

A young boy with dark hair is seen from the side, looking intently at a laptop screen. The screen displays a character from the movie 'Snow Queen', who is wearing a crown and a dark, fur-lined coat, reaching out towards the viewer. The background is a dark blue and purple gradient with falling snowflakes.

SNOW QUEEN EDUCATION PACK

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HANS CHRISTIAN ANDERSEN

Hans Christian Andersen was born in Odense in Denmark 2nd April 1805. His father was a shoe maker and his mother was a washer woman.

His father died when he was only 11 and so he had to take on work to help support his mother. He had jobs as an apprentice weaver and tailor. But he really loved singing and performing, when he was 14 he moved to Copenhagen to be an actor but he wasn't able to make a career of it. He eventually went back to school when he was 17 and it was then that he realised his passion for writing.

During his career **Hans Christian Andersen** had over 160 stories published. These include stories which are still told and read today such as 'The Little Mermaid' and 'The Ugly Duckling'. His stories became popular all over the world particularly in England and Germany. It was on one of his visits to England that he became friends with another famous writer, Charles Dickens.

Andersen was always self-conscious about his humble beginnings – this is reflected in the themes of many of his stories. He particularly explores wealth, self-worth and the meaning of life. Throughout his life, he cared a lot about what other people thought of him and worried about fitting in, this was particularly relevant in the plots of The Emperor's New Clothes and The Ugly Duckling. The story of The Red Shoes was based on an early memory when Andersen's father was making a pair of red silk shoes for a wealthy woman, she was unsatisfied with his work and so he cut up the shoes in front of her.

Andersen's stories did not always result in happy endings and so these endings have been adapted by other story tellers, particularly when the stories are being made into films.

Andersen died on the 4th August 1875; he had consulted with a composer shortly before his death and asked that the music at his funeral should 'keep in time with little steps' as he knew there would be many children at his funeral. In his last will and testament Andersen donated his rare books and manuscripts, including proofs editions of Charles Dickenson's work, to the Danish Royal Library.

Other Hans Christian Anderson Stories include;

- **The Princess and the Pea**
- **Thumbelina**
- **The Sandman**
- **The Emperor's New Clothes**
- **The Little Match Girl**
- **The Tinderbox**
- **The Red Shoes**
- **The Steadfast Tin Soldier**



There is a statue of **Hans Christian Anderson** in Central Park in New York which was created by Georg John Lober, it features the writer holding a book which has the first few lines of the story 'The Ugly Duckling' written in it and at his feet there is a duck who seems to be listening to the story. The sculpture was commissioned to commemorate the 150th anniversary of his birth. During the summer, there are still readings of Andersen's stories to children. There is also a statue of Andersen in Rosenborg castle gardens in Copenhagen and two in his home town of Odense.

Did you know that International Children's book day is held on or around Hans Christian Andersen's birthday every year?

THE ORIGINAL SNOW QUEEN

The Z-arts performance of the Snow Queen has been modernised and is set in a different time to the original story. However, the themes of friendship and good vs evil remain clear.

Z-arts Snow Queen

A young boy, Kai is in thrall to a presence beyond his gaming screen. It's a threat that will come to take him from the real world, only for his foster sister, Gerda to pursue him into the wintry, digital realm of Hans Christian Andersen's Snow Queen. A modern twist on the Hans Christian Anderson classic the Snow Queen, blending live action with film, puppetry and digital storytelling. A young girl goes on a journey to find her friend. Along the way she meets talking flowers, nosey birds, a grumpy reindeer and other magical creatures who help her find her strength to battle with Snow Queen, a shape-shifting icy goddess who represents all that you want most in the world.

Original Synopsis

A long time ago, an evil troll had a magic mirror which showed everything as ugly and bad. The mirror shattered into tiny pieces and they spread across the world. One summer's day friends Kai and Gerda were playing and pieces of the troll's mirror got into Kai's eyes and heart. From that moment Kai could only see the bad in the world and everything was ugly to him. During the winter, Kai took his sledge to play in the snow and he met the Snow Queen. She took Kai outside of the city walls, never to return home. Gerda noticed Kai had gone missing and went on a quest to find him and bring him home. Gerda had to travel through many lands and encounter many dangers to find Kai. But she finally made it to the Snow Queen's palace. When Gerda found Kai, she was so upset that she began to cry and kissed her friend on the cheek – this saved him. The pieces of the troll's mirror melted. Kai could once again see the good and beauty in the world and was glad that his friend Gerda had saved him.

LIFE IN 1845

Andersen's life in 1845 would have been very different to life in 2015. Below are some major events that happened in the year Andersen wrote *The Snow Queen*.

1845 World Events

Edgar Allan Poe wrote the poem 'The Raven'.

The rubber band was patented by Stephen Perry in London.

The rules of baseball were formally set by a team in New York – The Knickerbockers.

The potato famine in Ireland began causing around one million deaths between 1845 and 1852.

Horace Wells unsuccessfully demonstrated that laughing gas would allow him to extract a tooth painlessly.

Why not try writing a list of all the major events that have happened in 2015?

THE VICTORIAN age in British history is named after Queen Victoria, who was Britain's queen from 1837 until her death in 1901. There were big differences between life for Victorian children and life for children now. There were no TVs, no computers, no central heating and no air travel. Most children went to work instead of school. The Industrial Revolution changed the face of Britain. Many people moved from small towns, villages and farms to cities and large towns to work in factories. The population grew from 16 million in 1801 to over 41 million by 1901. Men, women and children worked in factories, and in coal mines. Factory and mine owners became very rich but the workers were very poor. They were paid low wages, and lived in unhealthy, overcrowded slums.

HISTORY ACTIVITY

PRE SHOW TASK

Activity 1: Can you use the internet to research what life was like in Victorian England? Compare the following to life in Victorian England to life in England in 2015;

- School/Work for children
- Holidays
- Entertainment/Hobbies
- Housing



Why not try playing some of the games that Victorian children would play?

Oh Great Queen/King: One player sits on a throne as the Queen or King – you could put a coloured throw over a chair to make it look royal or maybe use the teachers chair! The other players line up and pass before the throne one by one. Each player stops in front of the queen/king and must say the line 'Oh great Queen (or King), I worship thee and bow down before thee' in a very serious manner. The Queen/King then makes funny faces and strange poses to make her/his subject laugh. Should she/he succeed in making the subject laugh then the player who laughs takes on the role of the next Queen/King.

Hunt the Ring: The players stand in a circle, leaving one person in the middle. A long piece of string, with a hoop (such as a curtain ring) threaded on it, is tied in a circle around the inside of the players. The players take hold of the string circle and pass the ring about from one to another. The player in the centre must guess who has the ring (you may want to give the player 3 guesses). Their task is made as difficult as possible by those holding the string making fake hand movements to conceal the whereabouts of the ring. When the player in the middle guesses correctly in which hand the ring is concealed (or their 3 guesses have been used), they joins the circle and the player who has been caught holding it will take their place.

Curriculum Links: History Key Stage 2 Pupils should; • Note contrasts over time. • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

HISTORY ACTIVITY

POST SHOW TASK

Activity 2: After you have watched the performance, read the original story with the class. You could make a list of the differences between what they saw on stage and what is in the original story. Have a discussion about why the writer, Philip Osment, may have decided to make these changes. Do the children know of any other classic stories/fairytales that have been modernised?

Although there are differences, the themes of the story are the same. Can the children identify any of the themes?

Although some elements of the performance are different to that of the original story, the moral remains the same.

Extension: Philosophy for Children and Visual Arts

Activity 3 : Have a discussion about morals in relation to fairy tales/stories. What is a moral? Can any of the children give examples of morals from other stories that they know? E.g. The Tortoise and the Hare – Slow and steady wins the race.

Activity 4: Write a list of all the stories that the children have been discussing with the moral next to it. Ask the children choose a moral from the list and draw a picture of a character from the story it features in. You could display these in your classroom!

Curriculum Links: English: Spoken Language Pupils should be taught to: • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

SCIENCE ACTIVITY

PRE SHOW TASK

The Snow Queen's palace is in a cold and icy land. During the story The Snow Queen orders Kai to lower the temperature to minus 50 degrees. Can you match the statements to the correct temperatures and mark them on the thermometer?

You need a thermometer

1: Water freezes at _____

2: Water boils at _____

3: A healthy human body should be around _____

4: Lowest recorded temperature in Antarctica is _____

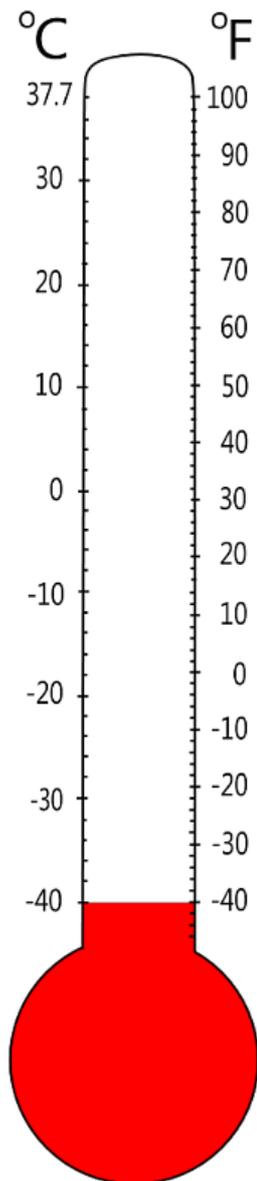
5: Aluminium melts at _____

Pick from the 5 answers below

660 ° C 0°C -89.2° C 100° C 37° C

Why not try taking thermometers into the playground and keeping a record of the school day temperatures in December? The children can guess what they think the coldest day will be. See who was right on the last day of term!

Curriculum Links: Science Key Stage 2 • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables



GEOGRAPHY ACTIVITY

PRE SHOW TASK

Activity 1: Can you find these places on a map?

- Denmark
- Copenhagen
- Odense

Activity 2: Denmark is part of Scandinavia; can you find out about the other Scandinavian countries?

Activity 3: Unlike many European countries Denmark do not use the Euro as their currency.

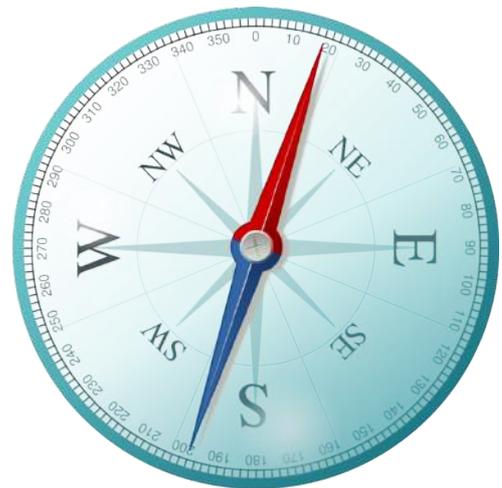
Can you find out what currency they use in Denmark?

Activity 4: Some of Hans Christian Andersen's stories are influenced by traditional fairytales from other countries. Using the points of a compass; can you map the route from Denmark and help these stories to find their way home?

- The Emperor's new clothes: **Spain** (Libro de los ejemplos)
- The Princess and the Pea: **Sweden** (Princess who lay on seven peas)
- Thumbelina: **England** (Tom Thumb)
- The Swineherd: **Italy** (Pentamerone)
- The Flying Trunk – **Saudi Arabia** (Arabian Nights)

Curriculum Links: Geography Pupils should be taught to: • Locate the world's countries, using maps to focus on Europe. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. • Use maps, atlases, globes and digital/computer mapping to locate countries. • Use the eight points of a compass

You need a compass



MATHS ACTIVITY

PRE SHOW TASK

Key Stage 2: Make Your Own Snowflake Approx. 40 mins

See resource Page 38:

Step 1. First, begin with a square piece of white paper.

Step 2. Fold the square of paper in half diagonally to make two symmetrical triangles.

Step 3. Fold this larger triangle in half to make a smaller triangle. Your square is now divided into quarters. You will now have 4 symmetrical triangles.

Step 4. Mark the triangle into thirds. Use a protractor to make sure each third is a 30 degree angle. Is a 30 degree angle greater or less than a 90 degree angle?

Step 5. Fold the left third over. Try to get all of the folds to line up as close as possible for the most symmetrical snowflake.

Step 6. Cut off the top of the paper at a 45 degree angle. Make sure to cut it off so that all remaining layers of paper are equal. Cutting at an angle is what makes the points of the snowflake.

Step 7. Time to get creative! Begin cutting away from the sides of the paper. Usually, cutting small triangles from the sides is easiest, but don't forget to try other shapes.

Step 8. Unfold the paper very carefully.

Competition time: Can you to pick the most interesting and creative Maths Snowflake from your class?

Once you have picked the chosen Snowflake, take a picture of it and send the image to our Digital Experts at Cubic Flowers.

Make sure the background of the picture is clear, one colour and free from any other objects; we will need the image to just feature the Snowflake. We recommend placing the Snowflake on top of a piece of paper or card that is green or blue, so the background can be easily removed using photo editing software.

The chosen Snowflake will then be edited and be featured live on screen during the performance of Snow Queen.

Submission of the Snowflake must be one week prior to attending the live performance. Submit to cubicflowers@gmail.com with the details of your school and the date and time you will be attending the performance.

Curriculum Links: Maths Lower Key Stage 2 • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
Upper Key Stage 2 • draw given angles, and measure them in degrees

MUSIC ACTIVITY

POST SHOW TASK

Key Stage 2: Creating Atmosphere: Approx. 40 mins

I can make a sound with my body (5mins) Children sitting in a circle. You say 'I can make a sound with my body' and then demonstrate – this can be a clicks, claps, stamp your feet etc. Once you have made your sound ask the class to copy. Then do another example 'I can make a sound with my body' ask the class if anyone else can make a sound using their body (you may have to say not your voice, just your body). Let the children take it in turns to lead and copy.

I can make a sound with my voice (5mins) As above but this time say 'I can make a sound with my voice'. Demonstrate your sound and then ask all of the children to copy. Let the children take turns to lead and copy again.

Soundscapes with voices (10 - 15 mins) Using our bodies and voices we can create soundscapes. These can help us to set the scene in a performance without using music. We create the sounds that we might hear in that environment. For example, if we were making the soundscape of a beach we might hear the waves lapping, seagulls, children playing, squeezing sun tan lotion from bottles etc.

Pick one of the examples from the performance below and ask the children, what sounds might we hear in the Garden Terrain? If, for example, a child says birds tweeting, ask what that might sound like, let the child respond with their sound and then have everyone in the class copy. Take around 5 suggestions from the class. Then split them into 5 groups and assign each one of these sounds to a group. Then you become the conductor, when your hands are low you'd like the children to make their sound very quietly, as hands get higher, they get louder. When you hold one arm out, you'd like them to stop. It's very important that the children are able to differentiate between getting louder and getting faster (this usually occurs with any clapping or stamping noises).

If you have time, repeat for a different location from The Snow Queen. Scenes from the story to create soundscapes for;

- Kai travelling through the computer into the game
- Garden Terrain
- Forest Terrain
- The End Terrain: Snow Queen's Palace

Soundscapes with instruments (10 – 15mins) As above, but this time instead of voices and bodies the class can use instruments. The children can identify from a selection offered which instrument would be best to use to make the sound of the wind blowing through the trees in the forest or footsteps as Gerda walks through the forest trying to find Kai's other slipper.

Foley sound, or found sound, is the reproduction of everyday sounds that are added to film, video or other media in post production to enhance the sound quality. Using Foley sound helps to create atmosphere in film or theatre, avoiding having long periods of silence which would feel unnatural to an audience.

Make your own Foley sound track: Split the class into 4 groups, give each of the groups an area of the school to create a Foley sound track for. Get the group to plan what sounds they are going to record and how they are going to achieve this – i.e. what items will they need? Areas of the school to try are;

- Playground • Library • Dinner hall • Classroom

Ask the children to identify the sounds from each other's tracks. If you have access to an iPad or iMac, you can record your sounds straight into Garageband. If you use PC, you can download free editing software such as Audacity.

Why not try recording your soundscapes and playing them underneath children reading extracts from the play from Post Performance Drama Session 2?

Curriculum Links – Key Stage 2 Music: Pupils should be taught to;

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory

DRAMA ACTIVITY

PRE SHOW TASK

Key Stage 2: Theme: Friendship: Approx 45 mins

1: Greetings (5 mins) Ask the children to walk round the space very carefully, making sure not to bump into one another. When they walk past someone as them to greet each other but first only using their eyes. Next they can use their whole face, then adding arms and hands - a wave, or high five, a handshake and then lastly to vocalise – say hello, hi etc. Making sure they greet as many of their classmates as possible.

2: I like friends who..... (5-10 mins) Sit the class in a circle and ask them take turns to finish the sentence 'I like friends who.....' For example, I like friends who are good at sharing. I like friends who are kind to everyone. I like friends who are funny. Assure the children that it's ok to say something that someone else has already said.

3: I like you because..... (5 mins) Split the children into pairs. They should tell each other 3 things that they like about each other. Try and steer them away from physical attributes and make it about their personality. You could give examples of children in the class – I like John because he is very caring. I like Caroline because she always shares with everyone.

5: What's the story? (15 mins) Ask for 2 volunteers to be actors. Position the children facing away from each other both with their arms folded, about half a metre apart. Ask the group 'What have the characters fallen out about?' Assure the group that there are no right or wrong answers to this, all answers are valid. You can ask further questions – How long have they've been friends? Do they fall out a lot or is this the first time? Etc. Ask the actors to try and remain frozen while the class are giving suggestions. Once you have gathered sufficient suggestions, thank the actors and get the class to give them a round of applause.

Ask for 2 more volunteers to be the actors. This time position the actors with one sitting on the floor with their head in their hands and the other standing behind them in close proximity with their hands on their hips. Again, ask the question 'What have they fallen out about?' OR you could simply say 'What's the story?' You can ask further questions to help the children expand on their ideas. Once you have gathered ideas, thank the actors and ask the class to give them a round of applause.

6: Partner work: Resolving conflict (10 – 15 mins) Split the children into pairs. Ask them to have a little chat about what happens after you have fall out with a friend? How do you make up? Ask the children to create a scene which shows two friends making up/ resolving their differences. Ask them to first decide what they have fallen out about – they choose one of the suggestions from the previous exercise. Ask them to take up the same position as the actors – they can choose the first or second image. Their scene should start from the point of the resolve so may start with someone apologising or asking if the other is ok. Ask the partners to share back their scenes.

7: Cool down: Get the class into a circle. Ask them all to imagine they have a zip going all the way from the top of their head right down to their toes. Ask them to undo the zip and step out of the characters and scenes that they have been in the drama session. Ask them to scrunch it into a little ball and throw it over their shoulder. Get everyone to shake off and give themselves a round of applause for great work.

Curriculum Links: English - Spoken Language: Pupils should be taught to: • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • participate in discussions, presentations, performances, role play, improvisations and debates • consider and evaluate different viewpoints, attending to and building on the contributions of others

PHSE Skills: • Active listening • Empathy • Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) • Team working (including agreeing clear and challenging outcomes, facilitation, cooperation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others experience) • Negotiation (including flexibility, self-advocacy and compromise) • Recognising and strategies for managing pressure, persuasion and coercion

DRAMA ACTIVITY

PRE SHOW TASK

Key Stage 2: Theme: Managing Feelings: Approx 45 Mins

1: Anyone who (10 mins) Sit the group on chairs and a circle. One person stands in the middle, there is not a chair for them in the circle. They say 'Anyone who.....' and then make a statement that is true about them e.g. Anyone who has a sister, anyone who likes chocolate, anyone who supports Manchester United. If that statement is true for anyone sitting in the circle they must stand up and find another seat. At the same time the person in the middle is also trying to get into a seat. There will always be someone left in the middle that will make a new statement.

2: Discussion (5 minutes) Sitting in a circle. Ask the children to put their hand up if they can give an example of an emotion. When an emotion is offered e.g. happy ask the group in what situations might you feel happy? Repeat for 3 or 4 different emotions.

3: Emotion Walks (10 minutes) Ask the children to walk around the space, in and out of each other, trying not to walk in circles. When you clap they freeze. You will give them an emotion. First ask them to put it on their face, when you clap your hands again they are going to put the emotion into their body and walk around the space. If they feel they'd like to make a noise then that's ok but no words. They are not to interact with each other. When you clap again you want them to freeze with that emotion in their whole body. Walk around and look at them all, praising and pointing out the things that you like, what they are doing well. If there is a child who has a particularly good/expressive pose, ask the other children to unfreeze and turn to look at that person. Ask the children to say what they like about that interpretation, why is it clear? What is their body doing? Repeat.

Emotions to try: • Happy • Sad • Angry • Scared • Surprised

It is important that the children try angry as the character, Kai, in the Snow Queen finds it hard to control his anger

4: Script Work (15 minutes) Split the children into pairs. Ask one to be A and one to be B. Give the children the script. (see resource) Ask person A to perform their lines with the emotion Happy and person B to perform their lines with the emotion Sad. Ask them to read it through a few times with their partner. See a few back. Ask the children how it felt to say the lines with the emotions they were given. This time ask A to try the lines with the emotion Scared and B with the emotion Angry. Share back. How did it feel this time? If you have time, switch over again so A is angry and B is scared.

Discussion – how did it feel to be angry and make your friend feel scared? How did feel to be scared of your friend?

5: Shake it off! (2mins) Shake off all the different emotions we have tried today. First shake them off your fingers then arms, legs, whole body and face.

Curriculum Links: English Reading • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

DRAMA ACTIVITY

POST SHOW TASK

Key Stage 2: Exploring the story: Approx. 50 mins

Warm up (10 mins)

Flower garden – this game is best played with children sitting on chairs if they are available and is a variation on the game fruit bowl.

Go round the circle and give each of the children a name of one of 3 flowers – honeysuckle, snowdrop and buttercups. When their flower is called they stand up and run round the circle and back to their chair. Make sure you establish which direction they are running in to avoid collisions! When you shout Rose garden all children run around the circle.

Character walks (10 mins)

Ask the children to think about all of the characters that were in the story of the Snow Queen and put their hand up if they can share one with the class. Ask the children to think about how those characters moved around, think about the quality of the movement, words like spiky, heavy, fast, slow etc. Ask the class to walk about the space to the music (music from the performance will be provided after you have watched the show OR look at the suggestions below), firstly just as themselves, tell them when the music stops they have to freeze. After the music has stopped the first time, ask them to now all walk as Kai when the music starts and when it stops to freeze like that character. Just like in pre drama session 2 you can look round the children and ask them to look at any particularly good examples. Repeat for different characters - The Snow Queen, Gerda, The Robbers, The Snowflakes etc. Choose up to 5 that you think your class would enjoy. (See character list)

Remembering the Story (10 mins)

The Snow Queen has frozen the story. Let's look back at important points but see them as freeze frames (tableaux). Sit the children in a circle – tell the children that you will describe the point in the story that they are going to recreate and you will point at the people who are going to make that frozen picture. Once the children have held the picture still for a few moments say WHOOSH and ask them to sit back down. You might want to ask the other children to say what they can see in the frozen images.

- Kai smashes the bauble from the Christmas tree, Gerda is upset
- The Snow Queen lures Kai through the Computer
- Gerda goes into the game to find Kai
- Gerda meets the Gardener in the Garden terrain
- Gerda finds a slipper and a frog in the forest
- Gerda meets the Princess and tells her to kiss the frog
- The frog turns into a prince
- The Princess gives Gerda her carriage and warm clothes to say thank you
- Gerda is hijacked by the robbers
- The Little Robber Girl lets Gerda go and gives her the reindeer
- The reindeer and Gerda meet the wise woman
- Gerda melts the Snowflake guards
- The Snow Queen takes over Kai's body
- Gerda saves Kai and they exit the game

Acting out the story (15 mins) (without the script)

Split the children into pairs. Now that you have remembered the story, let's act out some of the scenes with our own words. You can let the children suggest points that they'd like to do or you can let them choose from the list below. Tell the children to remember when they are acting out to the audience the most important things are to speak loud and clear and to always face the audience so we can see what they are doing and how they are feeling.

- The Snow Queen luring Kai into the game
- The Gardener trying to stop Gerda leaving the garden
- The Princess meeting Gerda in the forest – both asking each other for help
- The robber girl telling Gerda not to cry and say I don't care
- Gerda freeing Kai from the Snow Queen

Depending on your class, you may want to only give the children 2 or 3 options to choose from.

Share back the scenes.

I liked.....(5 mins): Sit the children in a circle, ask them to take turns to say what they enjoyed about the session.

Why not try asking the children to make a storyboard of the key scenes from The Snow Queen?

Music Suggestions – Penguin Cafe Orchestra Numbers 1-4, Stratovarius The Land of ice and snow.

Curriculum Links – English – Reading Comprehension • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

DRAMA ACTIVITY

POST SHOW TASK

Key Stage 2 & 3: Exploring the script

Extracts - Page 48 Little Robber Girl 'What are you doing – Page 50 'I might do if you do everything I ask'. Page 66 Gerda ' Follow the pole star she said' – 68 'I don't care!'

I said boom! (5-10 mins) Tell the group that because we are working with scripts today, they're going to be doing a lot of speaking so it's really important to warm up their voices. This is a repeat after me rap – the teacher says one line and the group copies.

- I said boom.
- I said boom chicka.
- I said boom chicka rocka chicka rocka chicka boom.
- Uh – Huh.
- OK
- One more time.

After you have said it once through normally then tell the group the style you'll be doing it in next time – quiet, loud, fast, slow, deep voices, high voices etc. When you want to finish, swap the last line for 'No more times'.

Character Walks (5-10 mins) Repeat this exercise from KS2 Post performance drama workshop 2. Use the characters from the script extracts – Gerda, Little Robber Girl, Snowflakes.

Script Extracts (15 mins) Split the group into pairs and threes – you can give them all the same script or use two different ones. Ask them to firstly read through the script sitting down. They can either choose who they want to be OR you can ask them to label themselves A, B (and C) and tell them who A will be etc. It's important to say that even though boys might be playing girls, they don't need to put one a high pitched voice. Once they have done that they can have a discussion about where they are going to stand and how they will move. Then get it up on its feet and have a few rehearsals. Tell the group to think about how they are using their voices – are they going to use their own voice or make it different for the character they are playing?

Sharing Back (15 mins) Make an audience and invite the groups to come and share their work on the stage. Once a group have performed, make sure the audience give them a clap and ask for positive feedback – ‘What did we like about that?’

Key stage 3 extension:

Ask the young people to get back into their groups. This time they will have a task put on the group to see how that will change the performance. Ask them to rehearse with this task and then share back to the group. Ask the group what difference does it make? Does it enhance the scene in any way?

Suggested tasks;

- Be as far away from each other as possible
- Be as close to each other as possible
- One character (a) wants to be close to the other (b) but (b) wants to be far away from (a)
 - Change the setting – library, busy train, coffee shop, rock concert
- One character must be sitting in the chair at all times, so if the other stands up, they have to fill it – how many times can you switch?

Why not try making up a new ending to the Snow Queen? Hans Christian Andersen did not always write happy endings to his stories, what would have happened if Gerda hadn't been able to save Kai?

Curriculum Links: English Reading: Key Stage 2 • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

DRAMA ACTIVITY

PRE SHOW TASK

Key Stage 3: Approx 1 Hour

Anyone who.....(10 mins) Sit the group on chairs and a circle. One person stands in the middle, there is not a chair for them in the circle. They say 'Anyone who.....' and then make a statement that is true about them e.g. Anyone who has a sister, anyone who likes chocolate, anyone who supports Manchester United. If that statement is true for anyone sitting in the circle they must stand up and find another seat. At the same time the person in the middle is also trying to get into a seat. There will always be someone left in the middle that will make a new statement.

Same Difference (5mins) Move around the room when I clap my hands find the person closest to you, find one thing that you have in common and one thing that is different sit down when you've got it. If you've got time you can go round the pairs and find out what they've found out. Repeat 3 times.

What's the story? (10-15 mins) Ask for two volunteers to be actors. Position them facing away from each other both with their arms folded. They can be in quite close proximity to each other – around half a metre apart. Ask the class – What's the story? You can prompt them with further questions e.g. Who are they? What is their relationship? Where are they? What is the conflict? During this time, ask the actors to remain still in position.

Once you have gathered a variety of suggestions from the class, thank the actors and ask for two more. This time position the actors with one sitting on the floor with their head in their hands and the other standing behind them in close proximity with their hands on their hips. Again, ask the class - What's the story? Gather suggestions from the group.

Pair Work (15 - 20 mins) Split the group into pairs. They are two friends who have fallen out over something. Ask them to choose a starting position that clearly shows their characters at a point of conflict (no physical contact throughout this exercise) and to decide what the conflict is. Give them time to improvise the conflict and find an end point which they should freeze in. Share these scenes of conflict back. Ask the actors how it felt to perform. Ask the audience what happened to the actor's voices, their breathing and their physicality.

The resolve (10 – 15mins) Ask the pairs to now try and resolve the conflict. How can they resolve the conflict to have a positive and realistic outcome? It may be that one character has to apologise or that they have to remove themselves from the situation. Ask them to share back their scene from a few moments before the end of the conflict moving into the resolve. Ask the audience, did anything change in their tone or physicality when they were resolving the situation?

Curriculum Links: Key Stage 3 Spoken English Pupils should be taught to: • speak confidently and effectively, including through: • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • giving short speeches and presentations, expressing their own ideas and keeping to the point • participating in formal debates and structured discussions, summarising and/or building on what has been said • improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

PHSE Skills • Active listening • Empathy • Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) • Team working (including agreeing clear and challenging outcomes, facilitation, cooperation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others experience) • Negotiation (including flexibility, self-advocacy and compromise) • Recognising and strategies for managing pressure, persuasion and coercion

DRAMA ACTIVITY

POST SHOW TASK

Key Stage 3: Monologues: Approx. 1 hour

Story circle - Whoosh (10-15mins) Let's remind ourselves of what happened in the Snow Queen. Read out a chronological list of plot points one by one which the class will then quickly act out (see resources). Depending on your class you can either call out the characters you need for the scene OR go round the circle and assign a character to a person per plot point. e.g.

Gerda entered the garden terrain and met the Gardener.

- A) I need some flowers, a Gerda and a Gardener
- B) You're Gerda, you're the Gardener and 3 of you flowers please

Speed is of the essence here, ask the class to act out the points as quickly as possible. When you say WHOOSH the actors in the circle sit down and new actors perform the next part.

Monologue Writing (25-30 mins) Ask the groups to put themselves in the shoes of one of the characters during a dramatic point in The Snow Queen and write a short monologue of how the character is feeling at that point in the story. Remind them that good monologue works when the character is facing a crisis, has a decision or choice to make, is torn between options or something is at stake. Ask them to think of the way the character spoke in the performance - try to give it a similar feel in terms of the type of language to use.

Choose from....

- Kai making the decision to go through the computer to meet the Snow Queen.
- Gerda deciding whether or not to go into the game.
- Gerda finds the slipper in the forest – what does she think might have happened to Kai at this point?
- Gerda wakes under the bush – should she carry on in her quest to find Kai?
- Robber Girl deciding if she should let Gerda go or not.
- Kai fighting the Snow Queen in his mind.

Or choose their own point in the story. As participants are writers at this point, encourage them not to just write for a character who is the same sex as them.

Sharing Back (15-20mins) Share back monologues with the class. Feedback on others, what did you like, what could be improved, how could it be developed? Did it stay true to the character in the performance? (You may have to continue this into the next lesson)

Why not try including soundscapes to set the scene for the monologues? Or use the music from the performance. See Post Performance Music Session for details.

Curriculum Links English Key Stage 3: Writing: Write accurately, fluently, effectively and at length for pleasure and information through: • stories, scripts, poetry and other imaginative writing • applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing Plan, draft, edit and proof-read through: • considering how their writing reflects the audiences and purposes for which it was intended • amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness

CREATIVE WRITING

POST SHOW TASK

Key Stage 2 & 3: Review writing

Be a critic and write a review of the Snow Queen. Things to include.....

Where and when you saw the performance.

Write a brief account of what the story is about (don't tell us the ending though as the reader may want to go and watch the performance).

What did you like about the performance?

If you were the director, would there be anything you would change about the performance?

Were any of the actors particularly good to watch? You could say one positive thing about them all if you like.

Tell the reader why they should go and see the performance.

Why not try splitting the class into groups and getting them read their reviews to each other? The group can give them feedback and note the points that they agreed or disagreed with.

Curriculum Links – English Writing Key Stage 2 Pupils should be taught to draft and write by: • organising paragraphs around a theme • in non-narrative material, using simple organisational devices Evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

CREATIVE WRITING

POST SHOW TASK

Key Stage 2: Create your own terrain

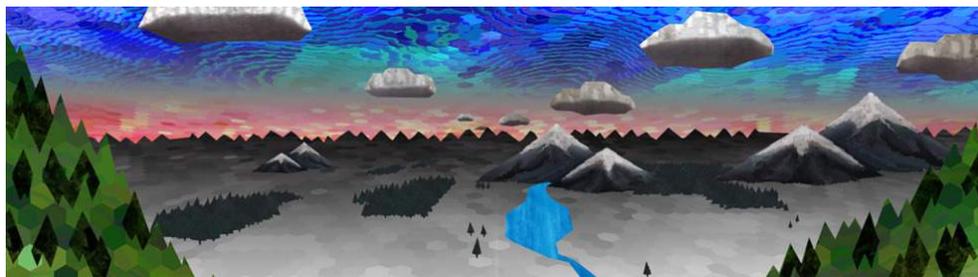
Kai created the game for Gerda. He used things that he knew she liked to create the terrains. He made a garden terrain because she loved gardens and flowers. He put the story of the Princess and the Frog in it because he knew that was one of her favourite stories.

Imagine Kai is creating a terrain for you. He would like to know what you'd like to have in your terrain so that he can code it into the computer. Give him as much detail as possible so he can make it as good as he can.

E.g. I love water slides and swimming so I would like to make a water park terrain. There is a big red slide right in the middle of it. There are whirlpools at each corner. There is a lazy river which goes all the way around the terrain so that if you want to relax you can just float around it.....

Visual Arts Extention

Now Design it! Can you draw a design of what you would like your terrain to look like?



Curriculum Links – English Writing Key Stage 2 Pupils should be taught to draft and write by: • organising paragraphs around a theme • in non-narrative material, using simple organisational devices

Art and Design – Key Stage 2 Pupils should be taught: • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

DIGITAL ENGAGEMENT HEXELS

PRE SHOW TASK

Claim your FREE Hexels license and template from education@z-arts.org
Download the Hexels Programme at www.marmoset.co/hexels

Hexels is a easy-to-use 2D grid-based art program that lets you paint using a variety of shapes. It gives everybody a chance to try themselves in digital drawing without any advanced skills in computer technology or graphic design.

All you need to do after installing the program is to open the programme and the pre-made template image of a snowflake. Students will need only to follow the form and paint it using simple tools. They can change different colour and shape parameters, so at the end each image would be unique.

How to create a digital snowflake

1. Open the programme and load up the Snowflake file sent via email with the license key.
2. Use the template, which will stay on the background throughout the whole workshop to trace the Snowflake.
3. Encourage the use of simple Hexels tools to draw on top of the image, as on colour schemes (described in video tutorial).
4. After they finish the main shape, they can always play around with changing colours, adding glow, contrast, shades and patterns to their Snowflakes
5. The only thing they need to do by the end of the workshop is to save their creations in .png format.
6. Then send a zip folder with all the files to this email cubicflowers@gmail.com with your school name and the date and time of the show you are visiting.

Cubic Flowers will put all images into video files and feature them in the performance. It is important that your images created in Hexels are sent to Cubic Flowers at least 1 week prior to attending the performance.

A video tutorial for this workshop is available on the Z-arts Hulme YouTube Channel

DIGITAL ENGAGEMENT ZED TALKS

POST SHOW TASK

Create your own TED Talk inspired film that your students will plan, create, film, edit and post online in response to the Snow Queen.

Firstly you will need to show your students the Snow Queen fictional ZED Talk featuring the character of Gerda titled: **Crybaby: One Girl's Journey to Herself and Back.**

The video will be emailed to you and you will find it online searching '**Z-arts Hulme YouTube Channel**'

It explores the questions: Why does she cry so much? What does it say about her? Should she try to stop it? What is crying for?

- 1: Split your class into small teams. You will need a least one presenter, camera operator and director in each group.
- 2: Ask the group to research a theme from the show i.e. Friendship, Love Fostering, Online Safety, Adventures, Virtual Worlds. You could link it to their work on History, Science, Maths or Drama. Ask them to write as much information down as possible and begin to create a script for the presenter to read to camera.
- 3: Top Tips for film making. Reduce background noise, make sure you get as much natural light on the presenter as possible and make sure the camera is held in a steady position in hand or on tripod. Think about a good backdrop to the talk.
- 4: Ask the groups to create something that is concise and packed full of interesting information and personal insights. No more than 1 min per ZED Talk film. Key Stage 3 students may wish to expend to two minutes.
- 5: Edit your film using your standard film making software; Windows Movie Maker or iMovie are perfect for this.
- 6: Upload your talks for the world to see. Upload to the school Youtube and send in your URL. Or send the movie file for upload to Z-arts Channel to marketing@z-arts.org

Why not visit Small Talks Website for ideas, resources and more examples of how to structure your talks in class www.small-talks.co.uk

BE SMART ONLINE



S – Safe Keep safe by being careful not to give out personal information such as name, email address, phone number, home address or school name to people who you don't trust online or don't know!

Use these questions in class to stimulate a discussion.

- Who will see this information?
- What will strangers do with the information?
- How can you stop strangers getting information about you?

M – Meeting Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents or carers permission and even then only when they go with you.

Use these questions in class to stimulate a discussion.

- Why should you never arrange to meet anyone you don't know in the real world?
- What might happen if you do go and meet a stranger you have met on the internet?
- Who should you tell and what should you do?

A – Accepting Accepting emails, IM messages or opening files, pictures or texts from people you don't know or trust can lead to problems. They may contain viruses or nasty messages.

Use these questions in class to stimulate a discussion.

- Who might have sent it?
- Will it be safe to open – what might it contain?
- What can you do to protect yourself and your computer?

R - Reliable Someone online may be lying about who they are, information you find on the internet may not be reliable.

Use these questions in class to stimulate a discussion.

- Whether you can believe what strangers tell you when you are chatting to them online?
- What can you do to check they are who they say they are?
- What can you do to check?

T – Tell Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried. They can help you to report it at and talk to someone who can help.

Use these questions in class to stimulate a discussion.

- What can you do when people you are chatting to online make you feel uncomfortable?
- Who can I tell?
- What can you do to stop it happening again?

Use the suggestions from the class discussions to answer these questions. The children can then learn more about being safe online at:

Children aged 8-10 http://www.thinkuknow.co.uk/8_10/

Children aged 11-13 http://www.thinkuknow.co.uk/11_13/

If you are unsure about any of the answers to the discussions; lessons plans, videos and full classroom resources are available for free at:

<https://www.thinkuknow.co.uk/Teachers/>

The Snow Queen

I	F	S	J	R	H	S	B	T	H	SNOWQUEEN
H	V	N	T	O	G	D	H	Z	I	KAI
G	F	O	E	B	S	W	F	R	H	GERDA
A	R	W	R	B	S	K	L	E	D	COMPUTER
R	O	Q	R	E	G	A	O	I	K	TERRAINE
D	G	U	A	R	E	I	W	N	L	ROBBERS
E	E	E	I	S	R	P	E	D	Y	REINDEER
N	B	E	N	U	D	U	R	E	M	FROG
S	H	N	E	O	A	B	S	E	A	FLOWERS
C	O	M	P	U	T	E	R	R	T	GARDEN

Can you find the words in the word search? They are up, down, across and diagonally!

Quiz questions!

1. What flower was missing from the garden in the Garden terrain?
2. What was the name of the Prince in the Forest Terrain?
3. What did the robber girl tell Gerda to say to stop herself from crying?
4. What was X?
5. At the end of the story, where did Kai move to with his Dad?

Crack Kai's code!

If A = 1, B = 2, C=3, D = 4, E = 5 and so on.

Can you solve this message from Kai? First solve the maths problem, the answer will give you a number to match a letter for Kai's message. (you might want to write the whole code out for reference)

1. $4 \times 2 =$

2. $14 - 13 =$

3. $8 \times 2 =$

4. $20 - 4 =$

5. $19 + 6 =$

6. $16 / 2 =$

7. $9 + 6 =$

8. $3 \times 4 =$

9. $20 - 11 =$

10. $1 + 3 =$

11. $12 - 11 =$

12. $5 \times 5 =$

13. $14 + 5 =$

Can you write a message using Kai's code and give it to a friend to solve?

RESOURCES: Key Stage 3 Remembering the Story Points

Kai shows Gerda the computer game he has made for her.

Jane tells them to go to bed.

WHOOSH

Kai opens the game and the Snow queen appears.

The Snow Queen tries to lure Kai into the game.

He thinks it is a pop up so he deletes it.

WHOOSH

Kai is decorating the Christmas tree Gerda is watering the Christmas Rose.

Jane comes home and tells Kai that he can go back to live with his dad but they are moving to Denmark.

Kai gets angry and smashes the Christmas bauble.

A piece goes into his eye and into his heart.

WHOOSH

Kai pulls all the flowers off Gerda's rose. Gerda Cries.

Kai tries to help Gerda with her maths homework.

Gerda can't work out what x is.

Kai calls her stupid so she runs away.

WHOOSH

Kai goes on the computer again.

The Snow Queen tries to lure him into the virtual world again, she says she'll take care of Kai.

Kai isn't sure but he goes into the virtual world and they ride off in the Snow Queen's sleigh.

WHOOSH

Kai's body is taken to hospital.

The doctor doesn't know what's wrong with him.

WHOOSH

Gerda opens the game on Kai's laptop.

She tells the computer she wants to find Kai.

She transports through into the game.

WHOOSH

Gerda meets the gardener.

The gardener wants to keep Gerda in the garden so they delete all the roses so she won't remember Kai.

But Gerda finds a rose and remembers Kai and escapes the garden.

WHOOSH

Gerda is in the forest. She finds a slipper and a frog.

Then the princess comes along looking for a prince.

Gerda cries because she can't find Kai but she remembers the story of the princess and the frog and gets the princess to kiss the frog.

The frog turns into the prince!

The princess gives Gerda warm clothes and her carriage to say thank you.

WHOOSH

Gerda gets robbed by the robbers.

The little robber girl won't let the other robbers kill Gerda because she wants to play with her.

Gerda cries. The robber girl tells Gerda to say 'I don't care' to stop herself crying. She lets Gerda go and gives her the reindeer.

WHOOSH

The Snow Queen is worried that Gerda is going to find Kai and ruin her plan.

She tells Kai to lower the temperature so Gerda Can't survive.

Kai changes the settings of the game and lowers the temperature.

WHOOSH

The reindeer takes Gerda to the wise woman.

The wise woman says Gerda has the power inside of her, but only if she believes in herself.

The wise woman tells them to follow the pole star to find the Snow Queen and Kai.

WHOOSH

Gerda wakes up under a bush.

Two snowflake guards appear to stop Gerda getting into the Snow Queen's palace.

But Gerda doesn't cry this time and the snowflakes melt.

WHOOSH

Gerda makes it into the palace.

The Snow Queen takes over Kai's body.

Gerda works out that X is a kiss!

She kisses Kai which defeats the Snow Queen.

Kai cries and tells the computer to end the game.

WHOOSH

Gerda and Kai wake up in hospital.

They are safe.

THE END!

RESOURCE: Script For Pre Show Drama Session

Page: 15/16

A: Hello

B: Hello

A: What are you doing?

B: I'm looking for something.

A: Can I help?

B: I don't know.

A: Where did you last see it?

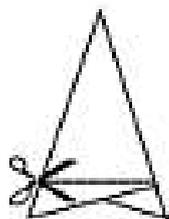
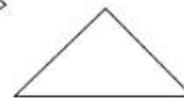
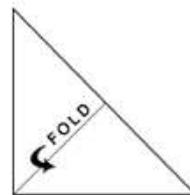
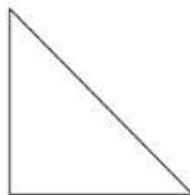
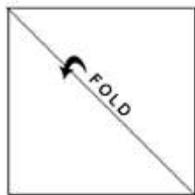
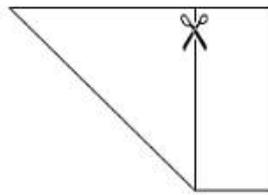
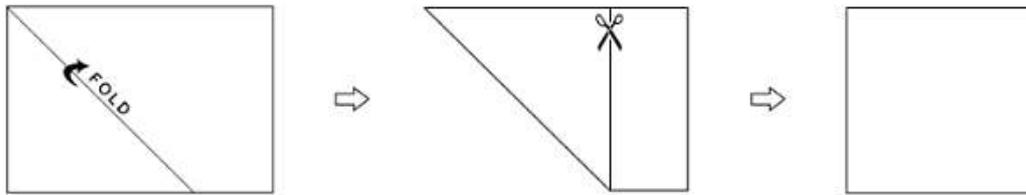
B: I can't remember.

A: I've got to go.

B: OK. Bye.

RESOURCE: Math Snow Flake Activity

Page 10



Start Cutting!

RESOURCE 1: Page 21: Key Stage 2 & 3: Exploring the script

Little Robber Girl

What are you doing?

Gerda

Pardon?

Little Robber Girl

What's that coming out of your eyes.

Gerda

Those are tears.

Little Robber Girl

Tears!

She takes one on her finger and examines it.

Little Robber Girl

It's like a little jewel.

Gerda

They come out of my eyes when I cry. I cry too easily.

Little Robber Girl

Crying. I've heard of that. They call it snivelling here. We're not allowed to do it.
What does it feel like?

Gerda

It feels as if something is melting inside you.

Little Robber Girl

Hmmm. Why do you do it?

Gerda

Because I'm sad.

Little Robber Girl

Why are you sad?

Gerda

Because I've lost my friend Kai but now I'll never find him because your mother is going to kill me.

Little Robber Girl

I won't let them kill you.

Gerda

You won't?

Little Robber Girl

As long as you don't make me angry.

Gerda

I won't.

Little Robber Girl

Give me your muff.

Gerda gives her the muff.

Little Robber Girl

Mmmm nice and warm. What's this?

She holds up the withered rose.

Gerda

That's mine. It's to remind me that I'm looking for Kai.

Little Robber Girl

Well, I don't want it. It's dead.

She gives it back to Gerda. Gerda starts to cry again.

Little Robber Girl

I won't let them kill you even if you do make me angry.

Gerda

Oh thank you.

Little Robber Girl

I'll do it myself.

Gerda

Oh.

Little Robber Girl
Are you a princess?

Gerda
No, I'm just a poor girl who has lost her very best friend
and the princess of this country gave me her carriage to help me find him.

Little Robber Girl
I just thought if you can make jewels come out of your eyes you must be a princess.

Gerda
Don't you ever cry?

Little Robber Girl
No.

Gerda
You're lucky.
Will you teach me how to be strong like you.

Little Robber Girl
I might do - if you do everything I ask.

END

RESOURCE 2 : Page 21: Key Stage 2 & 3: Exploring the script

Gerda

Follow the Pole Star she said. She heads towards the Pole Star. A wind blows.

She shivers. Two snowflakes enter.

Snowflake 1

Come on Snowy – here she is!

Snowflake 2

Alright Crystal I'm coming.

He advances on Gerda

Snowflake 2

She's boiling! I'm going to melt!

Snowflake 1

Don't be so wet, Snowy! We're supposed to stop her getting to the End.

Snowflake 2

How are we supposed to do that, Crystal?

Snowflake 1

He gave us those lines to say when he programmed us. It's in the coding!
Haven't you learnt them?

Snowflake 2

Oh yeah. "We are the Snowflake soldiers. You shall not pass!"

Snowflake 1

"Little Girl why are you coming to destroy the beauty of the End Terrain?"

Gerda

I've come for Kai. He's my friend.

Snowflake 2

Awwh isn't that sweet?

Snowflake 1

Snowy! Remember! We have to make her cry so that her tears freeze and trap her!

Snowflake 2

Oh yeah, sorry Crystal. "Kai is happy.
Have you come to take that happiness away from him?"

Gerda

But this is not his world.

Snowflake 1

"Your world is full of rottenness and decay. Here everything is pure and white."

Snowflake 2

Oh very good Crystal.

Gerda

Does he never think of me?

Snowflake 2

He does get these dreams!

Snowflake 1

Snowy! (*prompting him*)
"No. he has forgotten you!"

Snowflake 2

"No he has forgotten you. You are nothing to him!"

Gerda

I must not cry. I must not cry.

Snowflake 2

This is really upsetting me!

Snowflake 1

"Give in to your tears. Lie in the snow. Forget about Kai."

Snowflake 2

Stop it Crystal.

Snowflake 1

"Let them flow! Rest and sleep. The snow is soft. Like a feather bed. Cry cry cry!"

Snowflake 2

Boo hoo hoo.

Gerda takes a deep breath.

Gerda

I don't care. I don't care. I don't care!

END