

Trinity Stars Stage 3 – Activity plan – Goldilocks and the three bears

Stage: 3

Language aims:

- ▶ Comparatives
- ▶ New language: *bowl, porridge, hard, just right*

Performance aims:

- ▶ To tell the story of Goldilocks and the Three Bears through words and actions
- ▶ To speak in chorus

A note about timing:

With any improvisation activities, it is hard to be exact about timing as the children may get very involved and want to continue for longer, or may not respond as you expected. However as a rough guideline, you could spend approximately 15 minutes on each activity. With very young learners it is better to do a little and often.

When rehearsing for a performance, spend at least one lesson making sure everyone knows where to move and when.

For Trinity Stars Stage 3, performances should last from 15-30 minutes.

Materials needed:

- ▶ Props for the performances: three chairs of varying sizes, three plastic bowls and spoons; chairs covered with sheets to make them look like beds.

Activity

The characters

- ▶ Goldilocks: because this is the role with the biggest speaking part, consider having a group of children play the same part. Give them all something to wear or hold which is the same, for example, a bow in their hair, a basket or the same coloured cardigan. If you decide to have a group of Goldilocks, they can either speak in chorus or you can divide up the speech so that they each speak one line at a time.
- ▶ Daddy Bear, Mummy Bear, Baby Bear: normally one would not take the physical appearance of a child into account when casting a play but this story is based on things being different sizes so you might decide to cast a tall child as Daddy Bear, a shorter one for Mummy Bear and an even smaller child as Baby Bear. However, there are alternatives; Daddy Bear could be small in physique but 'act big' and Baby Bear could be the tallest, but could 'act small'.
- ▶ The Chorus: the rest of the class take the part of the chorus. Not only do they help the action along by their words, they also react to the action.

Online resources: [Goldilocks and the three bears story](#)

Improvisation

Ask the children to be bears. They should think about these things:

- ▶ How do bears move?
- ▶ What noises do they make?
- ▶ How do the children think they would sound when they were happy or angry or hungry or sad?
- ▶ Would Daddy Bear's voice be deeper than Mummy and Baby's voices?

Game – Musical bears

1. The children dance around the room to music. When you pause the CD, they stop still and take up the stance of a bear.
2. Call out Hungry Bear or Sad Bear and they act accordingly.

Showing emotions

1. Choose some simple emotional states, eg:
 - ▶ I'm happy
 - ▶ I'm sad
 - ▶ I'm surprised
 - ▶ I'm angry
2. Think of the sounds we might make and how we might move our faces and bodies, according to how we feel. These can be very simple to begin with, for example, we laugh when we are happy, we cry when we are sad, we exclaim when we are surprised and we grumble or shout when we are angry.
3. Once you have established the basics, you can move on to slightly more sophisticated acting. Do we always laugh out loud? Do we also shout when we are angry or do we sometimes become very quiet?
4. Play around with the children and let them discover different ways of acting out these emotions.

Online resources: [Emotions flashcards](#)

Game – How do I feel?

1. To begin, tell the children they are all going to say the same phrase: *'Hello. How are you?'*
2. Write happy, sad, angry and surprised on four cards and put them in a box or bag. A child comes forward, takes a card and says the phrase in the manner of the emotion on the card. The other children guess which emotion it is.

Teaching the new language

1. Introduce the new vocabulary with pictures or actual bowls and packets of porridge.
2. Teach *'hard'* by banging on a table and saying *'This is a table. It's hard.'* Then pat a cushion and say *'This is soft.'* Sit on a wooden chair and say *'This chair is hard.'* Now sit on the same chair with a cushion and say *'Now the chair is soft.'*
3. Teach *'just right'* and the comparatives by having, for example, three hats. Have one which is too small for you, one which is even smaller and one which fits. Put them on and say, *'This is small. This is smaller. This is just right.'*
4. Now introduce mime to make *'just right'* clear. Pretend to eat soup from a bowl. Make a face and say *'This is hot.'*
5. Pretend to eat again and act as if your mouth is scalded. Say *'This is hotter!'* Now eat with pleasure and say *'This is just right.'*

Game – Big steps

1. To begin: the children march around the room. Bang on a drum to set the beat.
2. Bang more loudly on the drum and call out *'Big Steps!'* The children stride with big steps.
3. Bang very loudly and call out *'Bigger Steps!'*. The children stride with even bigger steps. You can do the same with fast/faster and slow/slower.

Performance

1. Use this script as it is or as a basis for your own ideas.
2. Incorporate musical interludes if you would like to use music in your performance.
3. The script and directions can be found on the next page.

Project ideas

Below are some ideas for projects that could be used with this activity plan:

- ▶ Our breakfast: fold a piece of paper in half. On one side write *'Baby Bear's breakfast'*. On the other side write *'My breakfast'*. Draw or paste a picture of a bowl of porridge for Baby Bear. The children draw or paste pictures of what they have for breakfast. Help them to label the pictures.

- ▶ **Make a bed for Baby Bear:** Use a shoe box as a bed. Make a pillow from coloured cloth tucked around soft rags or cotton wool. Make a blanket for baby bear. Give the children a plain piece of coloured cloth and let them decorate it as they wish with fabric markers. They could decorate it with drawings, words or both eg, 'Goodnight, Baby Bear.' 'Sweet dreams, Baby Bear.' Put a teddy in the bed. Help the children to write 'Baby Bear' and glue it on the box.
- ▶ **Lolly stick puppet:** Buy a pack of lolly sticks or use pipe cleaners (from a craft shop) bent double. Make the heads of the three bears and Goldilocks and paste them to the sticks. Write the names of the characters on the sticks. Use the puppets to tell the story.
- ▶ **Bears in the wild:** If you have a TV or computer in your classroom you might like to show the children a video of different kinds of bears and where and how they live. Help the children to find out two things about one type of bear, for example: Brown Bear, Polar Bear. For example: Where do polar/brown bears live? What do they eat? Help them to write their answers on pictures of bears, eg 'Polar Bears live in the arctic'. You could give them cut-outs of bear shapes and they could write the answers within the shapes.

Online resources: [Types of bears video](#)

Goldilocks and the three bears performance

You can write a short script for this performance or use as a basis for your own ideas.

Chorus: *Goldilocks, Goldilocks, what can you see?*

Goldilocks: *I can see bowls of porridge – one, two, three!*

Goldilocks: *This porridge is hot!*

Goldilocks: *This porridge is hotter!*

Goldilocks: *This porridge is just right! Delicious!*

Chorus: *Goldilocks, Goldilocks, what can you see?*

Goldilocks: *I can see chairs – one, two three!*

Goldilocks: *This chair is big!*

Goldilocks: *This chair is bigger!*

Goldilocks: *This chair is just right! Oops!*

Chorus: *Goldilocks, Goldilocks, what can you see?*

Goldilocks: *I can see beds – one, two, three!*

Goldilocks: *This bed is hard.*

Goldilocks: *This bed is harder.*

Goldilocks: *This bed is just right! Goodnight!*

Chorus: *Who's that? It's Daddy Bear, Mummy Bear and Baby Bear!*

Daddy Bear: *Look! Someone ate my porridge!*

Mummy Bear: *Look! Someone ate my porridge!*

Baby Bear: *Look! Someone ate ALL my porridge! Boo hoo hoo!*

Daddy Bear: *Look! Someone sat in my chair!*

Mummy Bear: *Look! Someone sat in my chair!*

Baby Bear: *Look! Someone sat in my chair and it's broken!*

Daddy Bear: *Look! Someone slept in my bed!*

Mummy Bear: *Look! Someone slept in my bed!*

Baby Bear: *Look! Someone is sleeping in my bed now! Help!*

Goldilocks: *Help! Who are you?*

The bears chase Goldilocks away.

All the cast hold hands and take a bow.