

ROALD
DAHL
STORY C9

UNICORN
ONLINE
DIGITAL THEATRE EXPERIENCES FOR CHILDREN

ROALD DAHL'S
THE
MAGIC FINGER



PSHE CLASSROOM PACK

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ABOUT

THE UNICORN

The Unicorn is the leading children's theatre in the UK, offering bold, innovative and thrilling theatre experiences for children aged up to 13.

WE CREATE INNOVATIVE PRODUCTIONS THAT ENCOURAGE CHILDREN TO QUESTION AND EXPLORE THE WORLD.

WE CREATIVELY COLLABORATE WITH CHILDREN IN SCHOOLS AND COMMUNITIES.

WE MAKE OUR WORK AS AVAILABLE AS POSSIBLE.

WE ARE REDUCING OUR IMPACT ON THE PLANET.

WE BELIEVE IN EQUALITY, DIVERSITY AND INCLUSION.

We welcome over 65,000 families and schools every year, and thousands more through our Unicorn Online programme. With inclusivity and accessibility at its heart, Unicorn Online is our streaming platform offering free digital theatre experiences to a wider and more diverse audience.

All our work is rooted in the principles of curiosity, respect and courage. We believe that young people of all ages, perspectives and abilities have the right to experience exciting, entertaining and inspiring theatre.

We offer subsidy to groups in need, ensuring their ability to attend our productions, and partner with schools and community groups from our local boroughs and across London to ensure that young people have a voice in shaping our shows. We maintain a strong commitment to representing diversity in our audiences, as well as on our stages, and we prioritise accessibility and inclusion across our organisation.



ABOUT

THE ROALD DAHL STORY COMPANY

The Roald Dahl Story Company is the home of Roald Dahl's beloved stories and characters. With over 300 million books sold globally and translated into 68 languages, we're one of the world's greatest story brands.

We are working with some of the world's best storytellers and creative minds to bring our stories to life in ways that will delight current and new fans across the globe.



THE ROALD DAHL STORY COMPANY THEATRE DEPARTMENT

The Roald Dahl Story Company's in-house theatre division was set up in 2018 to create and produce innovative productions inspired by Roald Dahl stories in collaboration with world-class artists and leading theatre producers.

Far beyond simply 'putting the book on stage', the Roald Dahl Story Company aims to create original pieces of theatre, which both capture the timeless appeal, characters and spirit of Roald Dahl stories and speak powerfully to today's audiences.

From puppetry to musicals, free digital productions to large-scale events, the team are working across theatrical forms to create shows that will illuminate the original stories in a new way, inspiring the next generation of theatregoers.



EDUCATION AT THE ROALD DAHL STORY COMPANY

Bring the magic of all the Roald Dahl stories to life in your classroom with full lesson plans on roalddahl.com/teach, spanning the full curriculum!

Created to align with Key Stage 1 and 2 learning objectives, the free lesson plans are designed to add a touch of Roald Dahl magic to the curriculum, from English, Maths and STEM to Art, PSHE and Geography.

Keep your eyes on roalddahl.com around World Book Day and Roald Dahl Story Day for more splendid ideas to engage your class with their favourite Roald Dahl stories throughout the year.



WELCOME

HOW TO USE THIS PACK

Welcome to the resource pack which accompanies the digital reading of Roald Dahl's 'The Magic Finger'. The activities in this pack have been developed with Lower KS2 pupils and theatre practitioners, with the support of a Primary PSHE specialist.

This pack is for pupils in Year 2 - Year 4. There is differentiation throughout to suit the different age groups, as well as suggested extension activities if you wish to challenge Lower KS2 pupils (or KS1 pupils who are above expectations).

The activities are designed to fit into the non-statutory PSHE curriculum, as stipulated by pshe-association.org.uk (the membership association for PSHE education). The activities are intended to link to your PSHE programme of study for the Core Themes of:

RELATIONSHIPS:

RESPECTING SELF AND OTHERS

HEALTH AND WELLBEING:

MENTAL HEALTH

There is clear guidance throughout the pack of the PSHE curriculum links. We have also provided the following symbol next to any activities or extension exercises that link to the English curriculum as well:



HOW TO USE THE FILM & ACTIVITIES

The film has been divided into three chapters for schools, each approximately 10 minutes.

As a minimum, we suggest you follow each chapter with the conversation starters (Pages 11, 19 and 28). This would last 20 minutes, including watching the chapter. There is also a nice warm-up activity 'Friendship Knots' which you can deliver at any time.

If you have more time, you may choose to add activities, which deepen curriculum links. Activities are approximately 15 - 20 minutes and have been divided into three sections to follow each chapter. You may use all activities or select one or two.

The chapter activities have been given the following themes:

CHAPTER 1:

EXPLORING THE STORY

CHAPTER 2:

EXPLORING THE CHARACTERS

CHAPTER 3:

EXPLORING RESOLUTIONS

SAFE TEACHING & LEARNING GUIDANCE

You will of course know how important it is to deliver all activities safely and anticipate any vulnerabilities or be aware of the personal situations of pupils that might be impacted. Whilst we do not expect there to be significant themes which would cause concern, the story does include reference to hunting guns and shooting. The depiction of violence is theatrical and not intended to be realistic, however if these themes or references feel like a sensitive area for any of your pupils, you might want to watch each chapter yourself first.

Stories can be a good way to help pupils explore and manage difficult experiences and feelings. Stories are safe and unthreatening – they distance children from a situation, allowing them to ‘experience’ it safely while it is happening to someone else. This distancing can then help them manage their own experiences, or to develop empathy for others.

TO CREATE A SAFE TEACHING AND LEARNING ENVIRONMENT

- Agree upon the ground rules so that pupils feel that anything they share is valued, not judged. For example: We show that we are listening; We ask questions if we are not sure; We are kind to and about other people; We speak one at a time; We tell an adult if we are worried or unhappy.
- Distancing: pupils can always use examples from the story and no one should feel they have to share their personal experiences.
- Value questions: encourage pupils to ask questions, and provide a way for pupils to ask questions or share something privately. Be available to pupils if they want to talk about the story separately. Ensure pupils know who in school can support them if they need it, and emphasize who their safe network of trusted adults are.

TIP FOR ALL ACTIVITIES

We have found that this is a useful technique to gauge how children are responding. Adults in the room can look out for how each pupil is getting on. It is particularly useful for whole group discussions and is also useful for including pupils who are non-verbal or who might struggle with articulating responses. There are three hand symbols to respond to information and peer responses, they are all nonverbal communication so no sounds should be made with them.

AGREE



If you agree with something your classmate has said, tap your hand on your opposite shoulder as if giving yourself (or the person speaking) a pat on the back.



BUILD ON

If you want to build on a point someone else has made you can make fists with both your hands and put one on top of the other, gently tapping them together.



RESPECTFULLY DISAGREE

If you disagree with a point another person has made you can make fists and rub them together.

Making these symbols is not the same as putting up a hand to speak, but a way to express how you are feeling. If a pupil has made this hand symbol, you can choose to invite them to share if it feels appropriate.

SUMMARY

THE STORY AND FILM



To access The Magic Finger film please use this link:
www.unicorntheatre.com/schools-online-entries/the-magic-finger



CHAPTER 1

Two girls are playing around back-stage of the Unicorn Theatre. They discover The Magic Finger story on the stage and begin to act it out. We are introduced to Girl, 8 years old, and the Gregg family. Girl narrates the story and says that the Gregg family go hunting for animals every Saturday.

Girl explains that she does not think it is right to hunt animals 'just for the fun of it'. She has told the Gregg family but they don't pay attention to her.

One day, Girl gets very cross when she sees that the Gregg family have brought back a deer from their hunt. Her anger causes her to lash out at the Gregg family and she 'puts the Magic Finger' on them all.

Girl explains that she had sworn she would never use the Magic Finger again after she used it on her teacher. The teacher, Mrs Winter, had tried to punish Girl, but Girl used her Magic Finger to turn Mrs Winter into a Cat. Girl explains that she has always been able to use the Magic Finger and it always happens when she gets cross.

The Gregg family go out hunting again, the same afternoon that Girl puts the Magic Finger on them. This time they hunt wild birds. Suddenly four ducks start attacking the Greggs and the Greggs cannot shoot them down. They give up and go home but the ducks do not leave them alone.

Later that night, Mr Gregg goes out to collect wood and feels nervous when he hears the ducks calling out and flying low in the sky around his house. The Gregg family all go to sleep.

CHAPTER 2

In the morning, the whole Gregg family discover they have transformed into ducks – they have wings instead of arms! The family fly out of the window and realise they are enjoying the sensation of flying.

They notice a group of huge ducks by their farm, with arms instead of wings, marching into their house. Mrs Gregg and the children are very upset that the ducks have taken over the house.

Mr Gregg decides to build a nest for the family. They help each other gather many sticks and leaves to build their nest.

Once settled in the nest, they realise they have not eaten all day. They go back to their house to find food and discover the ducks have taken over.

The Greggs think they will have to eat bird food such as worms and slugs, but they decide to try and eat apples instead. This proves difficult for them due to their wings, but once they get a few apples they fly back to their nest for the night.



SUMMARY

THE STORY AND FILM

CHAPTER 3

Girl tries to call the Greggs to see if they are alright. She is surprised to hear the ducks on the other end of the phone and realises what her Magic Finger has done.

Meanwhile, the Greggs wake up after a stormy night in their nest. They discover the huge ducks are surrounding them with their guns.

The Greggs ask the ducks not to shoot, and the ducks confront them saying the Greggs were shooting them first. As the Greggs 'allow themselves' to shoot ducks, the ducks say they can 'allow themselves' to shoot the Greggs. The ducks make Mr Gregg promise he will never shoot ducks or any other animal again!

There is a moment of transformation and the Greggs find themselves back to normal in their own garden.

Girl goes over to see them and she finds the family destroying their guns in the garden. They also declare that they have changed their name to Egg, to honour their new duck friends.

Suddenly they hear another bang, which Mr Egg explains is the other neighbour going hunting. Girl gets cross and goes to put the Magic Finger on them!



WARM UP

FRIENDSHIP KNOTS

This is an optional warm up activity that leads well into the conversation starter activities exploring how the behaviour and decisions of the characters in *The Magic Finger* affects each other.

TIME: 10 minutes

RESOURCE: Clear space in the centre of the classroom or use carpet space if available.

PSHE CURRICULUM LINKS: CORE THEME - RELATIONSHIPS

KS1 Respecting Self and Others

R24. How to listen to other people, play and work cooperatively

KS2 Respecting Self and Others

R30. That personal behaviour can affect other people

CONTENT

1. Divide the class into small groups of at least six pupils.
2. Each group stands in a circle, facing each other.
3. Pupils raise their right arm and link that hand with another pupil in their circle. They cannot link hands with the person directly next to them. Pupils repeat the same action with their left arm and make sure they are linking with a different person from their right hand.
4. To untangle the knot, groups should make one move at a time. Pupils can step over, under, or through each other's arms – but they must not let go of the hands they are holding.
5. To finish the task, the groups must get as far as they can towards untangling their knot. Sometimes it is impossible, or there may be some links left in the circle.
6. If groups cannot complete the challenge, can they work out why they cannot untie the human knot?



SUPPORT

Ask pupils to work slowly, listen to each other and work together so they can see how their actions support or obstruct others.

QUICK PLENARY

FOR ALL PUPILS

- What helped you to complete this exercise as a group, and why? What did not help, and why?

FOR LOWER KS2 (OR ABOVE EXPECTATIONS KS1)

Challenge them to identify how their movements affect the other members of their group:

- Did one person's move over, under or through another person's arms help the group untangle the knot or did it make it harder for others to move?
- How can we work together to make sure we decide which individual moves work better for the whole group to untangle? Guide pupils to discuss how their decisions affect others.
- Are there other situations in our lives/in the world when our decisions affect other people? Can we think of some examples?

CHAPTER 1: EXPLORING THE STORY

CONVERSATION STARTERS

A simple reflective moment, to be repeated after each chapter.

TIME: 20 minutes - including watching the chapter

RESOURCE: Whiteboard to note down key discussion points (optional)

PSHE CURRICULUM LINKS: CORE THEME - RELATIONSHIPS

KS1 Respecting Self and Others

R21. What is kind and unkind behaviour, and how this can affect others

R23. Recognise the ways in which they are the same and different to others

R24. How to listen to other people and play and work cooperatively

R25. How to talk about and share their opinions on things that matter to them

KS2 Respecting Self and Others

R32. Respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

LEARNING OUTCOMES

Pupils will:

- Explain opinions and responses to key moments of the story
- Show respect for others' opinions
- Demonstrate ways to constructively challenge others when they don't agree
- Start to develop critical thinking skills



CONTENT

Either as a whole class or in groups use the following questions as conversation starters.

CHAPTER 1:

QUESTIONS FOR ALL PUPILS:

- Did Mrs Winter deserve to be turned into a cat?
- What could Girl have done instead?
- How do you think Girl feels when the Greggs do not listen to her and decide to go hunting again for wild ducks later the same day?

QUESTIONS FOR LOWER KS2 (OR ABOVE EXPECTATIONS KS1):

- Do you think the Greggs show respect for others?
- Do you think Girl might be too kind?
- Does Girl have moral values? What are her values? Are they just right or too strong?

SUPPORT

Before asking any of the questions you may wish to talk about/or remind pupils of what 'respect' and 'moral values' mean.

1. Ask pupils if they have heard of the word 'respect' and if anyone can tell us what they think it means.
2. Ask pupils to share how we can show respect for others: We show respect by **listening** to others; being **kind**; being **polite**; being **considerate** of others. (You may wish to write their answers on the whiteboard.)
3. Ask pupils if they have heard of the words 'morals' or 'moral values' and if anyone can tell us what they think it means. Then explain that morals are about our ideas of what is right and wrong and how we think we should treat each other.
4. Ask pupils to share what moral values are **important** to them. Provide an example of **love** or **respect**.
5. Explain that we all have values that are important to us, which may be different for other people. One person may think **love** is the most important value, and another person may think **kindness** or **honesty** is more important.

Once pupils have understood what respect and morals means, you can then ask the chapter 1 questions for Lower KS2 (or above expectations KS1).

TIP: See Appendix Four for further resources on moral values that can support this activity

LOWER KS2 EXTENSION



After the conversations, give a story question to each table/group of pupils. Ask them to write down their own opinions in response to the question.

PROVIDE SENTENCE STARTERS:

'I THINK THAT...BECAUSE...'

'IN MY OPINION,...THIS IS BECAUSE...'



LOWER KS2 FURTHER EXTENSION (ABOVE EXPECTATIONS KS2 PUPILS)



If your pupils have experience with arguing from someone else's perspective, ask them to pick a different/opposing opinion that they heard another pupil express. Ask them to try to write a sentence expressing this opposing opinion as well. Ask them to consider whether they may want to change/adjust or stick to their own opinion, and explain why.



CHAPTER 1: EXPLORING THE STORY

STORY RECAP

TIME: 15 - 20 minutes **RESOURCE:** Space

LEARNING OUTCOMES

Pupils will be able to:

- Be able to summarise the story
- Retell key moments
- Interpret other pupils storytelling

This activity can be done after watching the film the whole way through or after each chapter.

CONTENT

1. Split the class into small groups.
2. Give 5 minutes to discuss the chapter together (or whole story) and collectively write down 3 key moments from the chapter (or 5 if you're retelling the whole film).
Ask them to think about: Who are the characters/what are their names? How do they know each other? Where did the story take place? What happened with and to each character?
3. Each group has 5 minutes to create 'freeze frames' of these key moments that they have chosen. A freeze frame is a still image that we create using our bodies and facial expressions.
4. Each group chooses just one of their freeze frame moments to present back to the class. Count down from three to one and shout 'freeze' to give the groups time to move into their frame.
5. Can the rest of the pupils guess what moments from the story the groups' freeze frame shows?

When a group has finished their turn, ask pupils to shake their arms and legs three times in order to 'come out of character'. You may wish to involve the whole class in the 'shake reset' so everyone is ready for the next group.

SUPPORT

Tap the shoulder of different pupils so they can each say a line from the film that indicates which character they are or who they are representing in the freeze frame. This can help other pupils identify what moment the frame is showing.

EXTENSION

Ask the class to identify if any moments from the story came up repeatedly once all the groups have performed. Why do they think these moments came up between groups? Guide pupils to an understanding that these are significant moments from the film and ask if they can think why.

CHAPTER 1: EXPLORING THE STORY

OPINION SCALE

TIME: 15 - 20 minutes (depending on the number of statements used)

RESOURCE: Space to move

PSHE CURRICULUM LINKS: CORE THEME - RELATIONSHIPS

KS1 Respecting Self and Others

R21. What is kind and unkind behaviour, and how this can affect others

R23. Recognise the ways in which they are the same and different to others

R24. How to listen to other people and play and work cooperatively

R25. How to talk about and share their opinions on things that matter to them

KS2 Respecting Self and Others

R32. Respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

LEARNING OBJECTIVES

Learning how to talk about different opinions and listen to other opinions.

LEARNING OUTCOMES

Pupils will:

- Articulate their opinions and responses to key moments of the story
- Respect the different opinions of their peers
- Demonstrate ways to constructively challenge those they disagree with
- Start to develop critical thinking skills

This activity can be done after watching the film the whole way through or after each chapter. You can choose the statements accordingly.

CONTENT

Label one classroom wall with 'strongly disagree' and the opposite wall with 'strongly agree'. This creates a sliding scale across the room.

1. Pupils stand in the middle of the room.
2. Make the following statements and ask pupils to stand somewhere along the scale.
3. Pick out a few to explain their position/opinion.
4. After a few pupils have spoken, tell the class they can move if they want to change their position on the scale. If anyone moves, ask them to explain why. (NB: reasons for being in a certain place on the scale need to be more than just 'because my friend is here'.)

As a warm up to ensure pupils understand the task, you could say a couple of statements such as 'Chocolate is better than crisps' or 'Autumn is the nicest season'.

SUGGESTED STATEMENTS

- The Gregg family respect & care about others
- Girl overreacted to the Gregg family hunting ducks
- Using the Magic Finger when Girl was angry was the right thing to do
- The Gregg family should remain as ducks forever
- Girl can trust that the Gregg family have changed their ways forever by the end of the story
- The Gregg family must agree with (or do) what Girl says
- We should always do what our friends tells us to do
- Girl can have different feelings and opinions to the Gregg family, they do not have to agree
- We should have the same feelings and opinions as our friends



SUPPORT

To help control the debate, pupils can use Hand Symbols to agree/build on/disagree. If pupils agree with what another pupil is saying, they can tap their shoulder. If they want to build on another pupils point, they can indicate this to you by putting one fist on top of the other. If they disagree with another pupil, they can rub their fists together. If you see pupils making any of these hand symbols, you can ask them to elaborate, or it can just be a way for them to express themselves. (See full instructions for this tip in the pack introduction)

EXTENSION

Ask the class to come up with their own statements. Nominate one pupil at a time to present a statement and then ask their peers to explain their position/opinion for the sliding scale.

Make sure pupils understand that their statements should be connected to the story and they must always remain kind towards one another. Refer to the introduction on safe teaching guidance on page 5 for how to ensure a safe environment for pupil's responses.

CHAPTER 2: EXPLORING THE CHARACTERS

CONVERSATION STARTERS

A simple reflective moment, to be repeated after each chapter.

TIME: 20 minutes - including watching the chapter

RESOURCE: Whiteboard to note down key discussion points (optional)

PSHE CURRICULUM LINKS: CORE THEME - RELATIONSHIPS

KS1 Respecting Self and Others

R21. What is kind and unkind behaviour, and how this can affect others

R23. Recognise the ways in which they are the same and different to others

R24. How to listen to other people and play and work cooperatively

R25. How to talk about and share their opinions on things that matter to them

KS2 Respecting Self and Others

R32. Respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

LEARNING OBJECTIVES

Considering the topics of friendship, trust, morals, making decisions and respecting ourselves and respecting others.

LEARNING OUTCOMES

Pupils will:

- Explain opinions and responses to key moments of the story
- Respect the different opinions of their peers
- Demonstrate ways to constructively challenge those they disagree with
- Start to develop critical thinking skills

CONTENT

Either as a whole class or in groups use the following questions as conversation starters:

CHAPTER 2: QUESTIONS FOR ALL PUPILS

- How do you think the Greggs felt when they discovered they had been turned into ducks?
- Was it fair of the ducks to take over the Greggs house? Was it fair of the ducks to threaten the Greggs?

QUESTIONS FOR LOWER KS2 (OR ABOVE EXPECTATIONS KS1)

- Can you have different points of view even when you are friends? What different points of view do the Greggs and Girl have?
- Why could it be great in a friendship to like different things? Why could it be difficult in a friendship to like different things?



LOWER KS2 EXTENSION

After the conversations, give a question to each table/group of pupils. Ask them to write down their own opinions in response to the question.



PROVIDE SENTENCE STARTERS:

'I THINK THAT...BECAUSE...'

'IN MY OPINION,...THIS IS BECAUSE...'

LOWER KS2 FURTHER EXTENSION (ABOVE EXPECTATIONS KS2 PUPILS)

If your pupils have experience with arguing from someone else's perspective, ask them to pick a different/opposing opinion that they heard another pupil express. Ask them to try to write a sentence expressing this opposing opinion as well. Ask them to consider whether they may want to change/adjust or stick to their own opinion, and explain why.

CHAPTER 2: EXPLORING THE CHARACTERS

EMOTION SCALE

TIME: 20 - 25 minutes

RESOURCE: Space; character lines from the film written on the whiteboard and handed out on pieces of paper (see appendix 1)

PSHE CURRICULUM LINKS: CORE THEME - HEALTH AND WELLBEING

KS1 Mental Health

- H11. Different feelings that humans can experience
- H12. How to recognise and name different feelings
- H13. How feelings can affect people's bodies and how they behave
- H14. How to recognise what others might be feeling

KS2 Mental Health

- H17. Recognise that feelings can change over time and range in intensity
- H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways

LEARNING OBJECTIVE

Considering different emotions and feelings by discussing how characters felt during the story and relating this to how our feelings affect us and the world around us.

LEARNING OUTCOMES

Pupils will:

- Explain a variety of emotions
- Identify different types of emotion in other people and recognise how people may react differently to the same thing
- Explain how feelings can change and why
- Improve confidence in performance and verbal communication
- Start to develop critical thinking skills

CONTENT



Focus on the characters of Girl/Phillip/Mr Gregg for this exercise.

1. Split the class into small groups.
2. Explain that we are going to explore the different types of emotions that these characters might be feeling and seeing how big or small these feelings could be expressed on a scale from 1 - 5.
3. Ask each group to come up with a word bank of emotions that relate to what they think each of the characters may be feeling during the story.
4. Ask each group to feedback so you can create a collective word bank for Girl/Phillip/Mr Gregg on the whiteboard.

SUPPORT: Pupils may need support with creating their word-bank of emotions. Ask pupils to think about what they saw in the film and how the characters facial expressions may tell them how the characters are feeling. You may want to have the film up and pause it at specific points to show the characters faces in different scenes.

5. Give each group a piece of paper with one of the pre-prepared lines for each character. Ideally, each group would have different lines that express different emotions for each character.
6. Ask the groups to identify which emotion the characters may be feeling when they say their corresponding line.
7. Ask pupils to find a way to express each of the three emotions (1 emotion for each character line) using their bodies and facial expressions.
8. Ask groups to present each of their characters' emotions along with the line they have been given without telling their emotion to the rest of the class (this could be done by asking each group to present all three characters in a row, or by going round each group to present a selected character and then going round for the next character and so on).
9. Explain that we will ask groups to 'turn up' or 'turn down' the emotion on a scale of one to five to show how the strength of the emotions can change.

SUPPORT: First, ask what level one might look like? Use an example of 'happy'. Ask pupils to show you what a happy face/body may look like if it is the lowest level one. Then ask what level three might look like. Ask pupils to change their happy faces/bodies to be stronger/bigger. Finally ask pupils to show you what the highest level five might look like. You may want to show some emoji pictures on the board to show a difference between level one and level five (see appendix 2 for an example).

10. Ask pupils to present their emotion and line at a level one first.

11. 'Turn the dial' up slowly to level five and ask them to think about how intense the feeling may need to be by the time the dial is turned up to five. You could ask other pupils to pick a number from 1 - 5 on the scale to 'conduct' the group that is presenting.
12. Once each group has shown their emotions and lines for each character, discuss the different emotions that were on display.

QUESTIONS

QUESTIONS FOR ALL PUPILS:

- Can the class correctly identify each emotion?
- What clues in their body language and facial expressions help us identify the emotion?

QUESTIONS FOR ALL LOWER KS2 (OR ABOVE EXPECTATIONS KS1):

- Did each group demonstrate a difference between level one up to level five?
- Do the different levels of expressing emotion tell us anything about how different emotions affect our bodies and how we behave?

QUESTIONS FOR ALL PUPILS:

- Now identify & discuss: did the emotions of each character change throughout the story, depending on which line they were saying?
- What does this tell us about how people's feelings can change over time?

QUESTIONS FOR ALL LOWER KS2 (OR ABOVE EXPECTATIONS KS1):

- Did each group demonstrate a difference between level one up to level five?
- Do the different levels of expressing emotion tell us anything about how different emotions affect our bodies and how we behave?

SUGGESTED CHARACTER LINES FROM THE FILM

GIRL

"I just can't stand hunting"

"I put the magic finger on them all!"

"Poor Mrs Winter"

"What has it done to my friends?"

"They'll be nesting in the trees tonight, every one of them!"

MR GREGG

"Go home and mind your Ps & Qs"

"What a day, this is the best yet!"

"Go away, that's my house!"

"I'll never do it again! Never, never, never!"

"We built it all by ourselves"



PHILIP

"Look mama, we can fly!"

"We will be eaten by cats and foxes in the night!"

"I will not eat worms"

"Quack quack quack!"

"Phillip and William dance about for joy" (*this is not a spoken line, but is a moment of emotion in the story that can be expressed)

LOWER KS2 EXTENSION

Ask each group to see if they remember other lines from the film/chapter that each character says that express certain emotions. Run the exercise again with each group presenting their line & emotion to the group and see if the class can guess which character it is and what emotion they're feeling and why.



TIP: See Appendix Four for further resources on emotional regulation

CHAPTER 2: EXPLORING THE CHARACTERS

GINGERBREAD PERSON

TIME: 15 - 20 minutes

RESOURCE: Paper & pens; printed outlines of a gingerbread person (see appendix 3)

PSHE CURRICULUM LINKS: CORE THEME - HEALTH AND WELLBEING

KS1 Mental Health

H11. Different feelings that humans can experience

H12. How to recognise and name different feelings

H13. How feelings can affect people's bodies and how they behave

H14. How to recognise what others might be feeling

KS2 Mental Health

H17. Recognise that feelings can change over time and range in intensity

H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways

LEARNING OBJECTIVE

Learning empathy and respect for people's different feelings.

LEARNING OUTCOMES

Pupils will:

- Identify and explain how people can feel different on the inside to how they may be expressing themselves on the outside.



CONTENT



1. Divide the class into pairs and assign each pair to focus on one of these characters – Mr. Gregg, Girl, Philip.
2. Each pair draws the outline of a gingerbread person on their individual pieces of paper (or you can use the prepared outlines of the gingerbread person)
3. Pupils annotate each outline with a description of their character. They may want to draw/colour their gingerbread person to show which character they are (leaving space to be able to write on the page).

Explain that we are going to be thinking about the characteristics of their character – the personality and emotional attributes of the character rather than how they look.

4. To explain inside emotions, ask pupils to think about how they feel when they wake up in the morning before they have seen or spoken to anyone, or how they feel as they walk to the school gate before they see friends and teachers.
5. Explain that those are inner thoughts, feelings, and emotions.
6. Invite pupils to think about the character they have. Ask, “how do you think they feel on the inside?”
7. Ask pupils to fill the inside of the gingerbread man with adjectives that describe what their character could be feeling inside, and give explanations for the adjectives written i.e. all pupils should give an adjective followed by “because” and their reason.

Be mindful of different language abilities in the class and, if given an advanced level adjective or a simpler adjective, open it up to the class to think of other words that mean the same thing and capture both/all on their papers. i.e. a pupil may say ‘courageous’, so you could ask what is another word for courageous and pupils may say ‘brave’.

8. Move onto the outside of the gingerbread man and ask pupils to think about the person they are when they meet someone they respect or how they act with their friends and teachers when they arrive at school – this is their outer self.
9. Ask pupils to think about who their character is to the outside world, how would others perceive them? Capture adjectives around the outside of the gingerbread man, again asking for explanations to accompany the words.
10. Ask pairs to write a sentence below their gingerbread person to explain one of the inside emotions they have chosen and why it may be different to what is being shown on the outside.
11. Ask selected pairs to present their gingerbread person to the class and explain some of the emotions they attributed to their character and why.

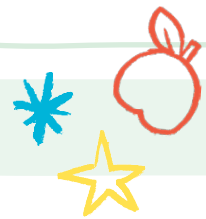
SUPPORT

If pupils are struggling, present an example of Mr Gregg expressing/showing anger on the outside when the ducks threaten to shoot them, but perhaps he feels more scared on the inside?

EXTENSION

When a pair is presenting, ask the other pupils to tap their own shoulder if they agree or rub their fists together if they disagree as described on page 5. Ask pupils to explain why they agree or disagree and then explain that feelings are very personal to each of us so it is okay to think differently about the characters emotions.

TIP: See Appendix Four for further resources on emotional regulation



CHAPTER 3: EXPLORING RESOLUTIONS

CONVERSATION STARTERS

A simple reflective moment, to be repeated after each chapter.

TIME: 20 minutes - including watching the chapter

RESOURCE: Whiteboard to note down key discussion points (optional)

PSHE CURRICULUM LINKS: CORE THEME – RELATIONSHIPS

KS1 Respecting Self and Others

R21. What is kind and unkind behaviour, and how this can affect others

R23. Recognise the ways in which they are the same and different to others

R24. How to listen to other people and play and work cooperatively

R25. How to talk about and share their opinions on things that matter to them

KS2 Respecting Self and Others

R32. Respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

LEARNING OBJECTIVES

Considering the topic of friendships; trust; morals; making decisions and respecting ourselves & respecting others.

LEARNING OUTCOMES

Pupils will:

- Explain opinions and responses to key moments of the story
- Respect the different opinions of their peers
- Demonstrate ways to constructively challenge those they disagree with
- They start to develop critical thinking skills

CONTENT

Either as a whole class or in groups use the following questions as conversation starters.

QUESTIONS FOR ALL PUPILS:

- How did the Greggs change their behaviour by the end? Why did they decide to change their behaviour?
- Do you think Girl can trust the Gregg family after they apologised about hunting the ducks?
- How do you think the ducks may feel if the Gregg family break their promise?

QUESTIONS FOR ALL LOWER KS2 (OR ABOVE EXPECTATIONS KS1):

- When Girl's Magic Finger comes out, what feelings do you think Girl is experiencing? Can you think of a time when you felt the same way?
- Is there something else Girl could decide to do instead of using her Magic Finger? When you have felt the same feelings as Girl, what do you decide to do?
- Bonus question: If you had the Magic Finger, what would you change in the world?

LOWER KS2 EXTENSION

After the conversations, give a question to each table/group of pupils. Ask them to write down their own opinions in response to the question.



PROVIDE SENTENCE STARTERS:

'I THINK THAT...BECAUSE...'

'IN MY OPINION,...THIS IS BECAUSE...'



LOWER KS2 FURTHER EXTENSION (ABOVE EXPECTATIONS KS2 PUPILS)

If your pupils have experience with arguing from other people's perspective, ask them to pick a different/opposing opinion that they heard another pupil express. Try to write a sentence expressing this opposing opinion as well. Consider whether they may want to change/adjust or stick to their own opinion, and explain why.

CHAPTER 3: EXPLORING RESOLUTIONS

ROLE PLAY

TIME: 35 - 40 minutes

RESOURCE: Space

PSHE CURRICULUM LINKS: CORE THEME - RELATIONSHIPS

KS1 Respecting Self and Others

R21. What is kind and unkind behaviour, and how this can affect others

R22. How to treat themselves and others with respect; how to be polite and courteous

KS2 Respecting Self and Others

R30. How personal behaviour can affect other people; to recognise and model respectful behaviour

PSHE CURRICULUM LINKS: CORE THEME - MENTAL HEALTH

KS2 Mental Health

H19. How to express feelings in different ways

LEARNING OBJECTIVE

Building the world of the main characters and play in role.



LEARNING OUTCOMES

Pupils will:

- Explore the theme of friendships; trust, morals, decision-making and respecting the self and others in more depth
- Make informed decisions based on the story
- Improve confidence in performance and verbal communication
- Start to develop critical thinking skills

CONTENT

1. Put pupils into groups of four or five.
2. Ask each group to imagine their own scenario of what might get Girl angry enough to use her Magic Finger.
3. Each group has 5 minutes to prepare their scene to act out in front of the class.
4. Designate an area for the 'audience' to sit and then ask each group to act out their imagined scenario.
5. Ask the audience to guess what is happening, what provoked Girl to use her Magic Finger and what is the consequence of her using it on the other characters in the scene.
6. Ask each group to present their scene again and while they are acting, when the 'Girl' character is about to get angry and use her finger, ask pupils to shout out "Freeze!"
7. Select the pupil (or one of the pupils) who shouted freeze. They then describe to the class a way in which to deal with the situation differently- thinking specifically about navigating friendships, showing respect for each other and making different decisions.
8. The performing group could then try to act out the alternative solution.

After discussing the different 'Freeze' solutions that the pupils come up with, lead a conversation on the different ways in which people can react that can resolve a situation in a less harmful way.

When a group has finished their turn, ask pupils to shake their arms and legs three times in order to 'come out of character'. You may wish to involve the whole class in the 'shake reset' so everyone is ready for the next group.

SUPPORT

If a group is struggling to come up with their own imagined scenario, they can use the scene from the story of the Gregg family going hunting or they could use the scene from the story of the teacher Mrs Winter being turned into a cat.



LOWER KS2 EXTENSION

If the class, or certain pupils, are confident to do so, they could shout "Freeze!" and then physically replace one of the characters in the scene to act out/demonstrate their proposed alternative solution themselves.

LOWER KS2 FURTHER EXTENSION (ABOVE EXPECTATIONS KS2 PUPILS)

Once all the scenes are performed and 'changed' in some way, ask pupils to choose one of the groups scenes and write in their books about the different resolutions that were presented/discussed. Then lead a discussion to encourage pupils to think about the different ways we can react to the same situation in our own lives.

CHAPTER 3: EXPLORING RESOLUTIONS

LETTER WRITING

TIME: 20 minutes

RESOURCE: Paper and pens



LEARNING OBJECTIVE

Learning how to express our opinions to others and give advice.

LEARNING OUTCOMES

Pupils will:

- Explain their feelings on the story and demonstrate an understanding of the different characters and the key themes of friendships, trust, morals, decision-making and respecting the self & others.

CONTENT

1. Ask each pupil to write a letter as if they are Girl. If you were Girl, what would you say to the Gregg family?
2. Ask each pupil to choose a character. If you could write a letter to this character in the story, what would you say?

SUPPORT

You may want to provide the option of creating a video message, instead of writing a letter, for those pupils who find letter writing tricky. If pupils are struggling to pick a character for part 2, provide the following choices:

- If ducks could write, what would the ducks say to Girl?
- What would the Greggs say to the ducks?
- What would your pupils want to say to Girl?



EXTENSION

Consolidating the previous activities, ask pupils to include in their letters:

- An opinion
- A piece of advice
- An alternative resolution to the situation



APPENDIX 1

CHARACTER'S LINES

Suggested character lines from the film to be printed, cut out and given to pupils.
If you would like these character lines in an accessible format, please get in touch
with us at engagement@unicorntheatre.com

GIRL

"I just can't stand hunting"

"What has it done to
my friends?"

"I put the magic finger
on them all!"

"Poor Mrs Winter"

"They'll be nesting in the
trees tonight, every one
of them!"

MR GREGG

"Go home and mind your
Ps & Qs"

"We built it all by ourselves"

"What a day, this is the
best yet!"

"Go away, that's my house!"

"I'll never do it again!
Never, never, never!"

PHILIP

"Look mama, we can fly!"

"Quack quack quack!"

"We will be eaten by cats
and foxes in the night!"

"I will not eat worms"

ACTION

Phillip and William dance
about for joy

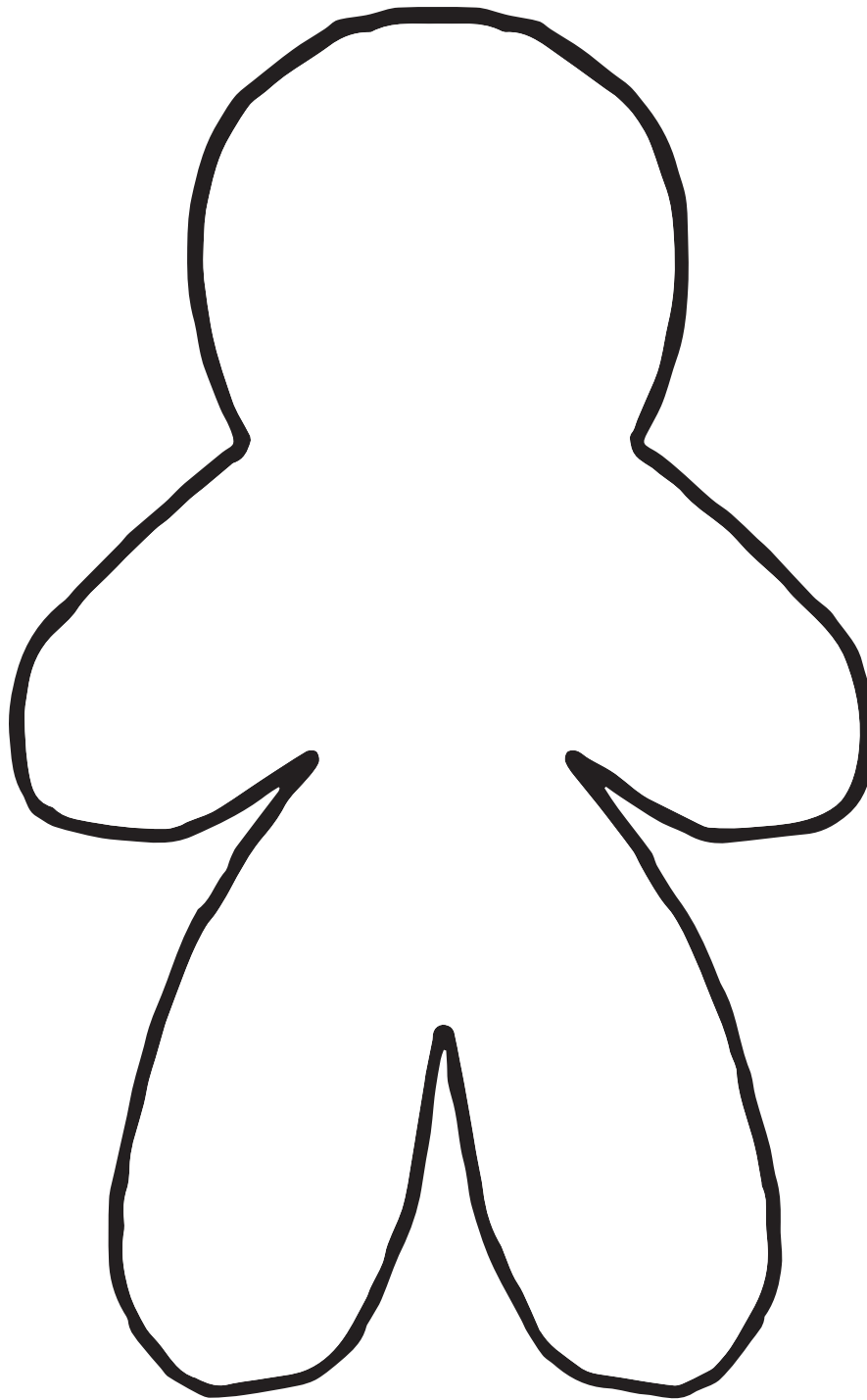
APPENDIX 2

LEVEL 1 - 5 HAPPY EMOJIS



APPENDIX 3

GINGERBREAD PERSON OUTLINE



APPENDIX 4

FURTHER RESOURCES

If you would like to scaffold the Conversation Starter activity in **CHAPTER ONE**, to support pupils to discuss moral values, you may wish to use the Diamond Nine Life Values resource link on the right. This can be used as an additional discussion activity to lead your pupils into the chapter one Conversation Starter questions about Moral Values for KS2 pupils (or above expectations KS1 pupils).

Printed copy?
Scan the QR code
for the link



**KS2 DIAMOND NINE
LIFE VALUES ACTIVITY
PACK**

Digital copy?
Click on the text to go
to the website

When discussing emotions for the Emotion Scale and Gingerbread activities in **CHAPTER TWO**, you may wish to draw upon other resources that take a closer look at the 'Zones of Regulation'. You may already use Zones of Regulation Emotion boards in your classroom, or you may wish to use one of the following resources:



**TWINKL TEACHER AIDE
SELF REGULATION PACK**



**TWINKL AREAS
OF REGULATION:
EMOTIONS CHECK-IN**



**TWINKL REGULATING
EMOTIONS FEELINGS
WHEEL CUT-OUTS**



**TWINKL EMOTION
THESAURUS VOCABULARY
GRID POSTER**



**ZONES OF
REGULATIONS NEW
EMOTION IMAGERY**

CREDITS

RESOURCE PACK

This pack has been written and developed by the Unicorn Theatre in consultation with Lower KS2 pupils at Hermitage Primary School, Tower Hamlets.

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A Todd MacDonald Production

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