

THE ENORMOUS TURNIP

Re-inventing a story and acting it out

Language: - you can focus more on one or the other depending on your curriculum and the level of your group.

1. Can you help us please? Yes, of course we can!
2. Animals
3. It has got ...
4. It can jump, run, etc.
5. Stepping out of the story, using creativity.

PRE-STORY ACTIVITIES

1. Ask the children if they have done theatre before or have seen a theatre play. What do we do in theatre? Elicit that we not only use spoken language but that we also use body language. We also have to listen to each other and focus, so we know when to come into the play.
2. Miming exercises with faces. Use the emotion cards attached.
 - a) Show the cards one by one and elicit the emotions.
 - b) Keep flipping back and forth through the cards or say the words, slowly or fast while the children are miming the emotions. Insist on silence and only body/face language.
 - c) Ask three children to come to the front. Show them a card without the others seeing it. They mime and the class guesses what emotion they are miming. Go through each emotion. Use the 'making an effort' a few times in preparation for the story.

STORY

Tell them the story of the giant turnip. (Example video [here](#). This version is very long, you can make it much shorter). Also, while telling the story for the purpose of this lesson, you can start using the language: 'The next animal in my story has got 4 legs, a long tail, etc. It can run fast but it can't swim'. Get the students to guess. Every time the animals need help, they ask the next animal (as a group); 'Can you help us, please?'. 'Yes, of course we can'. Finish with 'hip hip hooray!' at the end.

POST-STORY

1. Now tell the kids to imagine that the story took place in Africa, and not in Scotland or England. Elicit which animals would be in the story. Start with the biggest and then go down in size. What's the equivalent of the mouse? (some classes have suggested a rabbit, or stayed with the mouse, or one class suggested an iguana!).

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2. As you choose animals, assign each animal to two or three students and ask them to say 'Can you help us, please' and 'Of course, I can' with the demeanour and voice of their animal.

3. Tell the story again, starting in Africa. While you are telling the story, the children act it out and say the repeated phrases acting out their animals. Use boards with the written sentences for weaker students.

Finish with a loud 'Hip hip hip hooray!' once they all fallen on the floor.

Possible FOLLOW-UP: Present their new story and act it out in front of the parents or another class, with you as the narrator.