

Trinity Stars: Young Performers in English Award

Guide for Teachers



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Foreword – about Trinity College London

Trinity College London is an international exam board providing regulated qualifications in English language, music, performing and creative arts throughout the world.

Trinity has been conducting exams since 1877 and now over half a million people take one of our exams every year.

Trinity College London is a charity registered with the Charity Commission for England.

What is the Trinity Stars: Young Performers in English Award?

The Trinity Stars: Young Performers in English Award is designed to encourage the teaching and learning of English language through music, drama and performance. The awards allow young learners, in groups, with their teachers, to use English language in the classroom in the performance of songs, poems, short plays, stories and/or musical works.

How do performance activities support language learning?

- ▶ Drama and music put language into **context**. When dialogues, grammatical structures, song lyrics, musical phrasing and vocabulary are contextualised they become meaningful and memorable.
- ▶ Drama and music help integrate **content** with language.
- ▶ Drama and music activities are **multi-sensory**. Learners can act, dance, sing, chant, move, speak, listen, read, write, paint and draw which helps them remember what they are learning.
- ▶ Drama and music encourage **co-operation, interaction, reflection** and **communication**.
- ▶ Drama and music activities encourage **adventurous thought** so learners are **inspired** to become brave and creative in their language and expression.
- ▶ Drama and music activities are **holistic**. They involve language, knowledge, thought, emotions, expression, imagination, intuition, memory, action and leadership. A holistic approach helps learners understand and communicate the meaning of the language they are learning.
- ▶ Drama and music performances give learners a sense of **contentment, achievement** and **success** – these positive experiences stimulate language learning.

The Trinity Stars: Young Performers in English Award encourages the use of drama, music and performance to increase young learners' confidence, motivate them and improve their memory of the language they are learning.

The guide for teachers and classroom support

This guide is for teachers of young learners who are learning English as a foreign language and who wish to take a Trinity Stars: Young Performers in English Award. The guide provides information about the award stages, including the School Show award, that teachers can enter their classes for.

This guide for teachers provides examples of individual classroom activity plans, with two examples for each stage. **These classroom activity plans have been designed to help teachers integrate performance activities into their English language classes.** Additional examples of classroom activity plans are hosted on Trinity's online support site. **To access these free activity plans go to www.trinitycollege.com/support-trinitystars**

Trinity Stars also supports teachers who wish to use their own ideas and materials in the classroom in preparation for the Trinity Stars: Young Performers in English Award. It is not a requirement to use the Trinity Stars support material to enter for the awards.

Trinity Stars online learning platform

Trinity hosts an online support site for teachers preparing for a Trinity Stars performance. The site contains various resources including:

- ▶ lesson plans
- ▶ project ideas
- ▶ printable resources
- ▶ videos to support your performance themes
- ▶ videos of Trinity Stars performances at each stage
- ▶ photographs
- ▶ a forum for teachers to share ideas.

To access the online support site go to www.trinitycollege.com/support-trinitystars

Teacher development

Performances are watched by a Trinity Stars expert, who will interact with the learners at the end of the performance. Participating teachers then take part in reflective feedback sessions of up to 30 minutes. The reflective feedback session is an opportunity for teachers to reflect on their classroom preparation and the performance itself. The session is also a chance for the Trinity Stars expert to offer feedback and suggestions on using performance in language teaching.

The four awards

There are four awards: Stage 1, Stage 2, Stage 3 and the School Show award. Learners may produce their own material for their performance for the award. This might include props, costumes, songs, scripts, stories, poems and so on. Teachers may also select performance material from published works or from the Trinity support materials which can be found online at www.trinitycollege.com/support-trinitystars

Teachers are encouraged to link performances to themes which they are covering in class.

It is recommended that learners have:

- ▶ six months to one year of English language learning experience before entering at Stage 1
- ▶ one to two years of English language experience before entering at Stage 2
- ▶ two or more years of English language experience before entering at Stage 3.

At each stage, performances can be awarded with either a 'Star Award' or a standard award. Star Awards are given to those groups who demonstrate the stipulated number of language and performance goals outlined at each stage of the award.

The stages

There are four awards in total: Stage 1, Stage 2, Stage 3 and the School Show award.

If young learners fall within the appropriate recommended age, they can take Trinity Stars: Young Performers in English Award before or alongside the Trinity Graded Examinations in Spoken English.

Each performance must be language-based. Performances can be based around language functions,

lexical sets, grammar structures or any combination of these but there are no specific criteria for the demonstration of grammatical structures, language functions or lexis within the performance. However, there is some guidance for teachers on topic areas or lexical sets which are appropriate to each stage. These topic areas are based on typical pre-primary and primary school curricula from around the world.

There are performance goals and language goals listed in this guide for teachers for each stage of the award. Learners are required to demonstrate certain listed performance goals and language goals for each stage of the award.

The Trinity Stars project

For each award, learners must produce a class or individual project based on their performance or performance theme. The project encourages holistic learning by integrating the performance or performance themes into the young learners' learning routine. Trinity provides project ideas in the classroom activity plans on pages 19-39 of this guide for teachers as well as in the classroom activity plans on the Trinity online support site www.trinitycollege.com/support-trinitystars. The Trinity Stars expert will view and stamp the project on the day of the performance.

The performances

The awards are recommended for young learners aged anywhere between three and 12 who are learning English as a foreign language. Learners older than 12 are also welcome to enter for the awards.

Stages 1, 2 and 3 are taken by a single class, either as a class or in smaller groups. There must be a minimum of five learners per group and a maximum of 40 learners per group. Trinity recommends that larger groups of over 40 learners are split into smaller groups.

The School Show award is taken by whole schools. There can be a maximum of 300 learners for a School Show award.

What should teachers do before the awards?

In addition to preparing your learners for the awards, teachers should complete a Trinity Stars feedback form.

Before the Trinity Stars expert arrives, teachers must print out a copy of the feedback form from Trinity Online and complete it. This feedback form can also be found on page 43 of this document.

On the form, teachers must specify which language goals and performance goals they are targeting in the learners' performances. The language goals and performance goals targeted will depend on the stage the learners are entered for.

Teachers give the completed form to the Trinity Stars expert when they arrive for the performance. The Trinity Stars expert will then use the form to evaluate how successfully teachers have achieved their stipulated goals in the children's performance. This provides the Trinity Stars experts with the opportunity to evaluate the performance based on the teachers objectives, and then offer helpful and relevant feedback during the reflective feedback session.

What do learners and teachers receive?

- ▶ Each learner receives a Trinity Stars: Young Performers in English Award certificate with their name and the name of their group or school show printed on the certificate. Certificates are issued after the performance date.
- ▶ If a performance is of 'Star Award' standard, this will be indicated on the certificate.
- ▶ Learners who participate in the awards will each receive a Trinity Stars medal. The medals reflect the stage the learners were entered at. Medals are awarded on the performance day by the Trinity Stars expert.
- ▶ Project work undertaken by the children will be reviewed and stamped by the Trinity Stars expert.
- ▶ All teachers who prepare learners for the award will receive a certificate for participating in the reflective feedback session with the Trinity Stars expert.

Choosing an award: Stage 1

Do your pupils have six months to one year of English language learning experience? Is this the first time your pupils have performed in public? Then Stage 1 is a good place to start.

Group-based presentation (contributions by individual learners are optional)

- ▶ Language-driven performance
- ▶ May be teacher-led and teacher may participate
- ▶ 5-15 minute performance
- ▶ Groups must have a minimum of five learners and a maximum of 40 learners – please note that learners may not be entered as individuals

What does it involve?

Learners present a short group performance in English. This should take the form of some kind of enactment of at least one of the following:

- ▶ Story
- ▶ Song
- ▶ Nursery rhyme
- ▶ Poem
- ▶ Musical work.

The material can be all or part of an original, traditional, published or oral work.

Learners should perform without the aid of books or scripts but can be prompted by their teacher. The Stage 1 performance must be an entire group performance.

The teacher can participate in and/or actively lead the performance, eg by playing a musical instrument and/or dancing.

The performance is followed up by some interaction with the Trinity Stars expert. The teacher is present at all times.

Learners must prepare and display a Trinity Stars project.

Suggested topic areas

You may want to focus your performance around one of these suggested topic and vocabulary areas. They are only suggestions and you are free to use the topics you are currently exploring in the classroom. You may use any topic or vocabulary area you wish for the Trinity Stars performance.

- ▶ Colours
- ▶ Toys
- ▶ Family
- ▶ Home
- ▶ Parts of the body
- ▶ Animals
- ▶ Food
- ▶ Nature
- ▶ Weather
- ▶ Healthy habits
- ▶ Clothes
- ▶ Transport

What is rewarded?

Language goals

Performance must contain ONE of the following:

- ▶ Speak audibly and clearly
- ▶ Speak poetry or prose or combination of both
- ▶ Song
- ▶ Show understanding and convey meaning through speech and by making appropriate movements, responses and expressions
- ▶ Expressive movement or mime. This can be done in conjunction with English music or audio recordings that show comprehension of language through movement, for example:
'It's raining' (learners mime putting up umbrellas)
'I'm tall' (learners indicate tallness by hand motions or standing on tiptoes).

There are no specific criteria for grammatical structures, language functions or lexis within the performance.

Performance goals

Performance must contain ONE of the following:

- ▶ Using or playing musical instruments (Proficiency is not expected. The musical instruments can be toy ones – plastic tambourines, drums, shakers, etc)
- ▶ Use of costume or props or masks
- ▶ Use of puppets
- ▶ Dancing and movement
- ▶ Facial expression.

At each stage, in order to achieve the 'Star Award', the Trinity Stars expert must see groups demonstrate at least the specified number of language goals and performance goals. If these are not demonstrated a standard award will be given.

In addition to demonstrating these goals it is recommended that performances are:

- ▶ completed from beginning to end
- ▶ easy to follow
- ▶ thematically linked if performances are made up of more than one part
- ▶ able to demonstrate clear links between the language goal and the performance goal, eg clear links between song lyrics and dances or movements
- ▶ not dominated by the teacher or a few individual performers
- ▶ well-rehearsed so that learners feel confident and comfortable performing.

Choosing an award: Stage 2

Do your pupils have one to two years of English language learning experience? Have they had a little experience performing in public? Then Stage 2 is a good place to start.

Group-based presentation (contributions by individual learners are optional)

- ▶ Language-driven performance
- ▶ May be teacher prompted
- ▶ 10-20 minute performance
- ▶ Groups must have a minimum of five learners and a maximum of 40 learners – please note that learners may not be entered as individuals

What does it involve?

Learners present a short performance in English, which takes the form of some kind of enactment of one or more of the following:

- ▶ Story
- ▶ Song
- ▶ Poem
- ▶ Myth or fairy story or folk tale
- ▶ Musical work
- ▶ Dialogues or interactions (performed by groups of learners or pairs, or short individual contributions).

The material can be all or part of an original, traditional, published or oral work.

Learners should perform without the aid of books or scripts but can be prompted by their teacher.

The teacher can support the performance by prompting, reminding or directing but should not take an active performing role.

The performance is followed up by some interaction with the Trinity Stars expert. The teacher is present at all times.

Learners must prepare and display a Trinity Stars project.

Suggested topic areas

You may want to focus your performance around one of these suggested topic and vocabulary areas. They are only suggestions and you are free to use the topics you are currently exploring in the classroom. You may use any topic or vocabulary area you wish for the Trinity Stars performance.

- | | |
|------------------|---------------------|
| ▶ Sport | ▶ Parts of the body |
| ▶ Daily routines | ▶ Animals |
| ▶ Feelings | ▶ Food |
| ▶ Fairy tales | ▶ Nature |
| ▶ Colours | ▶ Weather |
| ▶ Toys | ▶ Healthy habits |
| ▶ Family | ▶ Clothes |
| ▶ Home | ▶ Transport |

What is rewarded?

Language goals

Performance must contain TWO of the following:

- ▶ Speak audibly and clearly
- ▶ Speak poetry or prose or combination of both
- ▶ Song
- ▶ In-group interaction through choral dialogue, individual dialogue or singing
- ▶ Enactment of story or folk tale
- ▶ Show understanding and convey meaning through speech, recitation, song or dialogue and movement or dance.

There are no specific criteria for grammatical structures, language functions or lexis within the performance.

Performance goals

Performance must contain TWO of the following:

- ▶ Using or playing musical instruments (Proficiency is not expected. The musical instruments can be toy ones – plastic tambourines, drums, shakers, etc)
- ▶ Use of costume or props or masks
- ▶ Use of puppets
- ▶ Dancing and movement
- ▶ Facial expression
- ▶ Turn-taking.

At each stage, in order to achieve the 'Star Award', the Trinity Stars expert must see groups demonstrate at least the specified number of language goals and performance goals. If these are not demonstrated a standard award will be given.

In addition to demonstrating these goals it is recommended that performances are:

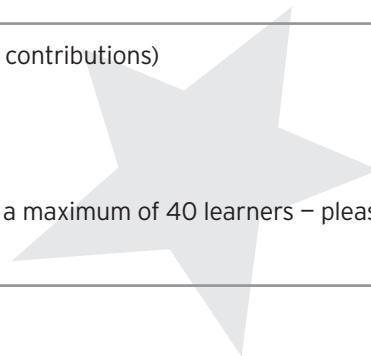
- ▶ completed from beginning to end
- ▶ easy to follow
- ▶ thematically linked if performances are made up of more than one part
- ▶ able to demonstrate clear links between the language goals and the performance goals, eg clear links between dialogue, movement and facial expressions
- ▶ not dominated by the teacher or a few individual performers
- ▶ well-rehearsed so that learners feel confident and comfortable performing.

Choosing an award: Stage 3

Do your pupils have two or more years of English language learning experience? Have they got experience performing in public? Then Stage 3 is a good place to start.

Group-based presentation (with individual and group contributions)

- ▶ Language-driven performance
- ▶ Teacher may discretely prompt the performance
- ▶ 15-30 minute performance
- ▶ Groups must have a minimum of five learners and a maximum of 40 learners – please note that learners may not be entered as individuals



What does it involve?

Learners present a short performance in English, which takes the form of some kind of enactment of one or more of the following:

- ▶ Story
- ▶ Song
- ▶ Poem
- ▶ Myth or fairy story or folk tale
- ▶ Musical work
- ▶ Sketch
- ▶ Short play
- ▶ Role play
- ▶ Dialogues or interactions (performed by groups of learners or in pairs)
- ▶ Some individual dialogues or monologues.

The material can be all or part of an original, traditional, published or oral work.

Learners should perform without the aid of books or scripts but can be prompted by their teacher.

Individual contributions within the group performance are required.

The teacher can support the performance by prompting and directing but should not take an active performing role.

The performance is followed up by interaction with the Trinity Stars expert. The teacher is present at all times.

Learners must prepare and display a Trinity Stars project.

Suggested topic areas

You may want to focus your performance around one of these suggested topic and vocabulary areas. They are only suggestions and you are free to use the topics you are currently exploring in the classroom. You may use any topic or vocabulary area you wish for the Trinity Stars performance.

- | | |
|----------------------|------------------|
| ▶ Days of the week | ▶ Animals |
| ▶ Parts of the day | ▶ Food |
| ▶ Months of the year | ▶ Nature |
| ▶ Seasons | ▶ Weather |
| ▶ 'O'clock' time | ▶ Healthy habits |
| ▶ Myths and legends | ▶ Clothes |
| ▶ Colours | ▶ Transport |
| ▶ Toys | ▶ Sport |
| ▶ Family | ▶ Daily routines |
| ▶ Home | ▶ Feelings |
| ▶ Parts of the body | ▶ Fairy tales |

What is rewarded?

Language goals

Performance must contain THREE of the following:

- ▶ Speak audibly and clearly
- ▶ Speak poetry or prose or combination of both
- ▶ Song
- ▶ Group interaction through choral dialogue, individual dialogue or singing
- ▶ Group enactment of sequence of events through short play, story or folk tale
- ▶ Individual interactions through dialogue
- ▶ Individual contributions through monologue.

There are no specific criteria for grammatical structures, language functions or lexis within the performance.

Performance goals

Performance must contain TWO of the following:

- ▶ Using or playing musical instruments (Proficiency is not expected. The musical instruments can be toy ones – plastic tambourines, drums, shakers, etc)
- ▶ Use of costume or props or masks
- ▶ Use of puppets
- ▶ Dancing and movement
- ▶ Facial expression
- ▶ Turn-taking
- ▶ Group dynamic.

At each stage, in order to achieve the 'Star Award', the Trinity Stars expert must see groups demonstrate at least the specified number of language goals and performance goals. If these are not demonstrated a standard award will be given.

In addition to demonstrating these goals it is recommended that performances are:

- ▶ completed from beginning to end
- ▶ easy to follow
- ▶ thematically linked if performances are made up of more than one part
- ▶ able to demonstrate clear links between the language goals and the performance goals, eg clear links between dialogue, monologue, movement and facial expressions
- ▶ not dominated by the teacher or a few individual performers
- ▶ well-rehearsed so that learners feel confident and comfortable performing.

Choosing an award: School Show award

Does your school present concerts, plays or shows in English at the end of the school term or year? Would you like some feedback at the dress rehearsal stage? Then the School Show award is most suited to your needs.

School performance (with individual and group contributions)

- ▶ Language-driven performance
- ▶ Teacher may discreetly prompt the performance
- ▶ Performances should be 30 minutes minimum and up to 90 minutes maximum
- ▶ Mixed groups of varying ages and language abilities may enter the School Show award together
- ▶ Maximum of 300 learners for the School Show award – please note that learners may not be entered as individuals

What does it involve?

This award is for longer school concerts, plays or shows in English. The performance is seen by the Trinity Stars expert at the dress rehearsal stage. School performances may take the form of one or more of the following:

- ▶ Stories
- ▶ Songs
- ▶ Poems
- ▶ Myths or fairy stories or folk tales
- ▶ Musical works
- ▶ Sketches
- ▶ Plays.

The material can be all or part of an original, traditional, published or oral work.

Learners should perform without the aid of books or scripts but can be prompted by their teacher.

The teacher can support the performance by prompting and directing.

The performance is followed up by interaction with the Trinity Stars expert. The teacher is present at all times.

Suggested topic areas

You may want to focus your performance around one of these suggested topic and vocabulary areas. They are only suggestions and you are free to use the topics you are currently exploring in the classroom. You may use any topic or vocabulary area you wish for the Trinity Stars performance.

- ▶ Days of the week
- ▶ Parts of the day
- ▶ Months of the year
- ▶ Seasons
- ▶ 'O'clock' time
- ▶ Myths and legends
- ▶ Colours
- ▶ Toys
- ▶ Family
- ▶ Home
- ▶ Parts of the body
- ▶ Animals
- ▶ Food
- ▶ Nature
- ▶ Weather
- ▶ Healthy habits
- ▶ Clothes
- ▶ Transport
- ▶ Sport
- ▶ Daily routines
- ▶ Feelings
- ▶ Fairy tales

What is rewarded?

Language goals

Performance must contain THREE of the following:

- ▶ Speak audibly and clearly
- ▶ Speak poetry or prose or combination of both
- ▶ Song
- ▶ Exchanging greetings
- ▶ Introductions
- ▶ Asking and answering questions
- ▶ Making simple statements
- ▶ Describing activities, objects, people, likes, dislikes, feelings, situations (eg *The dragon's eating an apple.*)
- ▶ Talking about ability or inability (eg *I can fly. I can't see the prince.*)
- ▶ Using a variety of vocabulary (eg about family, colours, pets, home, numbers, weather, people, hobbies).

There are no specific criteria for grammatical structures, language functions or lexis which need to be demonstrated in the School Show award. These will depend on the age and level of the learners performing and will also depend on the concept and content of the show. However, there must be a variety of language goals and performance goals within the show.

Performance goals

Performance must contain TWO of the following:

- ▶ Music – learners can sing and/or play musical instruments and/or move to music
- ▶ Dramatic expression – learners can express different moods through song, speech or movement (surprise, happiness, tiredness, etc)
- ▶ Use of costume or props or masks.

At each stage, in order to achieve the 'Star Award', the Trinity Stars expert must see groups demonstrate at least the specified number of language goals and performance goals. If these are not demonstrated a standard award will be given.

In addition to demonstrating these goals it is recommended that performances are:

- ▶ completed from beginning to end
- ▶ easy to follow
- ▶ thematically linked if performances are made up of more than one part
- ▶ able to demonstrate clear links between the language goals and the performance goals, eg clear links between dialogue, monologue, movement and facial expressions
- ▶ not dominated by the teacher or a few individual performers
- ▶ well-rehearsed so that learners feel confident and comfortable performing.

The Trinity Stars project

Learners are required to complete and display projects as part of their award. They may work as a group or as individuals on these projects. The Trinity Stars expert will view and stamp the project work on the day of the performance.

Trinity encourages, supports and rewards holistic learning. The Trinity Stars project is an opportunity to reinforce learning and extend themes and activities from the performance to the classroom.

Projects have been included to make Trinity Stars: Young Performers in English Award part of the learners' daily learning routine as well as to support a range of learning techniques in the classroom. Project ideas are provided in the classroom activity plans on pages 19-39 as well as on the Trinity online support site www.trinitycollege.com/support-trinitystars

What happens on the day?

The Trinity Stars expert:

- ▶ arrives at your school
- ▶ checks attendance with the teacher
- ▶ greets the learners and sets them at ease
- ▶ watches the learners' performances
- ▶ interacts with the learners at the end of the performance
- ▶ awards Trinity Stars medals after the performance
- ▶ views and stamps the Trinity Stars project(s)
- ▶ conducts a short reflective feedback session with the teacher after the performance.

Trinity Stars teacher reflective feedback session

The reflective feedback sessions are 30 minutes in length. The Trinity Stars expert facilitates the reflective sessions, which take place after the performance. They are designed to have a positive impact in the classroom by encouraging teachers to think about their class performance, their preparation for the award and what they have learned from the experience. The Trinity Stars expert will use the feedback form to facilitate the session and offer feedback on the specific language and performance goals of the performances.

Format

For all awards, schools book a three-hour session, which is inclusive of:

- ▶ performance time
- ▶ a half-hour teacher reflective feedback session

Frequently asked questions

Can my learners fail?

No, they can't. These are awards not exams or tests.

Why can't the parents come to watch?

Trinity does not want to add to the learners' anxiety by having too many observers. Above all else the experience should be an enjoyable one for the learners.

Can other learners from other classes come to watch?

Other learners from other classes may watch performances as long as they do not interrupt.

Where can I see some examples of the award?

Examples are provided on the Trinity online support site www.trinitycollege.com/support-trinitystars

What level of English do the learners need?

There are no restrictions on what learners need to know. The only requirement is that they show understanding of the language they are using.

Do you need a theatre in the school?

No, you don't. A classroom can be used as a performance area.

What happens if the learners forget their lines?

The teacher or other learners can prompt them and help them.

Can the candidates still get a medal if they are sick on the day but have spent time rehearsing?

Only the learners who are present on the performance day and participate in the performance will receive a medal.

How long is the award valid?

The medals and certificates are issued as an acknowledgement of attendance and completion of the award. The medals and certificates do not represent validation of the learner's level of English. Therefore the certificates and medals issued to teachers and learners do not have expiration dates.

In the same performance can more able candidates do the Stage 3 award and the less able ones the Stage 1 award?

No. Each performance should be entered at a single stage. You can enter performances at different stages in the same session so that less able candidates can perform a Stage 1 performance and more able candidates can perform a Stage 3 performance on the same day.

How long will it take for the certificates to arrive?

Up to six weeks.

Can very young learners do Stage 3?

Yes they can, but we recommend that very young learners start with Stage 1. If teachers feel that they will be able to meet the three language goals and two performance goals at Stage 3 then very young learners may enter at Stage 3.

Is the teacher certificate recognised by other organisations?

No it is not. Trinity Stars is not a certification process, it is an award and acknowledgement of the performance and effort made by the learners and teachers.

Do I need to provide anything for the expert?

Yes. Please refer to the Trinity Stars Centre Best Practice Guidebook, which can be found at www.trinitycollege.com/support-trinitystars

Classroom activity plans and project ideas

We provide many more classroom activity plans on the Trinity online support site. Please go to www.trinitycollege.com/support-trinitystars to get new teaching ideas and support for your performance.

Stage 1 – Healthy habits

Suggested topic area

Healthy habits

Language aims

Healthy daily routines; learnt first as commands and then in full sentences in a song

Performance aims

Singing

Expressive movement and mime

Materials

A toothbrush and toothpaste, an apple, a skipping rope or a ball, soap, shower gel, a hairbrush

An empty box

Optional: a bowl of water, a towel and some earth or sand in a flower pot

Note about timing

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

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

For Trinity Stars Stage 1, performances should last from 5 to 15 minutes.

Teaching the new language

In this lesson we will be focusing on six healthy habits; cleaning our teeth, washing our hands, showering, brushing our hair, eating fruit and getting exercise. You can, of course, add more or you could focus on just one at a time.

Washing our hands

Put your hands into something which will make them dirty, eg sand or earth from a flower pot. Show the children your hands and ask them, *'What shall I do?'* The children will probably suggest that you wash them. Say *'Good! Yes. I must wash my hands!'*

If you have a basin in the classroom, wash your hands with soap and water and dry them on a towel.

If not, have a small bowl of water in the classroom. As you wash, say repeatedly,

'Wash my hands, wash my hands.'

Now repeat the actions but this time mime them and encourage the children to join in with you.

Cleaning our teeth

Have a toothbrush and toothpaste in the class. Ask the children, *'What shall I do?'* When they suggest that you should clean your teeth, mime putting toothpaste onto the brush, brushing your teeth and rinsing your mouth. As you do so, say repeatedly, *'Clean my teeth, clean my teeth.'* Encourage the children to join in.

Now call out *'Wash your hands'* and *'Clean your teeth'* and let the children mime the appropriate actions.

Teach the other activities in the same way.

Use a hairbrush to introduce brushing your hair, a towel and shower gel to introduce showering, an apple for eating fruit and a skipping rope and a ball to introduce running and playing.

As you add to the activities, retrace your steps and revise the previous actions until the children become familiar with the language. Encourage them to chant the phrases along with you.

Game: Magic box

In a box, place a toothbrush, a bar of soap, shower gel, an apple, a hairbrush and a ball.

Lightly blindfold the children and let them come out, one by one, and pick an item from the box. Once they have identified it by touch, they must do the appropriate mime. Blindfold yourself first and play the game to show how it is done.

Stage 1 – Healthy habits (continued)

Song

You can either sing the traditional song, 'This is the way we clean our teeth, clean our teeth, clean our teeth. This is the way we clean our teeth, early in the morning' or you can adapt the lyrics slightly, like this:

We always clean our teeth, clean our teeth, clean our teeth.

We always clean our teeth, every day.

If you would rather the children learnt these actions using the present continuous tense, adapt the song lyrics accordingly. For example:

I am cleaning my teeth, cleaning my teeth, cleaning my teeth.

I am cleaning my teeth. Look at me.

Movement

As the children become familiar with the song, add the appropriate actions.

Performance

Find photos or illustrations of the main 'props' for this lesson or use the real items, i.e. a toothbrush, a hairbrush, an apple, a skipping rope or ball, shower gel and a bar of soap. Alternatively you could draw and colour large cardboard props of these items.

The child with the toothbrush steps forward and the rest of the group sing the verse about cleaning their teeth, with actions. As they do so, the child with the toothbrush dances around the group (and joins in with the singing).

We always clean our teeth, clean our teeth, clean our teeth,

We always clean our teeth, every day.

The child with the shower gel steps forward and dances around the group. The children all mime showering.

We always have a shower, have a shower, have a shower,

We always have a shower, every day.

The child with the fruit dances around the group. The children all mime eating fruit.

We always eat some fruit, eat some fruit, eat some fruit,

We always eat some fruit, every day.

The child with the hairbrush dances around the group. The children all mime brushing their hair.

We always brush our hair, brush our hair, brush our hair,

We always brush our hair, every day.

The child with the soap dances around the group. The children all mime washing their hands.

We always wash our hands, wash our hands, wash our hands,

We always wash our hands, every day.

The child with the toys dances around the group. The children all run and play.

We always run and play, run and play, run and play,

We always run and play, every day.

The children all line up, hold hands and take a bow.

Project ideas

Each child draws around their own hand, twice.

They colour one as if it is dirty and colour the other one as if it is clean.

Help them to write or trace 'I wash my hands' on the picture.

Give the children card cut-outs of shallow fruit bowls. Give them orange, yellow, red and green paper and help them to cut shapes of different fruits and stick them in the bowl.

You can find photocopiable templates of fruit shapes on the web. Type 'fruit shapes' or 'fruit colouring pages' into a search engine.

Help them to write or trace the names of the fruit.

Stage 1 – Weather**Suggested topic area**

Weather

Language aims

Talking about the weather
Speaking in chorus

Performance aims

Expressive movement and mime
Using musical instruments to create mood and atmosphere

Materials

Different coloured cloths or paper to adapt as costumes (optional)

Note about timing

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

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

For Trinity Stars Stage 1, performances should last from 5 to 15 minutes.

Teaching the weather phrases

Use flashcards, a poster or pictures from magazines to introduce the different weather conditions.

In this lesson we are teaching:

It's rainy

It's snowy

It's sunny

It's foggy

It's windy

As you show each picture, ask *'What's the weather like?'* then say *'It's sunny'* etc.

Keep asking the question every time you show the pictures so that it gradually becomes part of the children's passive language.

Point out of the window and ask them what the weather is like today.

Mime

Mime being blown by the wind, your make-believe hat coming off, wind propelling you across the classroom. Ask *'What's the weather like?'* as you do so and encourage the children to answer *'It's windy'*. Say *'Yes, it's windy!'* and get the children to join in the mime with you.

Now mime reaching into cold snow on the ground, making a snowball and throwing it. Walk as if you are in deep snow. Again, encourage the children to join in with you when they have guessed the weather.

Mime looking up at the sky and being affected by the sun's glare. Pretend to put on a pair of sunglasses and stretch your body as if enjoying the warmth. Let the children join in with what they do when it is sunny and adapt your own mime accordingly.

Now look up and act as if rain is falling on you. Pretend to take an umbrella and put it up. Walk as if you are splashing in puddles. Pretend to kick water from puddles at the children as they join in.

Now start walking and act as if you can't see very far in front of you. Walk slowly and feel your way.

Let the children join in with you pretending to be in the fog and help each other around the classroom.

Game: Weather chairs

Choose six players and put five chairs in a row. Call out a weather condition, for example *'It's rainy'*.

The children move around the room as if they are in the rain, miming putting up umbrellas, splashing in puddles and so on.

Now call out *'Go home!'*. The children dash to the chairs. The one who does not manage to sit down is 'out' and joins you. He or she chooses the next weather condition to call out. Take away one chair and continue until only one player is left.

Classroom activity plans and project ideas

Stage 1 – Weather (continued)

Music

Put a variety of percussion and toy musical instruments out and let the children play around with making different sounds which they think express the five different weather conditions.

Give them ideas, for example, run a stick up and down a xylophone. Do they think that sounds like rain? Lightly rattle a tambourine. Does that sound like leaves in the wind to them? They will have their own ideas and may combine musical instruments with their own sounds.

When they have decided which instruments they want to use, let some of them play while the others move around the classroom.

Character

Draw a sun on the board and give it a face. If you have some yellow material, wrap it around yourself or hold a piece of yellow paper.

Say '*I am the sun*'. Choose a tone of voice which you think matches the character of the sun. Do the children agree or do they think the sun might talk differently? Give them the yellow cloth or paper and let them say '*I am the sun*' in different ways, according to their own imagination.

How might the sun move? Would it walk or dance or even jump?

Now do the same with the other weather features. You can draw a snowflake or a snowman for the snow, a large grey scribble or cloud for fog, a raindrop or a puddle for rain and a cloud with a mouth that is blowing for wind.

Play around with different ideas for their characters, how they might move and speak.

As with all improvisations, start by giving some ideas to the children but then be guided by them.

Game: Knock on the door

Two children go outside the classroom door. Give them, secretly, a card with a symbol of the weather character they are to act. The other children sit in the classroom.

The two children knock on the door. You open it and let them in and they must be in character as, for example, the sun or the wind.

The other children guess who they are and react accordingly, acting as if they are in that weather.

Stage 1 – Weather (continued)

Performance

Use this song/chant as it is or as a basis for your own ideas.

The children are sitting and looking at a window. You could either use a real window or draw one on a large piece of card.

All chant or sing:

What's the weather like today?

What's the weather like today?

Some or all of the children get up and go and look out of the window. They express happiness as they 'see' that it is sunny.

It's sunny, it's sunny,

Let's go out and play!

The children dance or skip, as if going out of a door (they could go in single file). When they are 'outside' they act as if they are in the sun. They could pretend to play ball, swim, sit and have a picnic. At this stage you could involve other props such as outdoor toys, a picnic tablecloth, paper plates and so on.

Additional language, according to the abilities of the group, could be added here. For example they could say 'We're playing', 'We're swimming' and so on.

You, the teacher, could play on the musical instruments as they act, or some of the children could do this.

Repeat with the other weather conditions. Each time the children go 'outside' they move and act in a way that is appropriate.

What's the weather like today?

What's the weather like today?

It's rainy, it's rainy,

Let's go out and play!

The children could act as if they have umbrellas, that their feet are wet, that they are splashing in puddles, enjoying the rain on their faces.

What's the weather like today?

What's the weather like today?

It's windy, it's windy

Let's go out and play!

The children act as if they are being blown around, their hats are coming off, they are chasing leaves or bits of paper.

What's the weather like today?

What's the weather like today?

It's snowy, it's snowy

Let's go out and play!

The children act as if they are making and throwing snowballs, building a snowman, walking or falling over in deep snow.

What's the weather like today?

What's the weather like today?

It's foggy, it's foggy

We can't play today!

The children go 'outside' and realise that it is foggy and they can't see.

They come back 'indoors' and take up positions as if they are reading or watching television or drawing etc.

The performance could end like this, in a frozen tableau of them indoors.

Wait for a couple of seconds then 'unfreeze', join hands and take a bow.

Project ideas

If you are in a country with varied weather conditions, make a pictorial weather chart with the days of the week labelled across the top and symbols showing the weather below each day. The children could then write or trace the sentences, 'It's sunny', 'It's windy' and so on.

What is their favourite weather? Get the children to draw and label a picture.

Stage 2 – Wild animals

Suggested topic area

Animals

Language aims

Vocabulary: names of wild animals

In-group interaction through choral dialogue

Performance aims

Improvisation

Expressive movement and mime

Conveying meaning through facial expressions

Using music to convey mood and atmosphere

Use of costumes or masks (optional)

Materials

Pictures or flash cards of the wild animals you wish to teach

Note about timing

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

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

For Trinity Stars Stage 2, performances should last from 10 to 20 minutes.

Teaching the vocabulary

Have pictures or flash cards of six wild animals. You can draw them on the board if you don't have pictures. Choose any six animals. For this lesson plan, we are using:

- ▶ Monkey
- ▶ Elephant
- ▶ Tiger
- ▶ Giraffe
- ▶ Gorilla
- ▶ Kangaroo

Point to the pictures and say the words clearly. Only say the names of the animals at this stage so that the children can easily repeat them.

Now point to the pictures in random order and ask *'What's this?'*

Encourage the children to answer *'It's a [monkey].'*

Ask *'Where's the [monkey]?''*

The children come and point to the correct picture. Encourage them to say *'Here'*.

Take away one picture and ask *'What's missing?'*

The children call out the name of the missing animal.

Game: Kim's game

Put toy, plastic animals on a desk. Cover them with a cloth. Get the children to close their eyes.

Take one toy away. Take off the cloth. Which toy is missing?

Movement

Now choose one animal and ask the children how they think it moves. Let them offer their own ideas, then add some of your own.

Ask them questions such as, *'Are [elephants] big? Do they move quickly or slowly? Are they heavy or light? Have they got long/short necks, legs, arms?'* Repeat with the other animals.

Walk slowly and heavily like elephants, swing your arms and beat your chest like gorillas, run quickly like monkeys, jump like kangaroos, move like tigers, stretch your neck like giraffes.

Get the children to walk around the class. Call out an animal name and they change the way they move accordingly.

Stage 2 – Wild animals (continued)

Playground games: Animal races

Have running races but the children have to race like the animal you call out.
Say *'Ready, Steady, Go Gorillas!'*

Sound

Do the children have ideas of what noises these animals make? If you have access to the internet, you can find examples of animal sounds on websites such as YouTube. For example, type in 'kangaroo sounds'. Such videos are also good for getting ideas for movement.

Chatter like monkeys, roar like tigers, make munching sounds like giraffes eating, call out like gorillas, grunt like kangaroos, trumpet like elephants.

Game: Animal orchestra

Get the children to be quiet, then call out an animal name and let them make the appropriate sound. To encourage them to start and stop making the noises when you want, hold up a stick and act as if you are the conductor of an orchestra with a baton. When you raise the baton, they make the noise, when you let it fall, they stop. You can add other 'orchestral instructions' in this way, encouraging them to grow louder, quieter, go faster or slower.

Music

Hand the children different musical instruments, such as tambourines, drums, maracas and triangles. Play around with making different sounds to accompany the animals. For example, beat slowly on the drums when the elephants walk around the room or shake the tambourines vigorously when the monkeys skip around. Let the children decide which sounds they think suit the animals best.

Game: Musical statues

Play your chosen 'elephant music'. The children dance around the room like elephants. When the music stops, they must freeze. Repeat with other animals.

Emotion

Ask the children how they think they would feel if they suddenly saw a group of tigers or elephants. With them, act out being surprised, frightened, happy.

Think about the way our facial expressions change and how our body language alters.

Call out *'Happy!'* and encourage the children to move or dance happily.

Call out *'Frightened!'* and have them freeze or tremble.

Call out *'Surprised!'* and let them show the expression on their faces.

Classroom activity plans and project ideas

Stage 2 – Wild animals (continued)

Development

Divide the class into groups of animals. Let them choose which group they would like to join. Pick two or more children to be explorers. Tell them that they will be walking through the jungle/ rainforest/safari park and discovering the animals. Ask them how they think they would react if they suddenly saw a lot of monkeys.

Tell the groups of animals they must be very quiet. They can hide behind desks or chairs.

As the explorers walk, they spot the groups of animals, one by one and call out the name; *'Monkeys!'*

As they call out a name, that animal group spring into action. You, the teacher, can play on the musical instrument and the animals move and make sounds as they have practised.

The explorers react in any way they wish, using the facial expressions and movements you have practised.

Costumes

It is time-consuming and expensive to make convincing animal costumes but if the children want to dress up, they can do so in the following simple ways:

- ▶ wear a top or a hat in a colour which suits the animal, eg grey for elephants, brown for monkeys, orange for tigers, black for gorillas, light brown for kangaroos, patterned for giraffes
- ▶ photocopy pictures of the animals and attach them to the children's tops with safety pins
- ▶ use washable face paints to draw animal markings on the children
- ▶ use fabric markers to draw animal faces on plain, white T-shirts

Scenery

If you would like to add atmosphere by using scenery, you could try these ideas:

- ▶ put real or artificial potted plants around the room
- ▶ cut green and brown card into the shape of bushes and rocks and tape them to the backs of chairs
- ▶ make a river or a watering hole by cutting blue paper into strips or circles and laying them on the floor – you could stick them to the floor using paper tape
- ▶ throw a green or a brown cloth over desks or stools to make bushes or rocks

Stage 2 – Wild animals (continued)

Performance

Here is an idea for how you could turn all the work you have done into a performance.

The explorers walk up to a 'bush' or 'rock'.

Explorers sing or chant:

I'm in the jungle.

What can I see?

A monkey! A monkey!

Looking at me!

Monkeys pop up from behind a bush and move and make noises like monkeys.

Monkeys:

We are monkeys! We are monkeys!

Explorers:

Hello, monkeys. How are you today?

Monkeys:

Fine, thank you. Come and play!

The monkeys and explorers join hands and dance together. Then the monkeys sit on the floor.

The explorers continue their walk through the 'jungle' and repeat the song and actions with the other animals.

When the explorers have met and played with all the groups, all the animals stand up and wave goodbye to the explorers.

Animals:

Nice to meet you. Goodbye!

Explorers:

Thank you. Goodbye!

All the children join hands and take a bow.

Project ideas

Take photos of the children as they pretend to be different animals. Print the photos and help the children to write the names of the animals by the pictures.

Let the children draw pictures of their favourite animals. They can make card picture frames and decorate them with dried leaves or grass. Help them to label the frame with the names of the animals or to write 'My favourite animals are tigers.'

Photocopy colouring pictures of wild animals. There are lots of colouring pages on the web. For example type 'colouring page tigers' into a search engine. Let the children colour them and glue them onto card. Then they cut the pages into four (or more) pieces. Now they have their own home-made jigsaw puzzles. Put them into paper bags or boxes and help the children to label the package with the name of the animal.

Write the animal words on the board and circle the first letter of each. Give the children cuttings of magazine or comic headings. Can they find the same letter in any of the words there? They can cut them out and stick the letter by the appropriate animal.

Stage 2 – Little Red Riding Hood

It might seem ambitious to do a performance of a story such as Little Red Riding Hood, especially with very young learners. However there are ways in which it can be simplified and can involve the whole class.

This plan presumes that the children have either seen a video of the story, know it in their own language or have been read a simplified version of the story.

Suggested topic area

Fairy tales, feelings

Language aims

To tell the story of Little Red Riding Hood through a song or chant

Performance aims

Group enactment of a sequence of events

Improvisation

Expressive movement and mime

Creating mood and atmosphere

Materials

A basket

Items to go in Little Red Riding Hood's basket (for example an apple, a cake, some flowers)

Note about timing

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

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

For Trinity Stars Stage 2, performances should last from 10 to 20 minutes.

The characters

Ask the children who they know from the story. They will probably say Little Red Riding Hood, the Big Bad Wolf, Grandma and the father (in some versions he is a woodcutter). For our lesson we can add more characters and so involve more children. For example:

- ▶ Birds
- ▶ Trees
- ▶ Flowers
- ▶ Little Red Riding Hood
- ▶ Mother
- ▶ Grandmother
- ▶ Woodcutter/Father
- ▶ Wolf

In one class, you might decide to have several children all playing the same role together. For example, you could have three Little Red Riding Hoods. They can speak in chorus or take turns.

Improvisation

Talk about these things with the children:

How do birds fly? What sounds do they make?

Think of different birds that the children know; what noise do owls make? What about crows?

If trees could walk, how do you think they would move?

What about flowers? If flowers could talk, how would they speak? For example, would roses sound the same as sunflowers?

Give the children pictures of different trees, flowers, birds and creatures and let them play around with ways of moving.

Stage 2 – Little Red Riding Hood (continued)

Expressing emotion

Is the wolf good or bad? How can they make bad faces? How do bad wolves walk?

How do we walk when we are happy? What about when we are frightened?

When we are scared, we sometimes try to make our bodies smaller and curl up. When we are happy, our gestures are more open and expansive.

How do our voices change when we are frightened? The children may have noticed that our voices become more high-pitched when we are scared or nervous.

Play around with saying a simple phrase in different ways; with low voices, high voices, fast and slow.

Game: Who's speaking?

Have some flashcards of different animals. Show the children the cards, then shuffle them and place them in a pile.

One child takes a card and looks at the picture without showing the others. Then he or she says 'Hello!' in the way in which he or she thinks that animal might speak. For example, a mouse might have a squeaky voice, a bear might have a deep voice.

The others have to guess which animal it is. (There aren't right or wrong guesses in this game as it is up to the individual to imagine the animal's voice.)

Little Red Riding Hood's basket

Put a basket or a box on a desk. Place several pictures or toys around it; some items which would be appropriate for Little Red Riding Hood to take to her grandmother and some which would not. For example, flowers, apples, bread, cakes, water, toy cars, dolls, rollerskates. With the children, decide what they think should go in the basket and add new items if need be.

Ritual

One by one the children take an item, step up to the basket and place it in, while saying (or singing) 'This is for Grandma' or 'This is an apple for Grandma'.

Movement

How would Little Red Riding Hood go through the wood? Skipping? Dancing? Running?

You can make a path in the classroom by sticking paper tape to the floor.

Stage 2 – Little Red Riding Hood (continued)

Performance

You could use this chant as it is or as a basis for your own version of Little Red Riding Hood. In one class, you might decide to have several children all playing the same role together. For example, you could have three Little Red Riding Hoods. They can speak in chorus or take turns.

Little Red Riding Hood
Is walking in the wood
She's going to see her Grandma
Little Red Riding Hood

The child or children who are playing the part of Little Red Riding Hood skip, dance or walk happily as if through a wood. They can carry baskets.

The flowers and the trees
Are dancing in the breeze
They're very pretty,
The flowers and the trees

The children who are playing the part of the flowers and trees (and birds) dance and move happily as Little Red Riding Hood continues to walk along the path in the woods. Little Red Riding Hood could be walking around in a large circle or up and down the classroom.

Little Red Riding Hood
Is knocking on the door
Where are you, Grandma?
I'm Little Red Riding Hood

Little Red Riding Hood knocks on a door. This can be an imaginary door, or you could make a small one from a large piece of stiff card.

As she knocks, the children could all make knocking gestures or you could add percussion here and have a child banging on a drum.

The Big Bad Wolf
Is opening the door!
Oh no, oh no!
The Big Bad Wolf!

The child (or children) taking the role of the wolf mimes opening a door. For this verse, encourage the children to change their voices to add fear and suspense.

Look at his eyes! Look at his ears!
Look at his big bad teeth!

As the children chant this they could speak more slowly and make their voices sound high-pitched and frightened.

Little Red Riding Hood should react appropriately, looking scared.

Where's Grandma, where's Grandma?
Oh no, no!
Where's Grandma, where's Grandma?
We don't know!

All the children could look around and from side to side, as if searching for Grandma. Again, they can express fear through the tone of their voices.

Little Red Riding Hood
Is running away.
Run, run, very fast
Little Red Riding Hood!

Now Little Red Riding Hood runs away from the wolf. The trees and flowers could help her here and prevent the wolf from catching her.

Daddy's got the wolf!
Daddy's got the wolf!
Go away, go away,
Big Bad Wolf!

Stage 2 – Little Red Riding Hood (continued)

Dad (or the woodcutter) to the rescue! The child or children playing the part of the father capture the wolf and hold him around his tummy so that he can't get away. This part will need careful staging so that the children don't become too boisterous!

Then the wolf should walk away, looking ashamed.

Where's Grandma? Where's Grandma?

Here she is!

Grandma's in her house again

Here she is!

Now Grandma appears, looking very happy. The children should change the way they chant this verse to reflect their happiness and relief.

Little Red Riding Hood

Is dancing in the wood

With the trees, the flowers and Grandma

And Daddy in the wood!

Now everybody dances. Of course you can include the child or children playing the wolf in this final verse.

Then the children stop, hold hands and take a bow.

Project ideas

Make flat, card baskets. Ask the children to draw or to cut and paste pictures of things they think Little Red Riding Hood should take to her grandmother. Help them to label their finished collages, eg 'an apple', 'some red flowers' etc.

Who is their favourite character in the story? Draw and label a picture.

Give the children templates of blank faces and ask them to draw happy faces and scared faces. Help them to label the drawings, eg 'She's scared'.

Stage 3 – Day and night

Suggested topic area

Daily routines, o'clock times, animals

Language aims

To talk about daily routines

To learn or revise o'clock times

Vocabulary: bat, owl, fox, sun, moon, daily routines, eg I get up, I go to school

Performance aims

Improvisation

Expressive movement

Conveying meaning through mime

Singing

Creating mood and atmosphere

Group enactment of sequence of events

Materials

Cardboard sun, moon, bat, owl and fox shapes

Find templates on colouring sites on the web, for example, type in 'sun colouring page' on a search engine.

Print then let the children colour and glue onto card.

Note about timing

With any improvisation activities, it is hard to be exact about timing as the children may get very involved and want to continue for longer, or may not respond as you expected. However as a rough guideline, you could spend approximately 15-20 minutes on each activity. With young learners it is better to do a little and often.

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

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

Teaching or revising o'clock times

If the children already know the numbers 1-12, use a card clock with moveable hands to teach o'clock times. Say '*What's the time? It's one o'clock*'. Then ask the question and let them answer. Then let them take turns in asking each other.

Game: Human clocks



'It's three o'clock'

The children stand and move their arms as you call out the times.

(*'It's one o'clock, it's five o'clock'*, etc)

The children can also take turns at calling out times.

Stage 3 – Day and night (continued)

Teaching daily routines

Using a board magnet or tape, stick the sun on the board and put the clock next to it.
 Turn the hands to seven o'clock.
 Mime waking up. Say *'I get up at seven o'clock'*.
 Then turn the hands to eight o'clock.
 Mime putting on a school bag and walking to school. Say *'I go to school at eight o'clock'*.
 Turn the hands to one o'clock.
 See if the children come up with ideas for what they do at one o'clock, for example having lunch or reading or playing.
 Once you have presented the language in this way, let the children say and act out what they do at different times of the day.
 Now put the moon on the board and turn the hands to 10 o'clock.
 Let the children think of what they do at this time.
 Now hold up the bat, the owl and the fox.
 Ask the children when these creatures are awake; in the day or the night?
 What do they do in the day? *'They sleep.'*
 What do they do at night? *'They eat, they fly, they run, they hunt for food.'*
 As the children call out suggestions, encourage them to act out the actions.
'Bats fly at night.'

Game: Photographs

Call out an activity, for example *'I walk to school'*. The children act it out. Now pretend to take a photo of them with a toy camera. Call out *'Photo!'* as you do so and the children freeze on the spot. Then they carry on walking again until you call out another activity.
 You could, of course, take real photos and use them as part of a project.

Sound

What noises do we make when we go to school?
 eg footsteps, talking to friends
 What other noises do we hear?
 eg cars, birds, dogs
 Choose other day and night actions and make the noises for them.

Game: Sound effects

One group of children make a noise, for example of cars being driven.
 The other group act out the scene.

Characters

Ask the children to tell you words which make them think of the sun, for example, yellow, hot.
 If the sun were a character, what would he or she be like?
 eg funny, warm, friendly.
 Do the same for the moon, the bat, the owl and the fox.
 What about the clock?
 What sort of personality might a clock have?

Stage 3 – Day and night (continued)

Song

With the children, you can write the words to a song, or use an appropriate existing song which you all know and like. This can be sung at any time during the performance.

For example:

In the day, in the day
We go to school,
We see our friends and play
At night, at night
We turn off the light
We go to bed. Goodnight!

Or:

This is the way we clean our teeth,
Clean our teeth, clean our teeth.
This is the way we clean our teeth,
At seven o'clock in the morning.

Performance

Choose (or let the children choose) people to be:

- ▶ The sun
- ▶ The moon
- ▶ A bat
- ▶ An owl
- ▶ A fox
- ▶ The clock
- ▶ Children

You can write a short script for this performance (or continue to improvise)

For example:

The Sun: I'm the sun. Good morning!

Clock: It's seven o'clock.

Children: We wake up. We have breakfast.

Clock: It's eight o'clock.

Children: We go to school.

etc...

Moon: I'm the moon. Good evening!

Clock: It's nine o'clock.

Children: We go to bed.

Bat: I wake up!

Owl: I fly.

Fox: I hunt for food.

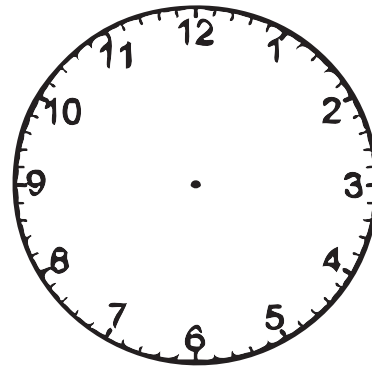
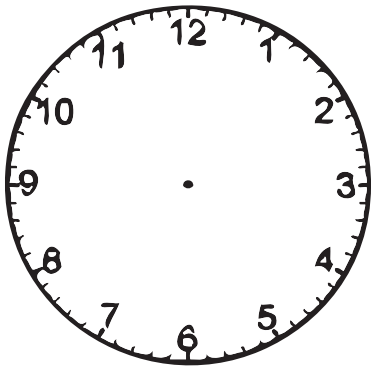
Stage 3 – Day and night (continued)

Project

1) Make and illustrate charts of day and night activities.

Day	Night
I wake up	I watch TV
I get up	I read books
I get dressed	I have dinner
I have breakfast	I go to bed
I go to school	I sleep
I play with friends	I dream
I ride my bike	Bats and owls fly
I have lunch	Foxes hunt for food

2) Draw clocks and write or draw what you do in the day and at night.



Stage 3 – Magic carpet

Suggested topic area

Nature, animals, transport

Language aims

Talking about places using 'I can see...', 'There is/there are...'

Performance aims

Improvisation

Creating mood and atmosphere through movement, mime and sound

Materials

A rug or a tablecloth

You could have several so that all the children can do this activity at once.

Note about timing

With any improvisation activities, it is hard to be exact about timing as the children may get very involved and want to continue for longer, or may not respond as you expected. However as a rough guideline, you could spend approximately 15-20 minutes on each activity. With young learners it is better to do a little and often.

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

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

Revising or teaching places

Use flashcards, pictures or posters to revise or teach the places you have chosen for this lesson.

For example you could do different places around the town or countryside, different countries, capital cities or even different eras from the past.

For this lesson we will focus on a farm, a rainforest, a city and our own school.

Show the picture of a farm and ask the children what they think they might see there. Which animals do they know?

Now do the same for the other places. What might they see and hear? What about smell?

Mime and sound

With the children, think about how the animals they might see move and what noises they make.

Do they move quickly, slowly, are they heavy animals or light?

What will they see in a city? Do cars always move fast in a city? What about when they are in a traffic jam?

Game: Where are we?

Choose two children to go out of the room. With the other children, decide on one of the places.

Ask the two children to come back in. Now mime the activities you have decided you will see, and make the appropriate noises. Can they guess where you are?

Magic carpet

Put the rug or the cloth on the floor and say '*This is my magic carpet!*'

Sit on it and say a 'magic word', for example '*Abracadabra. Go, carpet, go!*'

Move as if the carpet is taking off and flying with you on it. Look surprised and happy.

Peer down as if you are looking to scenes below.

Now wave to the children and ask them if they want to come with you.

Say '*Down carpet!*' and move as if the carpet is landing again.

Now let the children climb aboard and sit with you.

Stage 3 – Magic carpet (continued)

Using imagination

Ask the children where they would like to go on the magic carpet.

Choose one of the places and say the magic word you have chosen with the children. Urge the children to hold on tight as the carpet 'wobbles and flies'.

Now help the children to imagine they are viewing scenes from above. What can they see?

If, for example the children have chosen to fly to a farm, call out:

'Look! There are lots of horses. I can see a cow! There's a donkey!' and so on. As you give them ideas, they will follow suit and come up with their own.

Creating atmosphere

Is it cold in the sky? Is it windy? Create imaginary weather conditions and mime shivering or enjoying the breeze. The more you feed the children's imaginations, the better they will respond and, eventually, they will be totally in charge of the activity.

Tableau

Ask the children to pretend they are on a farm. Encourage them to move and make noises like farm animals. Now say *'Freeze!'*. They should freeze 'in character'.

Game: Photographs

The children move around in character. Using either a toy or a cardboard camera, call out *'Photo!'*. The children freeze for the photo then continue to move.

Stage 3 – Magic carpet (continued)

Performance

You could use this short script as it is or as a basis for your own ideas.

Divide the class into two groups. Those who will be on the magic carpet (Group 1) and those who will be 'on the ground' (Group 2)

Child 1: I've got a carpet. It's a magic carpet!

Group 1: No!

Child 1: Yes! Look!

Child sits on magic carpet and says 'magic word'.

He or she then acts as if the carpet is moving and starting to fly.

Group 1: Wow! We want to come with you!

Child 1: OK! 'Magic Carpet, down!'

Child acts as if magic carpet is 'landing'. The other children sit on the carpet.

Group 1: Magic Carpet, Magic Carpet, fly!

They act as if they are flying on the carpet.

All sing:

We're flying, we're flying

We're flying very high

On a magic carpet

Up in the sky

Child 2: Where shall we go?

Child 3: Let's go to a farm!

Group 1: Magic Carpet, Magic Carpet, fly to a farm!

Child 4: Look! I can see a farm!

Child 5: There are cows and horses.

Child 6: There's a donkey!

Group 2 now act out a farm scene, moving and making noises like farm animals.

Group 1: PHOTO!

They pretend to take photos and Group 2 freeze in a farm tableau.

Child 1: Where shall we go now?

Child 2: Let's go to a rainforest!

Group 1: Magic Carpet, Magic Carpet, fly!

They act as if they are flying on the carpet.

All sing:

We're flying, we're flying

We're flying very high

On a magic carpet

Up in the sky

Child 3: There are lots of trees.

Child 4: There are monkeys and beautiful birds.

Child 5: There's a big river.

Group 2 act as if they are creatures in a rainforest.

Group 1: PHOTO!

They pretend to take photos and Group 2 freeze in a rainforest tableau.

Child 1: Where shall we go now?

Child 2: Let's go to London!

Child 3: There are lots of shops and houses.

Child 4: There are lots of cars!

Child 5: There are lots of people too.

Group 2 act as if they are in a busy city. They can move like cars and people.

Stage 3 – Magic carpet (continued)

Group 1: PHOTO!

They pretend to take photos and Group 2 freeze in a city tableau.

Child 1: Where shall we go now?

Child 2: Let's go home!

Group 1: Magic Carpet, Magic Carpet, fly!

They act as if they are flying on the carpet.

All sing:

We're flying, we're flying

We're flying very high

On a magic carpet

Up in the sky

Child 3: Look! I can see our school!

Group 1: Hello! Hello, everyone!

Group 2: Hello!

Group 1 act as if they are landing on the ground again. Group 2 gather around them.

Child 1: Look at our photos!

Group 1: A farm!

All the children (in both groups) pose as if they are in a farm photo, in character as animals.

Group 1: A rainforest!

All the children pose as if they are in a rainforest photo, in character as monkeys, birds and so on.

Group 1: And school!

All the children join hands, pose and smile then take a bow.

Project ideas

Give the children small rectangular pieces of paper for them to decorate as if it is a magic carpet.

Now let them choose from magazines or travel brochures, places which they think are beautiful.

Help them to write on their collages; 'This is my magic carpet. I'm going to [a beach/a forest]'.

Give them copies of a map of the world. Help them to find their own country and mark it. Now let each child choose where in the world they would like to go. Where do they think looks interesting on the map? They draw a line or a line of arrows and label the picture: 'I'm going from [Madrid] to [Hawaii] on my magic carpet'.

Appendix 1 – Summary framework

	Stage 1	Stage 2	Stage 3	School Show award
Recommended age and years of English language learning experience	<ul style="list-style-type: none"> ▶ 3-12 years old ▶ 6 months to 1 year of English language learning experience 	<ul style="list-style-type: none"> ▶ 3-12 years old ▶ 1-2 years of English language learning experience 	<ul style="list-style-type: none"> ▶ 3-12 years old ▶ 2 or more years of English language learning experience 	<ul style="list-style-type: none"> ▶ 3-12 years old
Group size	<ul style="list-style-type: none"> ▶ Minimum of 5 learners ▶ Maximum of 40 learners 	<ul style="list-style-type: none"> ▶ Minimum of 5 learners ▶ Maximum of 40 learners 	<ul style="list-style-type: none"> ▶ Minimum of 5 learners ▶ Maximum of 40 learners 	<ul style="list-style-type: none"> ▶ Whole school show ▶ Maximum of 300 learners
Performance time	<ul style="list-style-type: none"> ▶ 5-15 minutes 	<ul style="list-style-type: none"> ▶ 10-20 minutes 	<ul style="list-style-type: none"> ▶ 15-30 minutes 	<ul style="list-style-type: none"> ▶ 30-90 minutes
Suggested topic areas	<ul style="list-style-type: none"> ▶ Colours, Toys, Family, Home, Parts of the body, Animals, Food, Nature, Weather, Healthy habits, Clothes, Transport 	<ul style="list-style-type: none"> ▶ Sport, Daily routines, Feelings, Fairy tales + any topics from Stage 1 	<ul style="list-style-type: none"> ▶ Days of the week, Parts of the day, Months of the year, Seasons, 'O'clock' time, Myths and legends + any topics from Stages 1 and 2 	<ul style="list-style-type: none"> ▶ Any topics from Stages 1, 2 and 3
Format	<ul style="list-style-type: none"> ▶ Story ▶ Song ▶ Nursery rhyme ▶ Poem ▶ Musical work ▶ The material can be all or part of an original, traditional, published or oral work ▶ Learners should perform without the aid of books or scripts but can be prompted by their teacher ▶ The teacher can participate in and/or actively lead the performance ▶ The performance is followed up by some interaction with the Trinity Stars expert ▶ The teacher is present at all times ▶ Prepare and display Trinity Stars project 	<ul style="list-style-type: none"> ▶ Story ▶ Song ▶ Poem ▶ Myth or fairy story or folk tale ▶ Musical work ▶ Dialogues or interactions (performed by groups of children, pairs or short individual contributions) ▶ The material can be all or part of an original, traditional, published or oral work ▶ Learners should perform without the aid of books or scripts but can be prompted by their teacher ▶ The teacher can support the performance by prompting, reminding or directing but should not take an active performing role ▶ The performance is followed by some interaction with the Trinity Stars expert ▶ The teacher is present at all times ▶ Prepare and display Trinity Stars project 	<ul style="list-style-type: none"> ▶ Story ▶ Song ▶ Poem ▶ Myth or fairy story or folk tale ▶ Musical work ▶ Sketch ▶ Short play ▶ Role play ▶ Dialogues or interactions (performed by groups of learners or in pairs) ▶ Some individual dialogues or monologues ▶ The material can be all or part of an original, traditional, published or oral work ▶ Learners should perform without the aid of books or scripts but can be prompted by their teacher ▶ Individual contributions within the group performance are required ▶ The teacher can support the performance by prompting and directing but should not take an active performing role ▶ The performance is followed up by interaction with the Trinity Stars expert ▶ The teacher is present at all times ▶ Prepare and display Trinity Stars project 	<ul style="list-style-type: none"> ▶ Trinity Stars expert watches dress rehearsal ▶ Stories ▶ Songs ▶ Poems ▶ Myths or fairy stories or folk tales ▶ Musical works ▶ Sketches ▶ Plays ▶ The material can be all or part of an original, traditional, published or oral work ▶ Learners should perform without the aid of books or scripts but can be prompted by their teacher ▶ The teacher can support the performance by prompting and directing ▶ The performance is followed up by interaction with the Trinity Stars expert ▶ The teacher is present at all times

	Stage 1	Stage 2	Stage 3	School Show award
Language goals	<p>Must contain ONE of the following:</p> <ul style="list-style-type: none"> ▶ Speak audibly and clearly ▶ Speak poetry or prose or combination of both ▶ Song ▶ Show understanding and convey meaning through speech and by making appropriate movements, responses and expressions ▶ Expressive movement or mime in conjunction with English music or audio recordings, which shows comprehension of language through movement <p>There are no specific criteria for grammatical structures, language functions or lexis within the performance.</p>	<p>Must contain TWO of the following:</p> <ul style="list-style-type: none"> ▶ Speak audibly and clearly ▶ Speak poetry or prose or combination of both ▶ Song ▶ Group interaction through choral dialogue, individual dialogue or singing ▶ Enactment of story or folk tale ▶ Show understanding and convey meaning through speech, recitation, song or dialogue and movement or dance <p>There are no specific criteria for grammatical structures, language functions or lexis within the performance.</p>	<p>Must contain THREE of the following:</p> <ul style="list-style-type: none"> ▶ Speak audibly and clearly ▶ Speak poetry or prose or combination of both ▶ Song ▶ Group interaction through choral dialogue, individual dialogue or singing ▶ Group enactment of sequence of events through short play, story or folk tale ▶ Individual interactions through dialogue ▶ Individual contributions through monologue <p>There are no specific criteria for grammatical structures, language functions or lexis within the performance.</p>	<p>Must contain THREE of the following:</p> <ul style="list-style-type: none"> ▶ Speak audibly and clearly ▶ Speak poetry or prose or combination of both ▶ Song ▶ Exchanging greetings ▶ Introductions ▶ Asking and answering questions ▶ Making simple statements ▶ Describing activities, objects, people, likes, dislikes, feelings, situations (eg The dragon's eating an apple.) ▶ Talking about ability or inability (eg I can fly. I can't see the prince.) ▶ Using a variety of vocabulary (eg about family, colours, pets, home, numbers, weather, people, hobbies) <p>There are no specific criteria for grammatical structures, language functions or lexis within the performance.</p>
Performance goals	<p>Must contain ONE of the following:</p> <ul style="list-style-type: none"> ▶ Using or playing musical instruments (Proficiency is not expected. The musical instruments can be toy ones – plastic tambourines, drums, shakers, etc) ▶ Use of costume or props or masks ▶ Use of puppets ▶ Dancing and movement ▶ Facial expression 	<p>Must contain TWO of the following:</p> <ul style="list-style-type: none"> ▶ Using or playing musical instruments (Proficiency is not expected. The musical instruments can be toy ones – plastic tambourines, drums, shakers, etc) ▶ Use of costume or props or masks ▶ Use of puppets ▶ Dancing and movement ▶ Facial expression ▶ Turn taking 	<p>Must contain TWO of the following:</p> <ul style="list-style-type: none"> ▶ Using or playing musical instruments (Proficiency is not expected. The musical instruments can be toy ones – plastic tambourines, drums, shakers, etc) ▶ Use of costume or props or masks ▶ Use of puppets ▶ Dancing and movement ▶ Facial expression ▶ Turn taking ▶ Group dynamic 	<p>Must contain TWO of the following:</p> <ul style="list-style-type: none"> ▶ Musicality – learners can sing and/or play musical instruments and/or move to music ▶ Dramatic expression – learners can express different moods through song, speech or movement (surprise, happiness, tiredness, etc) ▶ Use of costume or props or masks
<p>At each stage, in order to achieve the 'Star Award', the Trinity Stars expert must see groups demonstrate at least the specified number of language goals and performance goals. If these are not demonstrated a standard award will be given.</p>				

Appendix 1 – Summary framework

	Stage 1	Stage 2	Stage 3	School Show award
What is the Trinity Stars expert looking for?	<p>Must demonstrate: 1 language goal and 1 performance goal.</p> <ul style="list-style-type: none"> ▶ Completed from beginning to end ▶ Easy to follow ▶ Thematically linked if performances are made up of more than one part ▶ Able to demonstrate clear links between the language goal and the performance goal, eg clear links between song lyrics and dances or movements ▶ Not dominated by the teacher or a few individual performers ▶ Well-rehearsed so that learners feel confident and comfortable performing 	<p>Must demonstrate: 2 language goals and 2 performance goals.</p> <ul style="list-style-type: none"> ▶ Completed from beginning to end ▶ Easy to follow ▶ Thematically linked if performances are made up of more than one part ▶ Able to demonstrate clear links between the language goals and the performance goals, eg clear links between dialogue, movement and facial expressions ▶ Not dominated by the teacher or a few individual performers ▶ Well-rehearsed so that learners feel confident and comfortable performing 	<p>Must demonstrate: 3 language goals and 2 performance goals.</p> <ul style="list-style-type: none"> ▶ Completed from beginning to end ▶ Easy to follow ▶ Thematically linked if performances are made up of more than one part ▶ Able to demonstrate clear links between the language goals and the performance goals, eg clear links between dialogue, monologue, movement and facial expressions ▶ Not dominated by the teacher or a few individual performers ▶ Well-rehearsed so that learners feel confident and comfortable performing 	<p>Must demonstrate: 3 language goals and 2 performance goals.</p> <ul style="list-style-type: none"> ▶ Completed from beginning to end ▶ Easy to follow ▶ Thematically linked if performances are made up of more than one part ▶ Able to demonstrate clear links between the language goals and the performance goals, eg clear links between dialogue, monologue, movement and facial expressions ▶ Not dominated by the teacher or a few individual performers ▶ Well-rehearsed so that learners feel confident and comfortable performing
What do you get from Trinity?	<ul style="list-style-type: none"> ▶ Post-performance reflective feedback session with the Trinity Stars expert ▶ Trinity Stars medals are awarded on the day of the performance ▶ Certificates with the name of the child and the group are issued to every child after the day of the performance ▶ Teacher certificates are issued for participation in the reflective feedback session 	<ul style="list-style-type: none"> ▶ Post-performance reflective feedback session with the Trinity Stars expert ▶ Trinity Stars medals are awarded on the day of the performance ▶ Certificates with the name of the child and the group are issued to every child after the day of the performance ▶ Teacher certificates are issued for participation in the reflective feedback session 	<ul style="list-style-type: none"> ▶ Post-performance reflective feedback session with the Trinity Stars expert ▶ Trinity Stars medals are awarded on the day of the performance ▶ Certificates with the name of the child and the group are issued to every child after the day of the performance ▶ Teacher certificates are issued for participation in the reflective feedback session 	<ul style="list-style-type: none"> ▶ Post-performance reflective feedback session with the Trinity Stars expert ▶ Trinity Stars medals are awarded on the day of the performance ▶ Certificates with the name of the child and the school show are issued to every child after the day of the performance ▶ Teacher certificates are issued for participation in the reflective feedback session

The Trinity Stars project

The Trinity Stars project is an opportunity to reinforce learning and extend themes and activities from the performance to the classroom and support a range of learning techniques. Project ideas are provided in the classroom activity plans in this guide for teachers as well as on the Trinity support site.

Learners may work as a group or as individuals on these projects. The Trinity Stars expert will view and stamp the project work on the day of the performance.

Key features of all awards

- ▶ The performances MUST be language driven (i.e. not just a dance)
- ▶ The awards move from being significantly supported by the teacher at the lower stages to the students performing with little or no support at the higher stages
- ▶ The language goals and performance goals increase in number and become more demanding through the stages
- ▶ No books or scripts to be used



Trinity Stars feedback form

Teacher name(s):

.....

.....

Group name:

Centre:

Language goals (refer to guide for teachers for goals for each stage)	Stage 1	1)	
	Stage 2	1)	
		2)	
	Stage 3	1)	
		2)	
		3)	
	School Show award	1)	
		2)	
		3)	

Performance goals (refer to guide for teachers for goals for each stage)	Stage 1	1)	
	Stage 2	1)	
		2)	
	Stage 3	1)	
		2)	
	School Show award	1)	
		2)	

Feedback from the Trinity Stars expert:

