

# Playing with ... Goldilocks and the Three Bears

## Suzana Drampa

20<sup>th</sup> Primary School of Serres

### Linguistic Aims

- ❖ Comprehension of a story
- ❖ Revision of old vocabulary
- ❖ Recognition, identification and production of speech using the target language
- ❖ Communication with the use of simple everyday phrases

#### Target language

rooms, furniture, house objects, body parts, clothes, food, animals, family, numbers, pairs of opposite adjectives referring to size, temperature, texture and feelings, imperatives, action verbs, present continuous, verb forms like have got- There is/are

### Pedagogic Objectives

- ❖ Motivation and Fun
  - ❖ Participation
  - ❖ Involvement
- ❖ Artistic Expression and Creation
- ❖ Social skills
  - ❖ Self-confidence
  - ❖ Personality development
    - ❖ Team work
  - ❖ Comparing traditions / routines

### Why a Fairytale?

Stories consist a natural, authentic way of introducing and learning language offering increased exposure to real-life vocabulary, meaningful context, flexibility in the use of techniques, positive, secure and enjoyable classroom environment. Children learn by doing, playing, touching, feeling, discovering.



### Methods/ Procedure

- ❖ Present objects / characters and students guess the story
- ❖ Narrate the story / students sequence flashcards and play with dolls
  - ❖ Use repetitive, set phrases/groups of students mime the movements with dolls
- ❖ Make "forest" collage, bear puppets, colour their clothes, draw the story scenes
- ❖ Action songs with Goldilocks and the Bear family
- ❖ Narrate the story and students copy the language/ act out or/and play puppet show
  - ❖ Students invent and play games "Who ate the porridge from the bear's bowl?", "Goldilocks, Goldilocks! What are you doing?" and "Goldilocks says..."
  - ❖ Language Extension talking about the characters' appearance, feelings, eating habits, daily routine, where they live, their neighbours, what they can or can't do etc.

### Results/Outcomes/ Conclusions

*Aims achieved plus meaningful revision in an effective, holistic, experiential learning environment for visual, auditory and kinesthetic students. Demanding preparation, shy students and an initial difficulty in understanding were overcome and the role-play was acted for parents as an end-of-the-year play.*

### References

- Carlin Gary (2007): *Teaching English through Drama. The State of the Art*
- Bolton, Gavin M. (1984): *Drama as Education*. Longman. London
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- [www.britishcouncil.org](http://www.britishcouncil.org)

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For Further Information: [suz.drampa@gmail.com](mailto:suz.drampa@gmail.com)

