packed the children put their bag on their back, ready for their adventure.



Three Terrific Things

This activity is great for getting children to think quickly and use their voices. Speech and language skills give children a baseline of emotional security and confidence. Developing through play is a great way to instil children with a love of learning and a positive mindset towards education.

How to lead the activity

The children sit at their desks and stand up when it is their turn.

The teacher chooses a child and a category for example *Things that are red* or *Things you find at the beach*.

The child must then try to shout out three things in the category within a time limit for example, fifteen seconds (the allotted amount of time could be longer for younger children). If a child is struggling, they can ask for help by putting their hands on their head which invites other children to raise their hands to contribute.



Journey Time!

This activity uses Imaginative Play and encourages children to act out various journeys from familiar stories. It urges children to experiment with decision making, on how to move and behave. It also encourages imagination and creativity as the children can be anyone and do anything in the pretend worlds.

How to lead the activity

The children start by standing in a circle or behind their desks and will then need space to move around the room.

The teacher asks the children to imagine they are going on an adventure just like the lion, which will be a journey from its home into the local town.

The children start to walk around the room and the teacher narrates the journey choosing different verbs such as:

Flying	Swinging	Climbing	Hopping
Crawling	Jumping	Skipping	

The children use their bodies to perform each action accordingly. The teacher should use the 3, 2, 1 freeze command when they want the children to stop and change to the next method of travel. Try using 'Have you got your lion roar?' to grab their attention!

The teacher then changes the noun the children are travelling through such as:

Bubbles	Sticky Honey	Fire	Ice
Bouncy Rubber	Feathers		

And the children change their movement accordingly.

The teacher can then mix and match verbs and nouns for example *You are flying through fire* or *You are jumping through sticky honey* and the children change their movement accordingly on their journey, until the teacher decides they have arrived at their destination.

This activity helps the children to start learning the difference between verbs and nouns as they move towards writing complete sentences. It can encourage a solid understanding of sentence structure by clarifying the difference between a noun and a verb, and how the two work together to create the foundation upon which a sentence is built. Through listening to the teacher narrate, children can start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.

What Hat is That?

This activity is great for working on adjectives with your class, as well as encouraging speaking clear and loudly in front of their peers. The children will have to work as a team to help each other figure out how they can describe and recognise different hats.

How to lead the activity

The teacher will need to bring in a variety of hats or ask the class to each bring one in.

The children can start sitting at their desks.

The teacher can explain that in the story the Lion came to the town as he wanted a hat.

The teacher will set up all the different hats at the front of the classroom, creating a 'Hat Shop' and ask the children to come up with some adjectives to describe all of the hats. These can be written on the whiteboard at the front.

Once the children seem familiar with the adjectives that describe each of the hats, one at a time a child can come to the front of the class to visit the 'Hat Shop'

The child will look at the hats and choose a hat they feel confident describing. Without telling anyone which hat they have chosen, they then say to the class *'Welcome to my hat shop – I have the perfect hat for you!'*

The child will then use some adjectives to describe the hat and fit it into a sentence, for example *'The hat I have chosen for you is soft, woolly and red.'* They will then ask the class *'What hat is that?'*

The class tries to guess which hat they are describing. Whoever guesses correctly will have the next go, or alternatively each child takes their individual turn. As they continue the game, you can ask the children to make their describing words a little harder so it is not so easy to guess.

Here are some good words to help the children start off with:

Stretchy	Rough	Silky	Pointy	Flat	Floppy
Pretty	Tiny	Straw	Tall	Yellow	

The children could then work in groups to create a small scene about the hat shop, with customers coming in to try on different hats. You could ask some to be the hat shop keeper and swap this around, with everyone having a turn at being a customer. You could even do a craft activity where the children get to draw and design their own hats, or even make them!

Read All About It!

This activity is great to get your children writing and using their creative imaginations!

How to lead the activity

The teacher can let the children know that the School Newspaper is looking to cover the story of how the Lion managed to catch the burglars. They need some reporters to write a story with the title 'Brave Lion Catches Bungling Burglars!'

The teacher can print and use the template on the next page for the children to write on or they can create their own.

The teacher can ask the children to also draw a picture as if it was a photograph that would go with the newspaper story. The children can also write a few lines describing what happened, trying to make it sound as exciting as possible for the School Chronicle!

Here are some original scale drawings by Samuel Wyer, who designed the puppets in the show, to inspire some drawings!



My Animal Fact File

Here are five amazing facts about lions!

1	<i>Lions are the only cats that live in groups.</i>
2	<i>A group, or pride, can be up to 30 lions, depending on how much food and water is available.</i>
3	<i>A lion's roar can be heard up to eight kilometres away.</i>
4	<i>Nearly all wild lions live in Africa, below the Sahara Desert, but one small population exists elsewhere around Gir Forest National Park in western India.</i>
5	<i>Young lions start off with rosettes and spots on their sandy coats, but these generally disappear as they get older.</i>

Using the the template below, can you write 5 facts about another wild animal.

1	
2	
3	
4	
5	



How to Hide the Words!

Can you find the words from the story in the table below?

Lion Hide Hat Townspeople

Iris Mane Paw Burglar

Mayor Roar Market Hero

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



Make A Lion Mask!

Would you like to be king of the jungle? There is a super simple and easy way to make your very own lion mask using a paper plate, complete with pop-up ears and whiskers!

All you need:

Paper Plate Pencil/Paint Paint Brushes

Scissors Sticky tape

Lolly Stick (or a stick from the garden or elastic)

Step 1 | Using a pencil, draw your lion's face on your paper plate.

Step 2 | Paint your Lion however you want.

Step 3 | Once your paint dries, use your scissors to cut out different parts of the mask. You can snip around the mask to create a mane. Why not try cutting around the ears to make them stick out slightly.

Step 4 | Use sticky tape to attach your chosen stick so you can hold it up to your face. Or you could attach some elastic on either side of the mask so that you can fix it to your face.



We hope these activities have been useful to help bring a bit of **How to Hide a Lion** 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

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

We look forward to seeing you again soon!

Best Wishes,

Polka Theatre's Creative Learning Team

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