

STARS

TEACHER'S PACK STARS



Forum Theatre & Education

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INTRODUCTION

The primary purpose of the teacher's pack is to help both teachers and students alike to get as much as possible out of their participation in the interactive performance of "STARS".

The pack has been designed as a tool to help students understanding the play, learn new vocabulary and improve their listening and speaking skills. Once they have done the activities, students will understand better both how the story develops and the lines the actors deliver so they will get more enjoyment out of the performance. The audio material contains some introductory elements where you'll find texts corresponding to the plot synopsis and the characters, some dialogues from the play and the original songs performed in the play. Also, you'll find some suggested activities we recommend you do before the play, Pre-play activities and some Post-play activities which have been designed to check if students have understood the play correctly. The activities also enable the student's vocabulary, expressions and grammatical structures to improve.

Pre-play and post-play activities include instructions for the teacher and the corresponding student worksheets, if the activity requires them. Some of the activities have an extension part (Extension-Activity) which makes it possible to study the contents in depth, depending on the group's ability. Both the introductory material and the suggested activities may require the corresponding audio material to make better use of them.

To help the teacher find and select the audio activities, we have listed the track numbers below with their corresponding contents in the play "STARS".

AUDIO "STARS" (TRACK 1 TO 5):

TRACK 1.-LISTENING 1.	HOW TO CATCH A STAR
TRACK 2.-LISTENING 2.	WHERE TO HIDE A STAR
TRACK 3.-SONG 1.....	TWINKLE, TWINKLE STAR
TRACK 4.-SONG 2.	I AM A PENGUIN
TRACK 5.-SONG 3.	THE NORTH POLE

We sincerely hope that both teachers and students fully enjoy the play itself and the activities which make up this teacher's pack.

We also hope this proves to be a useful aid in enhancing enjoyment of this interactive theatre experience.



CONCEPTUAL CONTENTS

The educational interests of this activity will focus on helping students start developing the four basic skills of any foreign language: listening, speaking, reading and writing. All this with an approach based on communication, which aims to encourage students, involving them in dialogues, conversations, songs... and other forms of communication that are essential to the teaching and learning of a foreign language process. At this stage students should develop a certain level of understanding and speaking to enable them to deploy their first English communicative manifestations, and to consolidate the basic grammatical categories of this language and ensure their awareness and approach to the Anglo-Saxon cultural tradition.

The teaching materials of STARS will allow you to study in depth the following conceptual contents:

★ LISTENING:

Various activities such as listening and repeating words as well as having to fill in the gaps to certain dialogues and songs, helping to sharpen the students' ear and encourage them to repeat all they hear in English.

★ CONVERSATION:

- ★ Simple contextualized questions, answering with short responses.
- ★ Repeat short words, rhymes, little songs, and standard phrases.
- ★ Greet, introduce yourself, and say goodbye.
- ★ Identify characters.
- ★ Identify colors.
- ★ Count from 1 to 10.
- ★ Name some objects in the classroom.
- ★ Learn the names of family members.
- ★ Learn the rooms of the house and some furniture.
- ★ Understand simple oral instructions.



- ★ Say where some characters are in a house.
- ★ Name pets presented in stories.
- ★ Say which is their favorite animal.
- ★ Identify and name body parts.
- ★ Recognize shapes, classify them by type and color.
- ★ Identify food and drink based on a story.
- ★ Express likes and preferences about food.
- ★ Understand stories in general.
- ★ Identify toys, name them, count them, and say which is their favorite toy.
- ★ Recognize and name clothing items.
- ★ Relate the weather to appropriate clothing.

OLIVER JEFFERS

For Teachers

Oliver Brendan Jeffers MBE (born 5 October 1977) is an Australian-born Northern Irish artist, illustrator, and writer. He attended Hazelwood College, an integrated secondary school, and graduated from the University of Ulster in 2001. He returned to Northern Ireland in the early 2020s after spending some time living and working in Brooklyn. Working across figurative painting, installation, illustration, and picture-book making, his work has been exhibited in New York, at the Brooklyn Museum, and in Berlin, Dublin, London, Sydney, Washington, D.C., and Belfast. Oliver Jeffers makes art and tells stories: fine art for (mostly) adults and picture books for (mostly) children. As a visual artist and author working in painting, bookmaking, illustration, collage, performance, and sculpture, curiosity and humour are recurring themes in his work.

★ THE ARTIST

Jeffers' original artwork has been exhibited at museums and institutions across the globe. He has had multiple solo shows in galleries in London and New York, and is represented by the world-renowned gallery, Praise Shadows Art Gallery, in Boston, MA. Varying between figurative paintings, naive folk-like line work, which is often tied together with his distinctive handwriting, Jeffers' work is instantly recognisable. Themes for his art-making include perspective shifts, memory and mortality, the power of community and story, and the imaginary lines across the land and in the sky. Seeded with a distrust of nationalism, patriotism, and isolationism – from growing up with the political and national uncertainty of a turbulent Belfast in the 1970s and 80s – much of his current art picks apart the powerful story of human-made borders, of how people treat one another, and the futility of acting with such disunity given the reality that we are floating through space on a ball that is becoming increasingly hostile to life. In contrast, Jeffers uses the construct of star constellations to take a longer lens approach to humanity's story, and with that, asks us to reframe our collective future narrative to be a better one than we currently tell.

★ THE STORYTELLER.

From his much-loved debut, *How to Catch a Star*, Oliver has gone on to create a collection of award-winning and bestselling picture books, which have been translated all over the globe, including the #1 New York Times bestseller and TIME Best Book of the Year *Here We Are*, as well as the companion *What We'll Build*. He is also the illustrator of the smash hits *The Day the Crayons Quit* and *The Day the Crayons Came Home*, both written by Drew Daywalt. His 22nd picture book, *I'm Very Busy*, was released in October 2025.

★ THE COMMENTATOR.

Curiosity and humour are underlying themes throughout Oliver's practice as an artist and storyteller. While investigating the ways the human mind understands its world, his work also functions as comic relief in the face of futility. At a recent climate conference, instead of being marked an 'artist', Jeffers was designated an 'observer and translator'. And this is how he so often use his platform, to observe and comment on happenings within the world with a gentle lean on positive change, rather than adding to the noise of anger reverberating around the planet. To take big issues, and make them accessible and digestible, and provide an entry point of hope for people to involve themselves.



PLOT SYNOPSIS

Once upon a time, there was a girl and a boy with a deep love for the stars. Their fascination was so intense that they longed to have a star of their own. Every night, they would watch the twinkling lights through the windows of their bedrooms. They imagined adventures full of laughter while playing hide-and-seek. This deep longing fuelled their desire to catch a star of their own.

One day, driven by their passion, they both decided to catch a star. Their determination led them to come up with some very creative methods. They thought about climbing the tallest tree to reach its light. However, their hearts sank when they realized the star was too far away. Undeterred, they kept thinking of new ideas and tried again to catch the elusive star.

Enthusiastically, they used a rocket, which took them to the Moon, where they met a Martian and became friends with him. But they still could not catch the star they longed for. Despite numerous failures, they remained hopeful.

"In his heart, the desire simply wouldn't give up," he reflected, showing remarkable resilience. Every setback intensified his longing, but he refused to give in to despair. Over time, they found comfort in their efforts. They patiently waited by the sea, contemplating their wishes. Then they decided to use a boat and travel to the North Pole, where they played with a friendly penguin named Pongo.

When they returned home, they looked at the sea again, and as they walked along the shore, a surprising discovery awaited them. Instead of finding a dazzling star in the sky, they stumbled upon a stranded starfish. The unexpected find resembled the star they had always wished for. At that moment, they realized something profound: dreams might not turn out the way they expect. The true essence of their wish was now embodied in the starfish they had found. Instead of disappointment, joy filled their hearts as they took the starfish home, ending their quest in an unexpected but touching way.

LISTENING 1.

HOW TO CATCH A STAR- BY OLIVER JEFFERS -TRACK 1.

Once there was a boy, and the boy loved stars very much.
Every night the boy watched the stars from his window
and wished he had one of his very own.
He dreamed of how this star would be his friend.
They would play hide-and-go-seek and take long walks
together.

The boy decided he would try to catch one.
He thought that getting up early in the morning would be
best, because then the star would be tired from being up
in the sky all night.

The next day he set out at sunrise.
But he could not see a star anywhere.
So he sat down and waited for one to appear.
He waited... and he waited... and ate lunch... and waited.
And after dinner he waited some more.
Finally, just before the sun was about to go away, he saw
a star.

The boy tried to jump up and grab it.
But he could not jump high enough.
So, very carefully, he climbed to the top of the tallest tree
he could find.
But the star was still way out of reach.
He thought he might lasso the star with the life preserver
from his father's boat.
But it was much too heavy for him to carry.
If only he could fly up in a spaceship and just grab the
star... but the only spaceship he owned was made of paper,
and it didn't fly well at all.
Perhaps he could get a seagull to help him fly up into the
sky to reach his star?

But the only seagull he could find didn't want to help.
The boy worried he would never catch a star.
Just then he noticed something floating in the water. It
was the prettiest star he had ever seen. Just a baby star.
It must have fallen from the sky.
He tried to fish it out with his hands.

But when the boy reached out to touch the star, it just
rippled through his fingers.
Now the boy was sad. But in his heart, the wish just
wouldn't give up.

Slowly, he began walking home.
And that's when he saw it... washed up on the bright golden
sand.

The boy had caught a star!
A star of his very own.



LISTENING 2

WHERE TO HIDE A STAR -BY OLIVER JEFFERS TRACK 2

Once there was a boy, and together, with his two friends.
He would often play hide and seek.
The boy mostly did the seeking, as he was the only one
who could count.

So, it was the others who hid.

The star wasn't very good at hiding and it was always
easy to find.

The penguin had a favorite hiding place, where they'd
usually end up after the boy had found the star.

It was a routine they enjoyed.

Until the day the penguin hid extra well and got stuck.

The boy needed both hands to rescue his friend, so he
placed the star in his rowboat and carried the penguin
home, where they settled down for lunch.

Not until midafternoon did they realize the star was
missing.

And, thinking it must have started a new game of hide
and seek, they set off looking.

They looked in all the usual spots. But it wasn't behind
the curtains, or under the sofa.

It wasn't in the cupboard or the box. And it wasn't behind
the chair.

It wasn't in the sea or by the pier, or anywhere.

The star had never been this good at hiding before, and
the boy began to worry it was lost!

The boy decided to radio for help.

The Martian, who knew more about stars than him,
came at once.

At that moment, for the north, the rowboat hit something
solid with a bump... and the star fell into the snow.

Back at home, the Martian used the star-finder on his
spaceship and located the star at the North Pole.

So, they all set off north on a rescue mission.

Once there was a girl who loved the Stars very much.

And she had always dreamed of having a star as her
friend.

One day she couldn't believe her luck when she found a
star, simply washed up on the shore.

As the girl enjoyed playing with her new friend.

The boy, hurrying to reserve his friend, was getting
closer and closer.

Though, when we got there, it seemed the star didn't
need rescuing after all.

It had found a new friend.

The girl didn't know what to do.

The boy didn't know either.

The both wanted the star, but they didn't want to make
someone else unhappy.

Then the Martian suggested another game of head and
sake, but, this time, he would help the star to head.

While the girl and the boy counted, the star and the
Martian headed higher and higher.

And the Martian hung the star in the night sky.

When they finished counting, the girl and the boy looked
all around for the star.

Before long, they agreed they should split into teams to
widen their search.

The girl continued the search the North Pole for the
star. While the boy and the penguin rowed home to look
there.

Although it took a while, once the sky grew dark, both
the girl and the boy finally found their star.

After all, the star had always been easy to find.



SONG 1.

TWINKLE, TWINKLE LITTLE STAR - TRACK 3

☆ ☆ ☆ ☆ ☆

☆ LET'S SING!

Sing and do the actions.

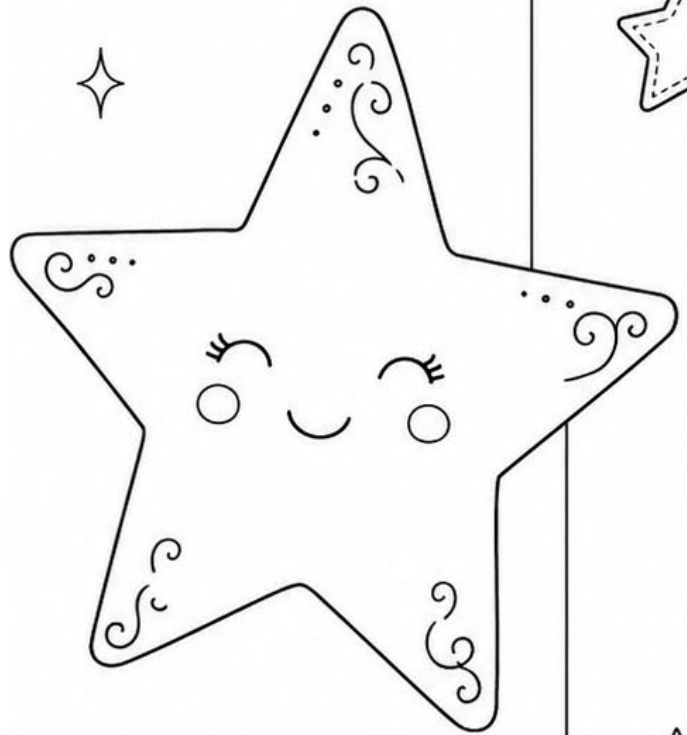
TWINKLE, TWINKLE, LITTLE STAR,
HOW I WONDER WHAT YOU ARE.
UP ABOVE THE WORLD SO HIGH,
LIKE A DIAMOND IN THE SKY.

TWINKLE, TWINKLE, LITTLE STAR,
HOW I WONDER WHAT YOU ARE.

.....

TWINKLE, TWINKLE, LITTLE STAR,
HOW I WONDER WHAT YOU ARE.
UP ABOVE THE WORLD SO HIGH,
LIKE A DIAMOND IN THE SKY.

TWINKLE, TWINKLE, LITTLE STAR,
HOW I WONDER WHAT YOU ARE.



SONG 2.

I AM A PENGUIN TRACK 4.

★ LET'S SING!

Sing and do the actions.

★ PENGUIN.

I am a bird
But I cannot fly
My name is Pongo
P-O-N-G-O
No I cannot fly
But I love to swim
My name is Pongo
P-O-N-G-O

★ CHORUS.

I love to eat
Lots and lots of fish
When I'm in the water
You see my tail swish
I am black and white
And I am very cute
My name is Pongo
P-O-N-G-O
I live in the North Pole
In the Ice and snow
My name is Pongo
P-O-N-G-O

★ CHORUS.

I love to eat
Lots and lots of fish
When I'm in the water
You see my tail swish
I waddle everywhere.
On my funny feet
My name is Pongo
P-O-N-G-O
I have lots of friends
Now I have lots more
My name is Pongo
P-O-N-G-O



SONG 3.

THE NORTH POLE - TRACK 5.

★ LET'S SING!

Sing and do the actions.

BOTH. We are so happy

In the North Pole

Playing together on the ice and the snow

BOY. Swimming is fun

GIRL. And dancing too

BOTH. Running in circles around the igloo

BOY. We like fishing in a sunny day

GIRL. We go swimming in the eskimo way

BOY. Penguins dance just like this

GIRL. We say goodbye with an eskimo kiss

BOTH. Fishing - Swimming - Dancing - Running

BOTH. We are so happy

In the North Pole

Playing together on the ice and the snow

BOY. Swimming is fun

GIRL. And dancing too

BOTH. Running in circles around the igloo

BOY. We like fishing in a sunny day

GIRL. We go swimming in the eskimo way

BOY. Penguins dance just like this

GIRL. We say goodbye with an eskimo kiss

BOTH. Fishing - Swimming - Dancing - Running



ACTIVITY 1.

THE ROAD TO THE STAR

★ LET'S PLAY! ★

Help the boy find the way to reach the star.

★ WHAT YOU NEED: ★

- Pencil
- Colour pencils

★ WHAT YOU DO: ★

1. Look at the picture.
2. Find the correct path.
3. Draw the road that will take the boy to the star.
4. Colour the picture!



ACTIVITY 2

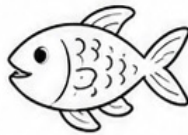
COMPREHENSION

★ LET'S THINK! ★

Look and choose the correct picture.



1. What did the boy love?

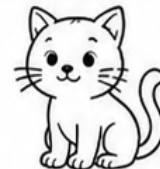

☐

☐

☐

2. Who is their friend?


☐

☐

☐

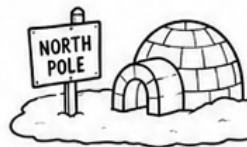
3. How do they go to the moon?


☐

☐

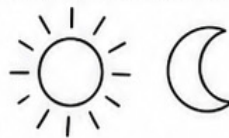
☐

4. Where does Pongo live?


☐

☐

☐

5. Where are the stars?


☐

☐

☐

6. The boy and the girl are...


☐

☐

☐

brothers

friends

enemies

7. On the moon there is...


☐

alien


☐

man


☐

woman

ACTIVITY 3.

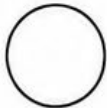
1 SPY AND COUNT TO 10

★ LET'S COUNT!

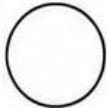
Look and count the pictures.



1



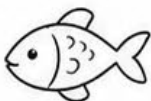
2



3



4



5



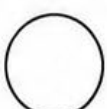
6



7



8

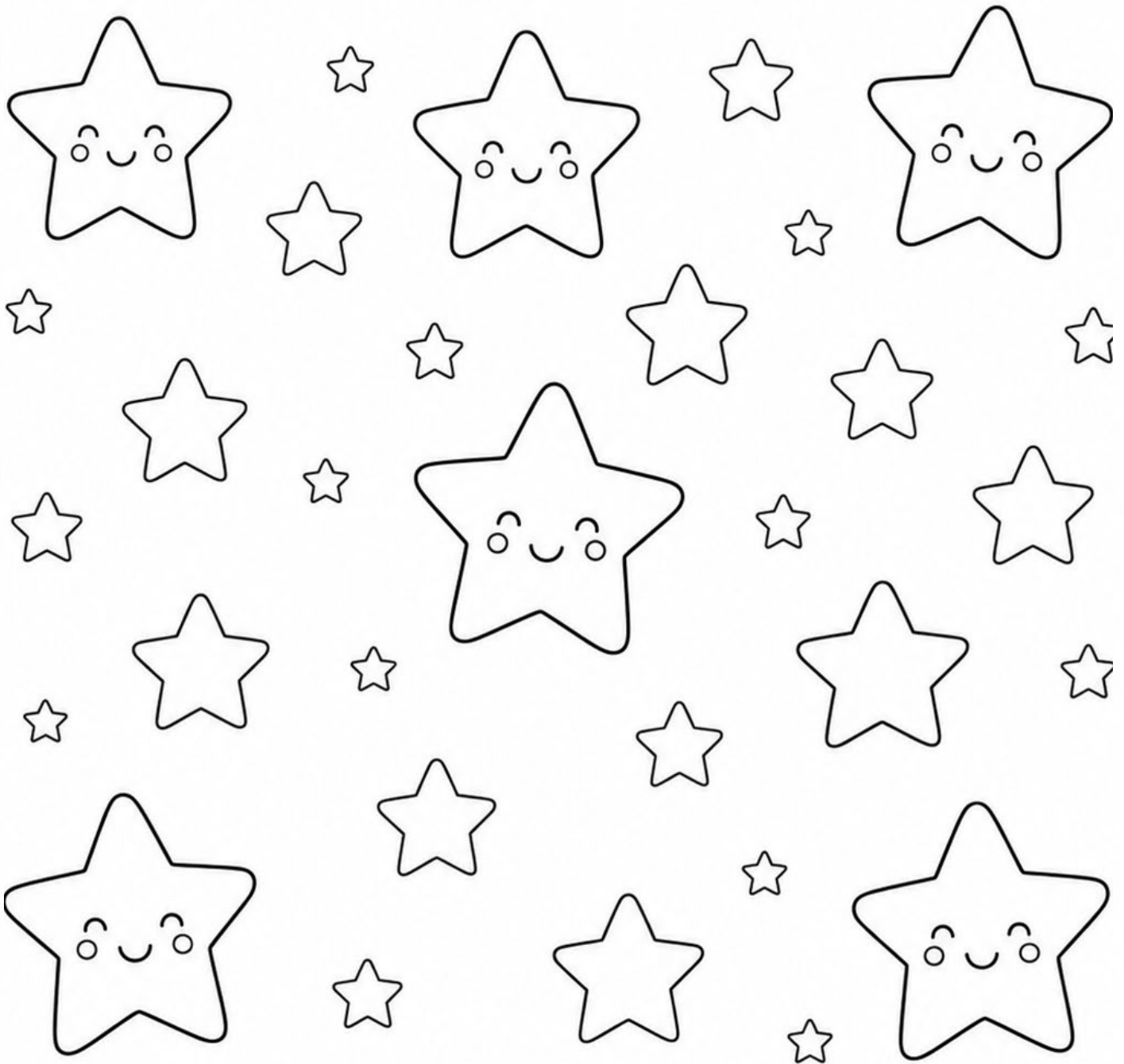


ACTIVITY 4.

BIG-MEDIUM-SMALL

★ LET'S COLOUR!

Color the big stars red, the medium stars green, and the small stars blue.

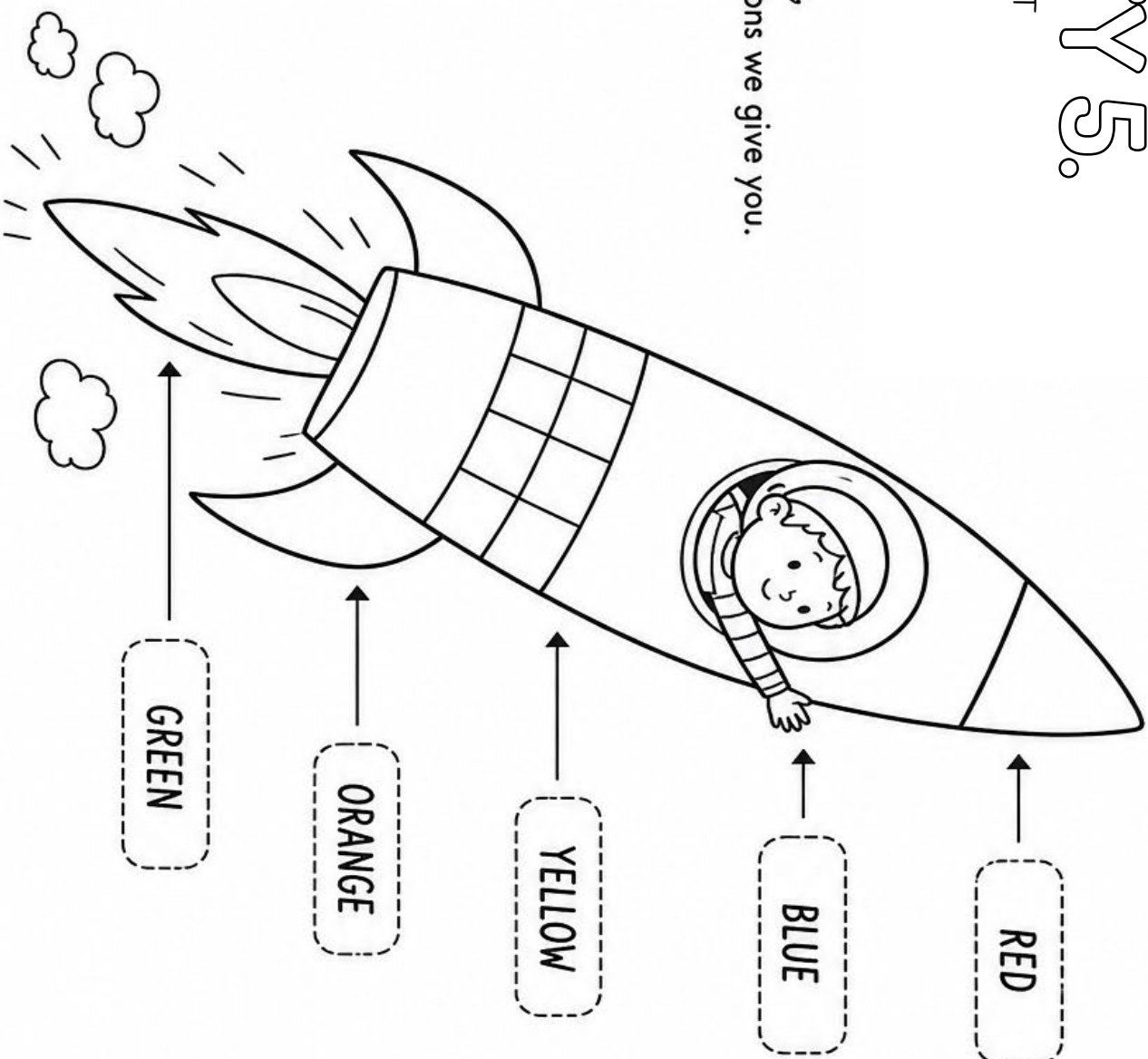


•ACTIVITY 5.

•PAINT YOUR ROCKET

Paint the rocket in colors,
according to the instructions we give you.

☆ COLORS: ☆

☐ RED☐ GREEN☐ BLUE☐ YELLOW☐ ORANGE

ACTIVITY 6.

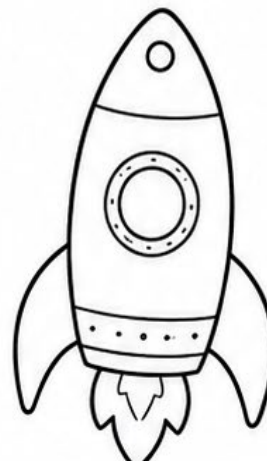
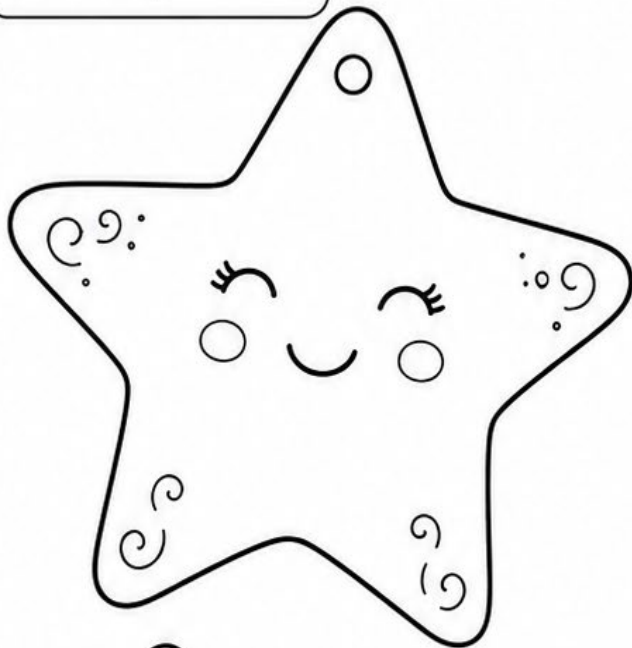
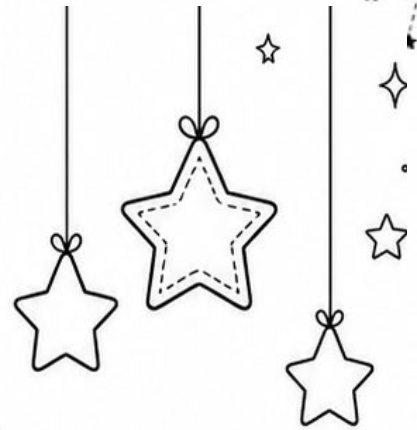
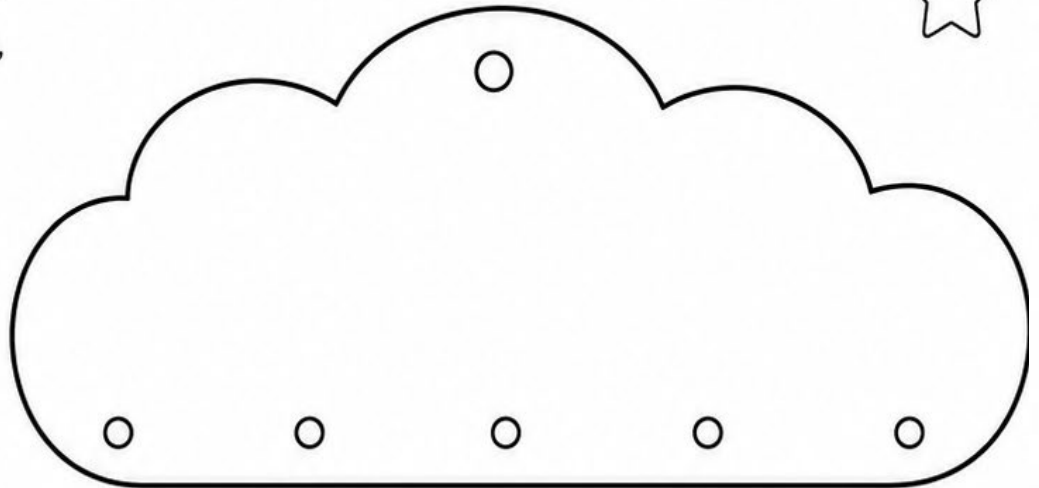
MAKE YOUR OWN STAR MOBILE

★ LET'S CREATE! ★

Colour, cut out the pieces,
make the holes and
join them with string.

★ WHAT YOU NEED: ★

- ★ Colour pencils
- ★ Scissors
- ★ String
- ★ Glue or tape
- ★ Adult help



ACTIVITY 7.

THE NORTH POLE

-Write the names of the animals and color

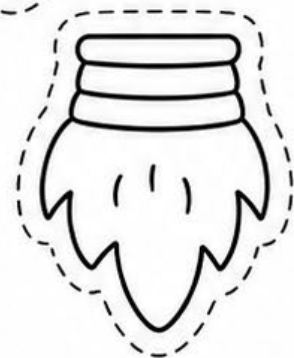
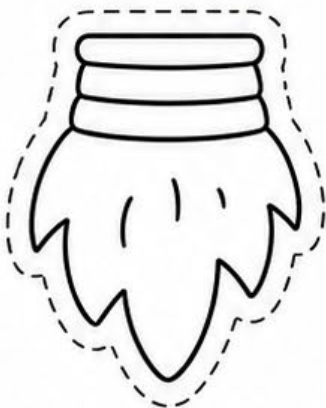
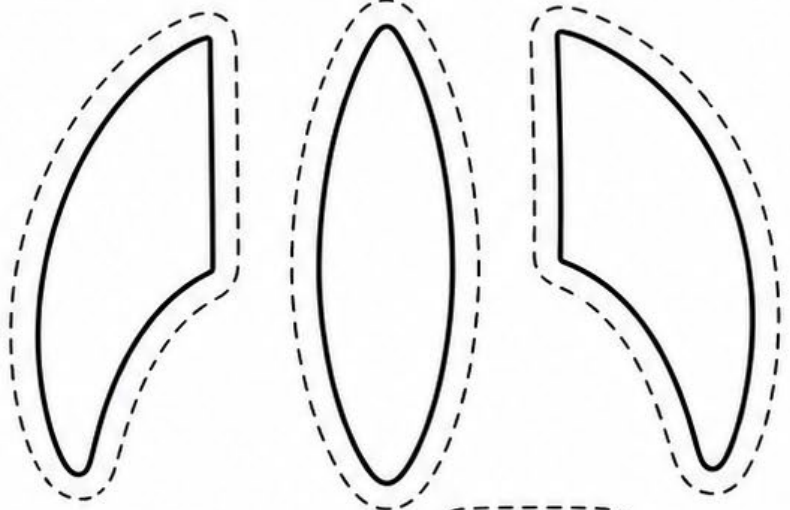
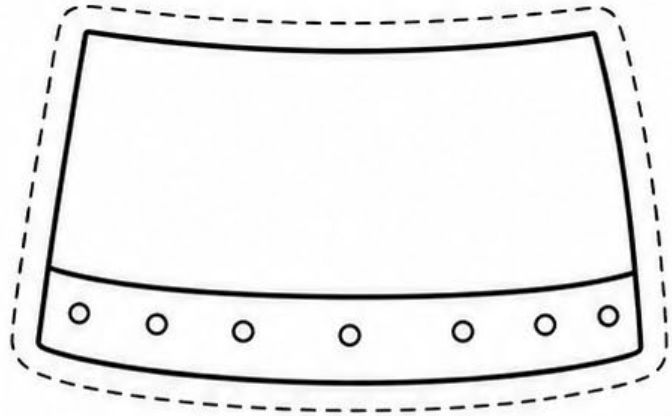
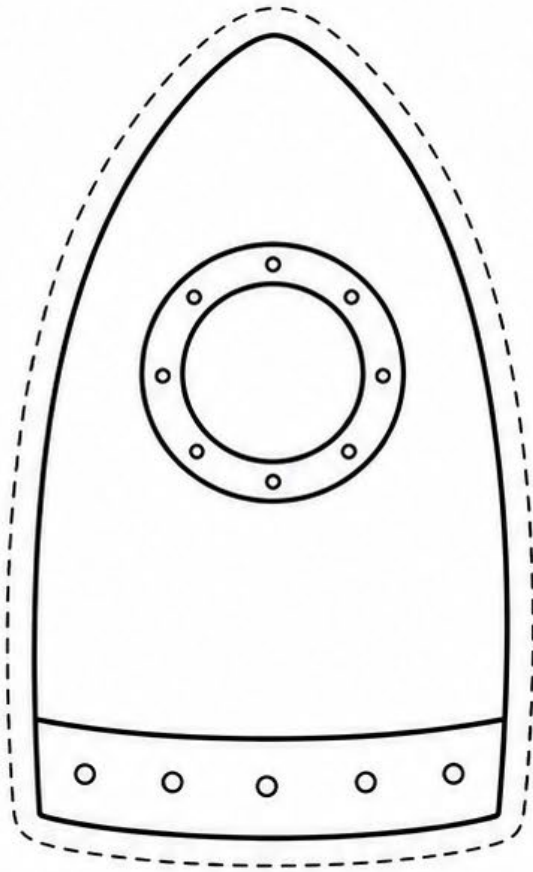
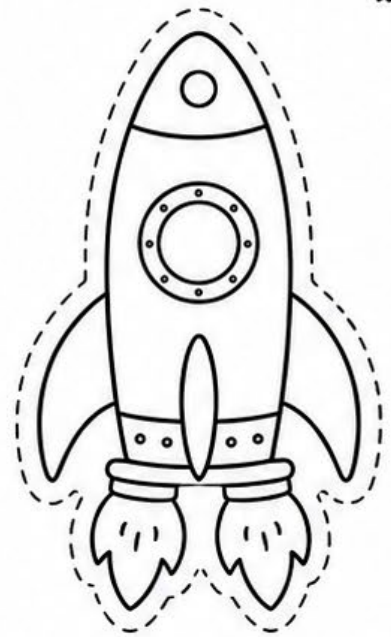


ACTIVITY 8.

BUILD THE ROCKET

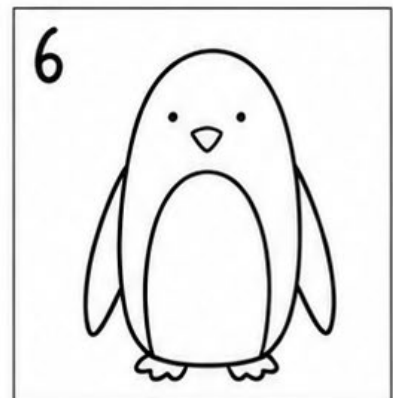
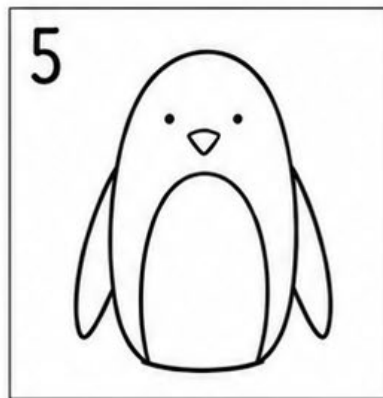
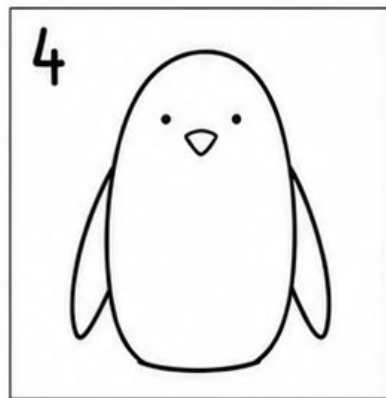
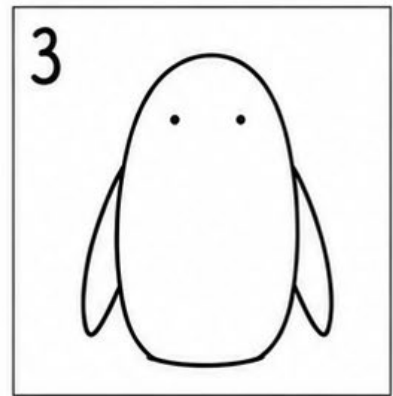
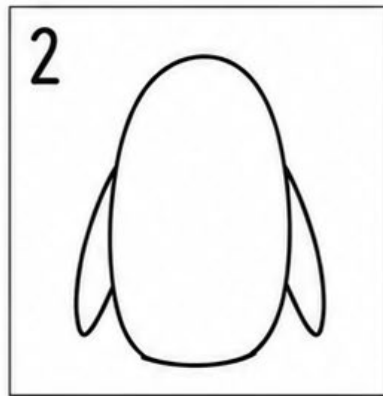
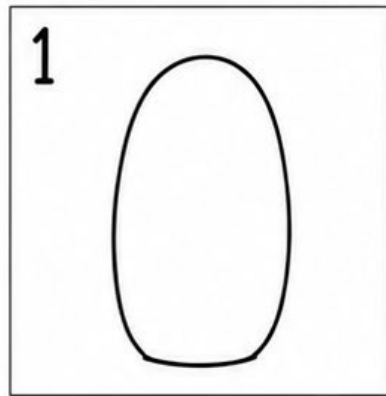
★ BUILD A ROCKET ★

Cut the shapes below. Glue them together to build your own rocket.



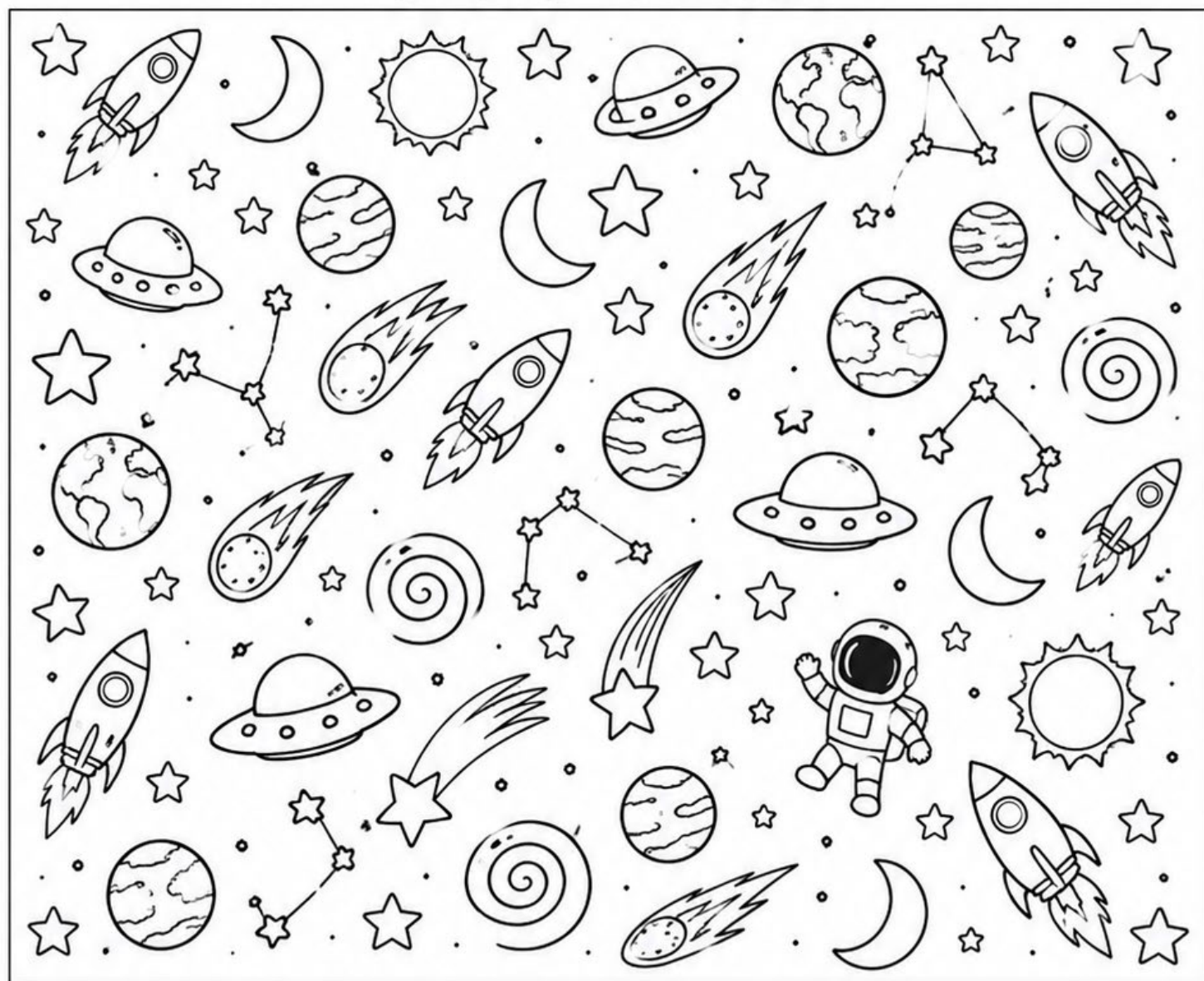
★ EXTRA-ACTIVITY 1.

How to Draw a Penguin

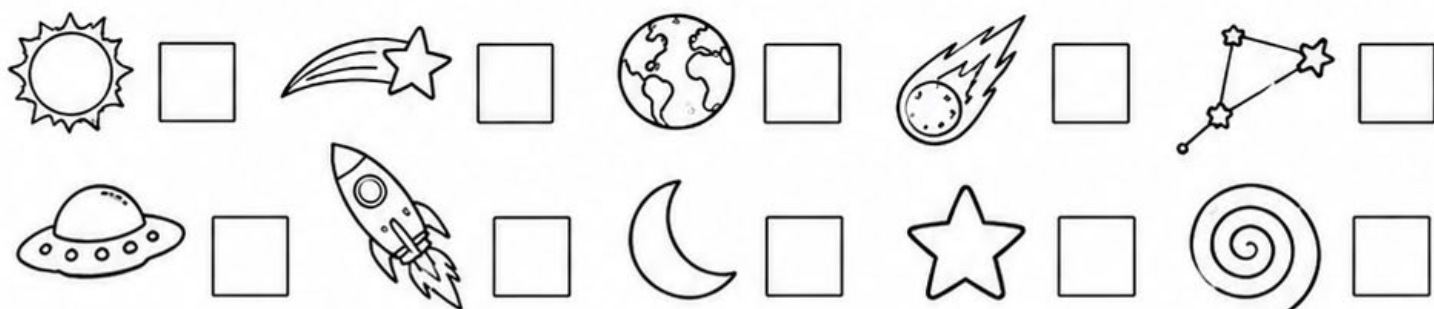


★ EXTRA-ACTIVITY 2.

I SPY SPACE!



Find and colour the space items! Can you find the astronaut?



THE TEN COMMANDMENTS FOR BEING A GOOD THEATRE-GOER

☆ • DECALOGUE • ☆

1.

First of all, **FIND OUT** about the show you are going to see. Sometimes what you think something is about does not coincide with what you see on the stage later.

2.

BE PUNCTUAL. Arrive at least 15 minutes early and you will have time to find your seat without disturbing anyone else.

3.

Once the show has started, **DO NOT LEAVE YOUR SEAT.** Have the foresight to go to the toilet beforehand (the play may not have an intermission in the middle).

4.

SILENCE IS KEY, since the actors are performing for the audience, for you. So you must avoid any distractions (alarm clocks, mobile phone sounds, checking the mobile phone screen and lighting up the middle of the audience, whispering..), out of respect for the actors, the audience and all those who are involved in the show.

5.

BE CAREFUL COUGHING AND SNEEZING, as it can bother the actors and the rest of the audience. If you have a cold, please have the foresight to carry some cough sweets with you to soothe your throat.

6.

Out of respect for the actors and the audience in general, **YOU SHOULD NOT EAT DURING THE PERFORMANCE.** The theatre is not the cinema, so we must keep to the rules as much as possible. Save the treats and goodies for another occasion. Any murmur becomes noise and interference.

7.

If you don't like the show or it bores you, **DO NOT DISTURB THE REST OF THE AUDIENCE OR YOUR FRIENDS** with whispered comments. They may be interested in the show and, in addition to this, whispers can become annoying noises. Leave the comments for the end or upon exit. Anything you say in a low voice can be heard by the actors (acoustics in the room allow it).

8.

Stay **SITTING DOWN** in your seat. Remember that you are not in the cinema and that all changes in posture and the movements you make in your seat are also felt by the actors who are on stage and this can distract them.

9.

If for any urgent reason you have to leave the room, try to do it with **DISCRETION AND IN SILENCE**, and try not to disturb the others as much as possible.

10.

Lastly, **APPLAUSE**, not whistles or shouts, is the **BEST REWARD FOR THE ACTORS** who have entertained you and given you a pleasant time. If they have also managed to arouse your enthusiasm, you can cheer for them by standing up and shouting "bravo" at the end of the performance. With this you will be giving them an extra applause. But try not to do it until the end of the play, because early applause can interrupt a scene and cut the concentration of the spectators and the actors.



☆ ☆ ENJOY THE SHOW! ☆ ☆

VOCABULARY

A: attack (to)

B: boy - beach - book - breakfast - bye - bye bye - boat - bird

C: catch (to) - climb (to) - create (to)

D: dinner - dream

E: end - enjoy (to)

F: friend - fish (to)

G: girl - game

H: how - help - hello - home - house - heavy - hide (to) - hand

I: idol

J: jump (to)

K: kiss

L: love - lunch - lost

M: morning - moon - martian

N: North Pole - night - name

O: of course

P: play (to) - penguin - petrol

Q: question

R: rocket - run (to) - snow

S: star - sunrise - sky - sun - sand

T: together - teacher - thanks - thank you - tree - time - twinkle

U: univers

V: volunteer

W: window - water - where? - walk (to) - way - wait (to)

X: Xmas

Y: young - year - yellow

Z: zoo

