

# ROMEO AND JULIET



jumpingducks



At **JUMPING DUCKS** we support promoting a social pact to encourage as many households as possible to delay giving their children their first smartphone, and to foster responsible use among those who already have one, as well as among the adults in the family.

At JUMPING DUCKS we recognise the importance of theatre and music as a communicative educational activity for teaching English as a second language in primary and secondary schools. It not only enhances language proficiency but also nurtures creativity, boosts confidence, and encourages teamwork. Furthermore, it aligns with the broader educational objectives and sustainable development goals, fostering global awareness and empathy among students.

One of our goals is to provide a wide range of materials for teachers to choose from and use in the classroom. We recommend that teachers introduce the play or workshop to students beforehand, although all materials will be available for teachers to use before and after the show. These materials have been thoughtfully designed to enhance children's participation and enjoyment of our plays and workshops, promote communication in the classroom and during the show, and cover various topics from the Catalan Curriculum (175/2022) and the Sustainable Development Goals outlined by the UN in its 2030 Agenda.

Our materials are categorised by level of difficulty and are complemented by a teacher's guide:

- **BASICS OF THE PLAY:** In this section, we equip teachers with essential elements such as the main songs and insights into the characters and plot, enabling them to lay a strong foundation for their students' understanding.
- **KEEP LEARNING:** This segment is dedicated to enriching students' vocabulary, bolstering their reading and writing skills, and nurturing their verbal communication abilities. Here, educators will discover worksheets and engaging games uniquely tailored to each play.
- **BIG CHALLENGE:** In this section, we present group or individual projects that encourage critical thinking around the underlying themes embedded within each play. These projects also drive discussions aligned with the Sustainable Development Goals, cultivating a deeper awareness of global issues.

At JUMPING DUCKS, we wholeheartedly embrace the communicative approach as a means to enhance classroom interactions. We are committed to equipping teachers with the tools and resources necessary to empower the next generation to become active, engaged global citizens who foster positive change in the world through the power of theatre.



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# BASICS OF THE PLAY

## ABSTRACT FOR THE TEACHER

In the city of Verona, Juliet is trying to do some very special graffiti. She believes that art can change the world, and her mural will make people wake up and not vote for the populist and sexist Paris, also known as Bad Rabbit on social media. But once again, the police, who seem to know exactly where and when Juliet will act, make them flee. This is how she meets Romeo: a young man passionate about information technology.

At home, Juliet confronts her mother, a traditional wife influencer (an anti-feminist trend, seeking to “return” women to the exclusive domain of the house) who supports Bad Rabbit. A considerable argument between the two causes Juliet to be grounded for a week. However, she must finish her graffiti, and with Romeo, they will devise a plan to complete it before the day of the elections.

The plan takes them to the annual fair in Verona at an amusement park, where the two of them end up in the house of Madame Fortune, a bizarre yet fun visionary who will read them their future. Despite some misunderstanding between the two and having a complicated past, Madame Fortune is determined to help Juliet in her adventure. Only trust can lead them to victory.

The adventure and time trial persecutions begin within the amusement park. Bad Rabbit and Lady Capulet create a series of Fake News that will test the best experts uncovering these deceptions, the so-called Fact-Checkers. But finally, Madame Fortune’s advice, the rigour, the wit, and also the love between Romeo and Juliet will prevail over the plans of the two villains and expose their electoral program, which is loaded with bad intentions.



## WORKSHEET 1

## WELCOME TO VERONA

Our story happens in Verona, Italy. In a small building where we can find Juliet's Balcony. Many people visit it every year. It is said to be the balcony from Shakespeare's Romeo and Juliet. Visitors can see a small stone balcony and a statue of Juliet in the courtyard. People write love letters and stick them on the walls. Some believe touching Juliet's statue brings good luck in love.

But, is it true? Is this the real Juliet's Balcony? Touching Juliet's statue brings good luck? We will never know. This story makes it so that every year, many tourists visit this place and take pictures of Juliet's Balcony. Whether the story is true or false, it still has an effect.



**Now, answer true or false.**

- |                          |                                                                     |
|--------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/> | 1. Juliet's Balcony is in Rome.                                     |
| <input type="checkbox"/> | 2. People leave letters on the walls near the balcony.              |
| <input type="checkbox"/> | 3. The balcony was used in a Shakespeare play.                      |
| <input type="checkbox"/> | 4. There is a statue of Romeo in the courtyard.                     |
| <input type="checkbox"/> | 5. Some people believe the statue brings good luck.                 |
| <input type="checkbox"/> | 6. Nobody visits Juliet's Balcony anymore.                          |
| <input type="checkbox"/> | 7. The story of Juliet's Balcony attracts many tourists every year. |
| <input type="checkbox"/> | 8. The balcony is made of wood.                                     |

## WORKSHEET 1

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But, is it true? Is this the real Juliet's Balcony? Touching Juliet's statue brings good luck? We will never know. This story makes it so that every year, many tourists visit this place and take pictures of Juliet's Balcony. Whether the story is true or false, it still has an effect.



Now, answer true or false.

- |              |                                                                     |
|--------------|---------------------------------------------------------------------|
| <b>false</b> | 1. Juliet's Balcony is in Rome.                                     |
| <b>true</b>  | 2. People leave letters on the walls near the balcony.              |
| <b>true</b>  | 3. The balcony was used in a Shakespeare play.                      |
| <b>false</b> | 4. There is a statue of Romeo in the courtyard.                     |
| <b>true</b>  | 5. Some people believe the statue brings good luck.                 |
| <b>false</b> | 6. Nobody visits Juliet's Balcony anymore.                          |
| <b>true</b>  | 7. The story of Juliet's Balcony attracts many tourists every year. |
| <b>false</b> | 8. The balcony is made of wood.                                     |

SONG 1

# EVERYBODY NEEDS LOVE

Listen to the song and fill in the gaps.

**ALL**

EVERYBODY NEEDS   
LOVE, LOVE, LOVE, LOVE (x3)  
WHEN YOU PEOPLE GET SAD  
WHAT I GIVE YOU IS LOVE

**JULIET**

SO THIS IS ME, I'M JULIET  
I'M YOUNG,  
BUT I'M NOT DUMB  
MY MUM  
THINKS THAT I'M WRONG  
BUT EVEN IF I'M WRONG  
I'M SURE IT MAKES ME  
STRONG.

I  THE WALLS  
WHEN IT'S DARK  
I MAKE MY ART  
TO WAKE YOU UP, UP, UP  
NO MATTER WHAT,  
NO MATTER WHAT!

WHEN COPS SH OW UP  
I HAVE TO RUN  
WHY DO THEY ALWAYS  
KNOW WHERE I AM?  
IS  A CRIME  
OR IS IT ART?

I LOOK AROUND  
I FEEL SO LONELY  
I'D LIKE TO SHARE  
MY  WITH SOMEBODY  
MAYBE IT'S THAT ROMEO  
WHO'S GONNA LOVE ME  
BUT HE'S THE   
AND I'M NOT WORTHY  
I ONLY KNOW  
THAT EVEN SO



## BASICS OF THE PLAY

**ALL**

EVERYBODY NEEDS LOVE,  
LOVE, LOVE, LOVE, LOVE (x3)  
WHEN YOU PEOPLE GET SAD  
WHAT I GIVE YOU IS LOVE

**ROMEO**

LOG IN TO YOU  
MY NAME IS ROMEO  
THE DARK NET IS MY WORLD  
THE MATRIX IS MY ROAD  
[REDACTED], ONE, ZERO, ONE  
BINARY IS MY CODE

THEY WANT TO LOCK ME UP  
TO KEEP MY MOUTH SHUT  
I WANT TO UNMASK THE VILLAINS  
NO MATTER WHAT,  
NO MATTER WHAT!

I ALWAYS FIGHT  
AGAINST THE BAD ONES  
BUT NOW SHE'S IN MY WAY  
MY HEART, LEGS AND HANDS SHAKE  
IS IT LOVE THAT I FEEL FOR JULIET?  
BUT SHE'S THE ENEMY SHE'S A [REDACTED]  
ZERO, ONE, ONE, ZERO, ONE  
WHAT AM I GONNA DO?  
WHAT AM I GONNA DO?  
I ONLY KNOW  
THAT EVEN SO

**ALL**

EVERYBODY NEEDS LOVE,  
LOVE, LOVE, LOVE, LOVE (x3)  
WHEN YOU PEOPLE GET SAD  
WHAT I GIVE YOU IS LOVE (x2)

**LADY CAPULET (L.C.)**

CAKE, EAT MY CAKE  
I'M [REDACTED] CAPULET  
A TRAD WIFE IS WHAT I AM  
MY SUGAR WILL MAKE YOU FORGET  
YOU'LL HAVE NO REGRET  
BUT YOU'LL HAVE TO PAY THE DEBT

I'M LADY CAPULET  
YOU'LL HAVE TO [REDACTED] MY CAKE  
I'M GONNA RULE THE WORLD  
SINCE I'M LYING TO EVERYONE!

I'M LADY CAPULET  
YOU'LL HAVE TO EAT MY CAKE  
I SPREAD [REDACTED] NEWS  
AND YOU BELIEVE IT ALL!

MY DAUGHTER IS GONNA  
MARRY MR. RABBIT  
HE'S RICH AND I WILL OWE HIM  
IF JULIET DOESN'T WANT  
TO OBEY ME  
I'M GONNA TALK TO HER AND SAY:

OH, JULIET, YOU KNOW...  
YOU KNOW THAT  
EVERYBODY NEEDS... love!

**ALL**

EVERYBODY [REDACTED] LOVE,  
LOVE, LOVE, LOVE, LOVE (x3)  
WHEN YOU PEOPLE GET SAD  
WHAT I GIVE YOU IS LOVE (x2)



## SONG 1

## EVERYBODY NEEDS LOVE

Listen to the song and fill in the gaps.

**ALL**

EVERYBODY NEEDS **LOVE**,  
LOVE, LOVE, LOVE, LOVE (x3)  
WHEN YOU PEOPLE GET SAD  
WHAT I GIVE YOU IS LOVE

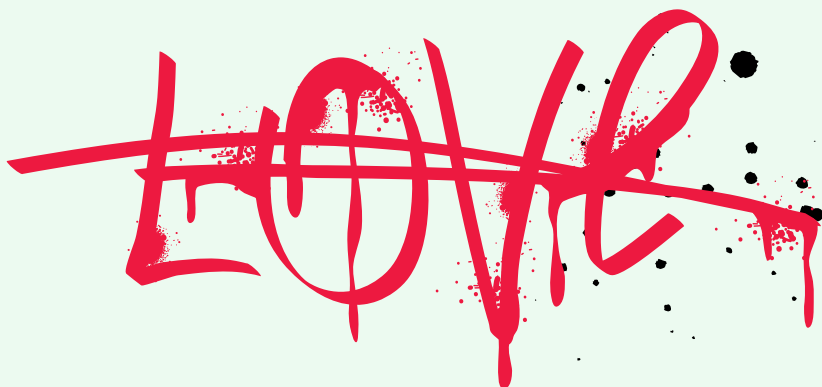
**JULIET**

SO THIS IS ME, I'M JULIET  
I'M YOUNG,  
BUT I'M NOT DUMB  
MY MUM  
THINKS THAT I'M WRONG  
BUT EVEN IF I'M WRONG  
I'M SURE IT MAKES ME  
STRONG.

I **PAINT** THE WALLS  
WHEN IT'S DARK  
I MAKE MY ART  
TO WAKE YOU UP, UP, UP  
NO MATTER WHAT,  
NO MATTER WHAT!

WHEN COPS SH OW UP  
I HAVE TO RUN  
WHY DO THEY ALWAYS  
KNOW WHERE I AM?  
IS **GRAFFITI** A CRIME  
OR IS IT ART?

I LOOK AROUND  
I FEEL SO LONELY  
I'D LIKE TO SHARE  
MY **DREAMS** WITH SOMEBODY  
MAYBE IT'S THAT ROMEO  
WHO'S GONNA LOVE ME  
BUT HE'S THE **ENEMY**  
AND I'M NOT WORTHY  
I ONLY KNOW  
THAT EVEN SO



## ALL

EVERYBODY NEEDS LOVE,  
LOVE, LOVE, LOVE, LOVE (x3)  
WHEN YOU PEOPLE GET SAD  
WHAT I GIVE YOU IS LOVE

## ROMEO

LOG IN TO YOU  
MY NAME IS ROMEO  
THE DARK NET IS MY WORLD  
THE MATRIX IS MY ROAD  
**ZERO**, ONE, ZERO, ONE  
BINARY IS MY CODE

THEY WANT TO LOCK ME UP  
TO KEEP MY MOUTH SHUT  
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NO MATTER WHAT,  
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I ALWAYS FIGHT  
AGAINST THE BAD ONES  
BUT NOW SHE'S IN MY WAY  
MY HEART, LEGS AND HANDS SHAKE  
IS IT LOVE THAT I FEEL FOR JULIET?  
BUT SHE'S THE ENEMY SHE'S A **CAPULET!**  
ZERO, ONE, ONE, ZERO, ONE  
WHAT AM I GONNA DO?  
WHAT AM I GONNA DO?  
I ONLY KNOW  
THAT EVEN SO

## ALL

EVERYBODY NEEDS LOVE,  
LOVE, LOVE, LOVE, LOVE (x3)  
WHEN YOU PEOPLE GET SAD  
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## LADY CAPULET (L.C.)

CAKE, EAT MY CAKE  
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A TRAD WIFE IS WHAT I AM  
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I'M LADY CAPULET  
YOU'LL HAVE TO **EAT** MY CAKE  
I'M GONNA RULE THE WORLD  
SINCE I'M LYING TO EVERYONE!

I'M LADY CAPULET  
YOU'LL HAVE TO EAT MY CAKE  
I SPREAD **FAKE** NEWS  
AND YOU BELIEVE IT ALL!

MY DAUGHTER IS GONNA  
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IF JULIET DOESN'T WANT  
TO OBEY ME  
I'M GONNA TALK TO HER AND SAY:

OH, JULIET, YOU KNOW...  
YOU KNOW THAT  
EVERYBODY NEEDS... love!

## ALL

EVERYBODY **NEEDS** LOVE,  
LOVE, LOVE, LOVE, LOVE (x3)  
WHEN YOU PEOPLE GET SAD  
WHAT I GIVE YOU IS LOVE (x2)



### I LOVE HATING YOU

Now that you've heard the song "Everybody Needs Love", you know there are four main characters in this story who love really different things. **Can you guess what they love? And what they hate?** Remember, you can write the same word in two or more different places.



GRAFFITI • COMPUTERS • TRUTH • JULIET • COOKING • ROMEO  
VIDEOGAMES • MONTAGUE • FAKE NEWS • ART • SOCIAL MEDIA  
SPRAY CANS • POWER • LIES • ELECTIONS



JULIET LOVES...



ROMEO LOVES...



JULIET HATES...



ROMEO HATES...



LADY (APULET (L.C.)  
LOVES...



PARIS LOVES...



LADY (APULET (L.C.)  
HATES...



PARIS HATES...

**And what about you? What do you love? What do you hate?**



I LOVE...



I HATE...

## I LOVE HATING YOU

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SPRAY CANS • POWER • LIES • ELECTIONS



**JULIET LOVES...**

graffiti, art, truth,  
Romeo, spray cans



**ROMEO LOVES...**

Juliet, videogames,  
computers



**JULIET HATES...**

fake news, lies



**ROMEO HATES...**

fake news, lies



**LADY (APULET (L.C.)  
LOVES...**

cooking, power, lies,  
elections



**PARIS LOVES...**

fake news, social  
media, lies, elections



**LADY (APULET (L.C.)  
HATES...**

Romeo, Montague



**PARIS HATES...**

**And what about you? What do you love? What do you hate?**



**I LOVE...**



**I HATE...**

### CROSSWORD

Romeo loves computers. If you want to understand his world, there is a lot of specific vocabulary about IT. **Match the definitions with the correct words.**

HTML

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1. LOG IN
2. BINARY CODE
3. HACKER
4. FACT CHECKER

5. TRACKING
6. ENCRYPTED
7. NPC

8. CHAT GPT
9. INTERNET
10. SOURCE

{ }

C++

HTML

</>

The computer language that uses only 0s and 1s.

-----

A person who knows a lot about computers. Some help fix problems, but others break into systems without permission.

-----

Where information originates, such as a book, person, or website.

-----

An AI (artificial intelligence) that can chat and answer questions.

-----

To enter a website or app by using your username and password.

---- --

A person or tool that checks if information is true or false.

-----

Information that is locked or hidden, accessible only to the intended recipients.\_ \_

-----

A big network that connects computers around the world.

-----

A character in a video game that is not controlled by a player.

----

When websites or apps track what you do, such as what you search, buy, or watch.

-----

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1010111010

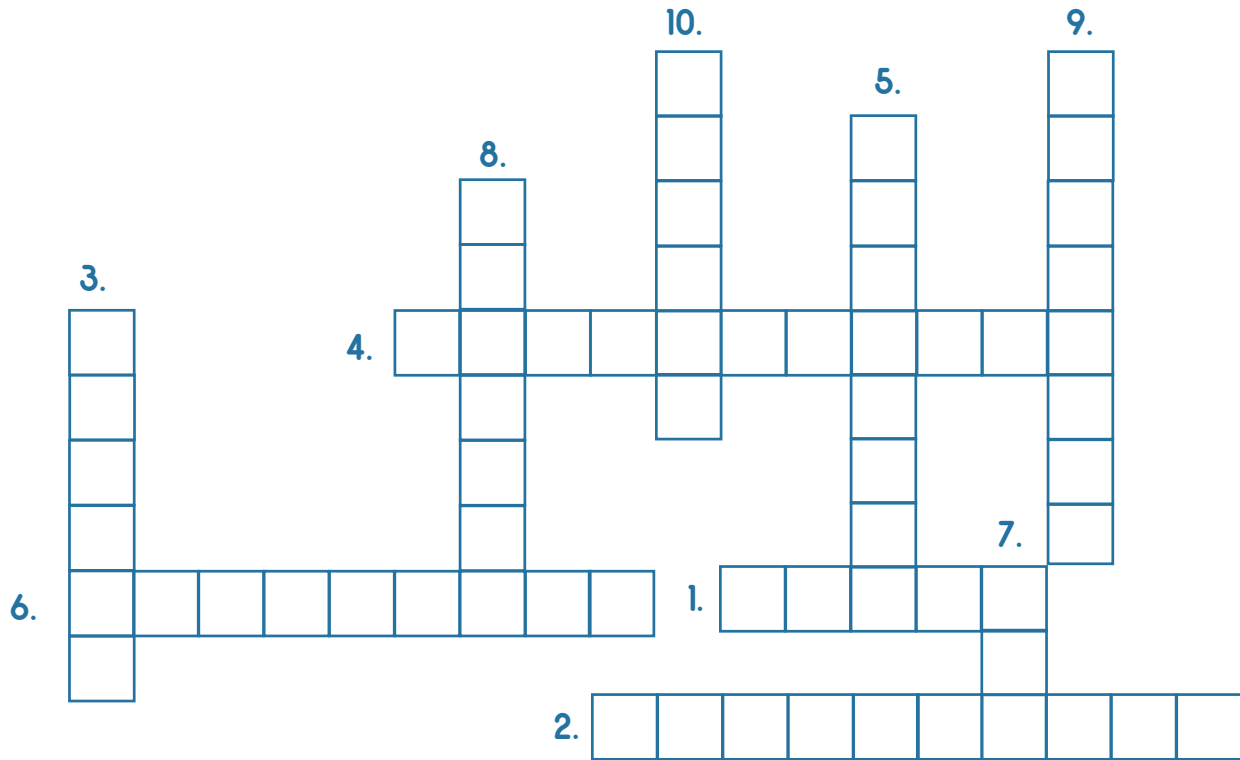
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0100010110101011000

## BASICS OF THE PLAY

Now that you know the vocabulary, complete the crossword:



### CROSSWORD

Romeo loves computers. If you want to understand his world, there is a lot of specific vocabulary about IT. **Match the definitions with the correct words.**

HTML

</>

1. LOG IN
2. BINARY CODE
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9. INTERNET
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{ }

C++

HTML

</>

- 2 The computer language that uses only 0s and 1s.  
**BINARY CODE**
- 3 A person who knows a lot about computers. Some help fix problems, but others break into systems without permission.  
**HACKER**
- 10 Where information originates, such as a book, person, or website.  
**SOURCE**
- 8 An AI (artificial intelligence) that can chat and answer questions.  
**CHAT GPT**
- 1 To enter a website or app by using your username and password.  
**LOG IN**
- 4 A person or tool that checks if information is true or false.  
**FACT CHECKER**
- 6 Information that is locked or hidden, accessible only to the intended recipients.  
**ENCRYPTED**
- 9 A big network that connects computers around the world.  
**INTERNET**
- 7 A character in a video game that is not controlled by a player.  
**NPC**
- 5 When websites or apps track what you do, such as what you search, buy, or watch.  
**TRACKING**

001001011

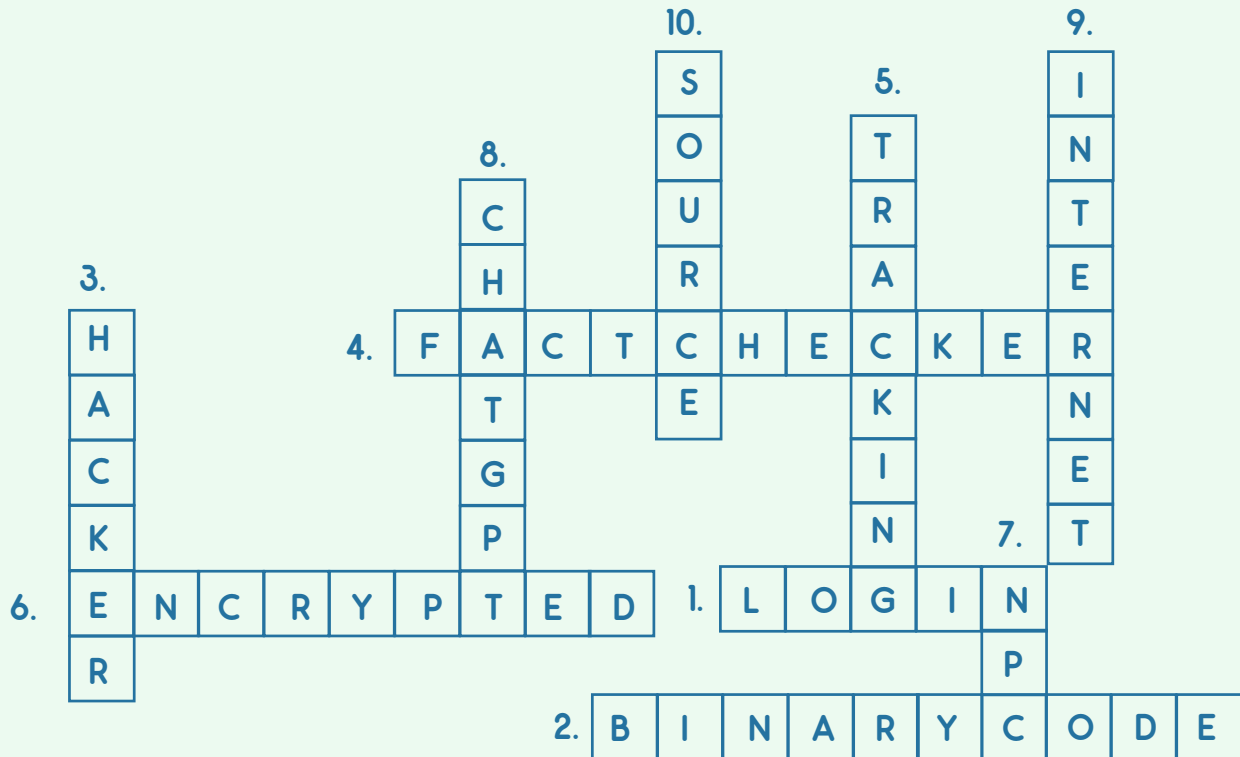
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HTML

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Now that you know the vocabulary, complete the crossword:



# KEEP LEARNING

## SONG 2

## A PAINTING THAT'S GONNA CHANGE OUR WORLD



Listen to Juliet's passion about painting and choose the correct word:

WHEN I GO OUTSIDE  
I HIDE **FACE / SPRAYS /  
SPACE** IN MY BAG  
NOBODY HAS TO KNOW  
THAT GRAFFITI IS MY ART

I ALWAYS LOVED TO PAINT  
I TRIED SO MANY WAYS  
WATERCOLOUR, **PEN /  
PENCIL / COLOUR**  
DRAWING,  
OIL PAINTING OR  
**COLLAGE / COLLEGE  
/ CORSAGE**

BUT FOR A LITTLE WHILE  
NOW  
I THINK I FOUND THE  
GOOD ONE  
'CAUSE WHEN I SHAKE  
SPRAY CANS  
IT MAKES ME **FEEL /  
SEEK / SEE** ALIVE

Now, listen to the second part of the song and help Juliet to finish the lyrics.

**SPEAK UP · GO FOR IT · SPEAK LOUD · WAKE THEM UP · LET THEM THINK · TELL THE TRUTH**

SPEAK UP  
GO FOR IT  
SPEAK LOUD  
WAKE THEM UP  
LET THEM THINK  
TELL THE TRUTH

I WANT TO  
[REDACTED]  
WITH THAT PIECE,  
I DREAMT ABOUT  
A GIRL WHO WANTS TO FIGHT  
WHILE A HAND COVERS HER  
MOUTH

[REDACTED]  
IS WHAT SHE SAYS  
AGAINST THOSE WHO HAVE  
POWER  
BUT THEY NEVER  
[REDACTED]  
THEY JUST LIE TO US WITH  
FAKE NEWS

I WANT TO BREAK THE RULES  
MAKE PEOPLE  
[REDACTED]  
TO RAISE THEIR VOICE  
AGAINST  
THOSE WHO WANT TO KEEP  
THE NOISE DOWN

A PAINTING THAT'S GONNA  
CHANGE OUR WORLD  
A PAINTING THAT'S GONNA  
SHOW THEY'RE WRONG  
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FOR THEMSELVES  
'CAUSE THIS PAINTING IS  
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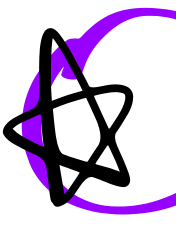
But Romeo,  
WHEN I LOOK BACK  
I CAN'T FIND WOMEN I  
N THE ARTS  
NOR IN BOOKS  
LIKE THEY ALL HIDE

And I want girls to know  
that they can be great  
artists, painters, scientists,  
or astronauts, and fly to the  
moon. We can do it too!

STOP WAITING  
TAKE THE RISK  
LOOK AROUND  
AND [REDACTED]

WOMEN AROUND THE WORLD  
BEING EVERYTHING THEY  
WANT  
I HAVE A WEEK, AND I KNOW  
I'LL HAVE TO FIGHT FOR

A PAINTING THAT'S GONNA  
CHANGE OUR WORLD  
A PAINTING THAT'S GONNA  
SHOW THEY'RE WRONG  
LET THEM THINK FOR  
THEMSELVES  
'CAUSE THIS PAINTING IS  
GONNA WAKE THEM ALL (x2)



## SONG 2

A PAINTING THAT'S GONNA  
CHANGE OUR WORLD

Listen to Juliet's passion about painting and choose the correct word:

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I HIDE **SPRAYS**  
IN MY BAG  
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I ALWAYS LOVED TO PAINT  
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WATERCOLOUR,  
**PENCIL** DRAWING,  
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**COLLAGE**

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STOP WAITING  
TAKE THE RISK  
LOOK AROUND  
AND **GO FOR IT**

WOMEN AROUND THE WORLD  
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I HAVE A WEEK, AND I KNOW  
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CHANGE OUR WORLD  
A PAINTING THAT'S GONNA  
SHOW THEY'RE WRONG  
LET THEM THINK FOR  
THEMSELVES  
'CAUSE THIS PAINTING IS  
GONNA WAKE THEM ALL (x2)



## TIMELINE

Our Juliet loves to create graffiti, creating art to make people think... She draws inspiration from great artists like Van Gogh, Picasso, and Dalí. Can you name any more painters like them? Any women? Are there no female painters?

They exist, but they were silenced. Like our Juliet, they created art throughout all our history, but not so many people know them. Let's talk about them. Here, you have four female painters who are truly important to Juliet. **Get into groups and gather information about them. Then, create a file and place them in the correct position on the historical timeline.**

Watch the other groups' artists and make comments about them. Do you like their art? Did you know them?

FRIDA KAHLO

MARUJA MALLO

*CHRISTINA ANGELINA*

HILMA AF KLINT

### Artista file

Name:

Country:

Century:

Style:

Famous artwork:

A fun fact:

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**Name:** Hilma AF Klint

**Country:** Sweden

**Century:** end of XIX

**Style:** abstract art

**Famous artwork:**

The Ten Largest...

**A fun fact:**

She belonged to a group called "The Five", a group of women who believed in the connection with the High Masters.

**Name:** Frida Kahlo

**Country:** Mexico

**Century:** early XX

**Style:** folk art

**Famous artwork:**

Self-portrait, The Love Embrace of the Universe...

**A fun fact:**

She used animals in her portraits to express emotions.

**Name:** Christina Angelina

**Country:** United States of America

**Century:** XXI

**Style:** street art, muralism

**Famous artwork:**

Whitney Peak

**A fun fact:**

Her nickname is Starfight

**Name:** Maruja Mallo

**Country:** Spain

**Century:** XX, Generation of '27

**Style:** surrealism

**Famous artwork:**

La Verbena, Protoesquema...

**A fun fact:**

She was a part of the "Las SinSombrero" group.

## EAT MY CAKE

'Eat my Cake' is Mr Rabbit's song. We discover that he loves to spread information, but he doesn't care if it's correct or not. **Listen to the song and try to fill in the gaps with the correct verbs.** Remember, the correct ones! You will find incorrect verbs in the list, be careful!

LOVE • SPREAD • COOK • TRICK • TAKE • CHEAT • WRITE  
EAT • FOLLOW • UPLOAD • CHECKS • WANTS



I NEVER TRIED TO IMPROVE MYSELF  
I ALWAYS TRIED TO SKIP SCHOOL  
I ALWAYS  IN EVERY TEST  
SO MAYBE IT'S WHY I AM A FOOL

MR. RABBIT  
THIS IS MY NAME  
MR. RABBIT  
I JUST WANT FAME (x2)

EVERYBODY IS IN THEIR HOME  
LONELY, YES! BUT WITH A PHONE  
SMART OR DUMB REACTIONS COUNT  
SO IT'S TIME TO  THEM ALL

OLD OR YOUNG  
WE DON'T CARE  
RICH OR POOR  
WE'RE THE SAME  
SMALL OR TALL  
LOVE THEM ALL  
COME WITH ME AND SING MY SONG

WHEN YOU FOLLOW ME  
YOU EAT MY CAKE  
WHEN YOU BUY MY LIES  
YOU EAT MY CAKE  
WHEN YOU SHARE MY LINKS  
YOU EAT MY CAKE

GOSSIP AND FAKE NEWS  
SPREAD THEM ALL  
AROUND THE WORLD  
IT'S WHAT I LOVE THE MOST

LO-LO-LO, LO-LO-LO, LO-LO  
LO-LO-LO, LO-LO-LO, LO-LO

NOBODY COUNTS TO TEN  
BEFORE REPOSTING  
NOBODY  THE SOURCE  
WHO SHARED THE CONTENT  
WHO  TO BE THE ONE  
TO GET MORE LIKES?  
IT'S YOU, IT'S YOU, IT'S YOU  
YOU ARE THE ONE...

Now you know what we love the most!

WHEN YOU FOLLOW ME  
YOU  MY CAKE  
WHEN YOU BUY MY LIES  
YOU EAT MY CAKE  
WHEN YOU SHARE MY LINKS  
YOU EAT MY CAKE

GOSSIP AND FAKE NEWS  
 THEM ALL  
AROUND THE WORLD  
IT'S WHAT I LOVE THE MOST

LO-LO-LO, LO-LO-LO, LO-LO  
LO-LO-LO, LO-LO-LO, LO-LO

YOU EAT MY CAKE



## EAT MY CAKE

'Eat my Cake' is Mr Rabbit's song. We discover that he loves to spread information, but he doesn't care if it's correct or not. **Listen to the song and try to fill in the gaps with the correct verbs.** Remember, the correct ones! You will find incorrect verbs in the list, be careful!

LOVE • SPREAD • COOK • TRICK • TAKE • CHEAT • WRITE  
EAT • FOLLOW • UPLOAD • CHECKS • WANTS

I NEVER TRIED TO IMPROVE MYSELF  
I ALWAYS TRIED TO SKIP SCHOOL  
I ALWAYS **CHEAT** IN EVERY TEST  
SO MAYBE IT'S WHY I AM A FOOL

MR. RABBIT  
THIS IS MY NAME  
MR. RABBIT  
I JUST WANT FAME (x2)

EVERYBODY IS IN THEIR HOME  
LONELY, YES! BUT WITH A PHONE  
SMART OR DUMB REACTIONS COUNT  
SO IT'S TIME TO **TRICK** THEM ALL

OLD OR YOUNG  
WE DON'T CARE  
RICH OR POOR  
WE'RE THE SAME  
SMALL OR TALL  
LOVE THEM ALL  
COME WITH ME AND SING MY SONG

WHEN YOU FOLLOW ME  
YOU EAT MY CAKE  
WHEN YOU BUY MY LIES  
YOU EAT MY CAKE  
WHEN YOU SHARE MY LINKS  
YOU EAT MY CAKE

GOSSIP AND FAKE NEWS  
SPREAD THEM ALL  
AROUND THE WORLD  
IT'S WHAT I LOVE THE MOST

LO-LO-LO, LO-LO-LO, LO-LO  
LO-LO-LO, LO-LO-LO, LO-LO

NOBODY COUNTS TO TEN  
BEFORE REPOSTING  
NOBODY **CHECKS** THE SOURCE  
WHO SHARED THE CONTENT  
WHO **WANTS** TO BE THE ONE  
TO GET MORE LIKES?  
IT'S YOU, IT'S YOU, IT'S YOU  
YOU ARE THE ONE...

Now you know what we love the most!

WHEN YOU FOLLOW ME  
YOU **EAT** MY CAKE  
WHEN YOU BUY MY LIES  
YOU EAT MY CAKE  
WHEN YOU SHARE MY LINKS  
YOU EAT MY CAKE

GOSSIP AND FAKE NEWS  
**SPREAD** THEM ALL  
AROUND THE WORLD  
IT'S WHAT I LOVE THE MOST

LO-LO-LO, LO-LO-LO, LO-LO  
LO-LO-LO, LO-LO-LO, LO-LO

YOU EAT MY CAKE



### FAKE NEWS

In our story, Mr Rabbit is the new candidate for Verona's elections. Lady Capulet (L.C.) creates fake news about their opponents to make people hate them and choose Mr Rabbit.

They say that Roberto Feuccio spends public money on his beauty products and Lucia Risotto only wants power to eat in fancy Italian restaurants.

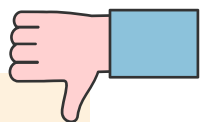
Do you know how easy it is to create fake news? **Let's create some fake news all together to see how easy it is. You can create fake news alone or in groups. Then, present them to your classmates.**



### FORMULA TO CREATE FAKE NEWS:



Here you have an example:



"We want the best candidate for our elections. Did you know Roberto Feuccio spends all our money on beauty products? They are not good for Verona... so, who? Who is the best candidate?"

| 1 | 2 | 3 | 4 |
|---|---|---|---|
|   |   |   |   |



| 1 | 2 | 3 | 4 |
|---|---|---|---|
|   |   |   |   |



Now that you've created some fake news, think twice every time you read a news article about someone. Maybe it's not true! Don't forget to check the source, the context and the reliability.

## WHAT'S NEXT

As she says: Close your eyes, and listen to Madame Fortune.  
**Then open them and put the verses in the correct order:**

BREATHE IN, BREATHE OUT

(1) \_\_\_\_\_

BREATHE IN, BREATHE OUT

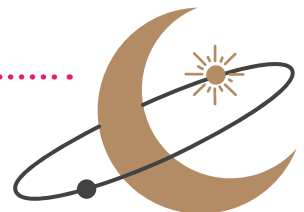
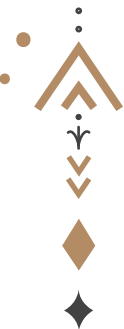
(2) \_\_\_\_\_

BREATHE IN, BREATHE OUT

(3) \_\_\_\_\_

(4) \_\_\_\_\_

- ☐ YOU'LL SEE WHAT'S NEXT
- ☐ WHAT ARE YOU WORRIED ABOUT?
- ☐ NOW THAT YOU HAVE FAITH
- ☐ MY DEAR JULIET, TELL ME NOW



### Correct the wrong words:

ALL THE SPIRITS  
 ARE TALKING TO ME RIGHT NOW  
 MADAME **POOR** \_\_\_\_\_  
 IS FINALLY HERE, IN TOWN.

I SEE:  
 YOU'RE IN TROUBLE, THAT'S TRUE  
 YOU'RE IN DANGER, AM I RIGHT?  
 IT'S **HATE** \_\_\_\_\_  
 WHAT I SEE IN YOUR EYES  
 AND THAT'S WHY YOU'RE READY  
 TO FIGHT

GIVE ME YOUR HANDS  
**CLOSE** \_\_\_\_\_ YOUR HEART  
 IT'S TIME TO BELIEVE  
 MADAME FORTUNE IS HERE

YOU LEARN FROM THE **FUTURE** \_\_\_\_\_  
 YOU LIVE IN THE **PAST** \_\_\_\_\_  
 BUT YOU LOOK TO THE **PRESENT** \_\_\_\_\_  
 TO SEE WHAT'S NEXT (x2)

### Again, put the verses in the correct order:

WHAT'S NEXT?

(1) \_\_\_\_\_

WHAT'S NEXT?

(2) \_\_\_\_\_

WHAT'S NEXT?

(3) \_\_\_\_\_

WHAT'S NEXT?

(4) \_\_\_\_\_

WHAT'S NEXT?

(5) \_\_\_\_\_

WHAT'S NEXT?

(6) \_\_\_\_\_

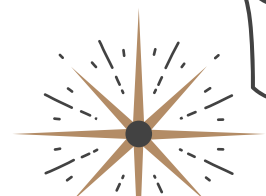
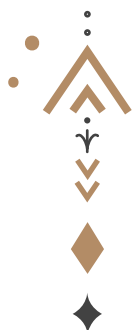
WHAT'S NEXT?

(7) \_\_\_\_\_

AND IN THE END

(8) \_\_\_\_\_

- ☐ AND YOU'LL HAVE TO RUN
- ☐ SOME TROUBLES WITH MUM
- ☐ \_\_ YOU'RE PAINTING A WALL
- ☐ I SEE, THERE'S A LIE
- ☐ YOU MADE UP A PLAN
- ☐ YOU'RE GONNA GET LOUD!
- ☐ YOU'RE SAVED BY A GUY
- ☐ YOU'RE GONNA FIND OUT



## WHAT'S NEXT

As she says: Close your eyes, and listen to Madame Fortune. **Then open them and put the verses in the correct order:**

BREATHE IN, BREATHE OUT

(1) **WHAT ARE YOU WORRIED ABOUT?**

BREATHE IN, BREATHE OUT

(2) **MY DEAR JULIET, TELL ME NOW**

BREATHE IN, BREATHE OUT

(3) **NOW THAT YOU HAVE FAITH**

(4) **YOU'LL SEE WHAT'S NEXT**

**4** YOU'LL SEE WHAT'S NEXT

**1** WHAT ARE YOU WORRIED ABOUT?

**3** NOW THAT YOU HAVE FAITH

**2** MY DEAR JULIET, TELL ME NOW

### Correct the wrong words:

ALL THE SPIRITS

ARE TALKING TO ME RIGHT NOW

MADAME **POOR** **FORTUNE**

IS FINALLY HERE, IN TOWN.

I SEE:

YOU'RE IN TROUBLE, THAT'S TRUE

YOU'RE IN DANGER, AM I RIGHT?

IT'S **HATE** **LOVE**

WHAT I SEE IN YOUR EYES

AND THAT'S WHY YOU'RE READY

TO FIGHT

GIVE ME YOUR HANDS

**CLOSE** **OPEN** YOUR HEART

IT'S TIME TO BELIEVE

MADAME FORTUNE IS HERE

YOU LEARN FROM THE **FUTURE** **PAST**

YOU LIVE IN THE **PAST** **PRESENT**

BUT YOU LOOK TO THE **PRESENT** **FUTURE**

TO SEE WHAT'S NEXT (x2)

### Again, put the verses in the correct order:

WHAT'S NEXT?

(1) **YOU'RE PAINTING A WALL**

WHAT'S NEXT?

(2) **YOU'RE SAVED BY A GUY**

WHAT'S NEXT?

(3) **YOU MADE UP A PLAN**

WHAT'S NEXT?

(4) **SOME TROUBLES WITH MUM**

WHAT'S NEXT?

(5) **I SEE, THERE'S A LIE**

WHAT'S NEXT?

(6) **AND YOU'LL HAVE TO RUN**

WHAT'S NEXT?

(7) **YOU'RE GONNA FIND OUT**

AND IN THE END

(8) **YOU'RE GONNA GET LOUD!**

**6** AND YOU'LL HAVE TO RUN

**4** SOME TROUBLES WITH MUM

**1** \_\_ YOU'RE PAINTING A WALL

**5** I SEE, THERE'S A LIE

**3** YOU MADE UP A PLAN

**8** YOU'RE GONNA GET LOUD!

**2** YOU'RE SAVED BY A GUY

**7** YOU'RE GONNA FIND OUT

## ASK MADAME FORTUNE

Do you want to know your future? Juliet enters Madame Fortune's tent, and she gets predictions about her future.

In this exercise, you have the opportunity to meet Madame Fortune and learn what your future will be.... You just have to ask the right questions.

**Write five questions about your future.** Then, find a partner and ask each other your questions. When you answer, remember that you become Madame Fortune, so you must act accordingly. Have fun trying to find funny answers!



Madame Fortune, let me ask...

Will I.....?

- 
- 
- 
- 
- 



### GRAMMAR TIP!

When you use simple future you have to follow the structure  
**WILL I + VERB (Infinitive) + COMPLEMENTS**

Now that you know your future, **write five sentences about it.** This time, write about your plans, about how you imagine your life in the future. Remember to use going to!



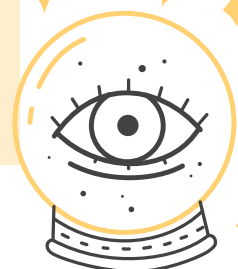
I am going to...

- 
- 
- 
- 
- 



### GRAMMAR TIP!

When you use be going to you have to follow the structure  
**I AM + going to + VERB (Infinitive) + COMPLEMENTS**



## A WORLD FULL OF LIES

Juliet and Romeo say that you have to stay true to the truth. The truth is the most important thing and they express that in this song.

**Listen to the song and write the verbs in the correct tense.**

### GRAMMAR TIP!

We are working on present tenses. Remember that we add an -S at the end of the verb in the 3rd person of singular.

IF SOMEBODY  (to say)  
SOMETHING BAD

YOU ASK FOR THE TRUTH

IF SOMEBODY  (to hurt)  
WITH THEIR WORDS  
YOU ASK FOR THE TRUTH

WHEN YOU'RE LOST  
ABOUT REAL FRIENDS

YOU  (to ask) FOR THE TRUTH  
IF NOBODY GIVES YOU THEIR HAND  
YOU ASK FOR THE TRUTH

'CAUSE NOBODY HOLDS THE WHOLE  
POINT OF VIEW

'CAUSE THE TRUTH DOESN'T  
HAVE TO HURT

'CAUSE FINDING WHO LIES IS NOT EASY  
WHEN NOBODY  (to taught)  
YOU WHAT TO DO

IN A WORLD FULL OF LIES  
YOU CAN COUNT ON ME  
YOU JUST LOOK INTO MY EYES  
TELL THE TRUTH, AND BE REAL  
BE REAL

Stop acting like an NPC ...and start living  
a real, honest, and meaningful life!

IF SOMEBODY TEXTS YOU  
SOMETHING WEIRD

YOU JUST  (to ignore) IT  
IF A STRANGER'S BULLYING YOU ONLINE  
YOU SHOULD JUST BLOCK HIM  
IF A GROWN-UP GUY CROSSES THE LINE  
DON'T BE CONFUSED  
STOP LOOKING FOR THE TRUTH  
LET'S REPORT THIS PROFILE

IT'S EASIER WHEN YOU TALK  
FACE TO FACE

IT'S EASIER TO ASK FOR HELP  
TO A REAL FRIEND

DON'T BE ASHAMED OF BEING AFRAID  
BAD PEOPLE  (to be)  
EVERYWHERE

IN A WORLD FULL OF LIES  
YOU CAN COUNT ON ME  
YOU JUST LOOK INTO MY EYES  
 (to tell) THE TRUTH,  
AND BE REAL  
BE REAL.



## A WORLD FULL OF LIES

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**Listen to the song and write the verbs in the correct tense.**

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IF SOMEBODY **SAYS** (to say)

SOMETHING BAD

YOU ASK FOR THE TRUTH

IF SOMEBODY **HURTS** (to hurt)

WITH THEIR WORDS

YOU ASK FOR THE TRUTH

WHEN YOU'RE LOST

ABOUT REAL FRIENDS

YOU **ASK** (to ask) FOR THE TRUTH

IF NOBODY GIVES YOU THEIR HAND

YOU ASK FOR THE TRUTH

'CAUSE NOBODY HOLDS THE WHOLE

POINT OF VIEW

'CAUSE THE TRUTH DOESN'T

HAVE TO HURT

'CAUSE FINDING WHO LIES IS NOT EASY

WHEN NOBODY **TAUGHT** (to taught)

YOU WHAT TO DO

IN A WORLD FULL OF LIES

YOU CAN COUNT ON ME

YOU JUST LOOK INTO MY EYES

TELL THE TRUTH, AND BE REAL

BE REAL

Stop acting like an NPC ...and start living a real, honest, and meaningful life!

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YOU JUST **IGNORE** (to ignore) IT

IF A STRANGER'S BULLYING YOU ONLINE

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FACE TO FACE

IT'S EASIER TO ASK FOR HELP

TO A REAL FRIEND

DON'T BE ASHAMED OF BEING AFRAID

BAD PEOPLE **ARE** (to be)

EVERYWHERE

IN A WORLD FULL OF LIES

YOU CAN COUNT ON ME

YOU JUST LOOK INTO MY EYES

**TELL** (to tell) THE TRUTH,

AND BE REAL

BE REAL.



## RIGHT HERE, RIGHT NOW

Romeo and Juliet finally realise that working together is the best way to achieve their goals. They share their truths.

**Fill in the gaps with the correct words:**

RIGHT HERE, RIGHT NOW  
AND YOU HAVE TO KNOW  
THAT I'LL NEVER LET YOU DOWN

I'M NOT GONNA LEAVE YOU  
I'M NOT GOING ANYWHERE  
WITHOUT YOU, MY JULIET.  
[ ] WALKING HAND IN HAND

RIGHT HERE, RIGHT NOW  
WE'RE A COUPLE, WE'RE A [ ]  
AND THAT'S WHY THE TRUTH WILL WIN

I'M NOT GONNA LEAVE YOU  
I'M NOT GOING ANYWHERE  
THERE'S NO PLACE I'D LOVE TO GO  
WITHOUT YOU, MY ROMEO

THE PATH IS NOT ALWAYS EASY  
A [ ] SOMETIMES HURTS  
ONLINE COULD LOOK LIKE EASY  
BUT A LIE CAN TURN THINGS WORSE

STAY [ ] TO YOUR TRUTH  
RIGHT HERE, RIGHT NOW  
SURROUNDED BY [ ] NEWS  
RIGHT HERE, RIGHT NOW  
THERE'S NO OTHER WAY  
RIGHT HERE, RIGHT NOW  
[ ] FIRST, BE WISER  
BE CAREFUL WHAT YOU SHARE  
RIGHT HERE, RIGHT NOW (x2)

FRIENDSHIP

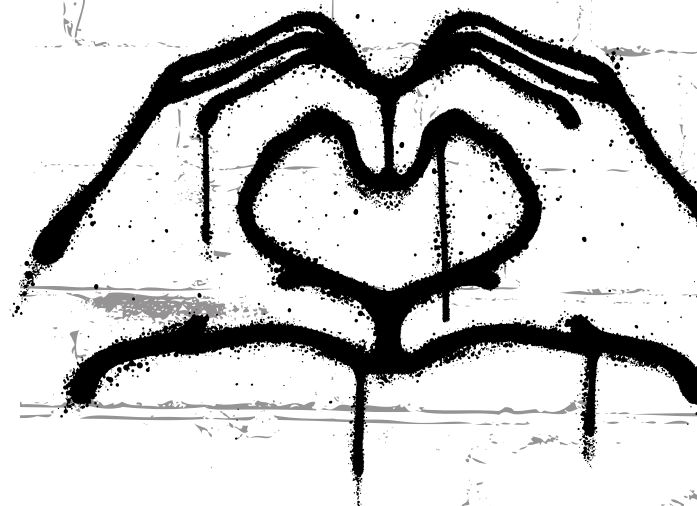
FOREVER

THINK

TEAM

FAKE

TRUE



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Fill in the gaps with the correct words:

RIGHT HERE, RIGHT NOW  
AND YOU HAVE TO KNOW  
THAT I'LL NEVER LET YOU DOWN

I'M NOT GONNA LEAVE YOU  
I'M NOT GOING ANYWHERE  
WITHOUT YOU, MY JULIET.

**FOREVER** WALKING HAND IN HAND

RIGHT HERE, RIGHT NOW  
WE'RE A COUPLE, WE'RE A **TEAM**  
AND THAT'S WHY THE TRUTH WILL WIN

I'M NOT GONNA LEAVE YOU  
I'M NOT GOING ANYWHERE  
THERE'S NO PLACE I'D LOVE TO GO  
WITHOUT YOU, MY ROMEO

THE PATH IS NOT ALWAYS EASY  
A **FRIENDSHIP** SOMETIMES HURTS  
ONLINE COULD LOOK LIKE EASY  
BUT A LIE CAN TURN THINGS WORSE

STAY **TRUE** TO YOUR TRUTH  
RIGHT HERE, RIGHT NOW  
SURROUNDED BY **FAKE** NEWS  
RIGHT HERE, RIGHT NOW  
THERE'S NO OTHER WAY  
RIGHT HERE, RIGHT NOW  
**THINK** FIRST, BE WISER  
BE CAREFUL WHAT YOU SHARE  
RIGHT HERE, RIGHT NOW (x2)

FRIENDSHIP

FOREVER

THINK

TEAM

FAKE

TRUE



# THE BIG CHALLENGE

## WORKSHEET 7

### SHAKESPEARE

William Shakespeare wrote *Romeo and Juliet*, as well as many other plays. He is a very famous author, and that's because his plays are immortal. He always presents universal themes about humanity. Here are some examples of these universal themes.

**In pairs or groups, try to think of other stories from our time that address these themes.** You will discover we are not so different from William Shakespeare, and our stories are very similar to his. **Explain to your classmates why you think the stories that you chose talk about these topics.**

#### LOVE

*Romeo and Juliet is an impossible love story. Two lovers, two feuding families, one end. They fall in love and secretly marry. Their families had to face the consequences, culminating in the lovers' deaths.*

#### POWER AND AMBITION

*Macbeth, a Scottish general, is told by witches that he is becoming a king. Macbeth kills everyone who stands in the way of his ascension to the throne and his maintenance of power.*

#### DEATH

*In some plays, death is a consequence of the actions, and in others, it is the cause of the events. In *Romeo and Juliet*, death is the consequence; in *Hamlet*, the death of his father is the cause of his revenge.*

## CREATE YOUR OWN ART

In our story, Juliet wants to finish her graffiti because art can make people think, and thus, art can change the world. Many artists use their art to express revolution. Here you have some examples:



**BERLIN WALL**



**BANKSY**



**MAFALDA**

Now that you know art can change our world. What do you want to change? **Choose one topic and create a piece of art that expresses anything you want to say.**

1. Choose a **topic**. You can talk about injustice, something that happened at school, at home, with someone you know...
2. Search for **information** about the topic.
3. Decide the **art form** you want to use: watercolours, pencil drawing, oil painting, collage, or photography.
4. Create a list of the materials you need to get started. In groups or by yourself, create your masterpiece.

# TEACHER'S NOTES

YEAH!

# BASICS OF THE PLAY: Teacher's Notes

## WORKSHEET 1: WELCOME TO VERONA

This activity focuses on the real story of Verona's Balcony. With this information, the activity provides an opportunity for students to debate how we receive information now and in the past.



**Skills**

Reading comprehension



**Duration**

15 mins



**Difficulty**



**Objective**

- To enhance reading comprehension by identifying and visualising key story elements.
- To debate about true or false facts.



**Steps**

1. Read the text about Verona's Balcony all together.
2. Discuss the students' opinions about how we receive the information now and how people received it in the past.
3. Let them answer the true or false statements.
4. Discuss the concepts of true and false again, and have them explain how they identify a true story.



**Materials**

Worksheet.



**Answers**

Check the Answer Key provided.

## SONG 1: EVERYBODY NEEDS LOVE

This song introduces the key characters and themes while emphasising the importance of love in our lives. The goal is to improve listening skills, vocabulary, and comprehension, all while enjoying the catchy tune.



**Skills**

Listening / Reading



**Duration**

20 mins



**Difficulty**



**Objective**

- To improve listening comprehension in English
- To introduce the characters of our play.



**Steps**

1. Play the song and ask students to listen carefully and select the correct word.
2. Replay the song to let students confirm their word choices and enjoy the music once again.
3. Facilitate a brief discussion about the song and ask students to share their thoughts.



**Materials**

Computer with Internet connection  
The song can be found on our website  
Worksheet



**Answers**

Check the Answer Key provided.

# BASICS OF THE PLAY: Teacher's Notes

## WORKSHEET 2: I LOVE HATING YOU

This exercise enables them to understand the characters of this play, allowing students to comprehend what they love and what they dislike. The goal is to work on the love-hate grammar structure and reinforce the basic vocabulary of the show.

|                                                                                     |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <b>Skills</b>     | Writing / Reading comprehension                                                                                                                                                                                                                                                                                                                                                                                                |
|    | <b>Duration</b>   | 20 mins                                                                                                                                                                                                                                                                                                                                                                                                                        |
|    | <b>Difficulty</b> |                                                                                                                                                                                                                                                                                                                                               |
|    | <b>Objective</b>  | <ul style="list-style-type: none"><li>• To introduce the characters of the play</li><li>• To enhance vocabulary by associating words with their correct character</li><li>• To practise the grammar of I love/ I hate.</li></ul>                                                                                                                                                                                               |
|    | <b>Steps</b>      | <ol style="list-style-type: none"><li>1. Listen to the song Everybody Needs Love and guess which character is singing each part.</li><li>2. Talk about the four main characters in this play.</li><li>3. Complete the activity alone, in pairs, or in groups.</li><li>4. Correct the exercise all together and discuss the possible relationships between the characters based on what they love and what they hate.</li></ol> |
|  | <b>Materials</b>  | Worksheet<br>Lyrics of the song                                                                                                                                                                                                                                                                                                                                                                                                |
|  | <b>Answers</b>    | Check the Answer Key provided.                                                                                                                                                                                                                                                                                                                                                                                                 |

## WORKSHEET 3: CROSSWORD

Regarding the Everybody Needs Love song, we have this activity to allow the students to dig deeper into Romeo's character and his world. You can remind them of the vocabulary about the internet that they use every day and discuss where all these words come from: English.

|                                                                                     |                   |                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Skills</b>     | Reading comprehension / Writing                                                                                                                                                                                                                                                                                                                         |
|  | <b>Duration</b>   | 30 mins                                                                                                                                                                                                                                                                                                                                                 |
|  | <b>Difficulty</b> |                                                                                                                                                                                                                                                                      |
|  | <b>Objective</b>  | <ul style="list-style-type: none"><li>• To improve reading comprehension</li><li>• To build IT-based vocabulary</li></ul>                                                                                                                                                                                                                               |
|  | <b>Steps</b>      | <ol style="list-style-type: none"><li>1. Introduce to the students the character of Romeo and talk about him being a hacker.</li><li>2. Match the words with their correct definition and then, complete the crossword.</li><li>3. Correct the exercise all together.</li><li>4. Discuss the words used in daily life that come from English.</li></ol> |
|  | <b>Materials</b>  | Computer with Internet connection<br>Worksheet                                                                                                                                                                                                                                                                                                          |
|  | <b>Answers</b>    | Check the Answer Key provided.                                                                                                                                                                                                                                                                                                                          |

# KEEP LEARNING: Teacher's Notes

## SONG 2: A PAINTING THAT'S GONNA CHANGE OUR WORLD

This activity provides the students with an opportunity to know how Juliet feels about painting. They can connect with their passions through Juliet's, improving their listening skills and expanding their vocabulary.

|                                                                                    |                   |                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <b>Skills</b>     | Listening / Reading                                                                                                                                                                                                                |
|   | <b>Duration</b>   | 20 mins                                                                                                                                                                                                                            |
|   | <b>Difficulty</b> |                                                                                                                                                   |
|   | <b>Objective</b>  | <ul style="list-style-type: none"><li>To improve listening comprehension in English</li><li>To build vocabulary about art and painting.</li></ul>                                                                                  |
|   | <b>Steps</b>      | <ol style="list-style-type: none"><li>Play the song and ask students to listen carefully and select the correct word.</li><li>Replay the song to let students confirm their word choices and enjoy the music once again.</li></ol> |
|   | <b>Materials</b>  | Computer with Internet connection<br>The song can be found on our website<br>Worksheet                                                                                                                                             |
|  | <b>Answers</b>    | Check the Answer Key provided.                                                                                                                                                                                                     |

## SONG 3: EAT MY CAKE

In this song, we have the opportunity to listen to Mr. Rabbit's voice and learn about his values. While working on their listening comprehension skills, the students embark on a journey through concepts such as honesty and truth.

|                                                                                     |                   |                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Skills</b>     | Listening / Reading / Writing                                                                                                                                                                                                                                                                                                              |
|  | <b>Duration</b>   | 20 mins                                                                                                                                                                                                                                                                                                                                    |
|  | <b>Difficulty</b> |                                                                                                                                                                                                                                                         |
|  | <b>Objective</b>  | <ul style="list-style-type: none"><li>To improve listening comprehension in English</li><li>To introduce the characters of our play.</li></ul>                                                                                                                                                                                             |
|  | <b>Steps</b>      | <ol style="list-style-type: none"><li>Briefly introduce the activity of filling in the gaps with the missing words.</li><li>After listening, review the song lyrics as a class, ensuring that the gaps are filled correctly</li><li>Ask students about Mr Rabbit and his values, working on concepts like truth, lie, honesty...</li></ol> |
|  | <b>Materials</b>  | Computer with Internet connection<br>The song can be found on our website<br>Worksheet                                                                                                                                                                                                                                                     |
|  | <b>Answers</b>    | Check the Answer Key provided.                                                                                                                                                                                                                                                                                                             |

# KEEP LEARNING: Teacher's Notes

## WORKSHEET 4: TIMELINE

In this engaging activity, students will explore art throughout history, with a focus on women's artwork. It encourages creative skills, teamwork, and the use of their searching abilities.



### Skills

Reading / Searching information / Handicraft



### Duration

1 hour



### Difficulty



### Objective

- To learn about important female painters from different centuries and place them in a historical context using a visual timeline.



### Steps

1. Introduction: discuss female artists in history and the concept of a timeline.
2. Group search: Divide the class into different groups. They must choose one artist (you can use our suggestions or add another one) and complete a mini-file about her.
3. Build the timeline. Here you have two options:
  - Use our timeline, and each student or group must put their artist in the correct place.
  - Lay flat a large piece of paper or cardboard, and every group must place their artist on the same timeline.In each case, don't forget to include the centuries and significant world events (such as World War II and the French Revolution).
4. Students can walk around the timeline, reading others' work and adding sticky notes about their likes and dislikes, how the paintings make them feel, and what they understand



### Materials

Large piece of paper or cardboard  
Markers, scissors, glue  
Short biographies of female painters  
Paper to create the artist file  
Sticky notes or labels



### Answers

Check the Answer Key provided.

# KEEP LEARNING: Teacher's Notes

## WORKSHEET 5: FAKE NEWS



**Skills**

Speaking / Writing



**Duration**

30 mins



**Difficulty**



**Objective**

- To show students how manipulating information and creating fake news is easy.
- To learn new vocabulary about fake news.



**Steps**

1. Explain the context of our story to the students. Talk about elections and the candidates. Then, introduce the concept of fake news.
2. Read together the steps to create fake news.
3. Let them create their own fake news alone, in pairs or in groups.
4. They have to present to their classmates the fake news they created.
5. Students give each fake news piece a grade to determine which ones were the most believable and most successful.
6. Discuss about how easy it is to create fake news and how to detect them. You can discuss about terms like fact, opinion, disinformation, critical thinking...



**Materials**

Computer with Internet connection  
Worksheet provided



**Answers**

There is no one correct answer. Let them think and learn

At JUMPING DUCKS we support promoting a social pact to encourage as many households as possible to give students the necessary information to have critical thinking skills to face the realities of our society. This is why we offer you in this particular exercise a modest bibliography about this big subject, hoping that may be helpful.

### **BIBLIOGRAPHY:**

CARRILLO, NEREIDA; MONTT, ALBERTO (2022) Fake Over. Barcelona: Flamboyant

LEVI, SIMONA; PLANAS, MARC (2021): Fake News. Barcelona: Bindi Books

MEIRA, ISABEL; CARVALHO, BERNARDO P. (2021): Faig likes, per tant existeixo. Barcelona: Takatuka

A quick guide to spotting misinformation: <https://www.unicef.org/eca/stories/quick-guide-spotting-misinformation>

### **If you want to check any fact, you have options:**

Independent Fact Checkers <https://fullfact.org>

Periodismo de verificación <https://chequeado.com/>

Fact-checkers a Catalunya <https://www.verificat.cat/>

# KEEP LEARNING: Teacher's Notes

## SONG 4: WHAT'S NEXT

Madame Fortune's song allows the students to extend their knowledge about future tenses and to get to know this fun character.

|                                                                                     |                   |                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <b>Skills</b>     | Listening / Reading                                                                                                                                                                                                                                                                             |
|    | <b>Duration</b>   | 20 mins                                                                                                                                                                                                                                                                                         |
|    | <b>Difficulty</b> |                                                                                                                                                                                                                |
|    | <b>Objective</b>  | <ul style="list-style-type: none"><li>• To develop listening skills by ordering the verses of the song.</li><li>• To enhance reading and comprehension abilities by understanding the song's message.</li></ul>                                                                                 |
|    | <b>Steps</b>      | <ol style="list-style-type: none"><li>1. Introduce and explain briefly the activity</li><li>2. Play the song for the students and tell them to order the verses.</li><li>3. Display the correct order and correct the wrong verses.</li><li>4. Listen to the song again and enjoy it!</li></ol> |
|    | <b>Materials</b>  | Computer with Internet connection<br>The song can be found on our website<br>Worksheet                                                                                                                                                                                                          |
|  | <b>Answers</b>    | Check the Answer Key provided.                                                                                                                                                                                                                                                                  |

## WORKSHEET 6: ASK MADAME FORTUNE

This activity is centred on the fourth song of the play, where Juliet enters Madame Fortune's tent and gets predictions about her future. In this engaging task, students will work on improving their writing skills by crafting sentences about the future. Also, it's a good opportunity to encourage them to practise their speaking skills.

|                                                                                     |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Skills</b>     | Reading comprehension / Writing / Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|  | <b>Duration</b>   | 30 mins                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | <b>Difficulty</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|  | <b>Objective</b>  | <ul style="list-style-type: none"><li>• To practise future tenses.</li><li>• To encourage English-speaking creativity.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                     |
|  | <b>Steps</b>      | <ol style="list-style-type: none"><li>1. Introduce the character to the students.</li><li>2. Listen, What's Next? song to talk about Madame Fortune. Then, introduce the exercise.</li><li>3. Review the grammar of future tenses to ensure the correct development of the exercise.</li><li>4. Give them time to write questions to Madame Fortune.</li><li>5. In pairs, the students have to ask each other their questions and become Madame Fortune. You can use atrezzo and clothing.</li><li>6. To finish, listen to the song again.</li></ol> |
|  | <b>Materials</b>  | Computer with Internet connection<br>The song can be found on our website<br>Worksheet                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|  | <b>Answers</b>    | There is no correct answer; let them be creative and have fun!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

# KEEP LEARNING: Teacher's Notes

## SONG 5: A WORLD FULL OF LIES

|                                                                                   |                   |                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Skills</b>     | Listening                                                                                                                                                                                                                 |
|  | <b>Duration</b>   | 20 mins                                                                                                                                                                                                                   |
|  | <b>Difficulty</b> |                                                                                                                                          |
|  | <b>Objective</b>  | <ul style="list-style-type: none"><li>• To develop listening skills by ordering the verses of the song.</li><li>• To enhance reading and comprehension abilities by understanding the song's message.</li></ul>           |
|  | <b>Steps</b>      | <ol style="list-style-type: none"><li>1. Listen to the song.</li><li>2. Check the verbs they have to complete.</li><li>3. Play the song again and fill in the gaps.</li><li>4. Correct the lyrics all together.</li></ol> |
|  | <b>Materials</b>  | Computer with Internet connection<br>The song can be found on our website<br>Worksheet                                                                                                                                    |
|  | <b>Answers</b>    | Check the Answer Key provided.                                                                                                                                                                                            |

## SONG 6: RIGHT HERE, RIGHT NOW

|                                                                                     |                   |                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Skills</b>     | Listening                                                                                                                                                                                                                                                                                                                                  |
|  | <b>Duration</b>   | 20 mins                                                                                                                                                                                                                                                                                                                                    |
|  | <b>Difficulty</b> |                                                                                                                                                                                                                                                         |
|  | <b>Objective</b>  | <ul style="list-style-type: none"><li>• To improve listening comprehension in English</li></ul>                                                                                                                                                                                                                                            |
|  | <b>Steps</b>      | <ol style="list-style-type: none"><li>1. Play the song and ask students to listen carefully and select the correct word.</li><li>2. Replay the song to let students confirm their word choices and enjoy the music once again.</li><li>3. Facilitate a brief discussion about the song and ask students to share their thoughts.</li></ol> |
|  | <b>Materials</b>  | Computer with Internet connection<br>The song can be found on our website<br>Worksheet                                                                                                                                                                                                                                                     |
|  | <b>Answers</b>    | Check the Answer Key provided.                                                                                                                                                                                                                                                                                                             |

# THE BIG CHALLENGE: Teacher's Notes

## WORKSHEET 7: SHAKESPEARE



**Skills**

Reading / Speaking / Searching



**Duration**

30 mins



**Difficulty**



**Objective**

- To get the students to recognise the importance of Shakespeare.



**Steps**

1. Read the text about Shakespeare with the students.
2. Discuss universal themes and let them think of contemporary movies, plays or stories that belong to those topics.
3. Let them express their choices in front of the class and talk about the classification. If you want, you can create a moodboard with the topics and they can write the examples in there.



**Materials**

Worksheet



**Answers**

There is no correct answer.

## WORKSHEET 8: CREATE YOUR OWN ART



**Skills**

Handicraft / Creative skills / Teamwork



**Duration**

1 hour



**Difficulty**



**Objective**

- To let the students express themselves through art
- To introduce them about revolutionary art



**Steps**

1. Introduce the concept of revolutionary art to the students. Talk about examples and artists that use their art to express ideas. Try to guess the message of the art pieces that you have in the Worksheet.
2. Talk about the version of our story and how Juliet becomes one of these artists.
3. Ask them to become Juliet and try to create a piece with a message. Follow the steps and in groups let them be creative and explore their art ability.
4. With their work, you can create a gallery to display in the classroom.



**Materials**

Worksheet

Handicraft material to create their masterpiece.



**Answers**

Check the Answer Key provided.

