

Activity Pack / Pecyn Gweithgareddau

THE ELVES AND THE SHOEMAKER Y COBLYNNOD A'R CRYDD

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A Shoemaker's workshop crafting activity can be found on the final page of this booklet. We would love to see how your workshops look when they are complete. You can share photos or videos of your workshops with us here at Sherman via social media hashtags below and we will re-share them.

Here are some ideas to make your children's work stand out online:

- Use tinsel, pipe cleaners, tissue paper, crepe paper and sparkly wool as well as different textures and colours in your model.
- You could get fabric samplers from haberdashers, fabric warehouse or department stores to add in different textures.
- You could use leftover paint from DIY projects.
- If it were a special workshop place decorated for Christmas what colours / patterns / textures would it be made up of?

And finally...

Don't forget to share it with Sherman on social media! You can also bring a photo or drawing with you when you come to see the play, give them to a member of staff who will pass them to our stage manager for Sherman Theatre to share.



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#superdupershoes / #esgidiaubendibompom

OVERVIEW

Whether using this at home, in a playgroup, nursery or classroom we hope that you will find this resource pack can be implemented in any order and adapted to suit your needs. We suggest that you see this pack as a guide rather than an answer book; provoking lively and engaging activities for your children that connects with both the live theatrical experience and the world around them. Within this resource we offer you a series of different activities that work within the framework of the national curriculum and cover a variety of subject areas. We hope that this pack's contents will provide an opportunity to support a wide range of beneficial outcomes regardless of where the learning is taking place.

STATEMENT OF LEARNING INTENT

With the new curriculum in Wales coming in we are keen to incorporate the four purposes into our work with young people, in order to best support their learning within the framework outlined by the Welsh Government.

Through the activities in this pack we hope to improve and develop children's knowledge and understanding of the world around them as well as assisting in their personal and social development.

We are seeking moments of learning that foster ambitious, capable learners who see learning opportunities within their everyday lives. Likewise, we hope that this pack promotes a wider and more in-depth awareness of the world around our young people. Thereby, preparing them to be informed citizens of Wales and the world through the promotion of ethical and healthy individuals, who are ready to be valued members of society.

Overall by accessing the arts and understanding its impact on themselves and their community we hope they will become enterprising and creative within their thinking. This is achieved through a series of learning opportunities, responses and teaching techniques including – but not limited to – mind mapping, oral skills, listening, literacy, music, art as well as opportunities for individual and group education and discussion.

CONCLUSION

Overall we hope that you find this pack useful in supporting the development of individual children. Giving them the opportunity to grow their opinions and understanding. We look forward to hearing all about how you get on with the activities we have created.

We hope you enjoy this creative time with your young people!

EXTERNAL LINKS DISCLAIMER

Throughout our resource you will find links to websites. Although we make every effort to ensure these links are accurate, up to date and relevant, Sherman Theatre cannot take responsibility for pages maintained by external providers.

If you come across any links that do not work, we would be grateful if you could let us know.

Please note that external links from this website may include adverts and material of a political nature.

WHERE WE LIVE

ACTIVITY 1



The elves appear by magic in the workshop but we never see where they live.

These exercises will ask the children to consider where the Elves might live, what type of home they would have, and talk about their own home. They will be encouraged to make decisions about imagined locations, as well as comparing and contrasting environments. Deciding what they have in common with the Elves and what's different.

Starter

1. Firstly ask what the word 'House' means to the children.
 - ❖ This could be presented as a list, a group mind map or by asking them to write one word on a post-it note before sticking it on the wall – perhaps within a house outline.
2. Now ask the children if they know what the name for the place where someone or someone else lives – such as a bird or a badger.

Take things further:

You could introduce full definitions for these homes and discuss the differences and similarities.

House: a building for humans to live in, consisting of a ground floor and upper storeys.

Nest: a structure made or chosen by a bird for laying eggs and sheltering its young.

Main Exercise

You may want to split the group and allocate one of the below locations to each half, they could work individually or as team. Their responses can be shared orally, written or drawn.

3. Begin by asking the children about their house?

Ask the class to focus on colours, shapes and materials.

 - ❖ How many doors? / How many windows? / How many rooms? / What are these rooms named? / Describe where your house is.
4. Now encourage the children to imagine the Elves home.

Once again ask the class to focus on colours, shapes and materials.

 - ❖ How many doors? / How many windows? / How many rooms? / What are these rooms named? / Describe where the Elves home is.
5. Bring the group back together to begin the compare and contrast element of the work. We suggest you pair up the children (one from each group). Challenge them to identify the following from their previous discussions:
 - ❖ What are the differences between a human house and the Elves home?
 - ❖ What are the similarities between a human house and the Elves home?

You could ask them to highlight the differences and similarities in two colours to visually illustrate these contrasts. Ask the children if they feel different or the same as the Elves.

Take things further:

Finally use google earth to compare and contrast the environments around where the children and the Elves live. Encourage the children to focus on environmental factors i.e Trees / Lampposts / Green spaces / Roads. Returning always to the comparing and contrasting language introduced above. What do we have in common with Elves and what are our differences?

A room with a view

Finally ask the group to describe what they see from either their own bedroom window or the imagined view from the Elves bedroom window? We suggest that you use the 'Colour it' exercise to improve the children's use of language. This exercise could be done in pairs or as a whole group.

One person begins to describe what they see. Whenever a listener wants more details they say 'Colour it!' and the describer has to go into more detail. It might go something like this:

When I look out of my window

'Colour it!'

The window is brown and has a gold handle. I can see a pond...

WHAT'S IN THE BOX?

ACTIVITY 2

In *The Elves and The Shoemaker* we noticed the elf and Elsie are both kind, generous elves that help Clara the Shoemaker by making her the best shoes ever. To Clara these shoes appear like brilliant presents. The elves' selfless and kind acts mean that Clara keeps the shop and makes new friends. It is very important to help and be kind to others by doing this you can be rewarded with kindness yourself.



This exercise is designed to get the children thinking about their health and well-being, as well as the health and well-being of those around them, in an expressive manner.

Starter

1. Ask the children to describe how being kind of makes them feel.
Where in the body do you feel kindness?
2. You could start by the children to volunteer different examples of being nice to someone and someone being nice to them.
3. Encourage the children to discuss how important it is to be kind.

Main Exercise

1. Sit the children down in a circle, place a decorated box in the centre of the circle. Ask the children to guess what might be in the box in front of them.
2. Explain that we are going to pass the present to one another. To remind ourselves how being kind to one another feels.
3. Ask the children to pass the box to the next person in the circle. They are giving it to each other as a gift.
4. Take a moment to discuss what the gift could be in the box. What is the best thing that they could receive?
5. When the box is passed around, ensure it is handled with care and respect due to the value of what is inside!
6. Upon receiving a gift a child should always say "Thank you. This gift is amazing." to the person who gave it to them.
7. They should then open the box and react in the biggest way possible to the imagined content as if it is the best gift in the world.
8. Once they have reacted to their gift they should turn again to the person who gave it to them and once again say "Thank you. This gift is amazing."
9. Now that the children have all received their gift, ask them to talk about how it made them feel. Did they enjoy giving the gift as much as receiving it? You may want to make a note of some of their responses.
10. Now repeat the exercise. But this time the gift is no longer the best it is the worst but the children should still thank the person giving it to them and then react in a negative way.
11. After the children have all received their worst gift, ask them to talk about how it made them feel in comparison to the nice gift. How did they feel being thanked even though they knew the gift was not one they wanted?
12. Finally get the children to talk about the best ways to react when you get something that you may not like.

Taking things further

You may want to talk to the children about how their body reacts to positive and negative moments. Does their pulse, breathing or temperature change?

TIME IS OF THE 'ELF-SENSE'

ACTIVITY 3



Understanding the time is very important for the Elves as they have to work to reach their goal of making 20 pairs of shoes a night! The children can help the elves to be on time by making them a wrist-watch.

These exercises are designed to get the children thinking about different ways of expressing and using time, adding up different periods of time as well as a creative element, making and designing a watch or clock.

Starter

1. Begin by talking to the group about significant times in their day. Help them to build a time line of events that happen to them:

- ❖ Getting up
- ❖ Leaving the house
- ❖ Arriving at school

These are just some suggestions to get you started – there are plenty more we think you and the children will think of.

2. Ask the children, how do they know when it is time for bed, time to get up, go to school?
3. Now encourage the children to discuss what they remember about the importance of time to the Elves in the story. Help them to build a time line of the events in the Elves day (Remembering that they work at night):

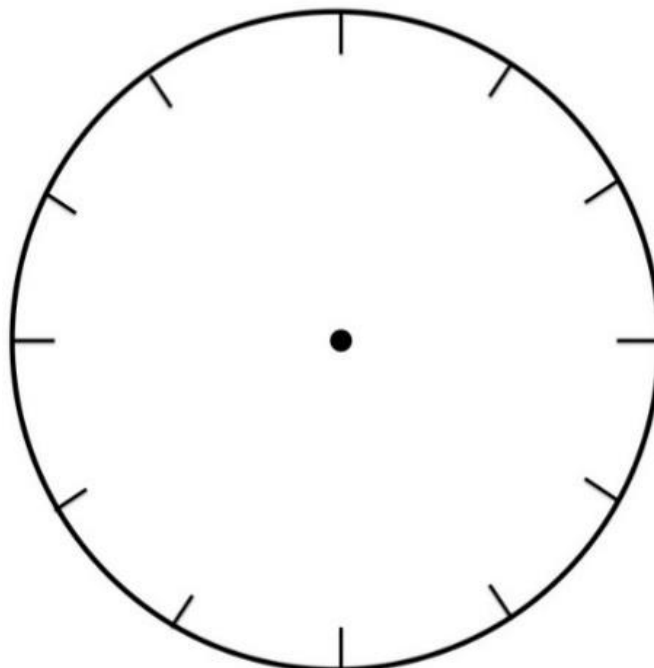
- ❖ Getting up
- ❖ Leaving the house
- ❖ Arriving at the workshop

These are just some suggestions to get you started there are plenty more.

4. Ask the children, how they think the Elves know when it is time for them to do something?

Main Exercise

1. Using the clock template below (or you can draw your own) add in the numbers on the face of the clock in a 12 hour format.
2. Ask the children to cut out their clock and carefully decorate the face. They could create a festive pattern, add the owners name or you could add some border around it to make it look like a grandfather clock.
3. Get the children to choose the time of one of the events in the lives of the Elves and ask them to put the hands on the clock at the time this event takes place.



4. Next the children need to work out what time the Elves start work and when they finish if they have to make 20 pairs of shoes a night.

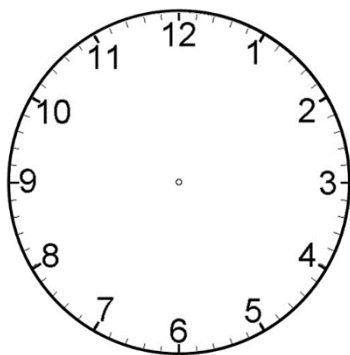
To start with, here are the timings for making 2 pairs of shoes:

- ❖ Cut out leather and fabrics = takes 5 minutes
- ❖ Stitch fabrics together = takes 10 minutes
- ❖ Cut out and stitch on sole of shoes = takes 10 minutes
- ❖ Add laces = takes 5 minutes

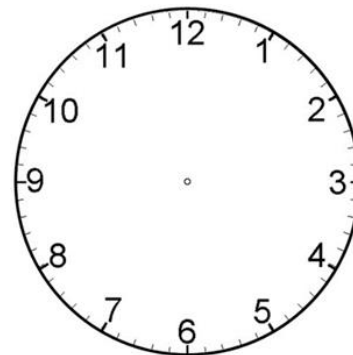
Ask the children how long this process takes to make 2 pairs of shoes? (30 minutes)

Ask the children how long it would therefore take to make 20 pairs of shoes? (5 hours)

Now that you have worked out how many hours the elves need to work to complete the 20 pairs of shoes, it is now time to set their lunch time and finishing time. The elves start work at 9PM and need a 1-hour break. Draw in what time their lunch break is in one clock and their finishing time in the other clock. *Remember: The shorthand of the clock tells the hour, and the long hand tells the minutes.*



Break Time



Finish Time

Take things further:

Oh no! It seems that some of the elves have only learned how to read a 24-hour clock. This means you will need to convert the 12-hour times into a 24-hour format. Once you have got the hang of the 24-hour clock, for an extra bit of practice fill in the table below.

Activity	Start time	12 hour	24 hour
Cutting leather and fabrics	NINE O'CLOCK IN THE EVENING		
Stitching the fabrics	ELEVEN O'CLOCK AT NIGHT		
Cutting and stitching the sole	THREE O'CLOCK IN THE MORNING		
Adding laces	SEVEN O'CLOCK IN THE MORNING		

Quick tip: If the Elves start their work at 9 AM this would be 09.00 on the 24-hour clock. Also, the 24-hour clock goes up to 23:00 (11PM) then at midnight (12AM) it will look like this, 00.00.

THINKING OF OTHERS – THANK YOU FOR BEING ‘ELF-PFUL’ ACTIVITY 4

In the story of the Elves and the Shoemaker, Clara received help from the Elves. We know that Clara would want to thank the Elves for the amazing work they have done for her. There are many ways they could do this, but we want you to imagine that Clara could send a letter to the Elves to show their gratitude.

The children could use this exercise to recall their favourite moments from the performance or the story, or they could describe what made them laugh, include drawings of their favourite character, or elaborately decorate their letters.

Main Exercise

1. Ask the children to put themselves in the shoes of the Shoemaker and to think about ideas for what they would like to say to the Elves in a thank you letter.
2. Encourage them to think about the types of words that can be used to describe gratitude and when it is formal or friendly in style.
3. The following two questions could be done by writing, creating a mind map or drawing but alternatively the children could show you in a facial expression or gesture that everyone else in the group can copy back.
 - ❖ What kind of things do the children do to help people?
 - ❖ Then what things do the children do for their friends or family when they need support? *N.B This could be done as pair work so that the children do the actions to one another to demonstrate to their peers.*
4. Following on from this they should consider the following:
 - ❖ How do you thank people for what they have done for you?
 - ❖ How do your friends thank people for what they have done for them?
5. Once the children have discussed this should write a letter to the Elves from Clara to thank them for their hard work and kindness.

Take things further:

Discuss how the Elves might feel receiving a thank you letter. Ask the children if they have written or received letters before, to and from family, friends and consider who they might like to write a letter to themselves.



SOUNDS OF THE WORKSHOP

ACTIVITY 5

The Elves create the shoes in a workshop which is like a small factory. It would be a noisy and busy place, with noises like “Bang”, “Tap-tap-tap”, “Snip” and as they work at night, there may be night-time sounds such as “Twit-twoo” and the snoring of the Shoemaker “Zzzzz”, or the weather outside “pitter-patter”.



These exercises begin to look at the workshop, its features and the sounds that are associated with them.

Starter

1. Sitting in a circle encourage the children to take it in turns to describe the tools, actions and elements that they think might make up a workshop environment. What do they see and hear? i.e. sewing machine // cutting tools // hammering nails // sanding wood.
2. Now go around the circle and ask each young person to choose an element you have mentioned and do a gesture that symbolises their element
3. Once you have been all the way around the circle do a second pass round, asking the children to describe the workshop using only noises that would accompany their action – encourage the children to be adventurous with their choice of sounds.

Main Exercise

4. Listen to the following 2 minute film of a choir making sounds of a rainstorm
<https://www.youtube.com/watch?v=29qaN0M0o0s>.
5. Give each child a post-it note and get them to listen to each other again. Each time they hear a new sound they should write on the post it what they think it is before sticking it on the wall. How can we tell what the sound represents? Is it volume / pitch / tempo?
6. Next show the children one or two of the following video links:
https://www.youtube.com/watch?v=UO3N_PRIgX0 a 6-minute film about making film sound effects.
https://www.youtube.com/watch?v=tQl_-MghIjo a 15 minute film on making sound effects.
7. Talk to the children about how different body parts, items, actions, singing and instruments can be used to make a collage of sounds which make us imagine a location or event.
8. Give the children some of the following and ask them to experiment with the noises they make: Plastic bags / Rain sticks / Shoes / Cymbals / Drum / Maracas / Tambourine / Xylophone
9. Encourage the children to copy some of what they have seen and experiment with their favourite effects from the videos.
10. Using the images here (<https://pin.it/1vQ0tsv>) as inspiration use the materials to compose a series of sounds that are representative of a workshop. Ask them to think about not just the sounds in the factory but perhaps also the sounds of the weather outside.
11. Once you have these sounds suggest to the children about what order they should be in? What is the order our audience should hear first?
These variations could be recorded for listening back later and discussing which were effective and why.
12. How does it change when you order it differently? Stress to the children the need to link the elements together seamlessly so that the sounds of the workshop processes “flow” from one sound to the next? Discuss how volume, tempo and pitch can help with this.

Take things further

Once you have all these recordings you could compare and contrast how they make the young people feel whilst they are listening to them. You could also compare these with no noise at all or just natural sounds by taking them outside and listening to the natural environment. Do they make the young people feel different?

WALK IN THE SHOES OF THE PAST

ACTIVITY 6

In *The Elves and The Shoemaker* we know that Clara is a Shoemaker. She and her husband have been making shoes for years and years so we know that they must have designed shoes to lots of different decades. They will have to have adapted how they make shoes for lots of different fashion trends. Can you imagine wearing shoes your grandmother or grandfather wore today?



The purpose of this exercise is to aid the children's awareness of their history. It is important that they become aware of the events that happened before their time in a visual, fun way.

Starter

1. Show the children images of different shoes from previous eras. An image of one of the oldest shoes ever made is available online. It is made of deerskin, bearskin and hay!
<https://www.nationalgeographic.com/culture/article/100609-worlds-oldest-leather-shoe-armenia-science>
2. Ask the children what purpose shoes have for them. Why do we wear shoes?
3. Explain that shoes go in and out of fashion for example: gladiator sandals have reappeared over the years, as well as brogues, different styles of trainers, etc.
4. Explain that shoes have different jobs for different people and that they are in contrast to the shoes we are wearing now.

Main Exercise

1. Divide your young people into shoe research groups.
2. Ask the children to gather information on shoes from any era in history – you may want to allocate different periods, such as Roman, Celt, and Victorian eras.
3. Encourage the children to find details on materials used, colours, textures as well as size.
4. The children should develop a profile on their shoes.
 - ❖ Who wears the shoes?
 - ❖ What do they do when they're wearing them?
 - ❖ In what location do they wear the shoes?
 - ❖ Why do they wear them?
 - ❖ How do they wear them?
5. Once they have created these profiles (including an image and text) you could create a 'Shoe Wall' to showcase the different eras that the young people have looked at.
6. Discuss with the group how the variety of shoe styles suggests how we as people have changed with history.
7. Discuss how different the shoes are from what we wear today.
8. Encourage the children to pick out their favourite shoes or elements of shoes.
9. Do the children think that there is a particular style or shoe that the Elves would make?

Take things further

Following on from the children choosing their favourite shoes, ask them to draw a picture of how their chosen shoe would look if it were worn today. Encourage them to be creative with this task, perhaps ask them to imagine the whole person who wears the shoe – what do they look like and why are they wearing the shoe? Is it someone they know?

Ask the children to describe how it made them feel creating the shoe, are they happy with their creation? Do they think people would buy their shoes like the people did in *The Elves and the Shoemaker*?

DESIGNER SHOES

In *The Elves and the Shoemaker* the storyline follows Clara and the Elves making the best shoes ever. They use leather, ribbon and other traditional shoe making materials. This activity looks at how modern shoes are made and what materials they are made from.

The aim is to examine different types of shoes, look into the science and design technology behind the creation and manufacturing of shoes.

ACTIVITY 7



Starter

1. Watch this short excerpt from a BBC science programme *How to make it* is a great starting point: <https://youtu.be/-0opdJoHywU> 2.5 minute film
2. Ask the children about what they have seen that they found interesting. What materials, colours and textures did they see? What did they want to find out more about?

Main Activity

3. Ask the pupils to look at their own shoes closely.
4. Get them to consider the following questions – you may want them to document their responses:
 - ❖ What do they think their shoe is made of?
 - ❖ What textures, colours, materials, and layers are present?
 - ❖ What laces or fastenings are used?
 - ❖ How do they feel to walk in?
 - ❖ Do they have any special features or a purpose?
 - ❖ How can you tell that the shoes have been worn?
 - ❖ Were they made by hand or by a machine?
 - ❖ What weather are they suitable for?
- The children may want to ask other questions about their shoes.*
5. Once the children have compiled a list of responses select one of them to put their shoe into the centre of the circle and ask another child to describe the shoe.
6. You may want them to use compare and contrast sentences such as:

I can see that this shoe has a _____.

My shoes don't have one of those but it is like my _____.
7. Encourage the children to consider the sort of jobs that might be suitable for the shoe to do. Would be good for wading in a river? Is it perfect for dancing? Could you explore a rainforest wearing it?
8. Work your way around the circle ensuring that all the children have shared their shoes and evaluated someone else's.
9. Discuss what they think the Elves shoes would be made from.
 - ❖ How would they be made differently from modern shoes?
 - ❖ What different materials are used?
10. Finally design your own elf shoes using recycled materials – you may have these or you could use images from the internet or from magazines in a collage.
Ensure the children consider colours, textures, and suitable materials that could be re-used from the job they are currently doing to be used as a shoe. Encourage the children to label the elf shoe to explain the different materials used and why they have been used. E.g. bicycle tyre for grip

Taking things further

Think about advertising of modern shoes and shoe brands e.g. Nike, Clarks, and come up with an advertising campaign for television or a poster for your recycled modern elf shoes.

CHARACTER FILLED SHOES

There are so many shoes that we wear through our lives, some for work, some for sport and some just for special occasions. But can we tell who someone is just from their shoes?

This exercise will encourage the young people to think about other people, and the shoes they wear. You could also use this exercise as the starting point to get young people thinking about careers and other identifying features that might help us to work out what someone's job might be.

ACTIVITY 8



Starter

1. Ask the children to look at the images here: <https://pin.it/1Au4XvV>
2. Encourage them to pick a favourite and take in as much of its detail as possible.
3. They should think about the person that wears that shoe. *Who wears the shoes? What do they do when they're wearing them? Why do they wear them? How do they move when they wear them?*
4. Next ask them to draw a picture of the person who wears these shoes. They will have to use their imaginations – there is no right answer to any of this.

Main Exercise

5. Once they have their pictures complete they should place them on the ground in front of them.
6. Now ask them to stand with their feet shoulder width apart and arms by their side.
7. They should close their eyes and imagine that the person they have drawn is stood right in front of them.
8. They are now going to step into them.
9. The children should imagine that where their character was standing has become a giant jigsaw piece into which they will fit their body.
10. They should step forward into this jigsaw piece.
11. They should push their body into the space and take on the physicality of their character; stretching and flexing their body and face.
12. Now step back out of them and back to your relaxed stance.
13. The children should now open their eyes and see what everyone looks like.
14. Finally invite them to walk around the room – you may want to put some music on for them to journey around the room.
15. Finally bring them to a standstill and ask them to shake off the character like they are shrugging themselves back to life.
16. Ask the children to reflect on their experience using the following sentences:

When I was walking around I felt like _____.

Then choose between either:

I don't feel like that when I'm walking but it is like my _____.

Or

I have one of those too.

17. Finally ask the children what they noticed about other people. What interested them? Was there someone's character they'd like to meet? Perhaps there was someone they did not like?

TAKE A WALK IN THEIR SHOES

ACTIVITY 9

The Shoemaker (Clara) is lucky to have the Elves looking out for her. They care for her by making shoes she can sell, so she has enough money to eat and stay warm. There are people in this world that are not as lucky as the shoemaker, they have to work hard and go on dangerous journeys in order to survive and to find a safe place to live.

The following exercises are intended to get your children to talk and become aware of people whose lives may be different from their own such as displaced people, to develop empathy for others and become global citizens.



Starter

1. Ask the children to consider what it would feel like to wear someone else's shoes for a day. *They could imagine what it would be like to wear high heels, or wellington boots, perhaps even heavy fireman's boots.*
2. Encourage them to show you how their feet would feel after wearing those shoes all day and completing their daily routine. *What would it be like brushing their teeth or playing outside whilst wearing the shoes?*
3. Now ask them to imagine wearing no shoes at all for the whole day. What dangers would their feet come into contact with?
4. Finally ask them to tell you the challenges they faced for walking in someone else's shoes, and how they might overcome them.

Main exercise

Introduce the children to the puppet Amal, and the performance *The Walk* with this 5 minute film: <https://www.youtube.com/watch?v=pGn6awlLdaw>

5. Explain to the children what a refugee is – there is a good explanation in this video clip: <https://youtu.be/CRk8eaW3X1Y> (3 minutes)
6. Work with the children to create a mind map of how they would feel if they were in a displaced person's shoes – you could also use emoji's or symbols to help them express the emotions.
7. Now work with the children asking them to tell you what they think the displaced people are looking for? What is it they need or want? *Food, shelter, safety etc.*
8. In pairs or small groups, ask the children to make a list of suggestions of how they might help give displaced people the things that they need. *What small acts of kindness can make a difference?*
9. Ask the children to repeat back to the class one fact they've learnt about the displaced people, and one thing they can do to make a difference.

Take things further

Sometimes people's names can tell us a bit about our ancestors' lives, what they did for work, or where they lived. Amal (the puppet girl)'s name means 'hopes' in Arabic. Ask the children to research the meaning of their names or, their family names. Once they know this information encourage them to draw a picture that illustrates it.

Find out more about the touring theatre production *The Walk* which tells the story of Amal, a Syrian refugee child. This performance is traveling the world to promote understanding of refugees, and the challenging journeys they often undertake.

<https://www.walkwithamal.org/>

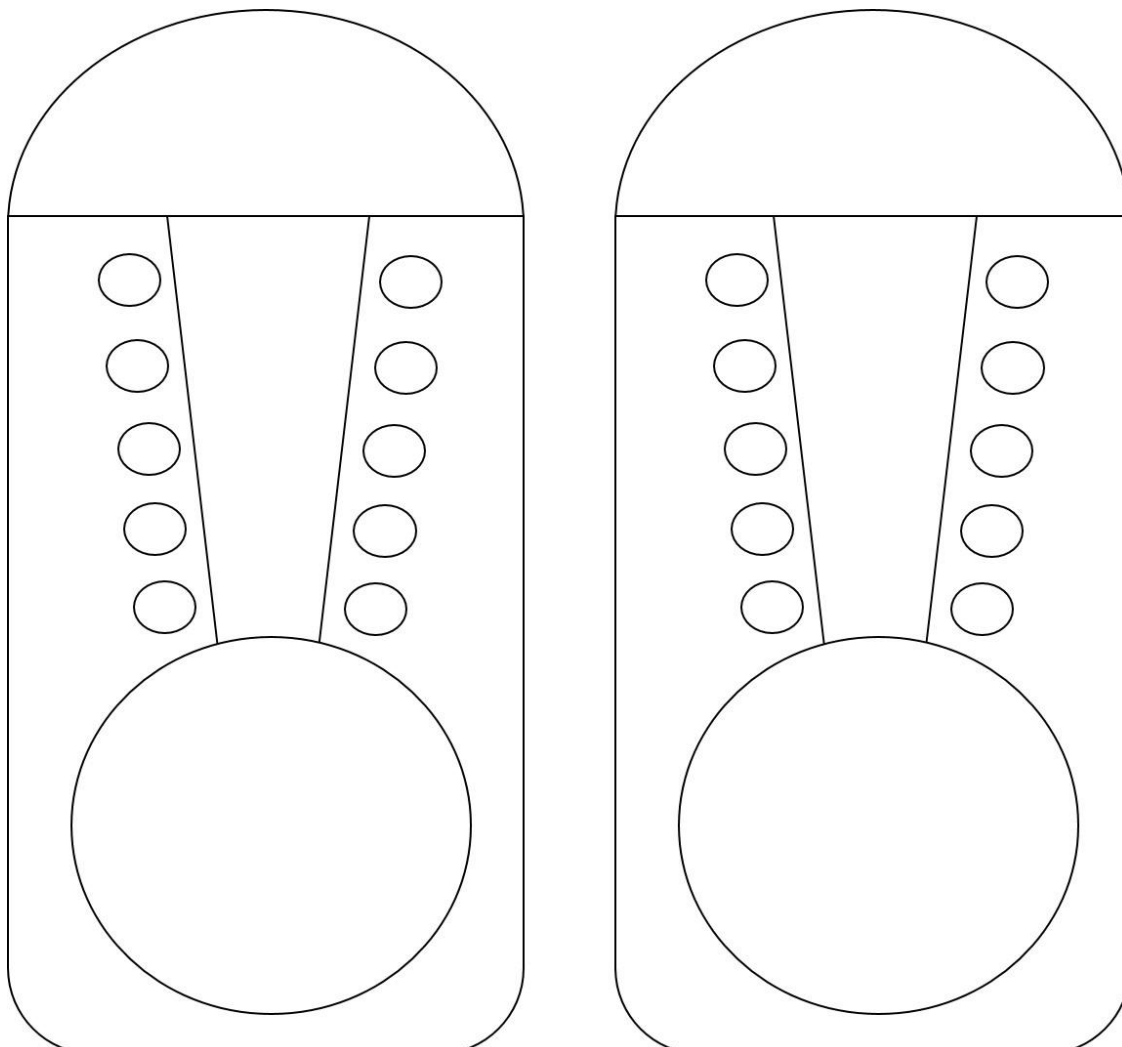
LACING UP YOUR SHOES

ACTIVITY 10

This activity helps encourage independence in learning how to lace up shoes, as well as using numeracy skills to calculate how long the laces should be.

Main Activity

1. Use the template below to cut out the outlines of the left and right shoes - using a hole punch for the lace holes.
2. Start by encourage the children to colour in their shoes and personalise them. *They could take influence from some of the other shoes that they have been looking at.*
3. Once they have decorated their shoes they need to add the laces to them.
4. Explain that the children need to work out how long the laces need to be before they add them in.
5. Ask the children for ideas on how they could calculate the length of the laces: count the number of holes, measure the distance between the holes etc
6. Now share with them the table below:
90cm = Up to 6 pairs of eyelets
120cm = Up to 8 pairs of eyelets
150cm = Up to 10 pairs of eyelets
7. Ask them how long the laces for these shoes need to be?
8. How can they check for the accuracy of their measurement?
9. Next ask them to measure and cut the required length for their shoes.
10. Once they have tried this out, ask them to create and lace up their own shoe templates.
11. How long should their own shoe laces be? Are the measurements we gave accurate?



VISITING THE SHERMAN

To help the child gain a wider understanding of the variety of jobs in the world, and specifically within theatre we encourage you to arrange a visit to the Sherman to see how a production is created and supported. We are now able to offer digital tours so you can visit via Zoom from the classroom.

This could form part of your trip to see *The Elves and The Shoemaker* or at an alternative time. Please contact timothy.howe@shermantheatre.co.uk for further details.

ACTIVITY 11



Starter

1. Begin by asking the children who they think is involved in the creation of a theatre production? What do these people do and what are their job titles?
Director / Actor / Designer / Stage Manager / Lighting Designer / Sound Designer

They may need help with the titles of these jobs so it may be easier to allow them to describe the job and give them the titles.

2. Once they have identified the job, break them into small groups to create mind maps that show the different things that each person does on a production.

Main exercises

Here are some activities that will allow you and the children to begin exploring some of the roles that you have spoken about above.

3. Lighting Exercise

This exercise examines how angles of light can affect how we feel about someone.

- ❖ Take a light source (a torch / phone torch / desk lamp).
- ❖ Ask one person to stand in front of the group – they will be your actor.
- ❖ Experiment with placing it in some different locations relating to your actor's face.
- ❖ Ask the children to make suggestions about different heights, proximity, and if it is in front or behind them.



The children should be encouraged to say how these different angles change how we feel about the person being light? You may also want to pose the question what kind of character could they be?

Additionally you could consider the effect of colour on the actor by holding a Quality Street wrapper between the light source and the subject.

4. Costume Exercise



This exercise looks at how the way we wear something can change what it is.

- ❖ The group should form a circle and place any material or clothing at its centre.
- ❖ One person should enter the circle and put the item on and adopt a pose that shows what it is without telling us.

N.B The material / clothes should NEVER be worn as what they actually are.

- ❖ The rest should guess what their clothing is based on how it is worn.
- ❖ Once guessed correctly they must swap with the next person in the circle.
- ❖ *You could pause the action and ask the group to discuss how the colour, texture and style might affect how we view the person wearing it.*

5. Sound Exercise

This exercise looks at how sound can affect the listener.

- ❖ Prior to the session choose three or four different music tracks – try to make these as stylistically varied as possible.
- ❖ Ask the children to listen to each one of them at a time. The listener should write down the effect each track has on them – we suggest using post-it notes and encouraging them to draw an emoji on it to show how they are feeling. This could then be stuck to a wall or another sheet of paper that is assigned to the track.
- ❖ This should be repeated until all the tracks are done.
- ❖ The children should examine the results of their listening and discuss why people felt the way they did. Was it because it was: slow / fast / high / low / loud / quiet?
- ❖ You could introduce some music terminology here such as tempo, pitch and rhythm.
- ❖ Discuss the dramatic settings or scenarios that these different tracks reminded them of.



Take things further:

Ask the children which job they would like to do? And why.

If you have arranged a visit to the Sherman you could put together a list of questions that you would like to ask the experts when you go to look around.