



**THE SNOW QUEEN – EDUCATION AND RESOURCES PACK**

Dear Parents & Teachers

We've collated a few games, activities and exercises for you to share with your children and students before or after your visit to the theatre to see THE SNOW QUEEN. They are all designed to assist with an understanding of the story based on KS1 and KS2 learning that will help with developing listening, speaking and writing skills. Some adaptation may be required for children of different ages.

This adaptation of THE SNOW QUEEN is adapted for the stage from the stories by Hans Christian Andersen by Lyon Devereux | Ceridwen Theatre Company and is suitable for all the family and children aged 5 – 11 particularly

#### GAMES:

These suggestions are based on familiar favourites with a Snow Queen theme.

- **BUZZY BEES:**

Ask the group to buzz around the room like bees. When you shout 'FREEZE' ask the group to make their statues by theme, for example 'something you can do with snow,' 'friendship', 'an important object from the story ie mirror/roses etc.

Ask each 'statue' to tell you who they are. If there is more than one of the same things they are 'out' and must sit and watch. This encourages the group to think of ideas that no one else will have thought of and not to copy each other. Engage the children who are 'out' by asking them to provide the next suggestion.

Each round is played until you have a winning child or several! The children become buzzing bees between each letter to have some time to focus their energy and then contrast it with the statues.

- **MIRRORING:**

Divide the group into pairs. Each pair decides who is Player A and Player B. Have partners check in with each other about any physical needs or limitations they might have (e.g. "Getting up and down off the ground is hard for me"). Ask Player A to hold the palm of his or her hand about six inches from Player B's face. Ask Player B to imagine that her or his partner's hand has cast the Snow Queen's spell on him/her and that s/he must follow it anywhere it goes, keeping the same distance between her/his face and the palm at all times. As Player A moves around the room, Player B follows. After a set time, switch and let B's lead.

- **FROZEN STATUES:**

Ask everyone to stand in a circle facing outwards. Explain that on the count of three, they must turn to face inwards and create a frozen statue of the emotion you will call out i.e. scared/happy/excited/surprised etc. Next, introduce the characters from the play: Kai, Gerda, Yeti, Jack Frost, Snow Queen, wizards etc. and then ask students to face out again. This time when you count to three, they must turn to face inwards and create a frozen statue of the character you name. Those who move are 'out' and may assist in selecting participants until there is a remaining winner/s.

- **THE SNOW QUEEN'S KEY (a variation on Grandma's Footsteps):**

Choose one volunteer to stand at the opposite end of the room with a key placed at their feet: this person is the Snow Queen/Ice Palace Key Holder. The rest of the group stands in a straight line as if about to compete in a race. The Snow Queen stands with their back to the rest of the group who must work together to be undetected. The group must move towards the Snow Queen with the aim of retrieving the key and getting it back to the start line without the volunteer realising who has it at any time.

The Snow Queen turns around (approximately every 3-5 seconds) and the rest of the group must freeze. If they are seen to move at all, they must go back to the start line.

To extend the game further and develop a working-as-a-team dynamic, once someone has retrieved the keys, the group must work together to get them back to the start line without the Snow Queen realising. If that person guesses who is holding the keys correctly, the keys must be given back and everyone must return to the start line and begin the challenge again.

**WRITING EXERCISES:**

**These work better with a greater knowledge of the story or after seeing the show.**

- Taking on the character of either Kai or Gerda, write a letter to a friend explaining what happened in the story.
- Write a newspaper article based around the story as if it were to be published in print or online. What images would you include?

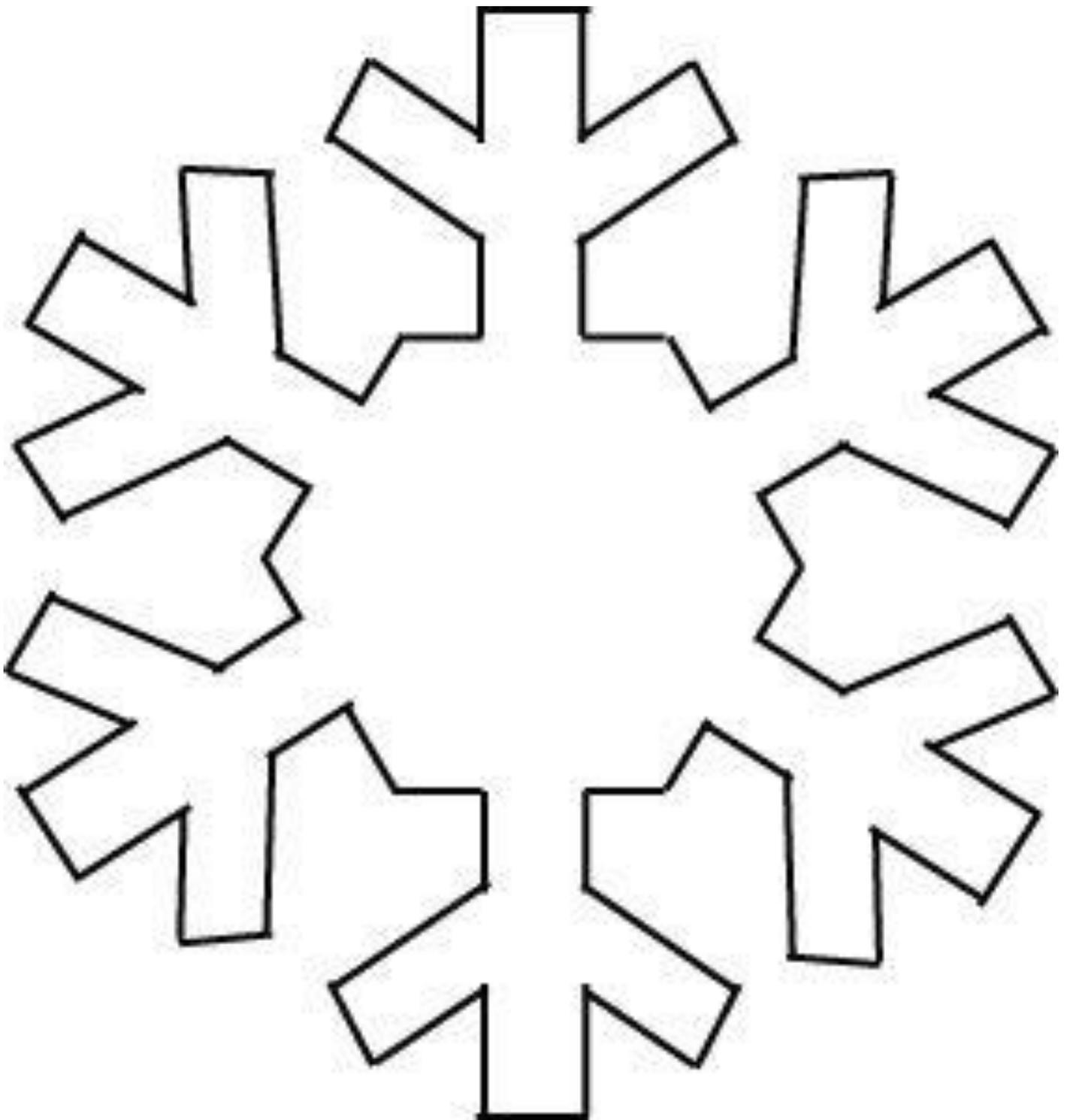
**SOUNDSCAPES:**

- Ask participants to close their eyes and think about the scenes and settings for THE SNOW QUEEN including the seasons and Ice Palace and then create a sound in their head that they think best suggests what they imagine. On the count of three, using vocalisation, the body and floor repeat that sound until told to stop. Discuss the impact of the sound and how it relates to what they were visualising.
- This exercise can be repeated using a 'conductor' who can then orchestrate a soundscape by pointing a baton at participants to get involved either singly, in pairs or groups and indicate to them whether the sounds should be speeded up or slowed down. Discuss how this piece of 'music' portrays an image and feelings it creates.

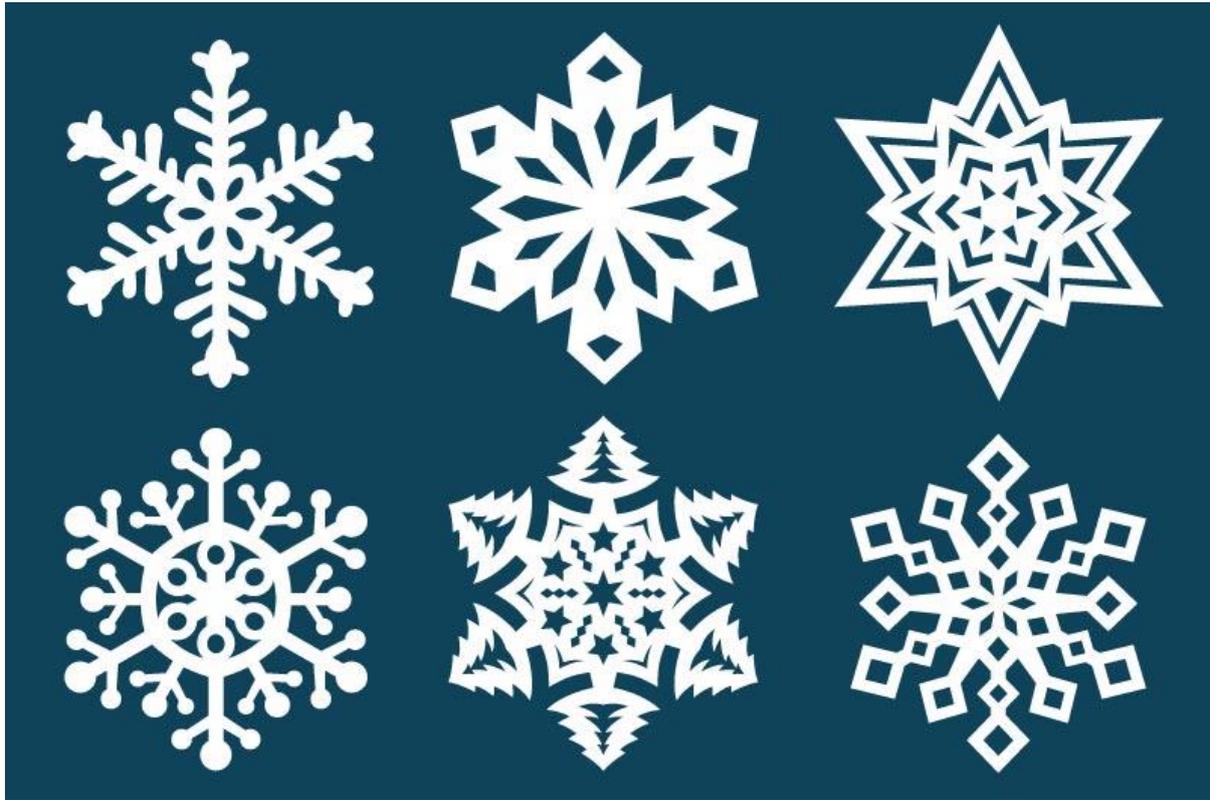
**ARTWORK AND VISUAL CREATIVITY:**

- Using a snowflake template (see fig.1), ask participants to write all the things they think they are good at and then link them together to create a chain of strength. This also works by hanging the snowflakes to create a cloud of strengths.

fig.1  
Snowflake template



- Using blank pieces of paper, fold and cut patterns to create snow fall. Here are some ideas for patterns:



- Using the mirror template image, ask participants to draw a self-portrait. This can then be taped onto a straw or stick to be used as a hand-held mirror.

There will be additional resources and activities to download available on our schools' resources page including a wordsearch, crossword and game.

<http://www.albanytheatre.co.uk/the-snow-queen-resources>

Please contact us if you have any further ideas or suggestions we can share.

**THE ALBANY THEATRE**

