

Teacher Resource Pack

Jack v Giant



A Polka Production

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@SchoolsPolka

Hello from Polka!

Dear Teacher/Parent/Carer,

We are so pleased that you came to visit us at Polka Theatre for Jack v Giant. 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 exercises are creative and drama based, which 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 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
KS1 & KS2
(ages 4-8)**

Key themes of family and community. Links to PSHE Education Programme of Study, Living In The Wider World. Increasing familiarity with a wide range of books, including fairytales and modern fiction. Development of reading and writing skills, links to English Programmes of Study.

To recognise the importance of community and building positive relationships.

To discuss and put into practice the benefits of working in a team.

To consider how we deal with feelings and opinions in a positive way.

To understand the importance of sharing and how we can help others around us.

KS1

Emotion Stories

This activity increases awareness of varying emotions and how we express them differently as individuals. The children are encouraged to openly discuss different scenarios, how they might make us feel and how we show this physically in our bodies.

How to lead the activity:

Start this warm up activity sitting down in a circle.

Ask the children to think and discuss, with the person next to them, different emotions they can identify from Jack v Giant. For example, happy, sad, brave, relieved, scared.

You may want to ask the children to imagine they are Jack, and you have been told by your dad you have to sell Dottie the cow. How might this make you feel? Upset, sad or betrayed? You can extend this question by asking the children if they can remember a time when they also felt like this.

Once the ideas have been discussed, ask the children to walk around the room. When you count down from three, you will call out an emotion which was mentioned by the children. They then have to create a freeze frame which is based on the emotion. This can be from real life, made up or completely exaggerated!

For example, if the emotion is happy, you could create a freeze frame which shows it's your birthday and you are eating birthday cake!

You can then wave your pretend magic wand over each child which means they can un-freeze, and explain to the rest of the class what they are doing and which emotion they are.

You may want to remind the children to think about how we express emotion. How do we show others how we feel? Is it in our facial expressions and body language?

You can extend this warm up game by asking the children to create the freeze frame in pairs or give numbers for group sizes!

Giant, Beanstalk, Jack!

This activity is great for warming up the body in a creative and fun way. The physical movement energises the group whilst bringing focus, as well as encouraging the children to work in a team to achieve a common goal.

How to lead the activity:

This activity starts with the children standing up, divided into two teams.

To begin this game, all of the children will need to decide together on a pose and/or action for Giant, Beanstalk and Jack. Once the children have decided on their poses, the teacher will ask the two teams to stand on either side of the room ready to begin the game.

The two teams will need to discuss as a group whether they are going to be Giants, Beanstalks or Jack without letting the other team overhear!

Once the two teams have decided, the children are to line up facing each other ready for their Giant, Beanstalk, Jack battle! The teacher will countdown from 3 and after 3 the children are to take the position of their character.

Giants beat Beanstalks, Beanstalks beat Jack and Jack beats Giant!

Whoever is the winning team gets to choose 2 players from the opposite team to join their team. The two teams then decide what character they will be next...

The game continues until one team has no players left.



Agree/Disagree

This activity encourages children to share and challenge opinions respectfully. Through engaging in discussion and debate they are supported to consider the importance of community and what it means to be a part of one. This activity also promotes confidence in sharing ideas and speaking to a wider group.

How to lead the activity:

This activity starts with everyone standing up in a space in the room. The teacher puts a sign at one end of the room saying AGREE and a sign at the other end of the room saying DISAGREE.

The teacher will then tell the class that the centre is neutral or 'I don't know' and there is an invisible scale between the two signs. The teacher reads out the below statements (or use your own). The children will go and stand on the scale wherever feels right for them.

If they agree 100% they stand by the AGREE sign, if they almost agree they stand near the sign etc. Start with some funny statements to get the children familiar with the set up.

Below are some examples you may want to use:

Pizza is the best food ever
Sundays are the best day of the week
I love acting!
Friendships are important to me
I'm always kind to people, even those I don't know well
It is important to share with others
You should look out for your friends and family

After reading each statement, the teacher may want to lead a discussion asking why the children are standing in particular spots. Does anyone want to move places after hearing what others have to say?

Give and Take Focus

This activity is great for ensemble building and helping children understand the idea of when to give focus and when to take focus. The children are encouraged to observe and respect others, emphasising the importance of working in a team.

How to lead the activity:

This activity starts with everyone standing up in a space in the room.

Ask a small group of children to come into the centre of the room as an example. After that, this game can be played in small groups at the same time.

The task is to work together as a team to seamlessly pass an action throughout the group. This action can be a gesture, dance movement or any form of movement within the space.

Instruct your class that after you say "action", one person must start to move around the space and the rest of the group have to freeze.

Once another person in the group starts to move, the current 'taker' must freeze and allow the new 'taker' to continue the action.

This continues until everyone in the group has had a go at being the 'taker'.

Key instructions:

There must be no overlapping of taking from the children.

If you feel that one child is taking more than the others in the group, you will say "thank you" and the next group is up!

The idea is the children must give and take to their group so it is important to work as a team and not dominate the game.

You may want to refer back to Jack v Giant and the key theme of community within the musical. The Giant takes too much from the community and does not think about others. Whereas Jack believes in giving to others around her and helping those who don't have as much.

KS1
& 2

Magical Storytelling

This activity is great for verbal storytelling, encouraging the children to actively listen and respond to one another in order to create a collaborative story. The children are asked to consider key features of a fairytale and how this can influence storytelling.

How to lead the activity:

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

Explain to your class that the aim of this exercise is to create a story together, one word at a time. The children will go round in a circle and take it in turns to say one word each. The story will eventually build until it comes to a natural finish and the children have worked together to create a new story!

Once the children are familiar with the exercise, you may want to extend the exercise by making it specific to fairytales.

Before the children begin storytelling, ask them to decide as a group on one or more of the following:

The setting - for example, a palace or forest.

The villain - for example, a giant or witch.

The hero/heroine - for example, a fairy.

The magic - for example, magic beans.

The happy ending - a curse is broken.

After each story, ask the children what they liked about the story and discuss ways to make it more effective for the next go. If helpful, pause the story in the middle and suggest a new direction for the children to take.

Literacy focused variation:

Ask the children to focus on the use of punctuation as they are storytelling. In this variation, the children will need to vocalise specific punctuation. For example, if you are starting a new sentence, you will need to say "capital letter" before adding your word.

Spot The Word

This activity encourages positive and kind relationships, whilst supporting the development of language. The children are asked to consider certain language features such as rhyming words and describing words.

How to lead the activity:

This activity starts with the children sitting down at a table.

Read through the extract below with the children. This is one of the songs Jack sings about her best friend Dottie the cow. Start this exercise by asking the children to turn to the person next to them, and tell them something nice that will make them feel good, just like Jack does with Dottie.

*I'm never lonely I'm never sad
I try to be good and a help to my dad
Every day all my blessings I count
there is no problem we cannot surmount
I'm the luckiest girl
in the world
she's my very best friend
from the start to the end*

*she doesn't say much
but her eyes say it all
she makes jolly noises
and sleeps in her stall
she snores and she moos
and she poops and she chews
she loves grass and flowers
that's what she pursues
she's the best friend a girl ever had
she's the best and a wow
Dottie my cow*

Next, ask the children to put a coloured circle around the words below:

Rhyming words in RED

Describing words in BLUE

**All the things that Dottie
does in GREEN**




Magic Bean Maths



This activity involves a range of maths questions whilst incorporating a magical element. The children will have to put their thinking hats on whilst they are quizzed on subtraction, multiplication and more!

How to lead the activity:

1  $-$  $=$ _____

2  **Number:** _____
Word: _____

3  \times  $=$ _____

4  \div  $=$ _____

Write Your Own Fairytale!

KS2

This activity is great for getting children writing and drawing, and using creative language. The children are encouraged to consider the structure of a fairytale and the key ingredients which make a successful fairytale.

How to lead the activity:

This activity can be completed individually or in small groups.

Explain to the children for this activity, they are going to be writing their own fairytales using a fairytale recipe and a story string template.

Ask the children what key elements they think make up a fairytale, just like Jack V Giant?

After this discussion show the children a fairytale recipe and the ingredients they will need. Did they guess every ingredient?

Fairytale ingredients:

The Opening - Once Upon a Time...
Defined Characters - Hero/Heroine or Villain
Conflict
Magic Settings
A Moral Lesson
Happy Ending!

Write Your Own Fairytale! Continued

Next, the children need to decide on the ingredients above for their fairytale. How will they make their story unique but follow the fairytale recipe?

For example:

What is the opening of their fairytale? What is the first thing that happens?

Who is their hero/heroine and villain character? What do they look like?

What makes their setting magical? Are there any spells or curses?

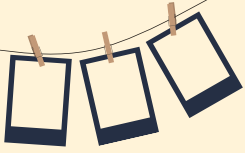
You may want to remind the children that traditional tales are a special genre of fiction because they are timeless and are often told again and again. This is why it is important to include all the ingredients as it is a formula which has been successful since the 17th century!

The Last Step:

Lastly, ask the children to write or draw their fairytales as a storyboard using the Story String template on the next page. The children will need to incorporate all of their ingredients.

You might want to hand out a pair of scissors, glue and ball of string to each child. They can stick each frame to the piece of string which is a great way to visualise the fairytales and present back to the rest of the class.





Fairytale Story String

KS2



Jack V Giant Wordsearch!

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

Bean Cow Giant Gold
Jack Puppets Castle

We hope these activities have been useful to help bring a bit of Jack v Giant back to your classrooms!

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:

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

