DreamWorks TOURS
SHREK'S ADVENTURE! LONDON

Building Stories

Step into story construction
Pre- and Post-visit Lessons (ages 5–9)

Madame Tussauds LONDON · The London Eye · The London Dungeon · DreamWorks TOURS SHREK'S ADVENTURE! LONDON · SEA LIFE London · MERLIN SCHOOLS LONDON

Building Stories (Ages 5–9)
Step into Story Construction...

Your educational visit to Shrek's Adventure!...

Pupils will... discover the tools behind creating a story, exploring how to plot events and to empathise with characters through drama and role-play. They will delve deeper into characters' feelings, thoughts and motives, understand how to create heroes and villains, and analyse the importance of setting – all in the magical, immersive world of Shrek's Adventure! London, where our best-loved cast from the film truly comes to life!

Children can meet their favourite heroes and heroines – **Cinderella, Rumpelstiltskin, Sleeping Beauty, The Gingerbread Man, Pinocchio and Puss in Boots** – on their trip to this once-in-a-lifetime, walk-through immersive experience created to bring fairy tales to life through live actors and storytelling.

The objectives of these pre- and post-visit lessons include, but are not limited to, the following:

★ **To develop** understanding of key stories, fairy stories and traditional tales by retelling them and considering their particular characteristics

★ **To identify** the sequence of events and how items of information are related in a plot

★ **To predict** what might happen in stories from details stated and implied

★ **To draw** inferences such as inferring characters' feelings thoughts and motives from their actions, and justifying inferences with evidence

★ **To recognise** themes when reading, such as triumph of good over evil or the use of magical devices in fairy stories and folk tales

★ **To participate** in discussions, presentations, performances, role-play, improvisations and debates

★ **To draft and write** narratives by creating settings, characters and plot

These lessons have been written for pupils aged 5–9 but could be differentiated for younger or older age ranges at the teacher's discretion.

Objectives and outcomes

This pack provides material for at least three hour-long lessons; the first two should be delivered before visiting the Shrek's Adventure! attraction, and the third should be delivered after visiting, to consolidate learning.

Pre-visit Lesson 1: Introducing fairy tales

Objectives:

★ To understand what we mean by the term 'fairy tale'

★ To identify the objects used in different fairy tales

★ To use predictive skills to guess the themes, plot and characters in a fairy tale

Outcomes:

A list of fairy tales matched to corresponding objects; a completed storyboard of predictions for the plot of a fairy tale.

Pre-visit Lesson 2: Characters in fairy tales

Objectives:

★ To identify the different types of characters used in fairy tales

★ To match the different character types to the characters in a particular fairy tale

★ To act in-role as a character from a fairy tale

Outcomes:

A list of character types in a particular fairy tale; a piece of drama in which pupils role-play a particular fairy tale character; a new fairy tale storyboard.

Post-visit Lesson 1: Magical settings

Objectives:

★ To understand what we mean by 'setting' and why it is important

★ To identify a setting that was effective in the Shrek's Adventure! experience

★ To describe a new setting using sensory description

Outcomes:

A description or drawing of a good memory from the experience; a postcard describing a real or imagined setting; a drawing of the same setting.

PRE-VISIT LESSON 1
Introducing fairy tales

Lead-in questions:

★ Which fairy tales do you know?

★ Which fairy tales are your favourites?

Introducing fairy tales
TASK 1

During your trip to Shrek's Adventure!, you will be part of the 10 live fairy tale themed shows where you can visit Shrek's swamp, find your fortune in the crystal ball, get lost in the mirror maze and reveal your inner ogre when needed!

IN FACT, you will meet lots of famous fairy tale characters. Look at the list below of some of the characters you might just bump into...

Cinderella
Sleeping Beauty
Pinocchio
Rumpelstiltskin
Puss in Boots

Fill in the sentence starter below.

The fairy tale character I most look forward to meeting from the list is ....

....

....

Introducing fairy tales
TASK 2

In groups, use the fairy tale Objects Worksheet to see if you can match the fairy tales below to the correct list of objects or actions from that fairy tale. If you are guessing, give reasons for your guesses. Look for clues in the titles and underline any words that help you to make a match.

Fairy tales: The Gingerbread Man, Cinderella, Pinocchio, Rumpelstiltskin, Puss in Boots

	Object 1	Object 2	Object 3	Which fairy tale do the objects belong to?
long nose, wood, puppet				
boots, bag, cat				
oven, run, fox				
ball, dress, pumpkin				
straw, gold, spinning wheel				

Introducing fairy tales
TASK 3

In groups, your teacher will give you one fairy tale to focus on. Using some of the pictures from Task 1, create an A3 sheet with information about your fairy tale. What might it be about? What objects or things are included? Who might the main characters be?

Use the storyboard template 1 below to help you predict your ideas for what might happen in the plot of your fairy tale. (One square for the beginning, two squares for the middle, one square for the ending!)

1

2

3

4

EXTENSION

Ask pupils to take some of the objects mentioned in Task 1 from a story bag.

Can they speak about how that object is used in the story?

Better still, can they come up with their own idea for a story using the object?
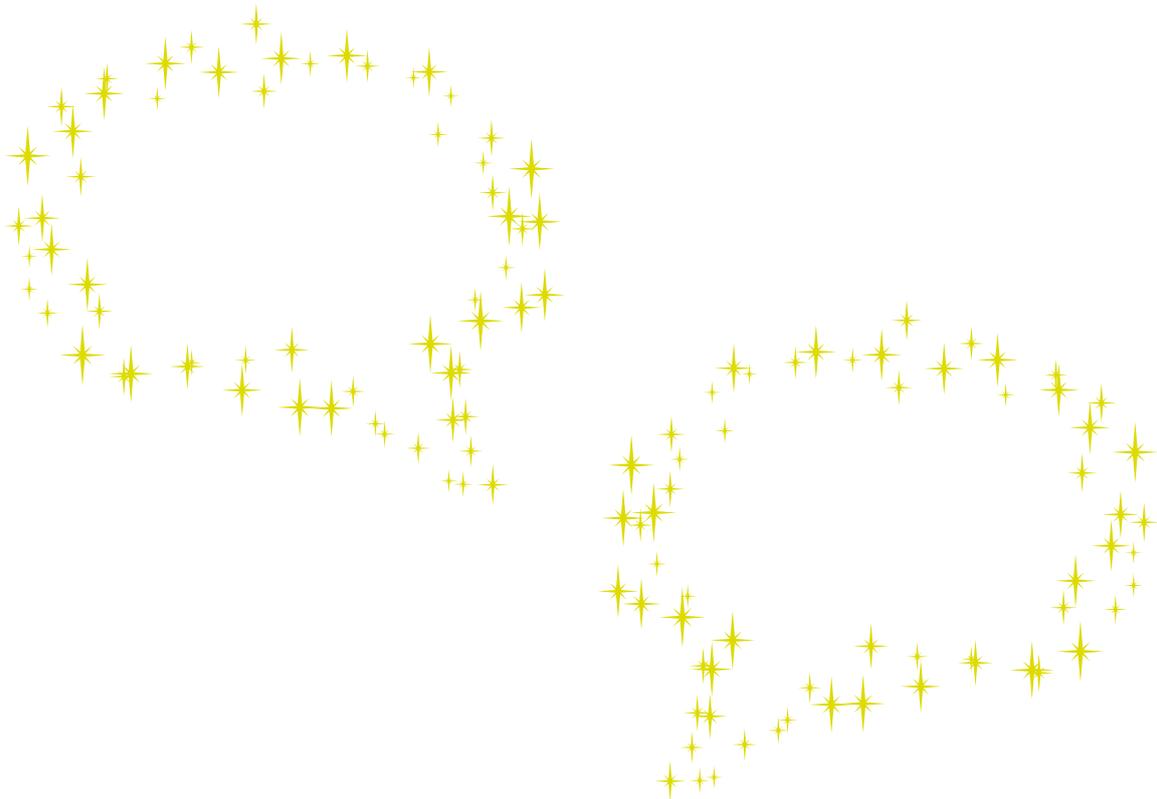
Introducing fairy tales
TASK 4

When you've finished your storyboards, share them with your classmates.

Whose storyboard is your favourite? Why?

You can even bring your storyboards with you on your visit to Shrek's Adventure!, you might be able to compare them to the magical stories that you experience while you're there...

PRE-VISIT LESSON 2
Characters in fairy tales

Lead-in questions:

★ Who is your favourite fairy tale character? Why?

Characters in fairy tales
TASK 1

It's time to think about the different types of characters that usually appear in fairy tales.

Can you think of any examples of the following types of characters?

Witch ....

Princess ....

Prince ....

Troll ....

Fairy ....

Talking animal ....

Characters in fairy tales
TASK 2

Choose your favourite fairy tale or a well-known fairy tale.

Can you find examples of the following 'types' of characters in the story?

Look at the example below for Cinderella to help you:

Type of character	An Example	Your Example
A main character (protagonist or hero)	Cinderella	
An adversary or villain (anti-hero)	Stepmother	
A supporting character (sidekick, friend or ally)	Prince	
An enabling character (someone who is helpful)	The Fairy Godmother	

Characters in fairy tales
TASK 3

WHO AM I?

Think of a fairy tale character and come up to the front of the class. Other people in the class can ask a yes or no question to discover which character you are playing.

Examples of questions to ask include:

- ★ Are you a human?
- ★ Are you a boy?
- ★ Do you live in a palace?
- ★ Are you magical?

Record the questions you would like to ask here:

....

....

....

....

....

....

....

....

EXTENSION

Ask children to create some background music to accompany various fairy tale characters.

Examples might include drums for soldiers; something dark and sinister for witches and wizards; something heavy and slow for trolls and giants; and something light and bright for fairies.

Children should play these musical themes as prompts when they role-play the various characters.

Characters in fairy tales
TASK 4

Now it's time to create your own fairy tale characters! Fill in the Character Grid below with your ideas – you can write them down or even draw them.

Main character or hero

Villainous character

Enabling character

Enabling character

Supporting character

Supporting character

Characters in fairy tales
TASK 5

As a class, you're going to carry out a character Meet-and-Greet, in which you meet everyone's different characters!

First of all, choose your favourite character from your Character Grid. Then, try to get in-role as that character. Think about how your character might walk, talk and behave.

Stand up and go and meet another character in the classroom. After 1 minute chatting with that character, move on to another one. After 5 minutes, make sure that you are ready to present the different characters you have met to the class. Who was your favourite? Why?
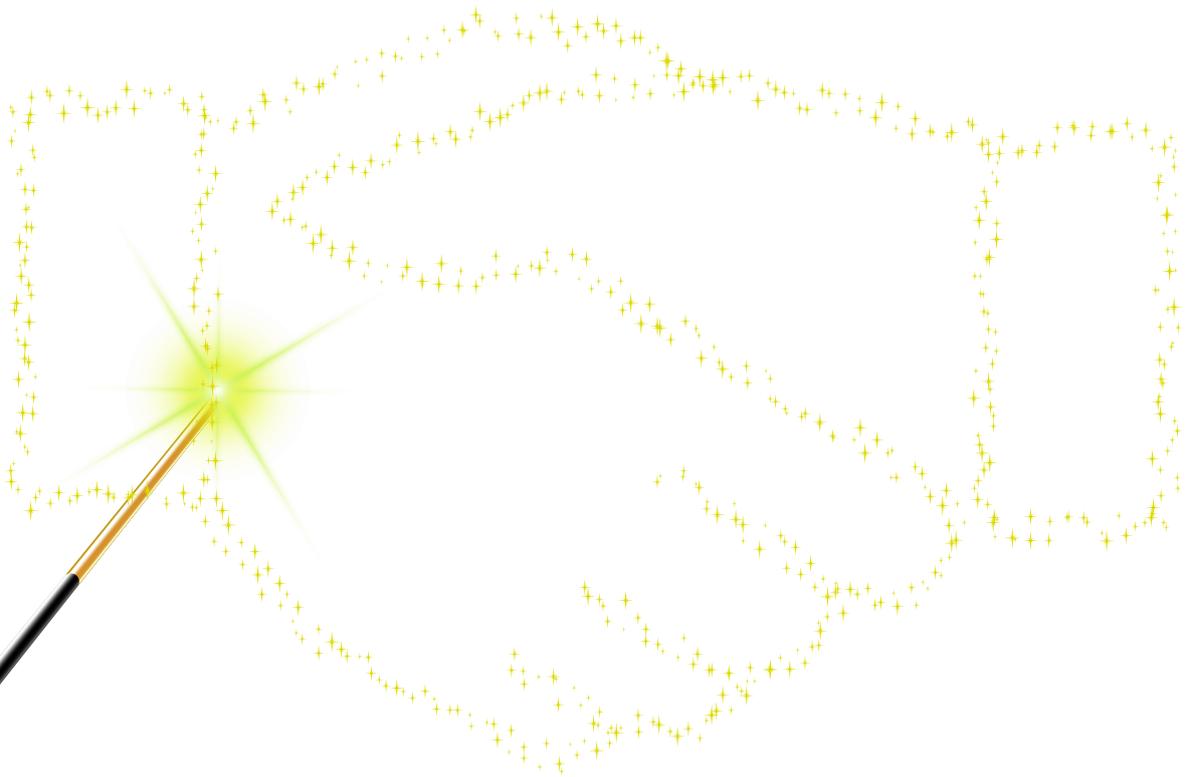
Characters in fairy tales
TASK 6

It's time to create a new storyboard for your own fairy tale using the second Storyboard Template below. Can you develop any ideas from Pre-Visit Lesson 1 to incorporate your own characters?

There are four more squares in this storyboard, which means you can include more detail – and you can even add squares of your own if you want to!

1

2

4

5

5

6

7

8

We hope you're ready to meet lots more characters when you visit Shrek's Adventure!...

It's time to let the fairy tale magic begin in the Kingdom of Far Far Away!

STEP INTO STORY CONSTRUCTION
TEACHER INFORMATION

You are now ready to visit

Shrek's Adventure! London

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FREE

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INCLUDE A WORKSHOP IN YOUR VISIT

KS1 'Once Upon a Time...' Workshop

Introducing our story starter session for KS1 pupils. Discover the tools behind creating a story, explore sequence of events and identify with characters through role-play. Your pupils will:

★ **Be introduced** to the concept of Beginning, Middle and End

★ **Connect** a storyline by retelling fairy stories and considering their particular characteristics

★ **Identify** with characters in storytelling through role-play

★ **Work** together to conquer Shrek's Spelling Bee

KS2 'Imagining Fairy Tales' Workshop

Reflecting on the experience pupils will explore traditional fairy tale tropes, characters and ways to subvert them. Who were the 'heroes' they made friends with along the way and which 'villains' did they outwit? Your pupils will:

★ **Identify** the conflict, climax and resolution in their adventure to Far Far Away

★ **Discuss** the characters they met and their role within the story

★ **Identify** the Heroes and Villains of the story and interpret their mannerisms through role-play

★ **Explore** the role of setting in a story and how characters may react to new scenarios

★ **Create** their own fairy tale ending to the adventure

* Bookings made must be paid in full to receive two teacher planning tickets.
Please note: Prices and availability are correct at time of going to print.

POST-VISIT LESSON 1
Magical settings

Recap questions:

★ What did you enjoy most about your visit to Shrek's Adventure!?

★ What did you learn about how to build a story on your visit?

Magical settings

TASK 1

Thinking about everything that you experienced and enjoyed on your trip to Shrek's Adventure!, write down or draw your favourite memory in the Memory Box provided here:

Magical settings
TASK 2

In pairs, consider the following questions:

★ Why is it important to have a good setting in a story?

★ Can you share an example of a good setting that you have read recently?

★ What settings did you see during your your Shrek's Adventure! visit? Which was your favourite?

★ What are the five senses? Why are the five senses important when we create good settings?

Magical settings
TASK 3

Think back to your favourite setting from your visit to Shrek's Adventure! – you might be able to use your Memory Boxes to help you.

Make some notes about how that setting evoked your five senses. Use the Word Clouds Worksheet to help you record your ideas.

SMELL

SOUND

TOUCH

TASTE

SIGHT

Now, imagine a magical setting of your own. It can be a real place, a place inspired by your trip to Shrek's Adventure!, or somewhere in your imagination. Complete the following sentences:

I can smell
....

....

I can hear
....

....

I can touch
....

....

I can taste
....

....

I can see
....

....

Still thinking about your real or imagined setting, write a postcard describing what it is like and how you feel. If you have time, draw a picture of your setting on the other side of the postcard. Use the Postcard Template to record your ideas – and don't forget to attach a stamp, especially if you're sending it very Far, Far Away...
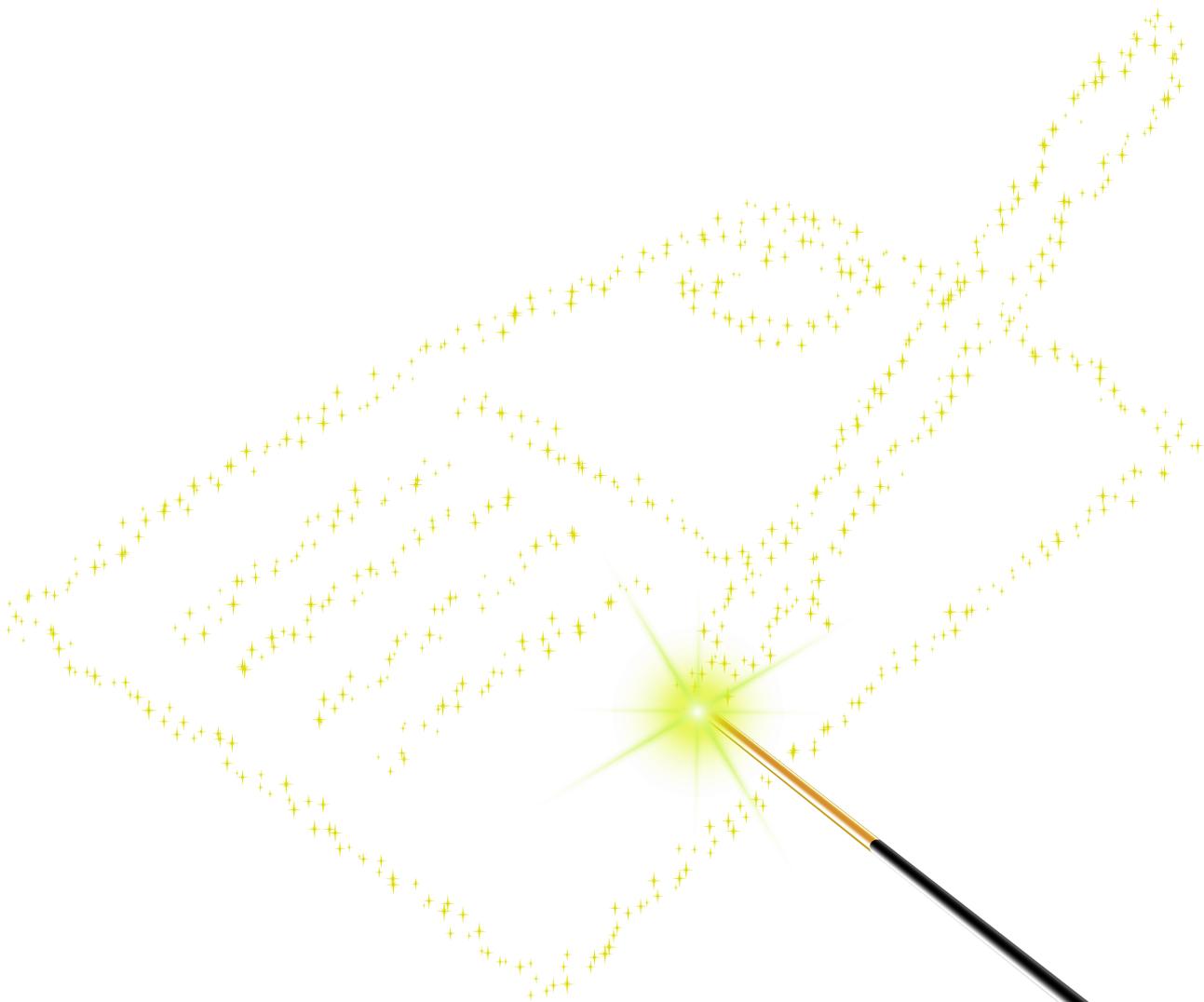
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