

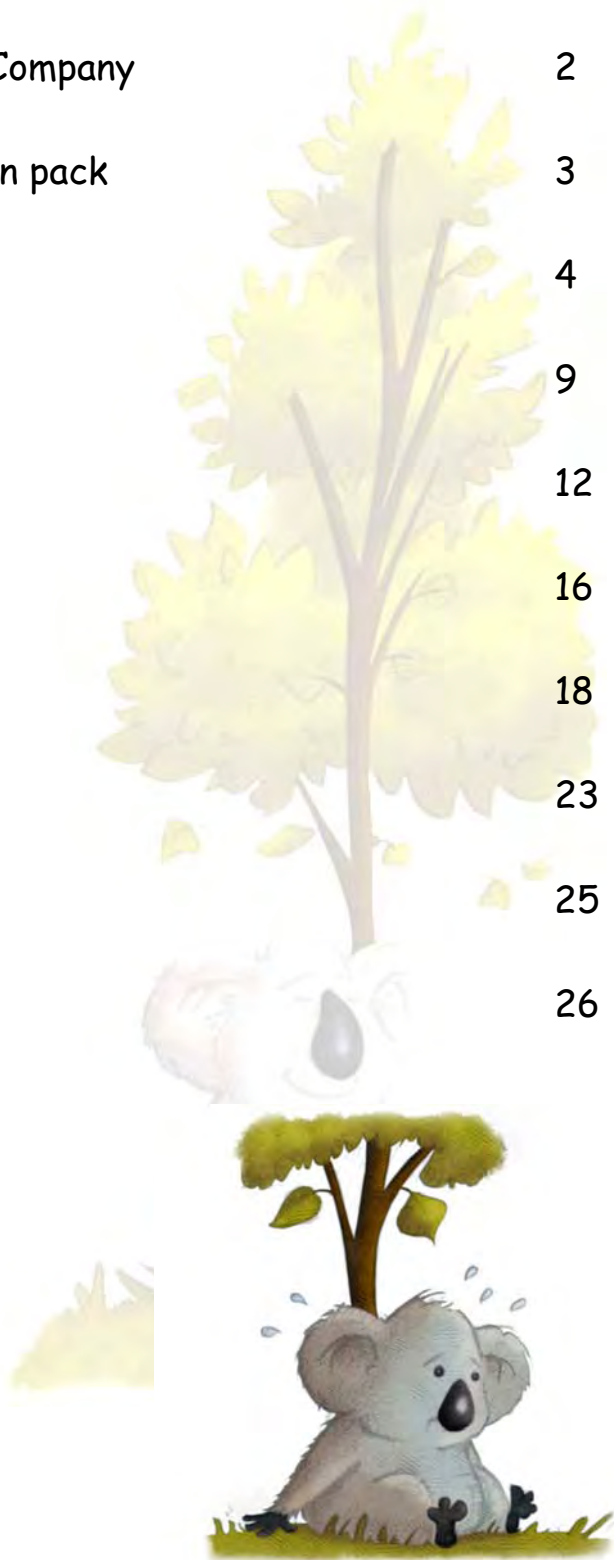
EDUCATION PACK **HOW THE KOALA LEARNT TO HUG**



The People's Theatre
Company

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ABOUT THE PEOPLE'S THEATRE COMPANY

The People's Theatre Company was set up to make quality theatre accessible to everyone. Our award winning shows have played to sell out crowds up and down the country and each year the company brings that same standard of theatre into schools and youth groups to provide drama training, PPA cover and specialised workshops. If you would like details of any of these services please contact us at ptc@ptc.org.uk.

To find out more about The People's Theatre Company, our past productions, workshops and How The Koala Learnt To Hug, visit our website at www.ptc.org.uk. You can also email us directly at ptc@ptc.org.uk

MORE STUFF FOR SCHOOLS

The PTC is committed to its audience of young people and as part of that commitment we want drama to be available to everybody. To that end we are happy to provide schools and youth groups with affordable, quality drama training, PPA cover and specialised workshops. If you would like details of any of these services please visit us at www.ptc.org.uk/Education or contact us at ptc@ptc.org.uk.



INTRODUCTION

Welcome to the education pack for *How the Koala Learnt to Hug*, presented by the People's Theatre Company.

This pack is designed as a flexible resource for teachers of Key Stage 1 and 2. It has been prepared so that you can deliver lessons across the curriculum that will link in with the People's Theatre Company's show, *How the Koala Learnt to Hug*.

You can use this free pack whether you come to see the show or not (although we'd love it if you did!).

You are welcome to use as much or as little of the pack as you wish, choosing a one-off activity, or using it as the basis for a cross-curricular exploration of the themes in *How the Koala Learnt to Hug*. The relevant worksheets and handouts follow each lesson plan.

The lessons provided in this pack explore the following themes:

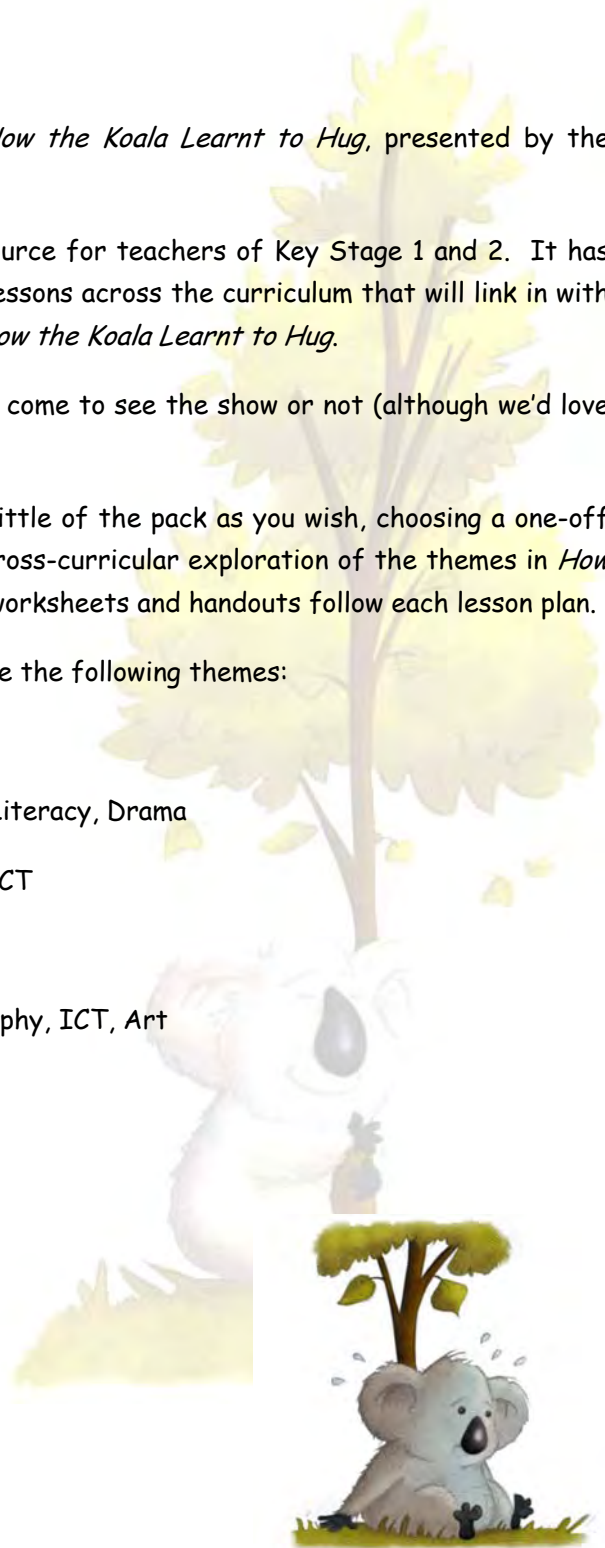
Sameness and Difference - Numeracy, Literacy, Drama

Exploring our Feelings - PSHE, Drama, ICT

Life Processes - Science

The World Around Us - Science, Geography, ICT, Art

Space and Shape - Numeracy, Art



Comic Strip of *The Little Lost Leaf*

In the show How The Koala Learnt To Hug there is a lovely story about a little lost leaf.

A comic strip is an excellent way of encouraging children to identify the key plot-points of a narrative. This lesson will develop your students' understanding of plots, as well as their ability to summarise.

1. Starter Activity

- Ask children to brainstorm in pairs or small groups the different ways in which people can tell stories. (Story books, oral storytelling, picture books, television shows, playing/acting a story out, etc.)
- Feed back ideas to the whole class. What are the benefits and drawbacks of different kinds of storytelling? Are some kinds more easy to understand than others? Do some require more effort? Can the children express and explain their preferences for particular kinds of storytelling?
- If no-one has suggested comics, elicit this idea by asking whether pictures can be a way of telling stories.

2. Main Activity

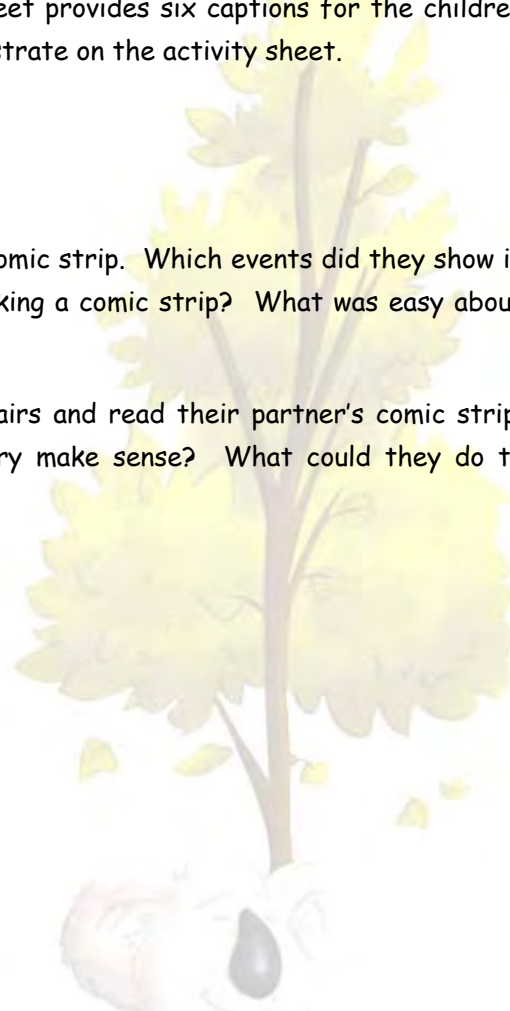
- Explain to children that comic strips are a way for us to understand a story quickly and easily.
- What are the features of a comic strip? (captions, illustrations, speech bubbles, etc.) **Have some examples for children to look at.**



- Explain that today you are going to read a story aloud to the class, and then they are going to turn the story into a comic strip.
- Read out *The Little Lost Leaf* to the class (see handout, following page).
- Discuss the key plot points of the story with the class, before handing out the comic strip worksheet, plus copies of the story and/or the support sheet, as appropriate, depending on age and ability. The support sheet provides six captions for the children to cut out, order correctly, stick down and illustrate on the activity sheet.

3. Plenary

- Ask children to feed back about creating a comic strip. Which events did they show in their comic strips? What was hard about making a comic strip? What was easy about making a comic strip?
- Ask children to swap their comic strips in pairs and read their partner's comic strip, then feed back to each other. Did the story make sense? What could they do to improve their comic strips?



THE LITTLE LOST LEAF

Once upon a time (which of course is how all good stories should start) there was a little lost leaf blowing in the wind.

She used to think she was an oak leaf but all the acorns on all the oak trees told her, "No, you don't belong here. Go away."

And so she did.

Then she came upon a red gum tree and tried to settle there but the red gum was all sticky and it just didn't feel right, so off she blew into the breeze once more.

After a while she began to notice that some of the trees were different from the others, that some had leaves that drooped like sadness over deep, dark waters and others had leaves of many colours, while others still had no leaves at all.

It was all very confusing for the poor little lost leaf but then in the distance, shining brilliantly in the autumn sunshine, the leaf saw a tall, proud tree whose leaves were a lovely welcoming green against the bright, blue sky.

"How beautiful", thought the leaf. "That's where I belong!" And sure enough, as the wind settled her gently on a branch of that wonderful evergreen, everything at last felt right with the world.

The End.

(Which, of course, is how all good stories should finish.)



THE LITTLE LOST LEAF

THE LITTLE LOST LEAF

Here are the **captions** for the Little Lost Leaf **comic strip** ... but they're all jumbled up in the wrong order.

Cut out the boxes and sort them into the right order to tell the story.

Next, stick them into the boxes on the comic strip sheet, and draw an **illustration** for each one. Remember you can put **speech bubbles** in your **illustrations** to help you tell the story.

She went to an oak tree. The acorns said "Go away!" So she did.

She looked at all the different leaves on all of the trees.

Once upon a time, a lonely little leaf was blowing about in the wind.

"How beautiful," she thought. The wind blew her onto a branch.

She went to a red gum tree. It was all sticky! So she flew away.

NUMERACY

DATA HANDLING WITH LITTLE LOST LEAVES

USING PHYSICAL OBJECTS MAKES LEARNING ABOUT DATA HANDLING A MUCH MORE IMMEDIATE EXPERIENCE. CHILDREN WILL ENGAGE ESPECIALLY WELL WITH THE ACTIVITY OF SORTING WHEN IT INVOLVES OBJECTS THEY HAVE FOUND AND BROUGHT INTO CLASS THEMSELVES.

In the days before the lesson, ask children to gather a few leaves each and bring them into class. Alternatively, do this as a group activity in the playground. You will then need to sort the leaves into sets so that each table will have a variety of 'different' and 'same' leaves. Put an 'odd one out' leaf in each set.

1. Starter Activity

- Explain to children that today they will be learning about sameness and difference and sorting in numeracy.
- Play a game of 'Stand Up If...' with the class, asking them to stand up or sit down according to a series of criteria, e.g. 'Stand Up If ... you're wearing white socks/have long hair/have a name beginning with A/are Star of The Week', etc. Finish with '...are in Class [e.g.2B]'
- Remind them of the story of *The Little Lost Leaf*. How did the leaf know which tree it belonged to? Emphasise that there can be lots of kinds of belonging - we don't have to look exactly 'alike' to belong in the same group: for example "you all belong in class [2B], don't you?".

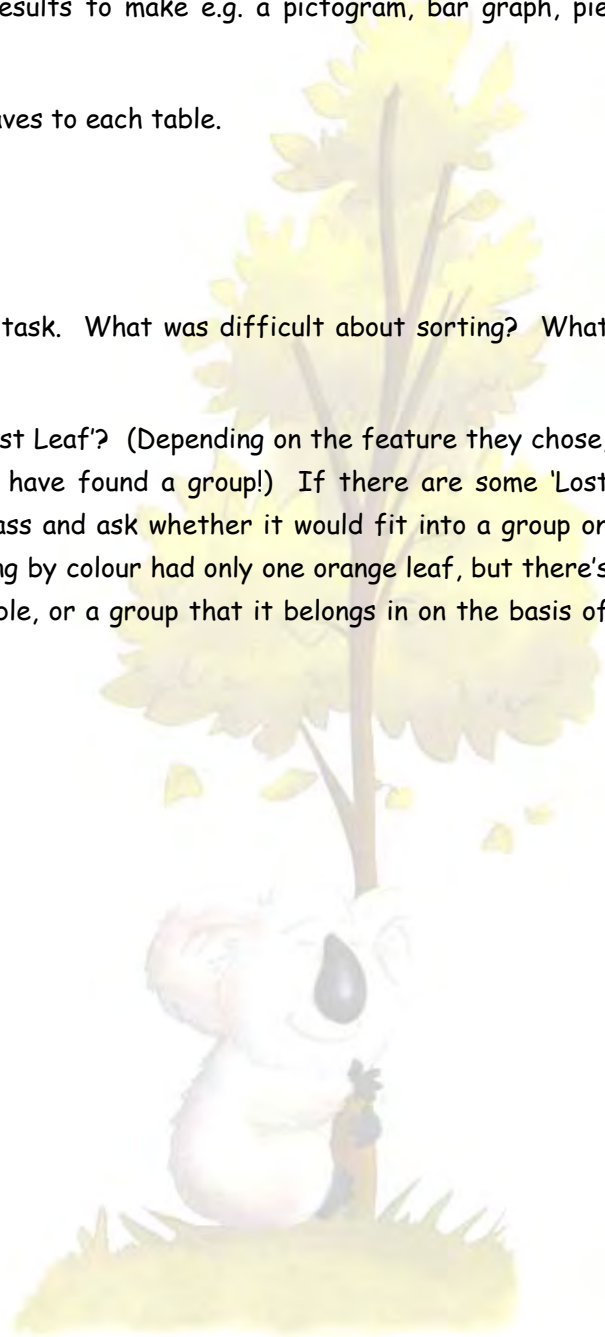
2. Main Activity

- Just like the leaf, today we are going to be looking at sameness and difference in leaves. Then we're going to sort them. Ask children to pair-share about the features we could use to sort leaves, then feed back to class. Features could include: size, colour, shape, number of points, type of tree, etc.

- Ask each table to make a decision about which feature they will use to sort their leaves, then feed their choice back to the class. Teacher input may be needed, especially to make sure that the level of difficulty and number of possible categories is appropriate to the table's ability.
- Explain that they will then record the number of the different kinds on the sheet provided and [OPTIONAL] use their results to make e.g. a pictogram, bar graph, pie chart, if appropriate for the class.
- Distribute tally sheets and a set of leaves to each table.

3. Plenary

- Ask children to feed back about the task. What was difficult about sorting? What was easy?
- Did any groups end up with a 'Little Lost Leaf'? (Depending on the feature they chose, the 'odd one out' leaf may or may not have found a group!) If there are some 'Lost Leaves', show each one to the whole class and ask whether it would fit into a group on another table. E.g. maybe a table sorting by colour had only one orange leaf, but there's a group of orange leaves on another table, or a group that it belongs in on the basis of size, type of tree, etc.



TYPE OF LEAF	TALLY	NUMBER			

PLANTS CAN BLOW BUBBLES TOO!

In the show How The Koala Learnt To Hug, magic is used to make a plant blow bubbles into the air.

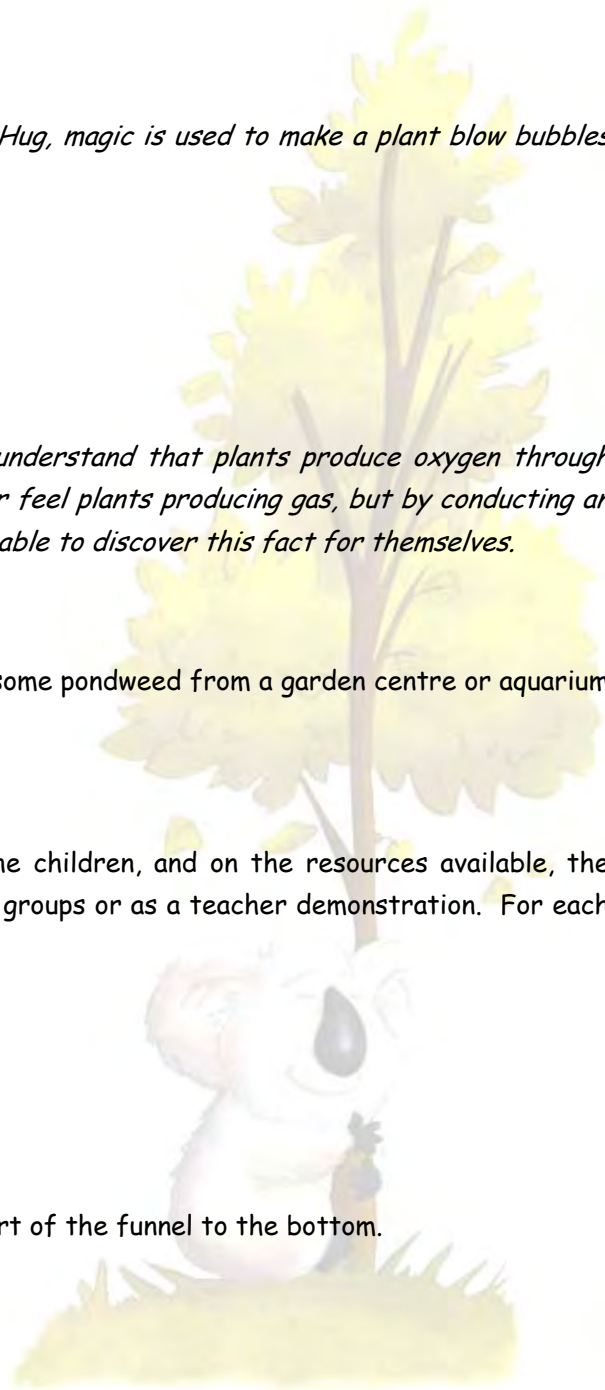
But can plants really blow bubbles?

This experiment will help children to understand that plants produce oxygen through photosynthesis. We can't usually see or feel plants producing gas, but by conducting an underwater experiment children will be able to discover this fact for themselves.

Before the lesson, you will need to buy some pondweed from a garden centre or aquarium supply shop.

Depending on the age and ability of the children, and on the resources available, the experiment could be conducted in small groups or as a teacher demonstration. For each experiment you will need:

- pondweed
- funnel
- test tube
- jar/beaker wide enough to fit large part of the funnel to the bottom.
- bucket or sink full of water

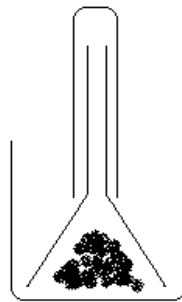


1. Starter Activity

- In *How the Koala Learnt to Hug*, Natascha's Dad helps Natascha out of the tree by blowing bubbles, but did you know that plants can blow bubbles too?
- Revise the key life processes and explain to children that today we are going to prove that plants produce gases. If appropriate introduce **photosynthesis** and **oxygen** as key vocabulary.

2. Main Activity

- The experiment (either demonstrate to the whole class with help from children, or talk them through it, step by step, working in small groups)
 - Hold the pondweed, funnel, test tube and jar under the water in the basin. Set them up, under water, as shown in the diagram that follows:



- Keeping them in the same position, take them out of the water. The test tube should still be full of water to the very top.
- Place the experiment in sunlight.
- This would be a good moment to hand out the worksheet (next page) for children to start completing as they keep an eye on the experiment.
- As the pondweed begins photosynthesising, air bubbles will travel up the funnel and gather at the top of the test tube.
- Ask children to record their observations and make a conclusion about what this experiment has proved.

3. Plenary

- Discuss with the class the observations they made, and what they think this shows. What conclusions did they make from their observations?
- Explain that plants do a very important job by producing gas. Ask children to pair-share ideas about what this important job might be.
- Feed back with whole class their ideas.
- Establish that the oxygen plants produce is necessary for people and other animals to breathe.



PLANTS BLOW BUBBLE TOO

What we used:

What we did:

Diagram:

What I saw:

Conclusion:

Grumpy Koala, Happy Koala

In this lesson children will learn to use basic features of an image-editing programme. This lesson is suitable for simple image-editing programmes such as Microsoft Paint, Tux Paint and ComiqLife.

1. Starter Activity

- Begin by telling the children that in the story of *How the Koala Learnt to Hug* a grumpy koala learns to be happy with the power of hugging! How did the koala feel at the start of the story? Can the class show this with their faces? And at the end of the story? Can they show this?
- Ask the class to pair-share about colours and shapes they associate with feeling grumpy and feeling happy. Then feed back to the whole class.

2. Main Activity

- Explain that today the class will be editing images to reflect two different moods - grumpy and happy.
- Ask children to search for an image of a koala (or other animals) online and to copy and paste it into Paint twice, so that they have the same image twice, side by side. (Depending on the time available and the ability of the class, you may prefer to do this yourself in advance and save the image as a master which they can then 'Save As' to create their own copies.)
- Now discuss with the class the different features available in Paint - paintbrush, spray paint, inserting shapes, cutting and pasting, etc. The children are going to use these features to 'collage' the two images so that one reflects the feeling of happiness and the other grumpiness. (N.B. you are not asking them to 'photoshop' the images so that the facial features change - the idea is to build up a collage on top of the images to reflect different emotions - the results can be bold and abstract).

3. Plenary

- Ask the children to pair up and compare their images. Can they tell which one is 'happy' and which is 'grumpy'? Ask them to discuss the colours and shapes they have chosen to represent different feelings, and the different Paint features they have each used.



The Feelings Tree

In this lesson pupils will be able to explore and discuss their own emotions. It will help them to understand that our emotions change, and that this is okay. They will also learn that they can take charge of their own emotions.

Photocopy the two following worksheets so that you have at least two small leaves for each child in the class, and one large leaf for each child. If possible, copy onto leafy-coloured card or paper: the work produced in this lesson is ideal for a classroom display.

Before the start of the lesson, draw the outline of a tree trunk and some branches on the whiteboard.

1. Starter Activity

- Hand out copies of the small leaves so that each child will have one leaf. Ask them to cut their leaf out.
- Explain that today we will be talking about our feelings.
- Ask children to think about how they are feeling right now, and to write down an adjective to describe that feeling on their leaf. Emphasise that you are looking for honesty about how they are actually feeling and not necessarily impressive vocabulary. Also point out that they do not have to write their name on the leaf, unless they want to.
- As each child finishes, hand them some blue-tack and invite them to stick their feelings leaf to the whiteboard tree.
- When all the leaves have been added, discuss the different feelings with the whole class. Are any similar? Are any exactly the same? Which ones are very different? You could sort similar feelings together onto branches.
- Point out to children the variety of different feelings. Is it okay that people have different feelings? Do we each feel the same from one day to the next?

- Ask children to think about whether there's a reason they are feeling that way right now. Did anything happen to make them feel happy/sad, etc? Invite them to share their reasons with the class, if they wish.

2. Main Activity

- Remind the children about the story of *How the Koala Learnt to Hug* and how the koala in it was grumpy until learning to hug made her happy.
- Discuss with children that it is normal for us to have lots of different feelings, but that if we are feeling bad, there are things we can do to help us feel better. What does the Koala do that changes the way she feels?
- Elicit suggestions of things that make the children happier when they are sad, calm when they are angry, etc.
- Explain that today they are going to write a poem that will help them find ways to feel good. They will each choose a positive emotion, and write an acrostic poem which lists things that make them feel that way. Model this on the board, e.g:

Having a hug,

A ...

P ...

P ...

Y ...

Can the children think of something beginning with A, with P, etc?

- Ask each child to choose a positive emotion, and hand out one large leaf per child, for them to write their acrostic on.
- As an extension, children choose a negative emotion and write a similar poem, this time focussing on things they can do to stop themselves feeling that way.

3. Plenary

- Have children feed back to class about the things they wrote in their poem. Next time they are feeling sad/angry/hurt/worried, etc, how could their poem help?
- Remind children that our feelings change from person to person, and even individually during the course of the day.

- Invite children to take a second small leaf, and to write down how they are feeling right now. Are they feeling any differently than at the start of the lesson? If so, is there a reason for this?
- Once again, have children add their feelings leaves to the whiteboard tree, and discuss any changes you might notice.







GEOGRAPHY

Koala Town

In this lesson children will explore the different features and locations that build up a community. It is also a useful exercise in working together towards a shared goal.

For this lesson you will need a very large piece of paper - at least 1 metre by 2 metres, but if possible more. If available, take it from a roll; otherwise you can easily make it by taping together smaller pieces of paper on the reverse. Prepare for the lesson by taping the paper down on tables pushed together in the middle of the room.

1. Starter Activity

- Remind children of the story of *How the Koala Learnt to Hug*. The Koala lives all on her own in the forest. How is this different from where the children live? Where would they prefer to live?

2. Main Activity

- Explain that today the class will be creating a community for koalas to live in. Start by asking the children for suggestions about what buildings and locations they will need to build the town, and make up a list. (School, shops, roads, a park, a pond, etc. N.B. houses will come later) What about exercise and leisure? Perhaps a swimming pool, theatre, cinema,.

- Now move the class so they are all standing around the paper, and discuss placement - what do they want to place in the centre of town? Would it be better to have a supermarket near the middle, or towards the edge, for example?

- Start by drawing some roads, and a town centre, according to the decisions reached by the class. Then go through the list and assign each child with a building or location to add to the town.

- Supply the children with a range of pencils, paints and pastels to create the town.

- When they have finished the buildings, give each child a piece of paper on which to draw a Koala house, then have them cut the houses out and choose where to put it in the town - which part of town do they want to be in? Will they group houses together? Who will they live next to?

3. Plenary

- When they have finished, invite the children to walk around the table and look at their town. Lead a discussion about the town they have created and what it might be like to live there.



Spot Pictures

In this session children will explore a different approach to creating images. The activity will develop their fine motor skills and their awareness of shape and space.

Before the lesson search online for examples of Australian Aboriginal art. Print out examples, or place them in a PowerPoint presentation. Also prepare some print-outs of photos and images related to Australia - koalas, kangaroos, a map of Australia, for example.

1. Starter Activity

- Start by showing children images of Australian Aboriginal art. What do they notice about the pictures? They're largely made out of dots or spots. Also discuss the colours used.

2. Main Activity

- The class are going to create their own images in the style of Australian Aboriginal art.
- Ask them to choose one of the images and recreate it, using only spots. It would be a good idea to have them experiment with creating spots on rough paper first.
- Provide paint in an appropriate range of colours, and hard paintbrushes which will remain firm for them to make spots with.
- Differentiation: Depending on the age group and ability, an alternative would be to have them create the images using round stickers.

3. Plenary

- Ask children to share their pictures with the class. How did they find the experience of creating pictures with dots? What was difficult about it? What was easy?

The Hug Machine

This session focuses on cooperation and building teamwork between the children.

1. Warm Up

• Grumpy Koala's Footsteps: play as Grandmother's Footsteps, except that 'Grandmother' here is a koala, and the rest of the class are trees. When the Grumpy Koala turns around, the class must hold tree poses. The winner is the first tree to hug the Grumpy Koala. Play the game a few times, each time placing more emphasis on the poses held. Encourage children to look around at the tree poses. What makes an effective tree?

2. Group Focus

- Bring the class back to standing in a circle.
- Play People to People: the class split into pairs. You call out instructions like "finger to finger" and they have to link together the body parts you name in their pairs. Instructions could be: "back to back"; "elbow to elbow"; "knee to knee"; "finger to toe"; "knee to shoulder" and so on.
- When you call "People to People", the children have to swap partners. Then start the body instructions again. Call "People to People" a few times to mix the class up: each time they must pair with a partner they haven't worked with before.
- Finish by calling "hug to hug", then call them back to sitting in a circle, sitting next to their final People to People partner.

3. Main Activity

- Ask the children each to think of a simple movement using their body (they may stand up if they wish). Go around the circle giving each child a chance to share their movement with the group.

- Ask children to add a sound effect to their movement. Once again go around the circle sharing their movement and sound. The rest of the class copy each movement and sound back to the group as one.
- Now have the children perform their movements repetitively, so that the whole circle is doing their own action over and over at the same time. Encourage them to establish a rhythm.
- Stop the movements and explain that the class are going to put them together to create a machine.
- Ask for one volunteer to come and do their sound and action in the centre of the circle, repeating it over and over. This movement will establish the pace and rhythm for the machine. Does anyone else have a movement they can link in with the first child?
- One by one the children add themselves to the machine when they see a movement their own action will link in with - have them raise a hand when they're ready to join. N.B. they can add themselves to any part of the machine, not necessarily the most recent child to join.
- Once all the children are part of the machine, experiment with cranking it up and slowing it down using an imaginary lever, raising and lowering the speed and volume.
- Finally press the 'Stop' button on the machine and ask the children to resume their places in the circle.
- Discuss the machine they built: what could it be a machine for? Encourage both practical and abstract ideas.
- Explain to children that they are going to create their own machines in groups. First they will need to decide together what the machine is for, then develop movements and sounds which they will put together to build a machine.
- Split the children into groups of 4-6 children, keeping children with their final People to People partner, and send them off to create their machines - give them about 5 minutes to complete the task.
- Bring the class back into a circle and ask each group to perform their machine in the centre. Can the rest of the class guess what the machine is for? Encourage the children to make observations about each machine. Can they pick out something they especially like? Has the machine got a strong rhythm? Do the movements fit together well? Discuss the shapes of the machines - have the children stood in a line, or clustered together? Have they used different levels, e.g. some sitting and others standing? What makes the machines interesting to watch?

- Explain that they are now going to create another whole class machine - this time it will be a hug machine.
- Repeat the process of building up individual movements, sharing them, adding sounds and sharing again.
- Once again ask for a volunteer to start the machine, and build it up progressively.
- When the machine is complete and all children have joined, play around with cranking it up and slowing it down. Either press the 'Stop' button, wind the machine right down to a halt, or crank the machine up so high that it 'explodes' to finish.
- Ask children to re-form the circle and lead a discussion about the hug machine. How was it different from the first machine they made? What happened to their sounds and movements when they changed speed? What other machines could they make? How might they be different from the hug machine?

4. Warm Down

- Have the class sit in a circle and play Smile, Squeeze, Hug: first the class 'pass' a smile around the circle - start by smiling at the child to your left, then each child in turn smiles back, turns to the child to their left, and passes the smile on. Pass it around the circle a few times, aiming to establish a rhythm. Next, have the class hold hands - this time squeeze the hand of the child to your left and again have the class 'pass' the squeeze around the circle. Finally, pass a hug around the circle.

