

NEW ZEALAND
playhouse

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Cinderella
Classroom supplements

Lesson ideas
Printable templates

compiled by Angela and Luke Smith-Williams

Dear Teacher

This resource is designed to be used by you as you plan lessons to follow up with your class after our performance of *Cinderella* at your school.

Please take any, all or none of the ideas given here and adapt them however you see fit. Some templates are also given in this document which you may print and photocopy for your class.

Sincerely,

New Zealand Playhouse

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Prince Charming/Cinderella collages

Students create a picture of themselves as Prince Charming or Cinderella. First, draw/paint the background onto a piece of paper. Take a photo of each child's head to use as the head for their picture, and use fabrics and wool etc to create their hair and clothing.

This is a more complex example, but shows the photo of the child's head being used within the fabric medium.



Photo sourced from
http://2.bp.blogspot.com/_eqLPRtdWfLc/SIN_WRIzVMI/AAAAAAAAA70/W69LMGib1_U/s320/fabric%2Bcollage.jpg

Years 1-2 (continued)

Creative Writing

My Fairy Godmother

Ask students to write about what they think their fairy godmother is like, or the three wishes they would like from their fairy Godmother (templates provided).

Drama

Facial features

Get students to practice making different facial expressions eg: happy, angry, tired...

Recall different scenes in the play and get students to act like the character and the facial expression they thought the character would have.

For example:

- Be Cinderella when she was told she couldn't go to the ball
- Be Prince Charming when he saw Cinderella for the first time
- Be Justin Time when he realised he had forgotten to warn Cinderella about the time.

Health

Kind or unkind?

Talk about the characters in the play and ask students whether they were kind (thumbs up) or unkind (thumbs down). Make a list of things that the characters did that were kind or unkind. Ask students to think/peer/share how they feel when someone is kind/unkind to them. Relate this to actions in class/in the playground and make a list of things to do to be kind classmates.

(Characters in the play: Cinderella, Beryl, Cheryl, Fairy Godmother, Justin Time, Flaccido Flamingo, Prince Rupert)

Cinderella
My Three Wishes

My first wish is _____

My second wish is _____

My third wish is _____

Years 3-4

Art

Prince Charming/Cinderella collages

Students create a picture of themselves as Prince Charming or Cinderella. First, draw/paint the background onto a piece of paper. Take a photo of each child's head to use as the head for their picture, and use fabrics and wool etc to create their hair and clothing.

This is a more complex example, but shows the photo of the child's head being used within the fabric medium.



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Years 3-4 (continued)

Creative Writing

New endings

Get students to write a new ending for Cinderella. Some ideas are:

- Cinderella never got to the ball
- Both Cinderella and Cheryl fitted the slipper
- Justin the clock completely forgot to warn Cinderella about the time
- Cinderella had left behind a different piece of clothing (eg a scarf, hat, jandal...)

Drama

What are you doing?

Students stand in a circle. The teacher starts by standing in the middle of the circle doing an action that relates to Cinderella or another fairy tale. The next

student in the circle asks 'What are you doing?' and the teacher replies with an action different to what they are actually doing. The teacher and student swap places and the student now does the action described by the teacher. The question and answering continues around the circle until everyone has had a turn.

Anyone Who...

The class sits in a circle with one less chair or space than there are students. The student with no chair stands in the middle of the circle and makes a statement about what they thought about the show beginning with 'Anyone Who...'. For example, 'Anyone who liked Cinderella's costume'. All the students who agree with this statement stand up and swap places. The speaker must try to move into a seat. One student will be left with no chair and they then make the next statement. It may help to brainstorm ideas about different aspects of the play such as acting, music, lighting, before trying this exercise.

Years 3-4 (continued)

Health

Kind or unkind?

Talk about the characters in the play and ask students whether they were kind (thumbs up) or unkind (thumbs down).

(Characters in the play: Cinderella, Beryl, Cheryl, Fairy Godmother, Justin Time, Flaccido Flamingo, Prince Rupert)

Make a list of things that the characters did that were kind or unkind. Ask students to think/peer/share how they feel when someone is kind/unkind to them. Discuss how we can decide if we are kind or unkind by the way we act. Split the class into groups of 3-4 and give them a situation based in the classroom or playground. They role play the situation, showing an unkind response and then a kind response.

Some situations could be

- A student fell over in the playground
- A student is sad because their pet is sick
- A student is being called names by some other students

Years 5-6

Art

Warm up

Ask students to close their eyes and remember what happened in the play from beginning to end. While doing this, they draw a line with pencil that represents what is happening.

Cinderella's slipper

Ask students to bring in an old shoe from home that is not needed anymore. Paint the shoes and decorate with bits and bobs so that each shoe ends up representing the hobbies and interests of the student. Alternatively, if you don't want to use real shoes, draw up a shoe template onto paper, or create shoe shapes from salt dough, and decorate these in the same way.



Photo sourced from <http://wendygell.com/March04-Merch/shoe.jpg>

Years 5-6 (continued)

Art/Writing

An invitation

Design an invitation to the Royal Ball. Don't forget to include the date, time, place etc

Creative Writing

Fairy tale mix-ups

Brainstorm different Fairy Tales and their characters. Get the students to keep the basic Cinderella story, but swap characters or objects.

For example, while Cinderella is at home cleaning, the Wolf turns up (instead of the Fairy Godmother) and gobbles Cinderella up then goes to the ball himself.

Drama

Warm-up

Before the lesson, write up a class set of different fairy tale characters onto stickers. Each student gets a different fairy tale character stuck onto their back. Students work their way around the class asking other students yes/no questions to try to figure out who they are. When they think they know they must ask the teacher who will confirm if they are correct.

Tableau

Split the students into groups of three and give them a scene of the play to recreate in a frozen image. Each student in the group comes up with a movement and/or sound/short sentence that represents their character in the scene. Ask groups to share their tableau with the class in the order of the scenes in the play. Choose another student to tap them on the shoulder one by one to give them a chance to do their action/sound.

Years 7-8

Art/Health

Modern Day Cinderella

Recreate a scene from the play using cutouts from magazines/newspapers. Represent the characters with modern-day people. Share back in groups and get students to explain their character choice. This leads into a discussion about image/self-awareness/self-esteem/judgment of others. How we see people as ugly/beautiful on the outside does not always reflect the person they are on the inside.

English

Write a review

After watching the play get students to brainstorm ideas about the different aspects of the production (template provided). Use these ideas to write a review about the play. Include a rating, aspects of the play they enjoyed, and parts they thought could be improved and how. When these are written, send them to:

New Zealand Playhouse
PO Box 32068
CHRISTCHURCH 8147

Or e-mail review@newzealandplayhouse.co.nz

Years 7-8 (continued)

Drama

Warm up

Pass a slipper around the circle and have students come up with different uses for it – these can be anything and don't have to be realistic, just using their imagination.

Tableau & soundscapes

Split the students into groups of 3 and give them a scene of the play to recreate in a frozen image. Each student in the group comes up with a movement and/or sound/short sentence that represents their character in the scene. Ask groups to share their tableau with the class (in order of the scenes of the play) and choose another student to tap them on the shoulder one by one to give them a chance to do their action/sound. To take this further, get students to add ambient sound effects to their scene (atmosphere and, perhaps, music). The sounds could be made vocally or with percussion instruments. Ask them to think about using sound to set the environment or add dramatic effect.

Fairy Tales

In groups of 3 pick a different fairy tale and produce a short play based on the fairy tale (in the same style as Cinderella). The 3 students must work out how to include all the different characters, and make it clear to the audience when they have changed character. This could be through the use of props, change of voice, costumes etc

Cinderella
Review

Acting	Set
Music and sound	Dance
Script	Costumes

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