



FORUM
THEATRE &
EDUCATION

THE BEAR THE KOALA & THE MOUSE





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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 **"THE BEAR, THE KOALA and THE MOUSE"**.

The pack has been designed as a tool to help students understand 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 **THE BEAR, THE KOALA and THE MOUSE"**.

AUDIO THE BEAR, THE KOALA and THE MOUSE" (TRACK 1 TO 12)

Listening. Rachel and Jim

Meet the Characters.

1. **Listening** "Jim & Rachel"
2. **Meet the characters**
3. **Song 1.** "Tick-Tock, Tick- Tock"
4. **Song 2.** "Kevin, the koala" –first part-
5. **Song 3.** "Kevin, the koala" –second part-
6. **Song 4.** "The Great Mouse"
7. **Song 5.** "The lion sleeps tonight"
8. **Song 6.** "The animal stories"
9. **The Koala who could** –the complete book–
10. **The lion inside** –the complete book–
11. **Pre-Play Activity 2.** The roar of the animals
12. **Post-Play Activity 1.** Who is who?

A new feature includes the possibility for teachers to see the choreography of a song on our website and therefore offers the opportunity of teaching it to the students prior to the show, thus allowing them to fully enjoy the dance on the day of the show.

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.

DEAR TEACHER, IN THE TEACHER'S PACK THAT YOU HAVE NOW IN YOUR HANDS, THERE ARE ACTIVITIES SO YOU CAN PREPARE ALL THE STUDENTS WHO WILL ATTEND THE PERFORMANCE. YOU ARE THE BEST ONE TO DECIDE WHICH ACTIVITIES YOU THINK ARE MOST ADAPTED TO THE LEVEL OF YOUR STUDENTS. IN ANY CASE, WE RECOMMEND THAT YOU ALWAYS LISTEN TO THE SONGS AND THE LISTENINGS, AND THAT YOU WORK ON THE VOCABULARY IN CLASS, AS WELL AS THE STORY SO THAT THE STUDENTS UNDERSTANDING WILL BE COMPLETE. THANK YOU FOR TRUST IN US ONCE AGAIN.

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•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 **“THE BEAR, THE KOALA and THE MOUSE”**, 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. Reading and Writing: There are numerous moments where students have to read and understand the sentences and dialogues within this dossier. It helps them to home in on their reading skills and then gives them the opportunity through writing to practice what they already know as well as developing a greater knowledge of the language.

CONVERSATION:

The main focus when learning a language should be on the ability to communicate. Here, students are given the opportunity to develop this important skill by involving them in dialogues, conversations, songs, and pair-work set specifically to encourage conversation in English. At this stage students should have already developed 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.

GRAMMAR:

The teaching materials in **“THE BEAR, THE KOALA and THE MOUSE”**, will allow you to study the following conceptual contents in depth:

- Present simple.
- Affirmative and negative sentences.
- Personality Adjectives (scared, brave ...).
- Geography, travelling, cultural knowledge and other useful vocabulary mentioned in the story.
- The time. What time is it? O' clock.
- Numbers, colours, animals, parts of the body.
- There is / There are.
- Pronouns (me, your, him, her...).
- Winter, Autumn, Spring and Summer.
- The days of the week. The months of the year.



•THE ANIMAL BOOK COLLECTION

—FOR TEACHERS—

While browsing the library in the section of recommended reading for the first cycle of primary school, we were struck by a collection of books about animals, all of them sharing the same unifying thread: the authorship – by Rachel Bright – and the way they explore values that are highly suitable for children.

Self-confidence, the need for self-improvement, being part of a group, and the integration of “animals” of different species... are a constant feature in these books.

We are referring to the following books by Rachel Bright and Jim Field. :

“The KOALA who could”

“The LION inside”.

“The SQUIRELLS who squabbled”

“The WHALE who wanted more”

“The way home from WOLF”

“The PANDAS who promised”

“The CAMEL who had the hump”

These are books in which the reader – the youngest members of the household – learn how to face problems when they arrive (*without anticipating them or worrying about them before they even exist*). They work on emotions – fear, uncertainty, worry, calm... – and how to channel them. They promote self-esteem and explore values such as family and courage.

They are easy-to-read stories, attractive in content, and they allow teachers in the classroom to work on the concepts in a dynamic and fun way. Out of all of them, we have focused specifically on two: “The Koala Who Could” and “The Lion Inside.” Based on these two stories, we created a show in which reading, listening, and comprehension allow us to build a performance where the participation of the audience is vital in order to bring the story to a successful end.

Below, we present some interesting information about the authors of the two stories on which we based our show “The Koala, the Mouse and the Bear.”



•THE ANIMAL BOOK COLLECTION

—FOR TEACHERS—

RACHEL BRIGHT Final del is an English author and illustrator who resides in Dorset with her partner and two daughters. Bright grew up in Shropshire. She attended New College, where she concentrated on art; she later trained in graphics at Kingston University. Bright also received a Masters Degree in Printmaking at the University of the West of England, Bristol. After completing her education at Kingston, Bright took on a job as a junior designer at stationers Smythson. She briefly worked as an air hostess with Virgin Atlantic before leaving to focus on her art career. Bright has written and illustrated 24 published books, including the children's picture book series Love Monster. In 2020 the series was adapted for television as an animated children's show. Bright has written two episodes for the series, "Challenge Yourself Day" and "Lost Things Day". Bright is the author of The Lion Inside series (illustrated by Jim Field) and the Dino Feelings series (illustrated by Chris Chatterton). Her books have sold well over 3 million copies and been translated into over 40 languages. In 2021 Bright published Peter Rabbit Head Over Tail, inspired by Beatrix Potter's character Peter Rabbit, which is illustrated by Nicola Kinnear. Followed by Peter Rabbit Hide and Seek in 2022, then the third story is Peter Rabbit Up and Away in 2024.

JIM FIELD is an award-winning illustrator, character designer and animation director. From music videos and title sequences to advertising and picture books, Jim has worked on a variety of projects. He grew up in Farnborough (the one with the Airshow), he lived in London and Paris and now lives in the French countryside with his wife, young daughter, a grumpy cat and several guitars. His first picture book, 'Cats Ahoy' written by Peter Bently won the Booktrust Roald Dahl Funny Prize in 2011. Since then he has won multiple awards including Oscar's Book Prize, Sainsbury's Children's Book Awards and the Lollies Book Award. He regularly collaborates with Rachel Bright (The Lion Inside), Kes Gray (Oi Frog!) and Julian Gough (Rabbit & Bear). He has also illustrated children's books with Michael Morpurgo, Michelle Robinson, Jeanne Willis, Steve Cole, comedian David Baddiel and J.K.Rowling. Jim's debut author-illustrator picture book 'Monsieur Roscoe - On Holiday' is a bilingual book that introduces first French words to young children and is now available in 16 countries. In 2021 Jim illustrated the number one selling children's book 'The Christmas Pig' written by J.K Rowling.



•THE ANIMAL BOOK COLLECTION

—FOR TEACHERS—

After school, it's time for dinner, and soon after, almost without realizing it, it is time for bed. It may seem early, but it isn't—especially considering it's been a long day full of activities, and tomorrow promises to be just as busy, maybe even more. So Rachel and Jim—the siblings—get ready for bed, but not before washing their faces and hands, brushing their teeth, putting on their pajamas, hugging Teddy—Jim's favorite toy—and... reading a story together.

But then comes the eternal argument. They both agree they want tonight's story to be about animals to send them into the world of dreams, but they can't agree on which story. From their collection of animal books, Rachel wants to read the story about the squirrels, the pandas, or the bear; while Jim prefers the story of the camel, the whale, or the wolf. So, they must strike a deal: they decide to read two stories, choosing ones that are not among the titles they just named. The stories are the story of the koala and the story of the mouse. And maybe, if there's time, they'll also read the story of the bear.

They start with the story **“THE KOALA WHO COULD”** by Rachel Bright and Jim Field. By coincidence, our protagonists have the same names as the authors of these tales. In the koala story, they recreate the situation in which Kevin the Koala refuses to climb down from his tree because he's afraid; and he'll need the help of the audience to be convinced that there's no danger waiting for him below. Or perhaps, just like in the original story, a woodpecker might have to step in and knock the tree down.

Then they move on to the story **“THE LION INSIDE.”** They act out the situation of the poor little mouse, who, because of his small size, is mocked by the other animals. That's why he decides to go see the king of the animals—the Lion—and ask him to teach him how to roar... but a surprise awaits him when he discovers that the Lion is actually afraid of mice. And out of this, a beautiful friendship is born.

And then the clock strikes again, reminding them it's bedtime—this time, with no excuses. So, the bear story will have to wait. Maybe tomorrow will be its turn.



•LISTENING

RACHEL AND JIM -Track 1.-

Rachel. Good morning!

Jim. Haha or maybe good afternoon, or good evening.

Rachel. Good evening?

Jim. Well yes, because I suppose it depends doesn't it? If you don't know what time it is haha.

Rachel. I will say good evening...

Jim. Well then, it's time to read a story.

Rachel. Why don't we read two?

Jim. Okay, perfect! I'll choose the first one. I want to read the story of the Koala.

Rachel. The koala whose name is Kevin?

Jim. Yes.

Rachel. The one who climbs up a tree and doesn't want to come down?

Jim. That's the one.

Rachel. Because he's afraid of what might happen on the ground. All the big animals run around, and Kevin thinks he would be in danger?

Jim. Yes that one! And that's why he prefers to stay in the tree forever.

Rachel. But then a woodpecker starts pecking at the tree.

Jim. Until it falls down, and Kevin falls with it.

Rachel. And once on the ground, Kevin the koala is happy again with his friends.

Jim. I love that story.

Rachel. Now it's my turn to choose.

Jim. Okay, Rachel.

Rachel. I choose the story of the mouse.

Jim. Okay! The one about the little mouse who is sad because all the animals make fun of him?

Rachel. That's the one! But he's a brave mouse, the only thing is, he's very small. And his voice is small too.

Jim. Squeeeeak! Squeeeeak!

•LISTENING

RACHEL AND JIM -Track 1.-

Rachel. Very good impression Rachel, that's exactly what his voice sounds like. He doesn't want the animals to make fun of him, so he comes up with a great idea.

Jim. A brilliant idea, yes.

Rachel. He goes to talk to the king of the animals.

Jim. The lion.

Rachel. Yes, so that he can teach him how to roar like a lion.

Jim. And that's how they become great friends.

Rachel. Although at first, the lion was afraid of the mouse.

Jim. Yes, but...

Rachel. But later they became good friends haha.

Jim. Now it really is time to go to sleep Rachel. So...

Rachel and Jim. Good night!



ACTIVITY. REPEAT THESE WORDS AFTER HEARING THE BELL:

Rachel – Jim – morning – afternoon – evening – time – story – two – first – koala – tree – afraid – animals – run – danger – stay – forever – woodpecker – falls – happy – friends – story – mouse – little – sad – make fun – brave – voice – idea – brilliant – king – lion – roar – sleep – Good night!

•MEET THE CHARACTERS

-Track 2.-

Rachel. She is Jim's sister. Rachel is a brave, determined, intelligent, and very studious girl. When she grows up, she wants to be a teacher and teach all her students to respect the environment, plants, and animals. She is in the same class as Jim and always defends him when the other kids tease him for being a little shorter than the rest. Rachel is organized, disciplined, and very good at everything she sets her mind to.



Jim. He is Rachel's brother. He has a Teddy bear called Teddy, who always goes with him wherever he goes; in fact, Teddy is his best friend, even if he isn't real. Jim is an imaginative and dreamy boy, but also is a bit fearful. When he grows up, he wants to be a zookeeper, because he loves animals. That's why he and his sister Rachel have a large collection of animal books. He's a bit messy, absent-minded, and always has his head in the clouds.



•MEET THE CHARACTERS

-Track 2.-

Kevin. the Koala. He is the central character from the book "THE KOALA WHO COULD." He is timid, charming, and makes the decision to stay in the tree because he is afraid of the other animals. Kevin is somewhat distrustful, but he will be forced to come down to the ground and be with the rest of the animals.



The Mouse. He is brave and determined, but his biggest problem is his size. Because he is so small, the other animals either don't see him or ignore him, and some even make fun of him. That's why he decides to go see the Lion, the king of the jungle, so that the Lion can teach him how to roar and help him put an end to his big problem.



The Lion. He is the king of the animals, admired by everyone, and his roar is spectacular, causing both fear and respect from the rest of the animals. But he has a secret: he is afraid of mice.



•SONG 1.

TICK-TOCK, TICK-TOCK -Track 3.-

RACHEL and JIM:

Big

Small

Different animals

Quiet

Loud

Different animals

Chorus:

The Squirrel

The Bear

The Panda

So very different

The Whale

The Wolf

The Camel

But sometimes the same



•SONG 2

THE KOALA –FIRST PART– -Track 4.-

Hello there, everyone,
you are welcome.
This is a song about a koala.

Kevin is his name,
Kevin, plays his game,
Kevin just sits all day
up in the tree.

Kevin won't come down,
Kevin won't run around,
Kevin, just sits all day up in his tree.



•SONG 3

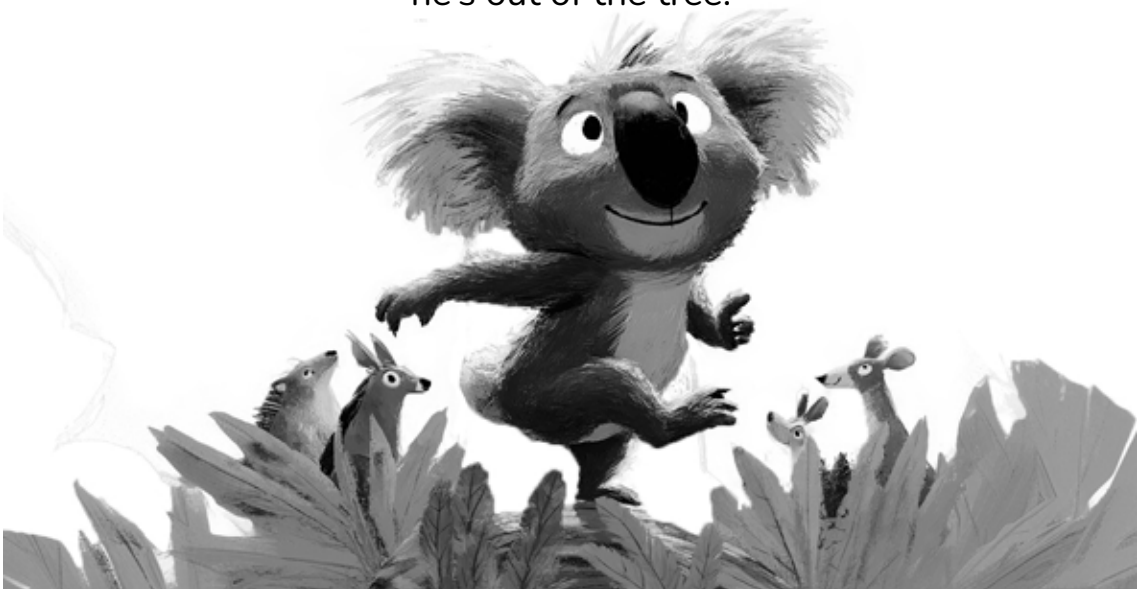
THE KOALA-SECOND PART- -Track 5.-

Hello there, welcome back, to our story.
Kevins down on the ground,
with all his new friends.

He was, oh so scared, he was so afraid,
he would not come down and play
with his friends.

Kevin has come down,
now he runs around,
he is happy now,
down on the ground.

Kevin is his name,
Kevin, plays his game,
Kevin runs around,
with his new friends
Kevin has come down,
Kevin runs around,
Kevin is now free,
he's out of the tree.



•SONG 4

THE GREAT MOUSE –Track 6.–

(Spoken) Ladies and gentlemen. We are proud to introduce, the great mouse!!

THE MOUSE:

Hello!!

(Spoken) Awe everyone always laughs at me because of my voice.

I am Mouse,

Big and strong!

I'm the best,

Can't go wrong!

I am fast, I'm the best,

I'll never stop; I'll never rest! Hey!

I am Mouse,

I am loud,

I'll be the king,

I'll stand proud!

All the people laugh at me

But I will, make them see! hey!

One day they will all call me The Great Mouse!!

(Spoken) Ooooh... Maybe one day!



•SONG 5

THE LION SLEEPS TONIGHT –Track 7.–

Wee-hee-hee-hee, dee hee-hee-hee-hee
Wee-oh aweem away
Wee-hee-hee-hee, dee hee-hee-hee-hee
Wee-oh aweem away

[Chorus]

A-weema-weh, a-weema-weh, a-weema-weh, a-weema-weh
A-weema-weh, a-weema-weh, a-weema-weh, a-weema-weh
A-weema-weh, a-weema-weh, a-weema-weh, a-weema-weh
A-weema-weh, a-weema-weh, a-weema-weh, a-weema-weh

In the jungle, the mighty jungle
The lion sleeps tonight
In the jungle, the quiet jungle
The lion sleeps tonight (Ho, ho)

[Chorus]

Wee-hee-hee-hee (A-weema-weh, a-weema-weh, a-weema-weh, a-weema-weh)
Wee-oh aweem away (A-weema-weh, a-weema-weh, a-weema-weh, a-weema-weh)
Wee-hee-hee-hee (A-weema-weh, a-weema-weh, a-weema-weh, a-weema-weh)
Wee-oh aweem away (A-weema-weh, a-weema-weh, a-weema-weh, a-weema-weh)

Near the village, the peaceful village
The lion sleeps tonight
Near the village, the quiet village
The lion sleeps tonight (Hey, hey)

[Chorus]

Wee-hee-hee-hee (A-weema-weh, a-weema-weh, a-weema-weh, a-weema-weh)
Wee-oh aweem away (A-weema-weh, a-weema-weh, a-weema-weh, a-weema-weh)
Rrr, la-la-la-ba (A-weema-weh, a-weema-weh, a-weema-weh, a-weema-weh)
Wee-oh aweem away (A-weema-weh, a-weema-weh, a-weema-weh, a-weema-weh)





•THE KOALA WHO COULD –THE COMPLETE BOOK

BY RACHEL BRIGHT AND JIM FIELD –Track 9.–

In a wonderful **place**, at the breaking of dawn, where the breezes were soft and the sunshine was warm, a place where the creatures ran wild and played free... A **koala** called **Kevin** clung on a tree. A nicer grey fellow as soft as a soft things from ear-tufts to feet. His **favourite** way to relax in the sun, was to cling and to nap and to much a leaf-bun. He was terrible good at all these three things . Yes, Kevin was **King** of the staying- still kings.

You see, high up was safe since he liked a slow pace, while the ground down bellow seemed a frightening place. Too **fast**, and too **loud**, and too **big**, and too strange. Nope. Kevin preferred not to move, nor to change. So he clung to this tree as he knew how to do; and was never too keen to try anything new. So when Wombat stopped by, and shouted one day, “¡Hey, Kevin! **Why** don’t you come down here and **play**?” “Um... I **think**”, he replied, “I should stay on my plant. I’m busy right now... No. I’m **sorry**. I **can’t**!”. “Why not?”cried the roos, who liked the idea. “Yes, why?” called the dingos. “You’ve nothing to **fear**”. But Kevin, who wasn’t the do-things-quick sort, said “I’ve clinging to do. But **thanks** for the thought”. As Kevin sat watching them chatter and share. A part of him wished he could join in down there. But he knew he’d miss **home** in the **dark** and the **late**. Whole thing was risky, adventure could wait. Whatever the invite, he’d always say no. Oh dear, it seemed Kevin.... just couldn’t let go. So his **life** was the same, no matter the day.

The **weeks** came and went, and the **months** rolled the away. And Kevin stayed still while the **world** moved **around**, until he awoke to a worrying sound... Tap, Tap! The **sound** went. Well... this was a blow! Tap, Tappity, Tap...! Oh no! “Un-cling!” the crowd called, that had gathered bellow. “Leap and we’ll **catch** you! Just yourself go!”. But Kevin was **scared**. “Let’s go? No, I shan’t!” “I won’t!” clung on Kevin. “Oh dear, I just... CAaaaaaannnnnnnnhoooompf! Down the came the three with a cracking and pinging. **Crash** and a wallop... with Kevin still clinging! Kevin, he carefully opened one eye and looked up at the love staring down from the **sky**. Then one-claw by one claw, he slowly un-clung... He felt springy and light and **happy** and **young**! The worst he could think of had now come to pass and he was just fine. Why, he felt quite first-class! So when Wombat held out a most welcoming paw, Kevin, he didn’t hold back any more. When Dingo **asked**, “Now will you come out to play?” The crowd all joined in with a “what-do-you-say?” And even though this wasn’t part of his plan, Kevin replied, “Yes! I think that... I can”. And Kevin, from the on, was always, can-do... Because life can be great when you try something **new**!



•THE LION INSIDE –THE COMPLETE BOOK

BY RACHEL BRIGHT AND JIM FIELD –Track 10.–

In a dry dusty **place** where the sand sparkled gold, stood a mighty flat **rock**, all craggy and old. And under that rock in a tinyful house, lived the littlest, quietest, meekest **brown mouse**. He was so very tiny, so incredibly small. That nobody noticed him ever... at all. He got trod on and sat on and missed out for stuff. Ignored and forgotten. Yes... mouse-life was tough. Meanwhile, far above, on top of the rock, times were quite **different**. It was lion o'clock! This huge, toothsome **creature** made sure everyone saw how **important** he was by how **loud** he could... ROARRRR! He was head of the pack. He was shouty and tough. He loved showing the crowd he was made of **strong** and stuff. Yes, all were impressed by this mighty **King Cat**. "If only", thought Mouse, "I could be more like that..." Then, late one **dark night**, in his mini-mouse bed, the cleverest thought popped into his **head**. He jumped from the covers and help up a paw. "I've got it!" he said. "What I need is a **ROAR!**" "...I mean what if this mouse with the weeniest squeak was a Little more GRRRRRRR and a little les **week?**" "Well, he's still be the smallest of fuzzy brown mice but he'd make **friends** and join in. And life would be nice". "Yes!" thought the mouse. "I must find out how! I will **learn** how to roar and I will **learn** it now!". But –gulp- oh my gosh, there was only one beast who could **teach** him this thing but might make him... a feast! It was time to be strong, take a chance... after all, **forever** was such a long **time** to feel small. So he made himself **brave** and he thought like a winner. He set off for the top... hoping not to be dinner! It felt like the scariest thing he could do... But if you want things to change, you first have to change you. The further he climbed, the closer he got to the slumbering lion reclining on top. Then, at last, as he stood on his tippity-toes, he found himself suddenly nose to... nose. "Ahem, gulp, pardon me. **Wake up**, Mr **lion**, you've got company! Um, squeak, Mr Lion, what I've come to you for is squeak... do you think you could **teach** me **roar?**" A silence befell that twinkling plain. Lion **opened** his **eyes** and puffed out his mane... Time slowed right down –why, it felt like a week. Then he opened his **mouth**... and let out an... EEEEEAK!!! The lion was shaking. His paws all a-fumble. He was backing away with a scrambling tumble. "Don't' **hurt** me", he whimpered. "Oh! Try to be nice." Well, my goodness, this lion was **frightened** of mice." **Don' t worry**, Mouse peeped. "I'm a **friend**, not a foe. Let's rock this **together**. We'll have **fun**, don't you know". That was a **magical** moment for sure... when mouse didn't feel at all small any more. He had found his true voice and **learned** to **speak** out, ant for that you don't **need** to roar or to shout. And from that day and always, the two were a pair. They both liked that rock better, now that rock was to share. The mouse, while still little, felt big in his head. And Lion? He still roared... but with laughter instead! Yes, that day they both learned that, no matter your size, we all have a mouse and a lion **inside**.

•PRE-PLAY ACTIVITY 1.

KEVIN THE KOALA'S LEAF COLLECTION –Teachers–

Kevin the Koala has a wooden box full of leaves where he gathers all kinds of leaves so that later he can eat them.

The students must classify the following leaves according to their size, BIG – MEDIUM – SMALL.

Then they must colour:

The BIG LEAVES in RED

·There are BIG RED LEAVES

The MEDIUM-SIZED LEAVES in GREEN

·There are MEDIUM-SIZED GREEN LEAVES

The SMALL LEAVES in YELLOW

·There are SMALL YELLOW LEAVES



•PRE-PLAY ACTIVITY 1.

KEVIN THE KOALA'S LEAF COLLECTION –Students–

Kevin the Koala has a wooden box full of leaves where he gathers all kinds of leaves so that later he can eat them.

Classify the following leaves according to their size BIG – MEDIUM – SMALL.

Then colour:

The BIG LEAVES in RED

The MEDIUM-SIZED LEAVES in GREEN

The SMALL LEAVES in YELLOW

Count the leaves and write down how many there are of each size.

There areRED BIG LEAVES

There areGREEN MEDIUM-SIZED LEAVES

There are YELLOW SMALL LEAVES



•PRE-PLAY ACTIVITY 2.

THE ROAR OF THE ANIMALS –Teachers–

-TRACK 11.-

In the story “**The Lion Inside**”, the little mouse is looking for a powerful roar that will make the other animals take him seriously.

The activity the students must do is to listen to the **Track 11** and identify each of the animal sounds, matching them correctly, writing down the number in which they are heard according to the order of the track.

The animals they must choose from are the following:



Once the sounds have been identified, the students must write the name of each animal underneath the corresponding drawing, choosing from the following:

SNAKE – OWL – ELEPHANT – LION – WOLF – DOG – BIRD – COW – CAT

Extension

activity:

Using their imaginations, the teacher can encourage the students to create make believe animals like CHICK-ELEPHANTS (a combination of a chicken and an elephant), asking them what sound it would make and challenging them to draw what it would look like.

Welcome to the world of imagination!

•PRE-PLAY ACTIVITY 2.

THE ROAR OF THE ANIMALS –Students–

-TRACK 11.-

In the story “**The Lion Inside**”, the little mouse is looking for a powerful roar that will make the other animals take him seriously.

In this activity you must listen to the **Track 11** and identify each of the animal sounds, matching them correctly, writing down the number in which they are heard according to the order of the track.

The animals you must choose from are the following:



Now that you have identified the sounds you must write the name of each animal underneath the corresponding drawing, choosing from the following:

SNAKE – OWL – ELEPHANT – LION – WOLF – DOG – BIRD – COW – CAT

Extension activity:

Using their imaginations, the teacher can encourage the students to create make believe animals like CHICK-ELEPHANTS (a combination of a chicken and an elephant), asking them what sound it would make and challenging them to draw what it would look like.

Welcome to the world of imagination!



•PRE-PLAY ACTIVITY 3.

TRUE OR FALSE –Teachers–



Below we propose a series of sentences. The students must first listen to the Listening – track 1 – and then decide whether they think these sentences are TRUE or FALSE. If they say a sentence is FALSE, they must say what the correct sentence would be.

The teacher, depending on the students' level, will decide whether this activity should only be oral/listening, or whether it can also be written; meaning that, the students could write the sentences as they should be correctly stated.

Note. – This activity can also be presented as a **POST-PLAY** activity, meaning that, after the students have seen the show, it could be used in order to determine how much they understood of the plot and how much attention each of them paid.

SENTENCES – with solutions included:

1. The koala's name is Kike.

FALSE: The koala's name is Kevin.

2. The Koala clung on to a tree. **TRUE**

3. The koala loves to fall asleep in the sun and eat leaves from the tree. **TRUE**

4. Kevin is the Queen of staying-still.

FALSE: Kevin is the King, not the Queen.

5. When all the animals run together, the Koala prefers to stay still up in the tree. **TRUE**

6. When the koalas friends ask "Hey, Kevin. Why don't you come down here and play with us?" The koala says... "Ok, I will go."

FALSE: The koala says "I will stay up in my tree, I can't come down!"

7. A bear knocks down the tree where the Koala is, and he falls to the ground.

FALSE: It isn't a bear, but a woodpecker.

8. At the end of the story, the koala is happy to play with his friends. **TRUE**

9. The mouse is a very big animal.

FALSE: The mouse is a very small animal.

10. The animals make fun of the mouse because his voice is small. **TRUE**

11. The mouse goes to see the elephant so he can teach him how to roar.

FALSE: The mouse goes to see the lion.

12. The lion is afraid of the mouse at first. **TRUE**

13. The lion is the king of the animals. **TRUE**

14. At the end of the story, the mouse and the lion are friends. **TRUE**



•PRE-PLAY ACTIVITY 3.

TRUE OR FALSE –Students–



Below we propose a series of sentences. You must first listen to the Listening – track 1 – and then decide whether you think these sentences are TRUE or FALSE. If you say a sentence is FALSE, then you must write down what the correct sentence is.

SENTENCES:

1. The koala's name is Kike.

.....

2. The Koala clung on to a tree.

.....

3. The koala loves to fall asleep in the sun and eat leaves from the tree.

.....

4. Kevin is the Queen of staying-still.

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5. When all the animals run together, the Koala prefers to stay still up in the tree.

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6. When the koalas friends ask “Hey, Kevin. Why don't you come down here and play with us?” The koala says... “Ok, I will go.”

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12. The lion is afraid of the mouse at first.

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13. The lion is the king of the animals.

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14. At the end of the story, the mouse and the lion are friends.

.....



•PRE-PLAY ACTIVITY 4.

ABOUT THE CHARACTERS –Teachers–

Below you will find a series of simple sentences that the teacher should say aloud in class – or, if the students' level allows, they can read them themselves – and then identify which character from the story the qualities or adjectives belong to.

Afterwards, the students should draw the character they choose. This way, they can let their imagination run free and later, when they see the show, they will be able to check if the image they had of the character matches the one that appears in the real show.

SENTENCES –WITH ANSWERS–

1. He is afraid and climbs up a tree. **KEVIN, THE KOALA**
2. She is Jim's sister. **RACHEL**
3. He is small, just like his voice. **THE MOUSE**
4. He lives in Australia. **KEVIN, THE KOALA**
5. He is Rachel's brother. **JIM**
6. He is the King of all the animals. **THE LION**
7. He decides to go to see the Lion so that he can teach him how to roar. **THE MOUSE**
8. She is a tidy and intelligent girl. **RACHEL**
9. He is a forgetful boy with a lot of imagination. **JIM**
10. In truth, he is afraid of mice. **THE LION**

EXTENSION ACTIVITY.

The teacher can also include more sentences about the characters, so that the students learn more about them and will have no problem understanding everything that happens in the show later.

•PRE-PLAY ACTIVITY 4.

ABOUT THE CHARACTERS –Students–

•He is afraid and climbs up a tree.

.....

•She is Jim's sister.

.....

•He is small, just like his voice.

.....

•He lives in Australia.

.....

•He is Rachel's brother.

.....

•He is the King of all the animals.

.....

•He decides to go to see the Lion so that he can teach him how to roar.

.....

•She is a tidy and intelligent girl.

.....

•He is a forgetful boy with a lot of imagination.

.....

•In truth, he is afraid of mice.

.....





•POST-PLAY ACTIVITY 1.

WHO IS WHO? –Teachers–

-TRACK 12.-

You We propose the following sentences from the script. The idea is that the students try to identify which sentence corresponds to which character:

RACHEL - JIM -THE KOALA - THE MOUSE

SENTENCES:

·I have an idea. Close your eyes and go and hide for a second. I'll get everything ready and then we can tell the story.

-RACHEL

·Kevin, come down, I'm want to play with you. Come on, come down!

-JIM

·I wish I was bigger so that the other animals would pay attention to me, see me and not step on me; so I could have friends; so I could be happy.

-THE MOUSE

·Can we read another story, please, please, please?

-JIM

·I like eating the leaves from the trees.

-THE KOALA

·The elephant is large, the snake is long, the tiger is big... they are all bigger than me. Except for the mosquito, but it flies and I don't.

-THE MOUSE

·What if the lion wants to attack me, or eat me?

-THE MOUSE

·My name is Kevin and I live in Australia.

THE KOALA



•POST-PLAY ACTIVITY 1.

WHO IS WHO?—Students—

-TRACK 12.-

We propose the following lines from the script. You We propose the following sentences from the script. The idea is that the students try to identify which sentence corresponds to which character:

RACHEL - JIM -THE KOALA - THE MOUSE

SENTENCES:

·Jim, I have an idea. Close your eyes and go and hide for a second. I'll get everything ready and then we can tell the story.

-.....

·Kevin, come down, I'm want to play with you. Come on, come down!

-.....

·I wish I was bigger so that the other animals would pay attention to me, see me and not step on me; so I could have friends; so I could be happy.

-.....

·Can we read another story, please, please, please?

-.....

·I like eating the leaves from the trees.

-.....

·The elephant is large, the snake is long, the tiger is big... they are all bigger than me. Except for the mosquito, but it flies and I don't.

-.....

·What if the lion wants to attack me, or eat me?

-.....

·My name is Kevin and I live in Australia.

-.....



•POST-PLAY ACTIVITY 2.

CHOOSE THE CORRECT OPTION –Teachers–

Below are a series of questions that students should answer after watching the show. This will allow the teacher to check whether the students have understood the play without any difficulty.

1. Kevin the Koala doesn't want to come down from the tree:

- a. Because he is very lazy.
- b. Because he is afraid.**
- c. Because he doesn't know how to climb down.

2. When the lion sees the mouse:

- a. He gets scared because he is afraid of him.**
- b. He starts to sing and dance.
- c. He offers him cheese.

3. In the story of the Koala, the explorer is:

- a. Rachel.
- b. The mouse.
- c. Jim.**

4. The correct title of the koala's book is:

- a. The Koala that Danced.
- b. The Koala Who Could.**
- c. The Koala that Was Sleeping.

5. In the stories of THE KOALA and THE MOUSE, the main characters are:

- a. People.
- b. Animals.**
- c. Objects.

6. In the story of the mouse, the explorer is:

- a. Rachel.**
- b. The koala.
- c. Jim.

7. In the story of the mouse, the correct title of the book is:

- a. The Lion Below.
- b. The Lion Behind.
- c. The Lion Inside.**



•POST-PLAY ACTIVITY 2.

CHOOSE THE CORRECT OPTION –Students–



Below is a series of questions that you should answer after watching the show.

1. Kevin the Koala doesn't want to come down from the tree:

- a. Because he is very lazy.
- b. Because he is afraid.
- c. Because he doesn't know how to climb down.

2. When the lion sees the mouse:

- a. He gets scared because he is afraid of him.
- b. He starts to sing and dance.
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- c. Jim.

7. In the story of the mouse, the correct title of the book is:

- a. The Lion Below.
- b. The Lion Behind.
- c. The Lion Inside.



•POST-PLAY ACTIVITY 3.

FILL IN THE GAPS—Teachers—

The students must listen to Track 3, which corresponds to song 1 –“**TICK-TOCK, TICK TOCK**” from the show “**THE BEAR, THE MOUSE and THE KOALA**” and fill in the blanks with the correct words to complete the lyrics of the song.

RACHEL and JIM:

Big

Small

Different animals

Quiet

Loud

Different animals

Chorus

The Squirrel

The Bear

The Panda

So very different

The Whale

The Wolf

The Camel

But sometimes the same

WORDS:

WHALE – SQUIRREL – CAMEL – PANDA – WOLF – BEAR – ANIMALS



•POST-PLAY ACTIVITY 3.

FILL IN THE GAPS –Students–

Listen to Track 3, which corresponds to song 1 –“**TICK-TOCK, TICK TOCK**” from the show “**THE BEAR, THE MOUSE and THE KOALA**” and fill in the blanks with the correct words to complete the lyrics of the song.

RACHEL and JIM:

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Chorus

The

The

The

So very different

The

The

The

But sometimes the same

WORDS:

WHALE – SQUIRREL – CAMEL – PANDA – WOLF – BEAR – ANIMALS

•EXTRA–ACTIVITY

CHARACTER CHANGE

The students must choose between the koala and the mouse.

Once they have made their choice, they must describe the koala or the mouse at the beginning of the story using the following adjectives – and any others suggested by the teacher:

SMALL – COWARDLY – SAD – ALONE – FEARFUL

Then they must describe the koala or the mouse at the end of the story using the following adjectives – and any others suggested by the teacher:

BIG – BRAVE – HAPPY – SURE – CONFIDENT



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• 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

Nouns:

Night – Story – Book – Time – Bed – Koala – Tree – Bear – Mouse – Lion
– Rock – Jungle – Sand – House – King – Head – Roar – Mice – Friend –
Dinner – Eye/s – Mouth – Voice – Day – Cave – Thing – Morning – Family
– Ladybird – Breakfast – Leaf (Leaves) – Peace – Forest – Bird – Answer –
Floor – Nose – Smile – Chance – Box – Place – Feet – Foot – Sun – Thing/s
– King – Plant – Fear – Home – Life – Week – Month – World – Sound –
Sky – Bear – Squirrel – Air – Autumn – Creatures – Bed – Winter – Food
– Nuts – Mountain – Dream – Ground – Time

Adjectives:

Quiet – Scared – Old – Big – Medium – Small – Little – Tiny – Different
– Important – Strong – Dark – Nice – Long – Brave – Winner – Slow –
Frightened – Together – True – Both – Inside – Late – Fast – Angry – Curious –
Strange – Happy – Next – New – Wonderful – Free – Soft – Favourite –
Good – Slow – Fast – Loud – Strange – Busy – Quick – Light – Young
– Great – Nutty – Fresh – Empty – Hungry

Verbs:

Eat (to) – Live (to) – Be (To) – Find (to) – Learn (to) – Have (to) – Teach (to)
– Open (to) – Close (to) – Know (to) – Tell (to) – Listen (to) – Sleep (to) –
Like (to) – Stare (to) – Smile (to) – Try (to) – Can (to) – Help (to) – Guess
(to) – Say (to) – Come (to) – Think (to) – Feel (to) – Need (to) – Smile (to) –
Play (to) – Stay (to) – Move (to) – Catch (to) – Crash (to) – Feed (to)

Expressions:

Don't worry – No worries – Be quiet – Stand up – Sit down – I'm sorry –
Thank you – You're welcome