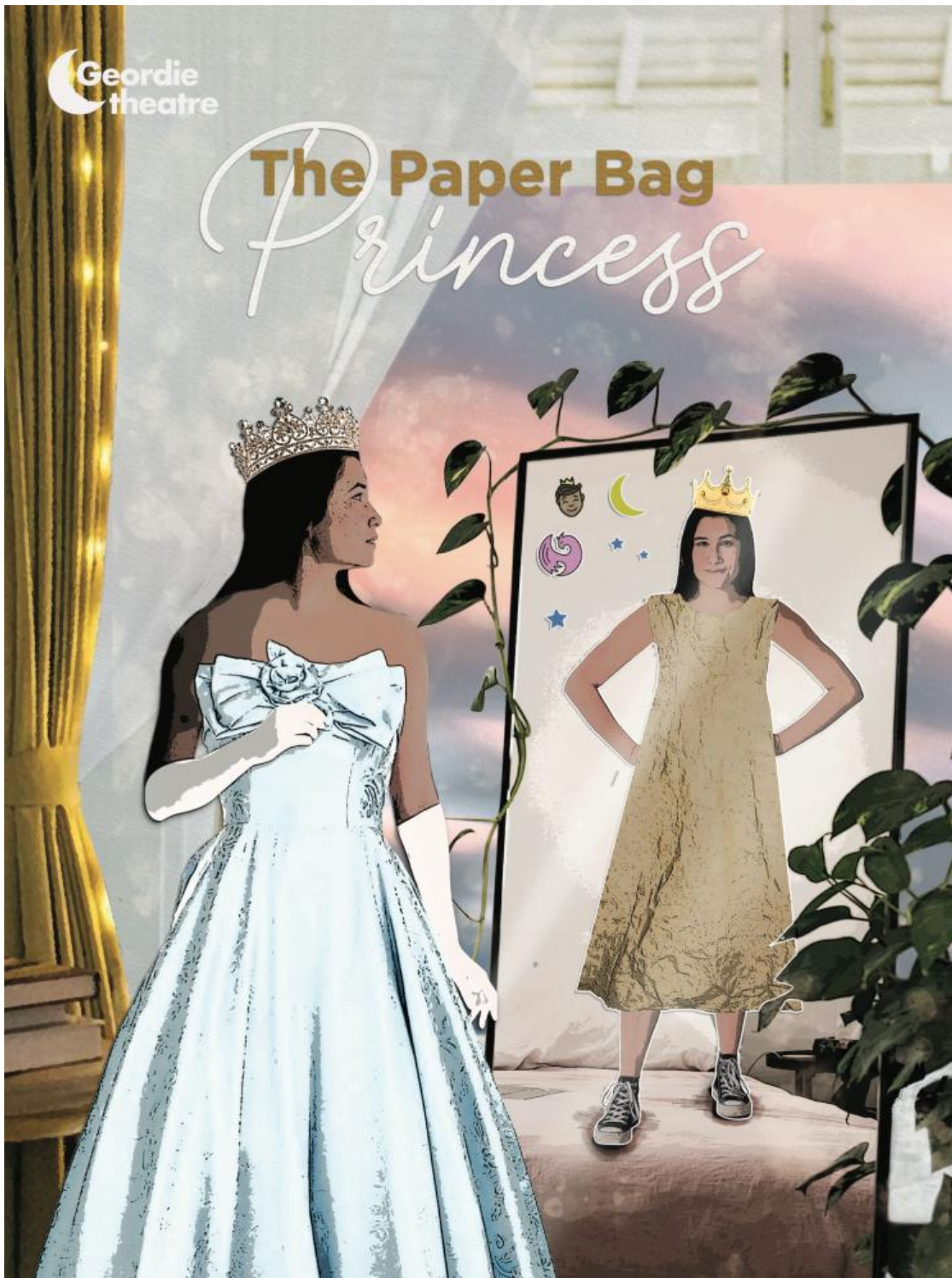


The Paper Bag Princess

Adapted by Alissa Watson from the children's story by Robert Munsch



Study Guide for Teachers for Cycles I, II & III

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INTRODUCTION

Geordie Theatre is a Montreal-based professional theatre company that has presented live English-language productions for young audiences in Quebec and abroad since 1980. Pushing artistic boundaries with provocative and important stories, Geordie delivers more than 200 performances each season and reaches more than 40,000 young people and their communities annually.

Land Acknowledgement: We would like to begin by acknowledging that the territory on which Geordie Theatre operates is the traditional territory of the Kanien'kehà:ka Mohawk nation of the Haudenosaunee Confederacy. Montreal is known in the Mohawk language as Tiotià:ke or Broken in Two because of the way the river breaks around the island. It is considered unceded territory of the Kanien'kehà:ka nation. This land has also existed as a meeting ground of many peoples including the Abenaki, St. Lawrence Iroquians and Huron-Wendat people. We extend our deepest respect to the elders of these communities and to all Indigenous peoples who carry the history of the land-caring for it and calling it home. We are privileged to share a story with you on this land.

A note on acknowledging territory: A crucial part of Geordie Theatre's visit happens at the beginning of the performance- the Land Acknowledgement. The Land Acknowledgement is researched and customized for the territory on which your school is located, and acts as a crucial bridge between Geordie Theatre and Indigenous Peoples.

ABOUT THE STUDY GUIDE

This study guide was created as a tool for teachers to help introduce young students to the world of theatre, as well as engage them more deeply with the themes and concepts developed in *The Paper Bag Princess*. The guide contains a synopsis, character and setting information, a summary of the themes and concepts at play, as well as pre- and post-show discussion questions, activity ideas and lesson plans.

The activities include presentations and handouts that are class-ready for easy distribution to students. Additionally, most activities can be adapted to an online-learning platform. Corresponding cross-curricular and subject-specific competencies from the Quebec Education Plan (QEP) are indicated for each lesson plan.

QEP COMPETENCIES

English Language Arts

- Uses language/talk to communicate and to learn
- Reads and listens to written, spoken and media texts
- Produces texts for personal and social purposes

Cross-Curricular Competencies

- Uses creativity
- Cooperates with others
- Communicates appropriately

Arts Education - Dramatic Arts Competencies

- Creates dramatic works
- Appreciates dramatic works
- To invent and interpret short scenes

Arts Education - Visual Arts Competencies

- To produce individual works in the visual arts
- To produce media works in the visual arts
- To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates

SYNOPSIS

As the play begins, we meet princess Elizabeth's Fairy Godmother, who looks and speaks quite differently than a traditional fairy godmother. She tells the tale of the beautiful princess Elizabeth, who lives in a big castle and wears fancy princess clothes. She is destined to marry Prince Ronald, a handsome and wealthy prince, son of her parents' best friends. However, her godmother warns us that Elizabeth has another destiny: to be an *extraordinary* princess...

Unlike her sisters, Julia, Marg and Bethany, Elizabeth is an unusual princess who is more interested in playing outside than primping and preening. One morning, Ronald visits Elizabeth and he is pleased by her neat, princess-like appearance. They are interrupted by Sir Puffy the Pompous, the kingdom's head knight, who has them practice a protocol to save them against a dragon attack.

Elizabeth shares with her father, the king, that she aspires to become Prime Minister rather than Queen, to lead - not rule, the kingdom. She is unhappy with her education, her "princess-iples" lessons that teach her how to be a traditional princess: placid, patient and poised. Suddenly, a dragon appears, smashes the castle, burns Elizabeth's dress and most of the kingdom, and flies off with Prince Ronald.

Elizabeth, in her burned clothing and worried about Ronald, meets her fairy godmother, who sells her a paper bag dress and advises her to follow the trail of burned forests to find the dragon and save Ronald. Her sisters try to dissuade her from saving a prince, because it's "not what princesses do". Nevertheless, Elizabeth sets off on her quest to rescue Ronald.

After a long and difficult journey, Elizabeth, discouraged, is reminded by her godmother and father that she is able to accomplish anything to which she sets her mind. Elizabeth finds and outsmarts the dragon to rescue Ronald. The ungrateful prince is more concerned with Elizabeth's disheveled appearance than what she has gone through to save him. After berating Ronald for being superficial and the dragon for the negative environmental impact his burned forests have on the ecosystem, Elizabeth leaves by herself.

While her sisters are shocked that Elizabeth has left her prince behind and no longer intends on marrying him, both her father and godmother are supportive and proud of her adventure and of her future plans of becoming Prime Minister.

MEET THE CHARACTERS



Elizabeth: A lively princess who is more interested in becoming Prime Minister than marrying a prince.

Ronald's mother



Ronald: A handsome prince, destined to marry Elizabeth.

King: Elizabeth's father

Julia & Bethany: Elizabeth's sisters



Dragon: The dragon who terrorizes the kingdom

Fairy Godmother: Elizabeth's unconventional godmother

Sir Puffy the Pompous: Head knight

Marg: Elizabeth's sister

SETTING

The play takes place in a kingdom, including its castle, land and forests, and a dragon's cave.

THEMES/CONCEPTS

- Fairy tales
- Family & social expectations
- Gender role stereotypes
- Personal growth & independence

GLOSSARY

Engrossed: Busy doing something

Betrothed: The person you are supposed to marry

Transpired: Happened

ACTIVITIES AND LESSON PLANS

To help engage students with the themes and concepts developed in *The Paper Bag Princess*, a variety of activities are proposed:

- Pre-show discussion questions
- Pre- or Post-show activity ideas
 - Paper Bag Princess Puppets (arts and craft, symbolic play)
 - Frozen in Time (movement, interpretation)
 - Absolutely Awesome Alliteration Activity (poetry writing)
 - Brag Off (improv, interpretation)
 - Write a Review (writing)
- Lesson plans:
 - Busting Through Gender Stereotypes (reading or watching, writing or drawing, movement & interpretation)
 - Marvelous Me (class discussion & analysis, writing or drawing)
 - Once Upon a Time? (writing or interpretation)
- Post-show discussion questions

PRE-SHOW DISCUSSION QUESTIONS

The following discussion questions may be used to initiate conversation and build background information of the main themes in *The Paper Bag Princess*. They might also be used as writing/short scene prompts or as an introduction to lesson plans. Please note that the discussion questions have been put in order of most appropriate from youngest to oldest students. Please select the questions that are most appropriate to the age group you teach.

Fairy Tales

- ★ What is a fairy tale? Can you think of any examples?
- ★ What kinds of characters do we usually find in a fairy tale?
- ★ How does a fairy tale usually begin? How does it usually end?
- ★ Who are fairy tales written for? Why?
- ★ What are common elements of a traditional fairy tale?
- ★ Have you read any fairy tales that are different than expected? That are more modern? That are from a different point of view?

Gender stereotypes

- ★ What are your favourite toys? Can you think of any examples of toys that people might call “girl toys”? Why do we call them “girl toys”? What about “boy toys”? Why?
- ★ Can a girl play with toy trucks? Can a boy play with dolls? Why or why not? Who makes up these rules?

- ★ Can you name jobs that some people think are “women jobs”? What about “men jobs”? Why do people think that? Is it true?
- ★ What about makeup? Who usually wears makeup? Does this mean men can’t wear makeup?

Social and family expectation

- ★ What is a tradition? Do you have traditions in your family? Why do we have traditions?
- ★ Different cultures have different traditions. What are some traditions celebrated in your culture? Do you know about traditions outside of your family?
- ★ Is it easy to break from tradition? Did your family break some traditions during the COVID-19 lockdown?
- ★ How do your parents expect you to behave? What are their expectations about your school grades? About sports you play and how you play them?
- ★ How do teachers expect students to behave?
- ★ What do parents usually expect about their child’s future? Do different parents have different expectations?
- ★ Do you ever feel that people see you a certain way that you are not? How?
- ★ Do you ever feel like you need to act a certain way in front of other people? Why?

Personal growth & Independence

- ★ Did you ever make a decision, and it was a good one, but other people didn’t think it was a good decision? How did you feel? What did you do?
- ★ What are some things you are good at? What about some things that you still find difficult? What are you doing to get better at them?
- ★ What are skills you hope to learn in the future?
- ★ If you could go on an adventure, where would you go and what would you do? What traits or skills would you need?
- ★ Describe a time when you had to do something difficult. Did you doubt yourself or trust yourself? How did you work your way through it?
- ★ Describe a time you had to ask for help. How did it feel? What was the outcome?
- ★ Have you been through a situation that changed you for the better; that taught you an important lesson? Describe it.

PRE-SHOW OR POST-SHOW ACTIVITY IDEAS

Paper Bag Princess Puppets

Give each student a paper bag and have them draw a castle on it and cut rectangles from the top of it to look like castle turrets. Each student can make paper puppets for each character from the play and stick them to popsicle sticks. The bag can be used to store their puppets for symbolic play sessions.

Frozen in Time

Students create a live tableau (a scene in which all students are “frozen” in their action) based on the scenes of *The Paper Bag Princess*. Each group of 3-4 students selects a scene of their choice and practices their tableau. Have them present and hold the tableau for the rest of the class. Have the class guess which scene is being presented.

Absolutely Awesome Alliteration Activity

Elizabeth has been taught that a “Princesses should be Positively Placid. Positively Patient. Positively Poised. Positively Precious, POSITIVELY PERFECT!” Share this example of alliteration to your students and have them develop their own alliteration prose, perhaps by using their own names and describing positive attributes of theirs. Their prose may be added to the *All About Me!* booklet from the Marvelous Me lesson plan.

Brag Off

Dragon: I can burn up ten forests with my fiery breath!

Elizabeth: That sounds like an exaggeration...

Encourage students to improve their creative writing by hosting a brag off! Each student must complete one of the following prompts. Students can vote to determine which is the most ridiculous. Inspired from [Bright Hub Education](#).

I’m so strong, I can ...

I’m so crazy, I can ...

I’m so weird, I ...

I’m so sneaky, I can ...

I’m so small, I can ...

I’m so tall, I can ...

I’m so clever, I ...

I’m so fast, I can ...

I’m so happy, I ...

Write a Review

Have students discuss the show. What was the play called? What was it about? What was the acting like? What were the set, costume, sound, lighting, video design and special effects like? What did you think of the play? Why? Have older students write a critique using the following sections: (1) introduction, (2) plot summary, (3) performance, (4) design elements and (5) personal reaction and recommendation.

Lesson Plans

Lesson I is designed as a preparation for the play, while Lessons II & III are designed to take place after the viewing of the play.

➔I. Busting Through Gender Stereotypes

Students will read or listen to the book *The Paper Bag Princess*, by Robert Munsch, upon which the play is based, as an introduction to its themes. They will be introduced to the concept of stereotypes and encouraged to challenge their own perception of gender stereotypes. Students will also have the opportunity to explore other books with characters that defy gender stereotypes and role-play scenarios that will allow them to develop the vocabulary and script to stand up to others related to gender stereotype teasing.

➔II. Marvelous Me!

Following the play, students will discuss Elizabeth's confidence and independence in the face of others' doubt throughout her quest. Students will create an *All About Me!* booklet to explore their own traits, celebrate their uniqueness and build positive self-identity.

➔III. Once Upon a Time?

By exposing them to a variety of classic fairy tales, students will develop an understanding of their story structure and elements. Students will then compare classic fairy tales to modern fractured fairy tales, in preparation for writing or performing their own "fairy tale with a twist".

POST-SHOW DISCUSSION QUESTIONS

The discussion questions may be used to build an understanding of *The Paper Bag Princess* and its messages. They can be used as writing prompts or as an introduction to lesson plans. Please select the questions that are most appropriate to the age group you teach.

Literal questions & story elements

- ★ How does the story begin?
- ★ What happened to Elizabeth's castle?
- ★ What happened to Ronald?
- ★ What did her sisters think about her plans to save Ronald?
- ★ How did she find the dragon?
- ★ How did Princess Elizabeth defeat the dragon?
- ★ Did Ronald go back with her? Why not?
- ★ How does the story end?

Inferential questions

- ★ Is Elizabeth a normal princess? What makes her different from her sisters?
- ★ Elizabeth wants to be a Prime Minister, not a Queen? What does this mean? *Younger students will need support.*
- ★ Elizabeth's sister and her father, the King, are not very supportive about Elizabeth wanting to be a Prime Minister instead of a Queen. How do they show this? Why do they act this way?
- ★ What role does the Fairy Godmother play in Elizabeth's life? Is she a typical fairy godmother? What do typical fairy godmothers do to help princesses? What does Elizabeth's fairy godmother do for her? Is she helpful? How or why not?
- ★ When she rescues Prince Ronald, what is his reaction? What does he say? Why is he worried about the way Princess Elizabeth looks? Name some of Ronald's character traits. Would you want to be his friend? Why?
- ★ How does that make Elizabeth feel? What does she say to him?
- ★ What are some of Elizabeth's character traits? *Prompting, if needed:*
 - Princess Elizabeth is brave. When is she brave?
 - Princess Elizabeth is confident. When does she show confidence?
 - Princess Elizabeth is determined. When does she show determination?
 - Princess Elizabeth is clever. When does she show cleverness?

I. Breaking Gender Stereotypes

OVERVIEW & PURPOSE

Students will read or listen to the book *The Paper Bag Princess*, by Robert Munsch, upon which the play is based, as an introduction to its themes. They will be introduced to the concept of stereotypes and encouraged to challenge their own perception of gender stereotypes. Students will also have the opportunity to explore other books with characters that defy gender stereotypes and role-play scenarios that will allow them to develop the vocabulary and script to stand up to teasing related to breaking gender stereotypes. This lesson is inspired by the [Diversity and Equality Lesson Plan](#) by The Highland Council.

- Explore the plot, themes and messages of *The Paper Bag Princess*
- Explore the meaning of stereotypes and challenge their own perception of gender stereotypes
- Become comfortable with breaking gender stereotypes and learn how to counter teasing or bullying related to breaking gender stereotypes.

Competencies

- **English Language Arts:** Uses language/talk to communicate and to learn; Reads and listens to written, spoken and media texts; Produces texts for personal and social purposes
- **Cross-Curricular Competencies:** Cooperates with others; Communicates appropriately
- **Arts Education - Dramatic Arts Competencies:** Appreciates dramatic works

MATERIALS NEEDED

- A hardcopy of the book *The Paper Bag Princess* written by Robert Munsch and illustrated by Michael Martchenko, or the [illustrated reading of the book](#), (version [en français](#) par MotherCraft Ottawa), or the [audiobook](#) read by Robert Munsch himself (audio only - to be used alongside a hardcopy of the book for visuals).
- *The Paper Bag Princess: Geordie Theatre's Study Guide* Google Slides presentation
- Activity handouts (below)

ACTIVITY

Important: Try to hide the book cover prior to step 3 of this lesson.

1. On the whiteboard (or using the provided Google Slides), draw two identical people outlines and name them “Princess” and “Prince”.
2. As a class, have students describe both the outside (clothing, appearance, activities, etc.) and the inside (character traits, behaviours, things they might say, etc.) of the princess and prince.
3. Before reading the book to the students, show them the front cover and ask them what the book might be about.
4. Read the book to the students. Stop at the first page and ask them: *How does Elizabeth feel about Ronald? How does Ronald feel about Elizabeth? What do you think he is like?*
5. As a class, redo the activity from step 1, with two new identical people outlines, using Elizabeth and Ronald.
6. Compare the first set of character outlines to the second for a class discussion (this can be done in small groups for older students). Ask the class: *How are they similar? How are they different? Did anything surprise you about Elizabeth and Ronald? How are Elizabeth and Ronald different from the way you described a princess and prince? How is this story different from other fairy tales?*
7. Define a stereotype in words your students can understand.

*In many stories, the princess is saved by a prince. BUT, in this story, it was the other way round. The princess didn't wait to be saved; SHE was brave and went on an adventure to chase the dragon and save the prince. In many stories we see a princess with clean hair and a pretty dress. In this story, the princess didn't care what she looked like; she had messy hair and wore a paper bag. In many stories, we see the prince as a kind and generous person. In this story, the prince was not kind and was ungrateful when the princess came to save him. **When we have an idea about what someone or a group of people should be and act like, we can call that a stereotype. Stereotypes are ideas about how people will act, based on the group to which they belong.** In many stories the princess needs help. In this story the princess is strong and brave. This story shows us that it doesn't matter who you are; you can be strong and brave.*

8. Read the following list and ask students to raise their hands if “it’s a girl thing” and keep their hands down if “it’s a boy thing”. Inspired by [Is it a girl thing or a boy thing?](#) activity.

a. Trucks	e. Big muscles	i. Tools
b. Pink	f. Nurse	j. Firefighters
c. Burping	g. Glitter	k. Dancing
d. Teacher	h. Doctor	l. Crying

9. Class discussion: Unpack whether each person “totally fits” into these gender stereotypes and discuss the diversity of each person. Give examples of people who break gender stereotypes and supply the students with positive affirmations of breaking gender norms. Provide the students with a script of what to say if they are being teased for breaking gender stereotypes or witnessing this type of situation.

To further explore the concept, two activities are proposed:

Bookclub: To model the activity, read one of the books proposed in the included booklist on gender roles below to the students and fill out the *Book Club: Busting Through Stereotypes* handouts as a class. Then, divide students in groups of 3-4 students and have them read a book and fill out their own handout (one as a group or each individually). Have each group present their book and handout.

Role playing: Divide students into groups of 3-4 students and hand out the role playing scenarios in the *Challenging Gender Stereotypes* handout. Students can practice acting out the scenarios. Make sure to offer them ideas and a script to respond effectively. This activity is inspired by the [Exploring Gender Stereotypes Through Role Plays by Learning for Justice](#).

10. Closing activity: Have each student draw or write a way in which an imagined character breaks a gender stereotype on the *Busting Through Stereotypes* handout (different handouts are provided for different age groups; please choose accordingly). These can be posted on a class bulletin board or used to decorate a classroom wall, under the title “Busting Through Stereotypes”.

Extensions

- Further reading on how *The Paper Bag Princess* can promote philosophical discussions with young children on the topics of gender roles, identity and happiness by the Prindle Institute of Ethics can be found [here](#).
- Chatterbox’s list of [10 books that defy gender roles](#).
- Annotated [bibliography](#) of children’s books about gender diversity by Gender Spectrum.
- For more lesson plans related to *The Paper Bag Princess*, check out The Children’s Library Lady [here](#).
- [That’s a \(Gender\) Stereotype!](#) lesson plan by GLSEN



BOOK CHAT AT THE BOOK CLUB

AUTHOR:

BOOK TITLE:

Name of the character who is breaking a gender stereotype:

How do they break a gender stereotype: _____

Challenging Gender Stereotypes

At recess, while playing basketball, Lucas trips, falls and breaks his arm. He begins to cry and two boys near him laugh at him and tell him that crying is not a “boy thing” to do. You witness this situation; what do you say?

Heidi often plays with the boys at recess and doesn't mind getting dirty and sweaty. One day she wants to play with a group of girls but they tell her they don't want to play with a “tomboy”. What can Heidi say?

Trinity comes to school on a skateboard each day. Along the way, an older woman walking her dog is surprised and tells her that little girls should act more “lady-like” and not skateboard. How can Trinity respond respectfully?

At school, Sandra is playing in the pretend kitchen. From the costume box, she picks the pants, shirt and a fancy hat. The girls say that she should not wear “man clothes” or act like a man because she is a girl. What can Sandra and her friend say?

Marc shows up to school in a fresh pink polo. Jeremy laughs at him and tells him that pink is a girl colour and that he should not be wearing a pink shirt. What should Marc say?

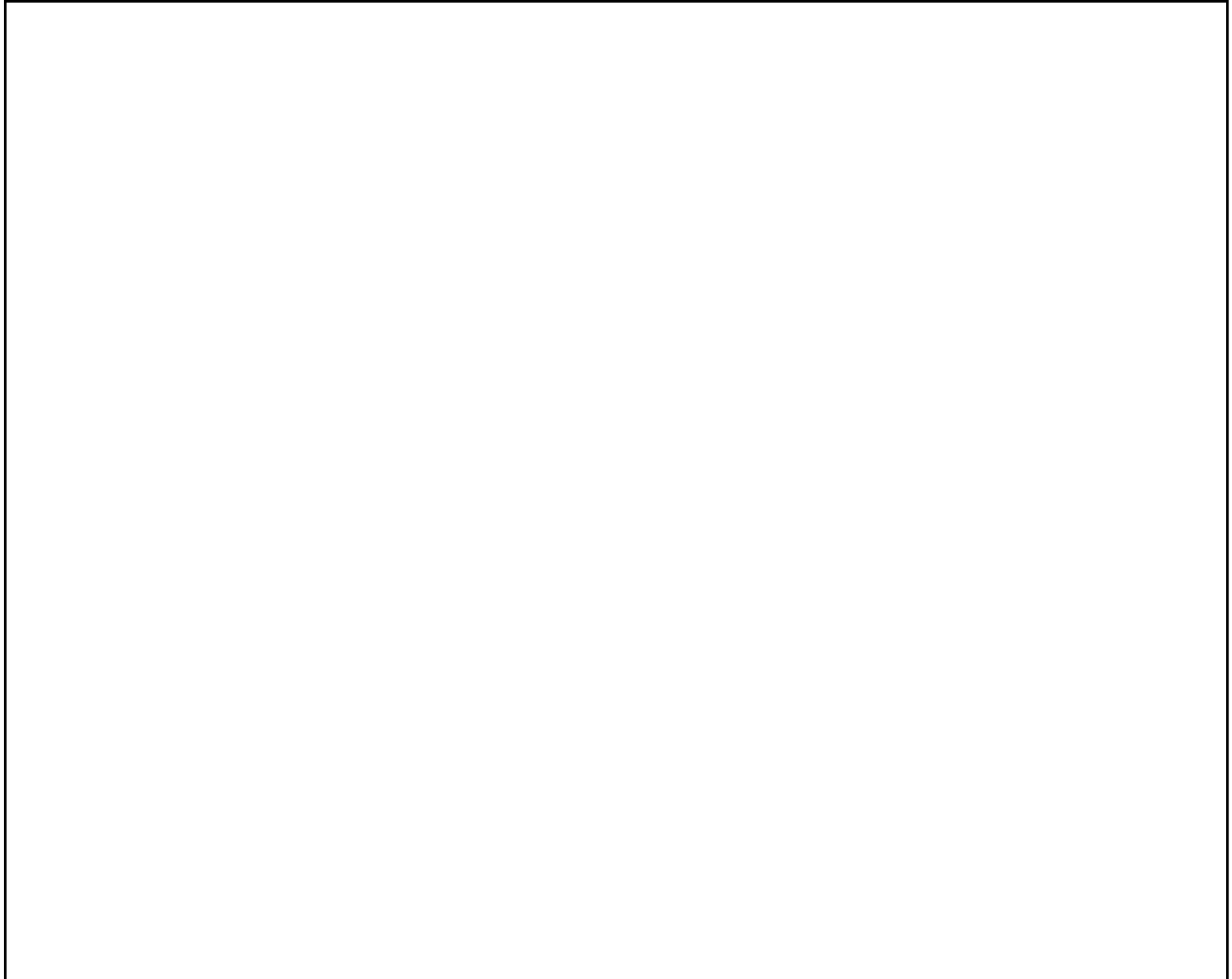
At recess, all the boys are playing soccer. A girl, Laura, would like to join them but the boys are telling she can't join because soccer is for boys. What should Laura say?

During playtime, a young boy, Oslo, decides to play in the pretend kitchen and wears an apron to bake cookies for the others. The boys nearby see him and tease him about wearing an apron and playing in the pretend kitchen. What can Oslo say to them?

Ryder comes to school with a sparkly, glittery mini hand sanitizer hanging from his bag. A few girls make fun of him and tell him that sparkles and glitter are just for girls. You are Ryder's friend, what do you say?

Busting Through Stereotypes

Draw a character who is breaking a gender stereotype.



Busting Through Stereotypes

Name your character and explain how they are breaking a gender stereotype.

Some people say _____
is just for _____ (choose girls or boys).
This isn't true because _____

_____.

II. Marvelous Me

OVERVIEW & PURPOSE

Following the play, students will discuss Elizabeth's confidence and independence in the face of others' doubt throughout her quest. Students will create an *All About Me!* booklet to explore their own traits, celebrate their uniqueness and build positive self-identity.

- Explore the character traits and character development of Princess Elizabeth from *The Paper Bag Princess*
- Celebrate uniqueness and diversity
- Build positive self-image and self-identity

Competencies

- **English Language Arts:** Uses language/talk to communicate and to learn; Reads and listens to written, spoken and media texts; Produces texts for personal and social purposes
- **Arts Education - Dramatic Arts Competencies:** Appreciates dramatic works
- **Arts Education - Visual Arts Competencies:** To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates

MATERIALS NEEDED

- For reference, if desired: A hardcopy of the book *The Paper Bag Princess* written by Robert Munsch and illustrated by Michael Martchenko, or the [illustrated reading of the book](#).
- [Marvelous Me: Inside and Out](#) by Lisa Bullard and read by *Sankofa Read Aloud*
- *The Paper Bag Princess: Geordie Theatre's Study Guide* Google Slides presentation
- Activity handouts (below)

ACTIVITY

1. Ask the following questions to initiate a class discussion about Elizabeth's character traits, focusing on her courage, independence and confidence. It might be helpful to write the responses on the board.
 - ★ Is Elizabeth a normal princess? What makes her different from her sisters?
 - ★ Elizabeth wants to be a Prime Minister, not a Queen? What does this mean? *Younger students will need clarification.*

- ★ Elizabeth's sisters and her father, the King, are not very supportive about Elizabeth wanting to be a Prime Minister instead of a Queen. How do they show this? Why do they act this way?
 - ★ What role does the Fairy Godmother play in Elizabeth's life? Is she a typical fairy godmother? What do typical fairy godmothers do to help princesses? What does Elizabeth's fairy godmother do for her? Is she helpful? How or why not?
 - ★ When she rescues Prince Ronald, what is his reaction? What does he say? Why is he worried about the way Princess Elizabeth looks? Name some of Ronald's character traits. Would you want to be his friend? Why?
 - ★ How does that make Elizabeth feel? What does she say to him?
 - ★ What are some of Elizabeth's character traits? *Prompts, if needed:*
 - Princess Elizabeth is brave. When is she brave?
 - Princess Elizabeth is confident. When does she show confidence?
 - Princess Elizabeth is determined. When does she show determination?
 - Princess Elizabeth is clever. When does she show cleverness?
11. Tell the class that Elizabeth shows determination and confidence, even when those around her are less sure about her decisions. Explain to them the importance of self-confidence and self-esteem and how it relates to feeling happy, being successful, achieving goals, getting better at sport or artistic skills, making and keeping friends, etc. With older students, explain that low confidence and insecurity can lead to folding to peer pressure and poor decision making.
 12. Ask students to name situations that can make it difficult to have good self-esteem and then ask the rest of the class what could be said to reframe the situation to preserve self-esteem. Offer ideas when they are stuck. Take as many answers as possible. *Example: When I lose a game of chess, I feel like I suck at chess and I never want to play again. Reframe: Losing is a normal part of learning to master chess and an opportunity to learn and get better.*
 13. Explain to students that they will be making a booklet about themselves called *All About Me!*. For younger students, read or show the read aloud of the book [Marvelous Me: Inside and Out](#) by Lisa Bullard and read by *Sankofa Read Aloud*. Alternatively or for older students, use any of the books mentioned in the Extension section of this lesson plan.
 14. Select some or all of the activities to be included in the All About Me booklet, depending on grade level. Each activity below refers to a handout found at the end of this lesson plan. These activities can be done in several sessions over a week or more, or can be done in stations. Consider including other items such as student artwork or the student's favourite piece of writing.

Self-Portrait: Each student draws themselves. It might be helpful to have a few mirrors available. This is to be used as the first page of their booklet.

My Bio: Younger pre-literate students can draw a picture of themselves and then write two traits and support it with a picture. Older students may opt to write a short biography and support their two chosen traits with written examples.

I Am Poem: Student follow instructions to write a poem about themselves. Inspired by [Read-Write-Think's I Am Poem](#)

My Bio: Younger pre-literate students can draw a picture of themselves and then write two traits and support it with a picture. Older students may opt to write a short biography and support their two chosen traits with written examples.

Mistakes = Learning: Students either draw or write about mistakes they have made that have helped them learn something.

Five Things to Try: Students either draw or write about five activities they would like to try at some point of their life.

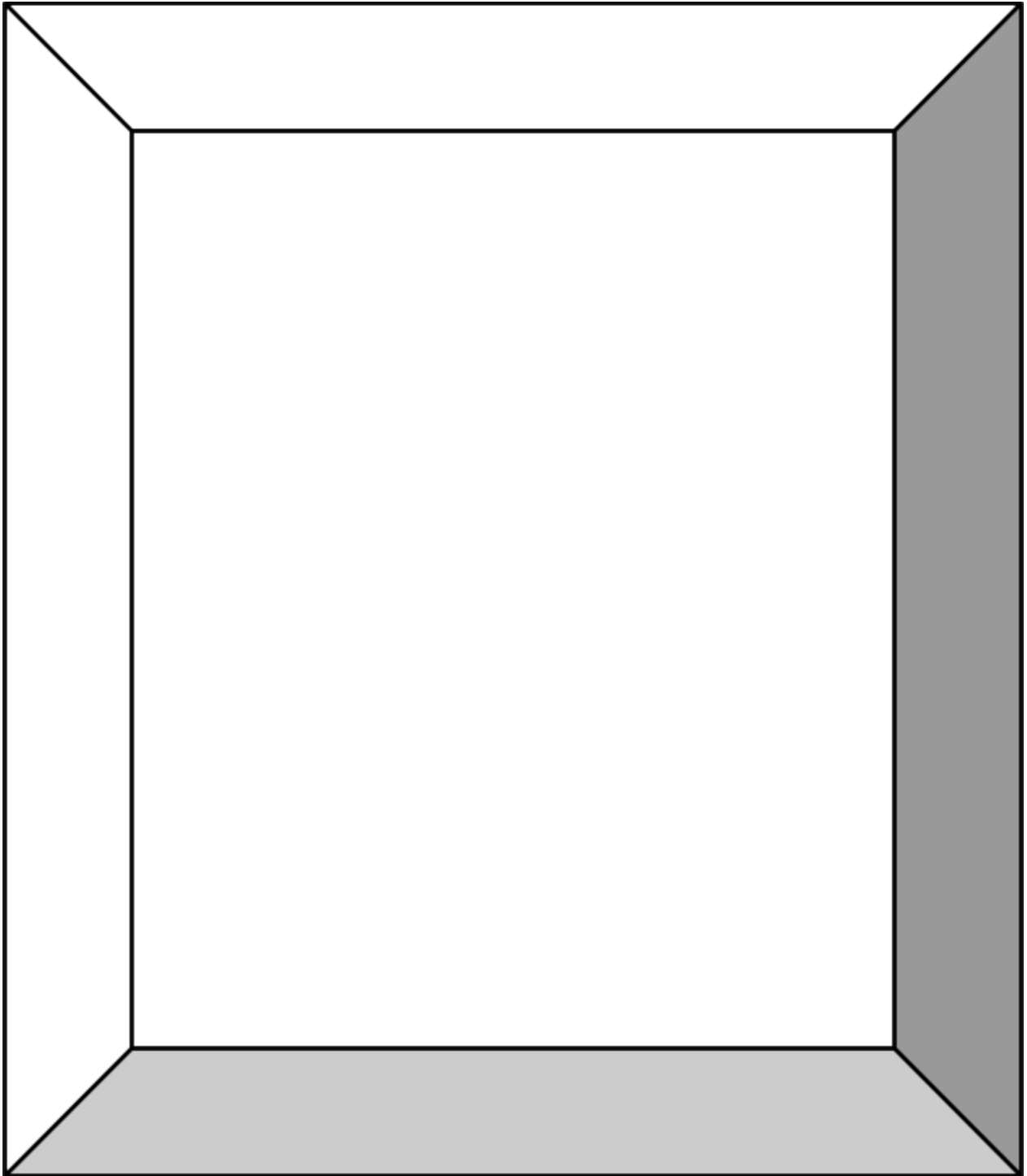
15. Closing Activity: Each student presents their books to their classmates in an oral presentation. After each presentation, ask the rest of the class to highlight what they liked about the presentation and the student themselves.

Extensions

- [List of books](#) for children about liking who they are by The Chaos and The Clutter
- [Stand Tall Molly Lou Melon](#) by Patty Lovell and read by Pam Britton
- [What Makes Us Unique: Our First Time About Diversity](#) by Dr. Jillian Roberts and read by Reading Time with Lea
- [I Like Myself](#) by Karen Beaumont and read by MrsHillpartyof6
- [Be Who You Are](#) by Todd Parr and read by Read It Again

ALL ABOUT ME

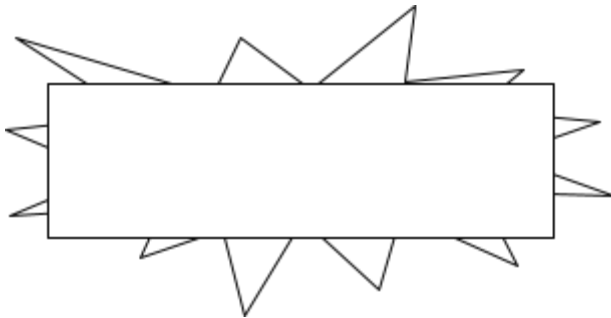
A book about who I am



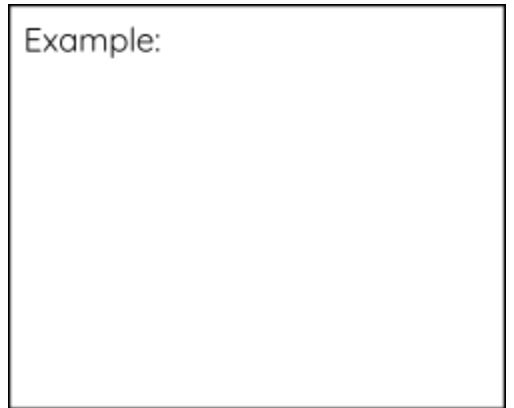
MY BIO



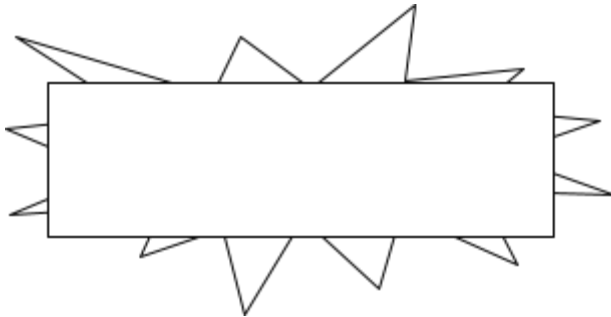
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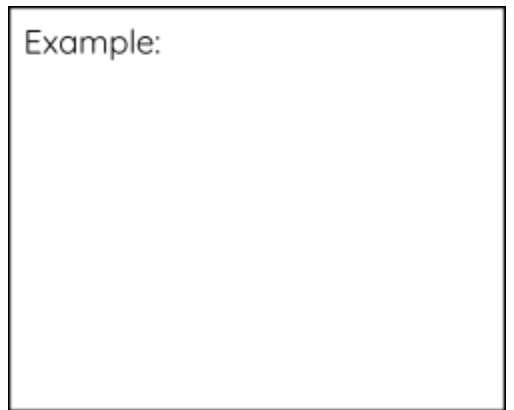
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I AM

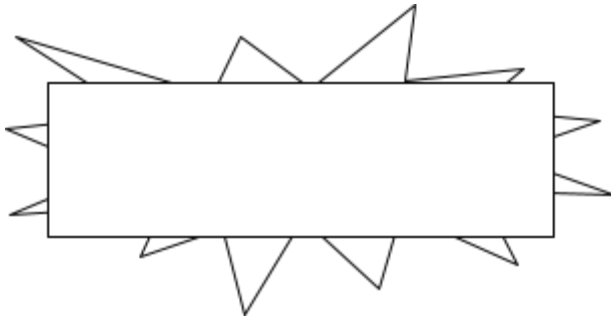


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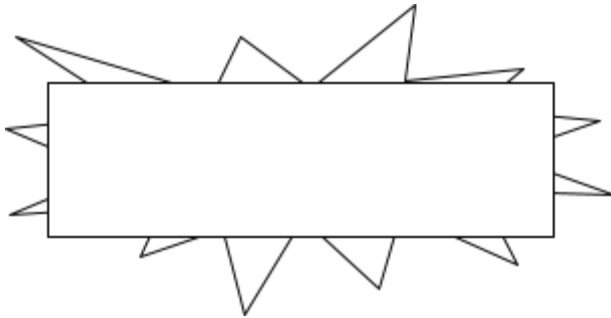
MY BIO

I AM



Example:

I AM



Example:

I AM POEM [Instructions]

FIRST STANZA

I am (2 special characteristics you have)

I wonder (something of curiosity)

I hear (an imaginary sound)

I see (an imaginary sight)

I want (an actual desire)

I am (the first line of the poem repeated)

SECOND STANZA

I pretend (something you actually pretend to do)

I feel (a feeling about something imaginary)

I touch (an imaginary touch)

I worry (something that bothers you)

I cry (something that makes you sad)

I am (the first line of the poem repeated)

THIRD STANZA

I understand (something that is true)

I say (something you believe in)

I dream (something you dream about)

I try (something you really make an effort about)

I hope (something you actually hope for)

I am (the first line of the poem repeated)

I AM POEM

By: _____

I am _____

I wonder _____

I hear _____

I see _____

I want _____

I am _____

I pretend _____

I feel _____

I touch _____

I worry _____

I cry _____

I am _____

I understand _____

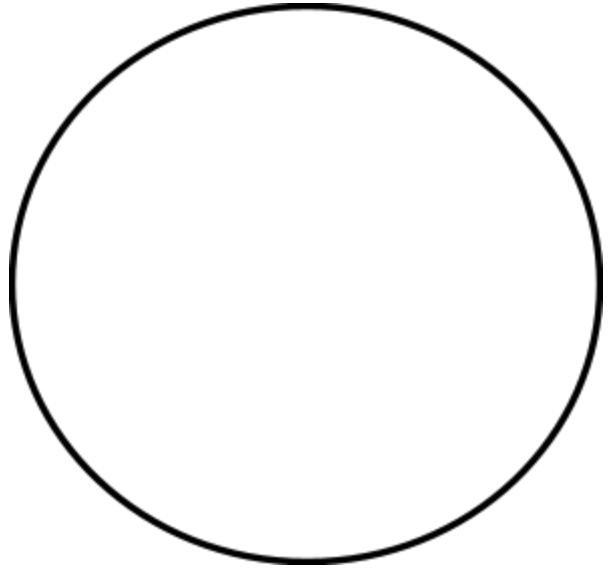
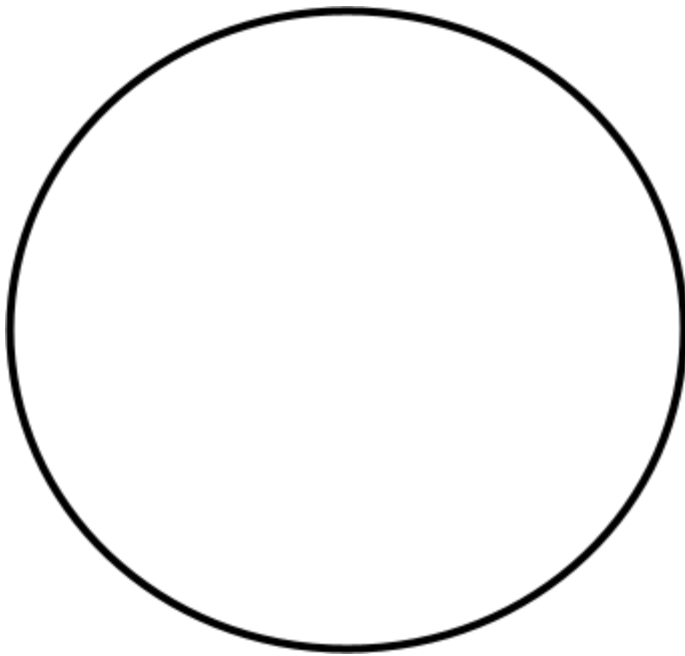
I say _____

I dream _____

I try _____

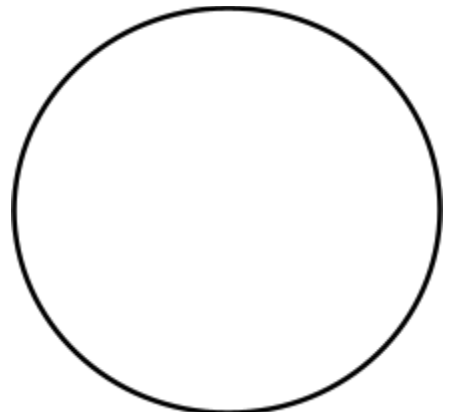
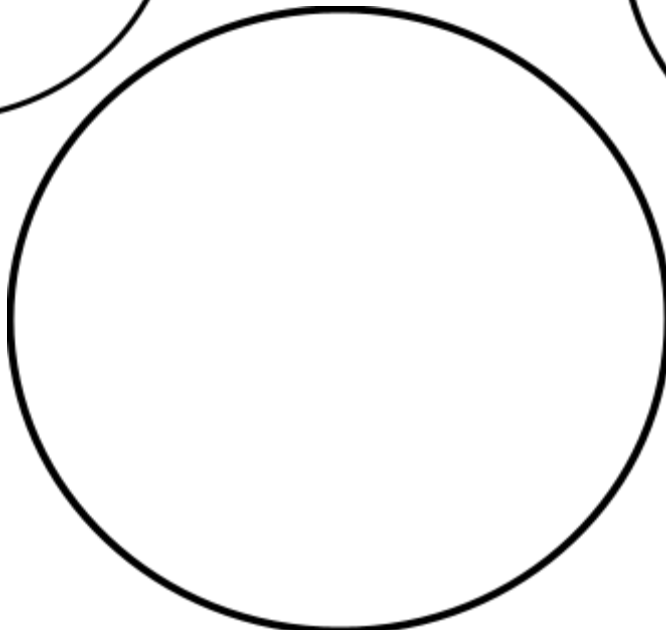
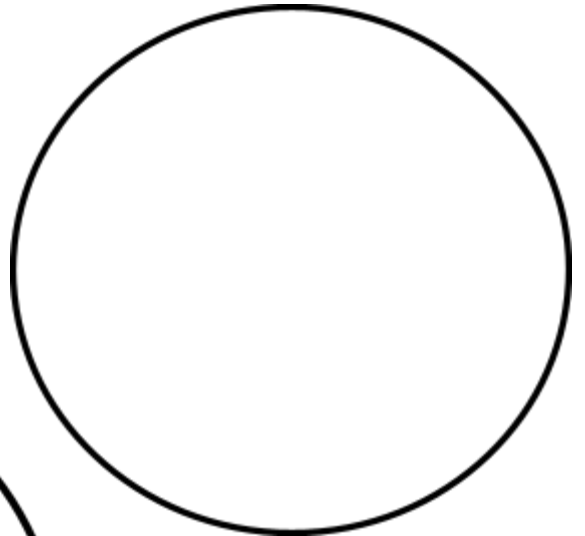
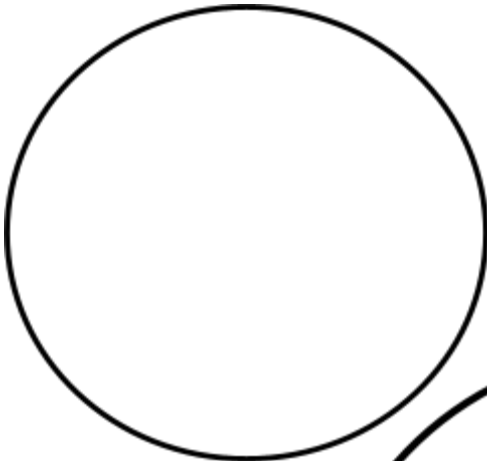
I hope _____

I am _____



MISTAKES = LEARNING

Here are some mistakes I've made that I've learned from!



FIVE THINGS I WANT TO TRY

II. Once Upon A Time?

Overview & Purpose

By exposing them to a variety of classic fairy tales, students will develop an understanding of their story structure and elements. Students will then compare classic fairy tales to modern fractured fairy tales, in preparation for writing or performing their own “fairy tale with a twist”.

- Learn about basic narrative story structure and the elements of classic fairy tales.
- Apply what they have learned about the structure and elements of fairy tales by using familiar plots, characters, plot devices and other elements to develop their own fairy tale.
- Practice the writing or performance process by creating and revising a fairy tale.

Competencies

- **English Language Arts:** Uses language/talk to communicate and to learn; Reads and listens to written, spoken and media texts; Produces texts for personal and social purposes
- **Cross-Curricular Competencies:** Cooperates with others; Communicates appropriately
- **Arts Education - Dramatic Arts Competencies:** Appreciates dramatic works
- **Arts Education - Visual Arts Competencies:** To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates

Materials Needed

- Copies of fairy tales (books or video presentations)
- *The Paper Bag Princess: Geordie Theatre’s Study Guide* Google Slides presentation

Activity

Writing activity:

1. Read a classic fairy tale and then read a different version of the same fairy tale (fractured fairy tale). For examples, you may use [Classic Red Riding Hood](#) read by *Give Us a Story!*, and [Little Red Riding Hood as told by the Wolf](#) from the book *The Other Side of the Story: Fairy Tales with a Twist*, read by Mrs. Tempel’s Storytime. Alternatively, you may find a classic fairy tale and then use the [Fractured Fairy Tale Booklist](#) by Readwritethink to find the same fairy tale with a twist.
2. While reading as a class, use a story map to consider the story arc of a typical fairy

tale and take note of the different elements of a fairy tale. You can download a [simple fairy tale story map](#) for younger students from [The Artsy Educator](#), or

3. In small groups, students can explore other fairy tales and fractured fairy tales while completing their story maps to familiarize themselves with the structure of narrative writing and fairy tale elements, including how they begin and how they end.
4. Individually, students brainstorm, plan and write their own fairy tale. Students can either develop their own fairy tale from scratch or alter elements from a classic fairy tale by modernizing or changing:
 - a. The setting
 - b. The characters
 - c. The conflict
 - d. The ending
 - e. Any other elements

Students should use the story map and element handout to organize their thoughts before writing and illustrating their final product. Students can present their fairy tales in small groups or to the full class.

For younger students:

- For preliterate students: Each student can draw their fairy tales in a blank booklet or using the fairy tale story map, and present their story to the class as an oral presentation.
- For emerging writers: In groups of 5-6 students, each student can write and illustrate one page of a fairy tale and present their full story to their classmates as an oral presentation.

Dramatic arts activity:

1. Using the story maps and element handouts as a guide, have students brainstorm and develop a 4- to 5-minute fractured fairy tale based on a traditional fairy tale by modernizing it and adding humour. For example, students may decide to change the point of view or reverse the “good” characters with the “evil” characters.

Extensions

- [Fractured Fairy Tale Booklist](#) by *readwritethink*
- Lesson plan on [Teaching About Story Structure Using Fairy Tales](#) by *readwritethink*
- More examples of story maps:
 - [Teachers Pay Teachers - Free Story Mapping](#)
 - [Reading Rockets Story Maps](#)