



SLEEPING BEAUTY

OR NOT



jumpingducks



At **JUMPING DUCKS** we recognize the importance of theater 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 categorized by difficulty level 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 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 theater.

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BASICS OF THE PLAY
KEEP LEARNING
THE BIG CHALLENGE

BASICS OF THE PLAY: ABSTRACT



Once upon a time, there was a princess named Aurora. She lived in a castle. An evil fairy called Maleficent cursed her and Aurora fell asleep for a long time. But Aurora wanted to make her own choices, she didn't like the usual "prince and kiss" story.

With the help of Winky, a talking owl, and some magic gloves, Aurora jumped into a special book to change her story. At a big party, Maleficent tried to hurt Aurora, but the gloves saved her, and she got away. Maleficent believed in rules, but Aurora thought people should decide things together.

Prince Charming liked playing with toy horses and having Aurora as a friend more than being a traditional prince. They both wanted to change the old ways. Aurora talked to the king, and they worked together to stop Maleficent. They found her, and Aurora saw through her tricks and won.

Aurora learned that she could change her own story and decided to fix old stories. This story shows that you can be in charge of your destiny and make new rules.



THE STORY

Read the story of "The Sleeping Beauty, or Not " and do the following activities.

This play is a new version of a fairy tale you might know, such as "Sleeping Beauty." In this story, there's a wicked fairy named Maleficent who puts a spell on a princess named Aurora. However, in this version, Aurora doesn't want a prince to save her with a kiss. She wants to decide things for herself.

A wise owl puppet named Winky tells Aurora that she can change the story. He gives her special gloves to protect her. When Maleficent tries to cast a spell at a fancy party, the Masquerade Ball, these gloves save Aurora, and she escapes from Maleficent.

Aurora tells everyone that old traditions aren't always good if they make you do things you don't want to do. She wants to make new traditions where everyone can choose.

The prince in the story isn't really into kissing or being a traditional hero. Instead, he likes spending time with his friends and riding his toy horse, Adolfo. Afterward, Aurora talks to the king, and he agrees to help her stop Maleficent, even though he's angry at first. Later on, Aurora follows a book's drawings and finds Maleficent's hidden place, the cabin in the woods. She is clever enough to see through Maleficent's trick and stops her with the spindle.

Maleficent believes everyone should follow the rules written in books, but Aurora believes in making decisions together and standing up for what's right. In the end, Aurora wants to change old stories to make them better. This play is all about believing in yourself and making your own choices.

1 Read carefully the following statements about Aurora's Adventure. Decide if each statement is true (T) or false (F) based on what you've learned from the story.

Aurora was cursed by a kind fairy.

Aurora didn't want a traditional prince and kiss ending.

Winky is Aurora's cat.

Aurora entered a special book with the help of an eagle.

Aurora believed in following rules without question.

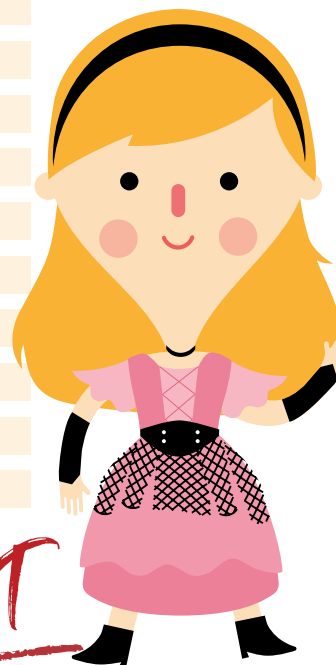
Prince Charming liked playing with toy horses.

Aurora convinced the king to help her stop Maleficent.

Maleficent's tricks couldn't fool Aurora.

Aurora decided to rewrite old stories.

This story teaches us that we can make our own choices.



OR NOT

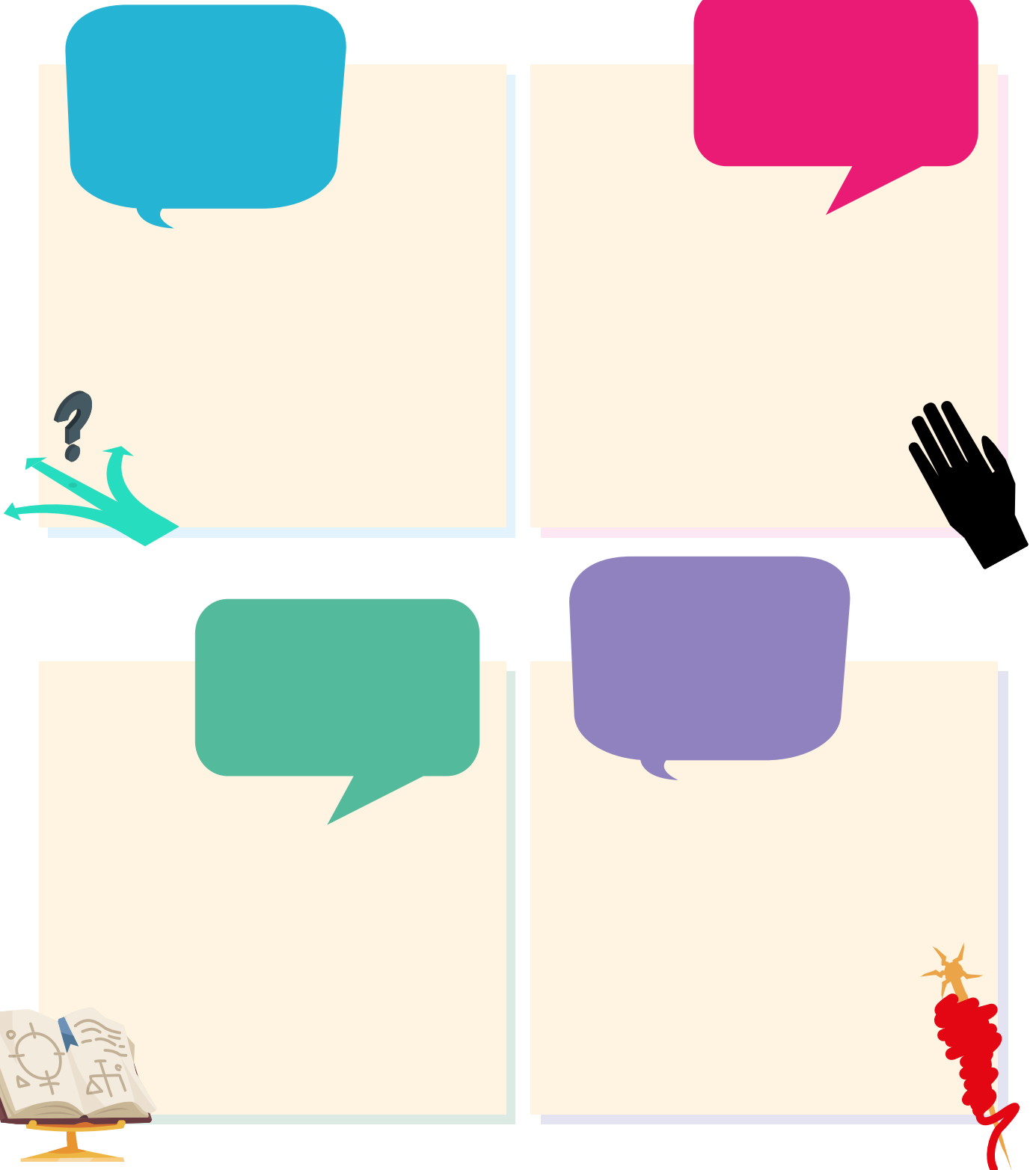
- 2 It is time to be creative! Make a comic of the key moments of this story using the speech bubbles below.

Aurora: "I want to choose my own **destiny**."

Winky: "These magical **gloves** will protect you from Maleficent's spell."

Maleficent: "I'll cast a **spell** at the Masquerade Ball."

Aurora: "With the **spindle**, I stopped Maleficent'!"



THE STORY

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A wise owl puppet named Winky tells Aurora that she can change the story. He gives her special gloves to protect her. When Maleficent tries to cast a spell at a fancy party, the Masquerade Ball, these gloves save Aurora, and she escapes from Maleficent.

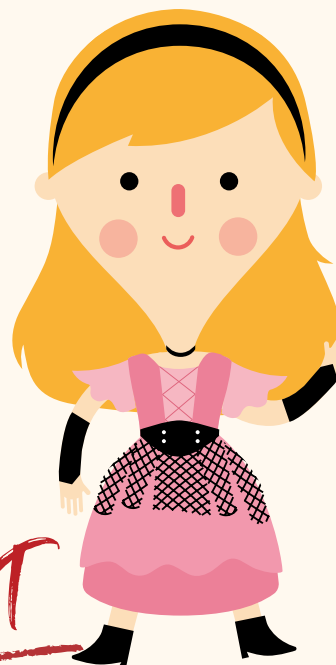
Aurora tells everyone that old traditions aren't always good if they make you do things you don't want to do. She wants to make new traditions where everyone can choose.

The prince in the story isn't really into kissing or being a traditional hero. Instead, he likes spending time with his friends and riding his toy horse, Adolfo. Afterward, Aurora talks to the king, and he agrees to help her stop Maleficent, even though he's angry at first. Later on, Aurora follows a book's drawings and finds Maleficent's hidden place, the cabin in the woods. She is clever enough to see through Maleficent's trick and stops her with the spindle.

Maleficent believes everyone should follow the rules written in books, but Aurora believes in making decisions together and standing up for what's right. In the end, Aurora wants to change old stories to make them better. This play is all about believing in yourself and making your own choices.

1 Read carefully the following statements about Aurora's Adventure. Decide if each statement is true (T) or false (F) based on what you've learned from the story.

Aurora was cursed by a kind fairy.	False
Aurora didn't want a traditional prince and kiss ending.	True
Winky is Aurora's cat.	False
Aurora entered a special book with the help of an eagle.	False
Aurora believed in following rules without question.	False
Prince Charming liked playing with toy horses.	True
Aurora convinced the king to help her stop Maleficent.	True
Maleficent's tricks couldn't fool Aurora.	True
Aurora decided to rewrite old stories.	True
This story teaches us that we can make our own choices.	True



OR NOT

A TALE FROM THE OLD TIMES

"A tale from the old times" is the opening number of the musical. In this song you can get to know the three main characters in the story: Maleficent, the evil fairy, Prince Charming, a brave and cute hero and Aurora, a princess who wants to rewrite her story.

MALEFICENT

1 Listen to the song and choose the correct word.

HI, HI, HI... NOT TO YOU.
HI IT'S ME, MALEFICENT, THE **EVIL / BAD / NICE** ONE
HI IT'S ME, I'M GUILTY, YOU'LL SEE:

I'M MALEFICENT
I'M NOT **INNOCENT / BEAUTIFUL / MEAN**
I'M THE BAD ONE
AND **WHO / WHAT / WHERE** I DO...
IS:

TERRIBLE THINGS
TERRIBLE / HORRIBLE / INCREDIBLE
ACTIONS
UGLY REACTIONS
AND I ALWAYS **WIN / LOSE**

MAGIC SPELLS
SCARY / POSH / SPORTY POTIONS
CURSING LADIES...
YOU KNOW **WHY / WHEN / WHAT**
I MEAN

CHORUS
A TALE FROM THE OLD TIMES
A TALE YOU ALL KNOW
IT'S HERE IN MY **WAND / HAND / BOOK**, SO
RELAX AND ENJOY
OH, OH, OH, OH...
A TALE FROM THE OLD TIMES!

Let me see...
A **1,000 / 100 / 1,000,000** YEARS
AGO
I PUT A **SPELL / BOW / CURSE** ON
HER
SHE WON'T BE **AWAKE / ASLEEP**
IF A BOY DOESN'T GIVE HER **LOVE / A KISS / A TEDDY BEAR!**

PRINCE CHARMING IS HIS NAME
HE RIDES A SLENDER **DONKEY / COW / HORSE**
IT SEEMS HE JUST WANTS FAME
DON'T LOOK AT **THIS / ME / HER**
IT'S WRITTEN **HERE / THERE / ON THE BOOK**, What is this?

CHORUS



PRINCE CHARMING

2 Listen to the song and put the verses in order. Write the correct number.

I'M YOUR GUY

I'M A PRINCE

I'M THE ONE WHO
IS GONNA KISS YOU

Wait here, Adolfo.

I'M SO CUTE, and I
know it!

YOU'RE THE LUCKIEST GIRL
IN THE WHOLE WORLD

I AM BRAVE

'CAUSE YOU KNOW...

A KISS FROM A
PRINCE

THIS IS THE MOMENT
FOR YOU TO WAKE UP

AND YOUR HEART
WILL BE MINE

'CAUSE A KISS
FROM A PRINCE

YOU'LL OPEN
YOUR EYES

IS ALL THAT YOU
NEED

YOU WILL HAVE A
CRUSH ON ME

SO HERE I GO MY LOVE
SO HERE I GO MY LOVE
SO HERE I GO MY LOVE
SO HERE I GO MY—



AURORA

3 Listen to the song and fill in the gaps with the correct word.

LOOK	KISS	STRONGER	WAS	LIKE	LOVE
BETWEEN	STORY	BOOK	MAN	GOOD	ANGRY

WHO WROTE THIS ?
 I DON'T AGREE!
 I'LL HAVE A
 AND REMOVE WHAT'S WRONG FOR ME
 Okay, but tradition says...

THEY TEACH US WHAT'S WRONG
 THEY TEACH US WHAT'S
 IT A LONG TIME AGO
 NOW IT'S TIME FOR SOMETHING NEW

I SAY NO
 TO A ; I DON'T CONSENT
 I SAY NO
 TO BEING CURSED IN EVERY TALE
 I SAY NO
 I'M NOT WEAKER THAN A
 I SAY NO
 IT'S NOT ME WHO'S GONNA FAIL

I OWN MY OWN
 SO, I SAY NO!

IF YOU DON'T IT
 YOU CAN REWRITE IT
 TAKE YOUR TIME, AND GO
 THE LINES

I SAY NO
 I DON'T ALWAYS FALL IN
 I SAY NO
 I AM THAN YOU WROTE
 I SAY NO
 TO BEING NICE TO EVERYONE
 I SAY NO
 IF I'M YOU WILL KNOW
 I OWN MY OWN STORY
 SO, I SAY NO!

AURORA
 I SAY NO
 TO A KISS; I DON'T CONSENT
 I SAY NO
 TO BEING CURSED IN EVERY TALE
 I SAY NO
 I'M NOT WEAKER THAN A MAN
 I SAY NO
 IT'S NOT ME WHO'S GONNA FAIL

MALEFICENT
 A TALE FROM THE OLD TIMES
 A TALE YOU ALL KNOW
 IT'S NOW IN HER HANDS, SO
 NOW IT'S HER CALL

PRINCE
 I'M A PRINCE
 NOW I KNOW:
 I'M THE ONE WHO'S NOT GONNA KISS
 HER

ALL OF THEM
 A TALE FROM THE OLD TIMES

AURORA
 I SAY NO!



A TALE FROM THE OLD TIMES

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HI IT'S ME, I'M GUILTY, YOU'LL SEE:

I'M MALEFICENT
I'M NOT **INNOCENT**
I'M THE BAD ONE
AND **WHAT** I DO... IS:

TERRIBLE THINGS
HORRIBLE ACTIONS
UGLY REACTIONS
AND I ALWAYS **WIN**

MAGIC SPELLS
SCARY POTIONS
CURSING LADIES...
YOU KNOW **WHAT** I MEAN

CHORUS
A TALE FROM THE OLD TIMES
A TALE YOU ALL KNOW
IT'S HERE IN MY **HAND**, SO
RELAX AND ENJOY
OH, OH, OH, OH...
A TALE FROM THE OLD TIMES!

Let me see...
A **100** YEARS AGO
I PUT A **CURSE** ON HER
SHE WON'T BE **AWAKE**
IF A BOY DOESN'T GIVE HER **LOVE**!

PRINCE CHARMING IS HIS NAME
HE RIDES A SLENDER **HORSE**
IT SEEMS HE JUST WANTS FAME
DON'T LOOK AT **ME**
IT'S WRITTEN **HERE**, What is this?

CHORUS



PRINCE CHARMING

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2

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1

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3

I'M THE ONE WHO
IS GONNA KISS YOU

Wait here, Adolfo.

2

I'M SO CUTE, and I
know it!

3

YOU'RE THE LUCKIEST GIRL
IN THE WHOLE WORLD

1

I AM BRAVE

'CAUSE YOU KNOW...

1

A KISS FROM A
PRINCE

3

THIS IS THE MOMENT
FOR YOU TO WAKE UP

2

AND YOUR HEART
WILL BE MINE

3

'CAUSE A KISS
FROM A PRINCE

1

YOU'LL OPEN
YOUR EYES

4

IS ALL THAT YOU
NEED

2

YOU WILL HAVE A
CRUSH ON ME

SO HERE I GO MY LOVE
SO HERE I GO MY LOVE
SO HERE I GO MY LOVE
SO HERE I GO MY—



AURORA

3 Listen to the song and fill in the gaps with the correct word.

LOOK	KISS	STRONGER	WAS	LIKE	LOVE
BETWEEN	STORY	BOOK	MAN	GOOD	ANGRY

WHO WROTE THIS **BOOK**?
I DON'T AGREE!
I'LL HAVE A **LOOK**
AND REMOVE WHAT'S WRONG FOR ME
Okay, but tradition says...

THEY TEACH US WHAT'S WRONG
THEY TEACH US WHAT'S **GOOD**
IT **WAS** A LONG TIME AGO
NOW IT'S TIME FOR SOMETHING NEW

I SAY NO
TO A **KISS**; I DON'T CONSENT
I SAY NO
TO BEING CURSED IN EVERY TALE
I SAY NO
I'M NOT WEAKER THAN A **MAN**
I SAY NO
IT'S NOT ME WHO'S GONNA FAIL

I OWN MY OWN **STORY**
SO, I SAY NO!

IF YOU DON'T **LIKE** IT
YOU CAN REWRITE IT
TAKE YOUR TIME, AND GO
BETWEEN THE LINES

I SAY NO
I DON'T ALWAYS FALL IN **LOVE**
I SAY NO
I AM **STRONGER** THAN YOU WROTE
I SAY NO
TO BEING NICE TO EVERYONE
I SAY NO
IF I'M **ANGRY** YOU WILL KNOW
I OWN MY OWN STORY
SO, I SAY NO!

AURORA
I SAY NO
TO A KISS; I DON'T CONSENT
I SAY NO
TO BEING CURSED IN EVERY TALE
I SAY NO
I'M NOT WEAKER THAN A MAN
I SAY NO
IT'S NOT ME WHO'S GONNA FAIL

MALEFICENT
A TALE FROM THE OLD TIMES
A TALE YOU ALL KNOW
IT'S NOW IN HER HANDS, SO
NOW IT'S HER CALL

PRINCE
I'M A PRINCE
NOW I KNOW:
I'M THE ONE WHO'S NOT GONNA KISS
HER

ALL OF THEM
A TALE FROM THE OLD TIMES

AURORA
I SAY NO!



FAIRY LAND

You learnt a lot of vocabulary in the story, look at the pictures and complete the words.
Have a look in the wordsearch and don't miss any letter!

_ _ i _ c _ s "A young royal female."

_ _ i _ c _ "A young royal male."

_ i _ g "The ruler of a kingdom."

_ _ r _ e "A four-legged animal that people can ride on."

_ l _ v _ s "A piece of cloth that we wear on our hands for warmth or protection."

_ _ i _ c _ "A person who practices magic."

_ _ e _ l "A magical formula or incantation."

_ _ _ "A nocturnal bird of prey."

M _ _ q _ _ r _ d _ "A party with music where attendees wear masks."

J	L	O	S	P	Q	M	G	A	E	I	G
M	M	R	B	C	H	S	L	T	V	N	W
Y	Z	A	S	S	L	W	O	B	I	U	D
E	N	O	S	M	P	R	V	K	A	I	M
S	W	T	E	Q	O	L	E	A	C	E	Z
A	I	R	C	P	U	J	S	K	A	P	E
P	T	A	N	S	P	E	L	L	E	R	M
S	C	I	I	J	K	C	R	M	D	I	O
Y	H	X	R	C	V	F	L	A	O	N	N
I	S	S	P	E	B	X	Z	L	D	C	M
E	Y	K	A	I	M	S	B	L	S	E	O
J	D	E	S	R	O	H	G	I	Y	G	Z

FAIRY LAND

You learnt a lot of vocabulary in the story, look at the pictures and complete the words.
Have a look in the wordsearch and don't miss any letter!

princess "A young royal female."

prince "A young royal male."

king "The ruler of a kingdom."

horse "A four-legged animal that people can ride on."

gloves "A piece of cloth that we wear on our hands for warmth or protection."

witch "A person who practices magic."

spell "A magical formula or incantation."

owl "A nocturnal bird of prey."

masquerade "A party with music where attendees wear masks."

J	L	O	S	P	Q	M	G	A	E	I	G
M	M	R	B	C	H	S	L	T	V	N	W
Y	Z	A	S	S	L	W	O	B	I	U	D
E	N	O	S	M	P	R	V	K	A	I	M
S	W	T	E	Q	O	L	E	A	C	E	Z
A	I	R	C	P	U	J	S	K	A	P	E
P	T	A	N	S	P	E	L	L	E	R	M
S	C	I	I	J	K	C	R	M	D	I	O
Y	H	X	R	C	V	F	L	A	O	N	N
I	S	S	P	E	B	X	Z	L	D	C	M
E	Y	K	A	I	M	S	B	L	S	E	O
J	D	E	S	R	O	H	G	I	Y	G	Z

SETTING

The story happens both in a Castle and in a cabin in the woods, now label each word with its correct place



CASTLE'S



MALEFICENT'S HOUSE

BLACK BATS

BLACK GLOVES

SPELL BOOK

TRADITIONAL CLOTHES

MAGIC POTIONS

FEARLESS PRINCE

CRISTAL LAMP

GOLDEN SPINDLE

CREEPY SKULLS

GIANT MAP

FEARLESS OWL

FAIRY TALE BOOK

BRAVE PRINCESS

SPIDER WEBS

SETTING

The story happens both in a Castle and in a cabin in the woods, now label each word with its correct place



CASTLE'S

BLACK GLOVES

BRAVE PRINCESS

TRADITIONAL CLOTHES

FAIRY TALE BOOK

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CRISTAL LAMP

GIANT MAP

MALEFICENT'S HOUSE

SPELL BOOK

BLACK BATS

SPIDER WEBS

MAGIC POTIONS

CREEPY SKULLS

GOLDEN SPINDLE

FEARLESS OWL

ASK BEFORE YOU DO

Let's talk about consent, personal space, and respectful relationships. In order to do that choose the correct word in each sentence

Respecting someone's [] is important.
(PERSONAL SPACE / PLAYGROUND / BIRTHDAY PARTY)

It's important to ask for [] before touching someone else's things.
(CONSENT / BANANAS / BEDTIME)

We should make decisions together, not [] for someone else.
(ASK / DECIDE / EAT)

When I hurt my friend's feelings, I should [] and say sorry.
(APOLOGIZE / RUN AWAY / SING LOUDLY)

A true friend supports your choices and [] you.
(RESPECTS / HIDES FROM / LAUGHS AT)

[] for my friend's permission shows that I care about their feelings.
(ASKING / JUMPING / IGNORING)

If I want to play with my friend's toy, I should ask, ' [] I borrow your toy?
(CAN / WILL / ALWAYS)

Making an [] means admitting you did something wrong.
(APOLOGY / ADVENTURE / APPLE)

In a [] relationship, both people make choices together.
(RESPECTFUL / SILLY / SPOOKY)

Now, answer these questions and discuss them in class:

- Why do you think Aurora wanted to make her own choices?
- How would you feel if someone invaded your personal space without asking?
- What is the difference between making decisions for someone and making decisions together?
- When is it necessary to apologize to someone?
- How can friends support each other in making their own choices?

ASK BEFORE YOU DO

Let's talk about consent, personal space, and respectful relationships. In order to do that choose the correct word in each sentence

Respecting someone's **PERSONAL SPACE** is important.
(**PERSONAL SPACE** / PLAYGROUND / BIRTHDAY PARTY)

It's important to ask for **CONSENT** before touching someone else's things.
(**CONSENT** / BANANAS / BEDTIME)

We should make decisions together, not **DECIDE** for someone else.
(ASK / **DECIDE** / EAT)

When I hurt my friend's feelings, I should **APOLOGIZE** and say sorry.
(**APOLOGIZE** / RUN AWAY / SING LOUDLY)

A true friend supports your choices and **RESPECTS** you.
(**RESPECTS** / HIDES FROM / LAUGHS AT)

ASKING for my friend's permission shows that I care about their feelings.
(**ASKING** / JUMPING / IGNORING)

If I want to play with my friend's toy, I should ask, ' **CAN** I borrow your toy?
(**CAN** / WILL / ALWAYS)

Making an **APOLOGY** means admitting you did something wrong.
(**APOLOGY** / ADVENTURE / APPLE)

In a **RESPECTFUL** relationship, both people make choices together.
(**RESPECTFUL** / SILLY / SPOOKY)

Now, answer these questions and discuss about them in the class:

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- How would you feel if someone invaded your personal space without asking?
- What is the difference between making decisions for someone and making decisions together?
- When is it necessary to apologize to someone?
- How can friends support each other in making their own choices?

KEEP LEARNING

SONG 2

MASK DANCE

This is the song from the big Masquerade! Can you find the words that rhyme? They sound very similar and end with the same letters! Color the words that rhyme with different colors.

CHORUS

IF YOU WANNA DANCE
IF YOU WANNA DANCE
NOW IS YOUR CHANCE
NOW IS YOUR CHANCE
RAISE YOUR HANDS
RAISE YOUR HANDS
AND CLAP YOUR HANDS
TWO TIMES

THE KING

Second round!

CHORUS

AURORA & MALEFICENT

A break for the king!

THE KING

LOOK AT ME
ONE, TWO, THREE

I'M YOUR KING

ON YOUR KNEES, PLEASE

I'M A COOLER RULER

I'M THE BEST, BE MY GUEST

IF YOU DON'T TRUST ME

I'LL HAVE YOUR HEAD

IT'S A DANCE

I'M ON THE DANCE FLOOR

USE NO WORDS, LORD

AND DO YOUR BEST SCORE

AND IF YOU CLAP YOUR HANDS

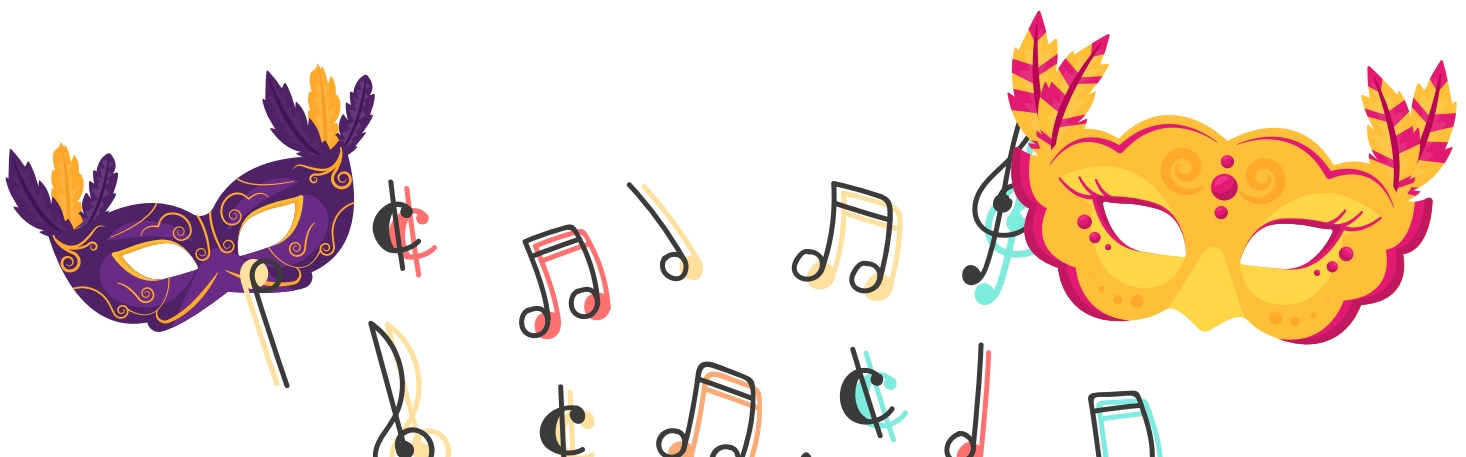
TWO TIMES

A REAL TREASURE

YOU'RE GONNA FIND

Okay, last one!

CHORUS



MASK DANCE

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Second round!

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A break for the king!

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LOOK AT ME
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I'M A COOLER RULER

I'M THE BEST, BE MY GUEST

IF YOU DON'T TRUST ME

I'LL HAVE YOUR HEAD

IT'S A DANCE

I'M ON THE DANCE FLOOR

USE NO WORDS, LORD

AND DO YOUR BEST SCORE

AND IF YOU CLAP YOUR HANDS

TWO TIMES

A REAL TREASURE

YOU'RE GONNA FIND

Okay, last one!

CHORUS



MAKE YOUR MASK

We are at the dancing ball and it's time to create your own mask!
Decorate it and label your design with the words from the list.

EYES

NOSE

MOUTH

EARS

EYEBROWS

CHEEKS

CHIN

LIPS



A large rectangular area defined by a dotted line, intended for drawing and labeling the mask.

It's time to show your mask to your classmates, remember to use the words from the list!

FOLLOW THE RULES!

In the story we learned about the importance of making our own choices, respecting each other's decisions, and asking for consent. Today, we're going to practice using 'must' and 'mustn't' to talk about these important ideas.

These sentences will help us remember the lessons from the story and understand how we can be good friends and make respectful decisions together.

MUST**MUSTN'T**

Friends pressure each other into doing things they don't want to do.

We make decisions together as friends.

Aurora stand up for what she believes in.

Maleficent cast spells without asking beforehand.

In a respectful relationship, we support each other's choices.

The prince force a kiss on Aurora without her consent.

Aurora have the right to decide for herself.

Even though he is scared, Winky abandon Aurora in her quest to change the story."

Maleficent use her powers as she wishes.

Now, you can discuss with your classmates why you think these statements are true or false!



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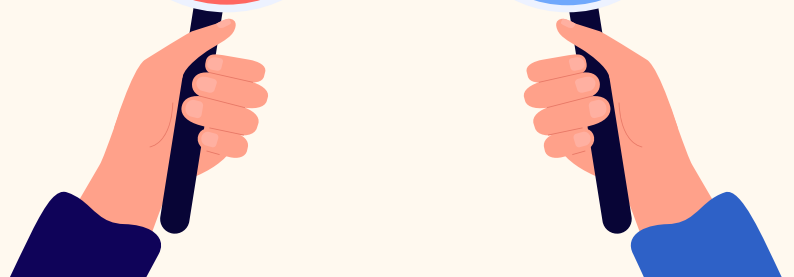
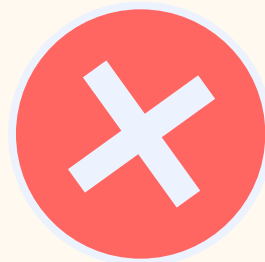
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Now, you can discuss with your classmates why you think these statements are true or false!



DON'T BE A FOOL, JUST FOLLOW THE RULES

This is a song that Maleficent sings. She believes in destiny and that everybody should follow the rules, especially when it is better for her.

Listen to the song and choose the correct word in each verse.

MALEFICENT

She is a fool, the books are written and you cannot change the rules.

YOU MUST UNDERSTAND
EVERYTHING IS PLANNED
THERE'S NO **BROOM / ROOM** FOR COMPLAINTS
NO MATTER WHAT THEY **SAY / DAY**

YOU HAVE TO BELIEVE
EVEN / STEVEN IF YOU DON'T
IT'S THE EASY WAY
THIS IS HOW IT **WORKS / FORKS**

THEN, IF YOU **PEEL / FEEL** LOST
YOU HAVE TO HEAR MY SONG:

CHORUS

YOU'RE NOT SUPPOSED TO **BLINK/THINK**
YOU'RE NOT SUPPOSED TO **ASK/MASK**
YOU'RE NOT SUPPOSED TO **KNOW/SNOW**
JUST KEEP YOUR **HEAD/BREAD** DOWN

DON'T BE A FOOL, JUST FOLLOW THE RULES
DON'T BE A FOOL, JUST FOLLOW THE RULES
EVEN WHEN YOU FEEL IT'S **LONG/WRONG**
DON'T BE A FOOL, JUST FOLLOW THE RULES

*Why does Princess Aurora want to change everything?
She cannot change the rules!*

YOUR JUDGMENT DOESN'T COUNT
YOU'RE LIKE THE WALKING **HEAD/DEAD**
YOU ACT LIKE YOU ARE **SONG/STRONG**
BUT I'M SURE YOU'RE GONNA FAIL

THE RULES HAVE BEEN DECIDED
YOU'RE RUNNING OUT OF **TIME/LIMES**
THE RULES ARE GONNA GUIDE YOU
EVEN IF THEY ARE A **FLY/LIE**

THEN, IF YOU FEEL **LOST/GHOST**
YOU HAVE TO HEAR MY SONG:

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THEN, IF YOU FEEL **LOST/GHOST**
YOU HAVE TO HEAR MY SONG:

CHORUS



A HUNDRED YEARS AGO

This is a song where Aurora sings her truth. She believes that women should be equal to men. She also believes that no one should make her do things she doesn't want to.

Listen to the song and fill in the gaps with the words in the box.

FEEL	CAN	AGREEMENT	PLAY	WEAK	HUNDRED
DANCE	ASK	CHANGING	MAY	THINK	LATER

AURORA

WOMEN IN OLD STORIES
WERE [] AND NAIVE
WE HAD NO GLORY
WE COULDN'T SAY A THING

WE CAN BUILD TOGETHER
A WORLD FOR EVERYONE
JUST [] ME WHAT I THINK
AND I WILL LET YOU KNOW

CAN WE WALK TOGETHER?
[] I BE YOUR FRIEND?
TELL ME WHAT YOU THINK...
CAN I HOLD YOUR HAND?

MAY I CALL YOU [] ?
MAY I SPEAK WITH YOU?
TELL ME WHAT YOU [] ...
IT'S ALWAYS ME AND YOU
ME AND YOU, ME AND YOU.

CHORUS x2

IT MEANS CONSENSUS
IT MEANS []
WE BOTH HAVE FEELINGS
DON'T YOU SEE?

NOW THINGS ARE []
WE CAN RAISE OUR VOICE
WOMEN STARTED A JOURNEY
MORE THAN A [] YEARS AGO

SO ASK ME HOW I []
AND I WILL LET YOU KNOW

CAN WE [] TOGETHER?
CAN I BE YOUR PARTNER?
TELL ME WHAT YOU THINK...
CAN I [] WITH YOU?

[] I ASK YOU SOMETHING?
MAY I SIT WITH YOU?
TELL ME WHAT YOU THINK...
IT'S ALWAYS ME AND YOU
ME AND YOU, ME AND YOU.

CHORUS x2

THIS IS HOW IT HAS TO BE!



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CAN I HOLD YOUR HAND?

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TELL ME WHAT YOU **THINK** ...
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TELL ME WHAT YOU THINK...
IT'S ALWAYS ME AND YOU
ME AND YOU, ME AND YOU.

CHORUS x2

THIS IS HOW IT HAS TO BE!



MY FAIRYTALE LIFE

1

Complete the sentences below to describe the king's daily routine using adverbs of frequency. Choose the adverb that best fits how often the king performs each activity. Remember, adverbs of frequency tell us how often something happens.

NEVER

USUALLY (2)

SOMETIMES

ALWAYS (3)

OFTEN (2)

RARELY

The king wakes up early to start his day.

He has breakfast in the royal dining hall.

The king takes a walk in the castle gardens.

He enjoys a delicious lunch with his advisors.

The king takes a bath in the royal bathtub.

He likes to read important documents in the afternoon.

The king holds meetings with his subjects.

He dines in the grand banquet hall in the evening.

The king goes to bed late after a long day of work.

He brushes his teeth before bedtime.

2

Complete the sentences below to describe the king's daily routine just like in the song 'It's Hard to Be a King.' Choose the adequate verb and use the correct form of the present simple tense (e.g., wakes up, brushes, has, dresses) to fill in the gaps and learn about the king's daily activities.

TO HAVE BREAKFAST • TO DO • TO FOLLOW • TO GO • TO TAKE
TO DRESS • TO WAKE UP • TO EAT • TO BRUSH • TO HAVE DINNER

The king at eight.

He his teeth.

The king a shower at nine.

And his servant him.

A table full of food, at ten.

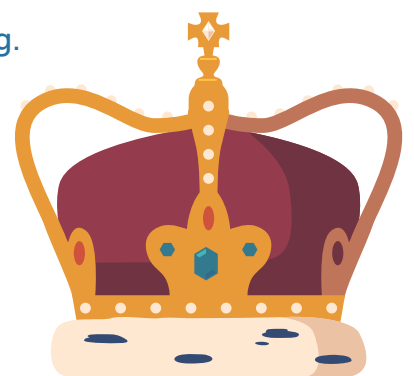
Cakes and sweets are good, he them till he's full.

The king in the grand banquet hall in the evening.

He to bed late after a long day of work.

The king the same routine every day.

Day and night, he the same.



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The king **ALWAYS** wakes up early to start his day.

He **USUALLY** has breakfast in the royal dining hall.

The king **SOMETIMES** takes a walk in the castle gardens.

He **OFTEN** enjoys a delicious lunch with his advisors.

The king **RARELY** takes a bath in the royal bathtub.

He **ALWAYS** likes to read important documents in the afternoon.

The king **OFTEN** holds meetings with his subjects.

He **USUALLY** dines in the grand banquet hall in the evening.

The king **NEVER** goes to bed late after a long day of work.

He **ALWAYS** brushes his teeth before bedtime.

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Complete the sentences below to describe the king's daily routine just like in the song 'It's Hard to Be a King.' Choose the adequate verb and use the correct form of the present simple tense (e.g., wakes up, brushes, has, dresses) to fill in the gaps and learn about the king's daily activities.

TO HAVE BREAKFAST • TO DO • TO FOLLOW • TO GO • TO TAKE
TO DRESS • TO WAKE UP • TO EAT • TO BRUSH • TO HAVE DINNER

The king **WAKES UP** at eight.

He **BRUSHES** his teeth.

The king **TAKES** a shower at nine.

And his servant **DRESSES** him.

A table full of food, he **HAS BREAKFAST** at ten.

Cakes and sweets are good, he **EATS** them till he's full.

The king **HAS DINNER** in the grand banquet hall in the evening.

He **GOES** to bed late after a long day of work.

The king **FOLLOWS** the same routine every day.

Day and night, he **DOES** the same.



IT'S HARD TO BE A KING

This song is sung by the King and he tells us about how difficult the life of a king is...

Listen to the song and put the verbs in the correct tense, is he singing about the past or the present?



WHEN I (to be) A KID
I (to use) TO PLAY AROUND
I (to do) WHAT I WANTED
NO MATTER THE TIME

I (to sit) ON MY THRONE
I (to do) SOME PAPERWORK
WHEN NOBODY IS LOOKING
I (to sleep) A LITTLE MORE

BUT NOW I (to be) A KING, you know
FEET ON THE GROUND
 (to tie) TO THE TIME
I CAN'T IMPROVISE

I (to have) LUNCH AT TWO
I (to read) SOME BOOKS AND
THEN,
I (to have) DINNER AT EIGHT
I (to go) TO BED AT TEN

'CAUSE I ALWAYS...

...AND START ALL OVER AGAIN AND
AGAIN AND AGAIN...

I (to wake up) AT EIGHT
I ALWAYS (to brush) MY TEETH
I (to have) A SHOWER AT NINE
AND MY SERVANT (to dress) ME

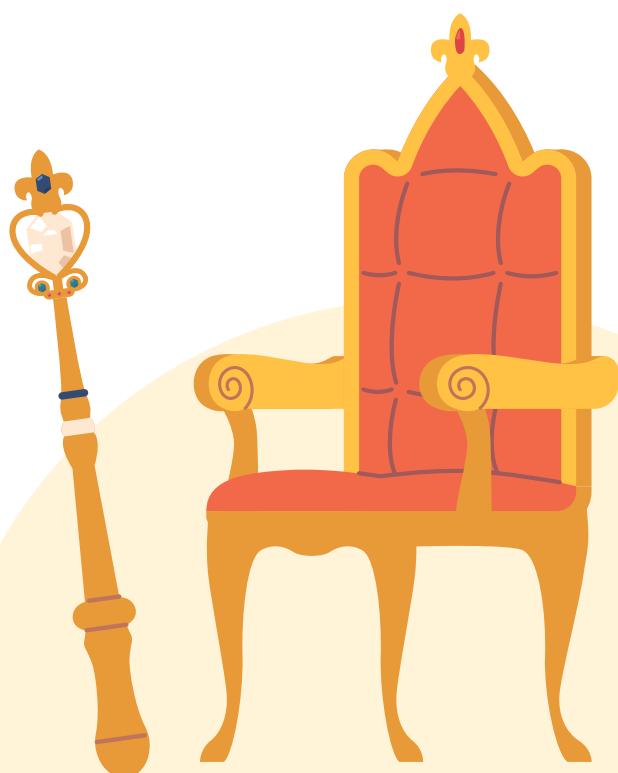
CHORUS

A TABLE FULL OF FOOD
I (to have) BREAKFAST AT TEN
CAKES AND SWEETS ARE GOOD
I (to eat) THEM TILL I'M FULL

CHORUS

YOU CANNOT UNDERSTAND
MY LIFE (to be) A ROUTINE
DAY AND NIGHT I (to do) THE SAME
SO, IT'S HARD TO BE A KING

NA NA NA NA ...
ALWAYS, ALWAYS, ALWAYS THE SAME...
NA NA NA NA ...
SO, IT'S HARD TO BE A KING...



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This song is sung by the King and he tells us about how difficult the life of a king is...

Listen to the song and put the verbs in the correct tense, is he singing about the past or the present?



WHEN I **WAS** (to be) A KID
I **USED** (to use) TO PLAY AROUND
I **DID** (to do) WHAT I WANTED
NO MATTER THE TIME

BUT NOW I **AM** (to be) A KING, you know
FEET ON THE GROUND
TIED (to tie) TO THE TIME
I CAN'T IMPROVISE

'CAUSE I ALWAYS...

I **WAKE UP** (to wake up) AT EIGHT
I ALWAYS **BRUSH** (to brush) MY TEETH
I **HAVE** (to have) A SHOWER AT NINE
AND MY SERVANT **DRESSES** (to dress) ME

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DAY AND NIGHT I **DO** (to do) THE SAME
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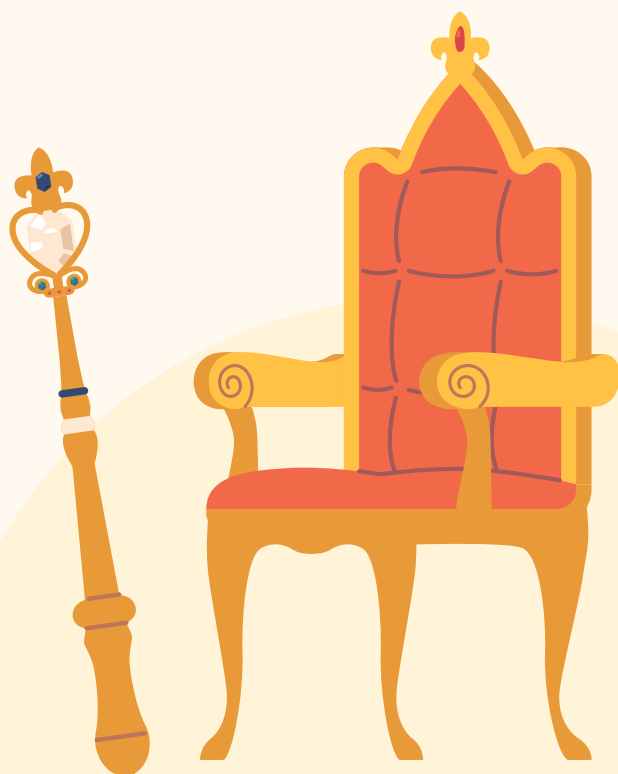
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I **SLEEP** (to sleep) A LITTLE MORE

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I **READ** (to read) SOME BOOKS AND
THEN,
I **HAVE** (to have) DINNER AT EIGHT
I **GO** (to go) TO BED AT TEN

...AND START ALL OVER AGAIN AND
AGAIN AND AGAIN...

CHORUS



THE BIG CHALLENGE

WORKSHEET 8

MAGICAL FOREST ECOSYSTEM

Just like in the story where the characters explored the enchanted forest, we are going to have our own forest adventure with words!

Use comparatives and superlatives to describe the animals and features of the forest. Let's compare them and talk about which ones are the best, fastest, or most beautiful.

When you finish you can draw your magical forest!

The deer is _____ (fast) than the tortoise.

The owl is the _____ (quiet) bird in the forest.

A bird is _____ (small) than a bear.

The river is _____ (wide) than the stream.

The unicorn is _____ (graceful) of all the forest animals.

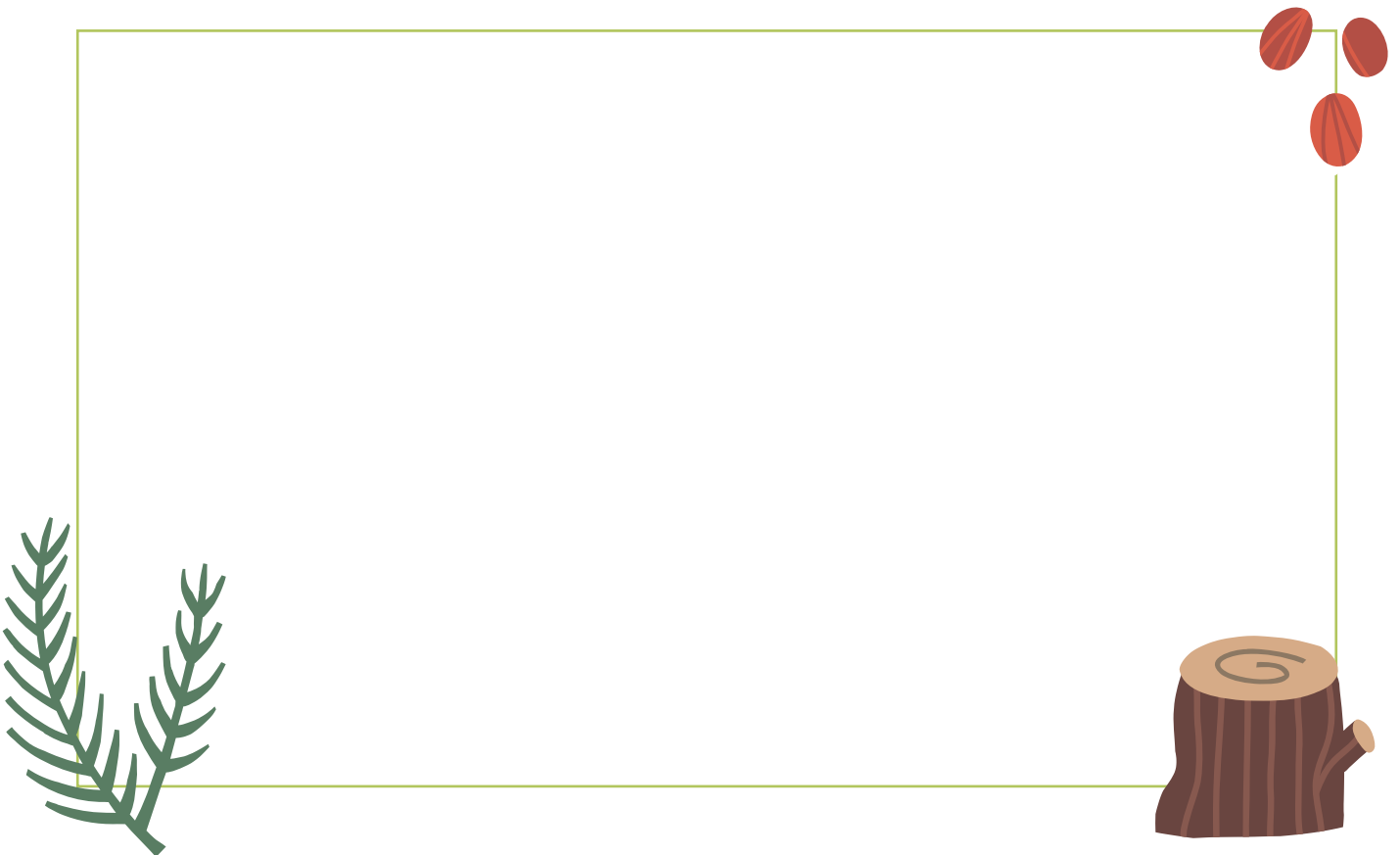
The fairy is _____ (clever) creature in the woods.

The flowers are _____ (beautiful) when they bloom in spring.

The tallest tree in the forest is _____ (tall) than all the others.

The mushrooms are _____ (small) plants in the forest.

The waterfall is _____ (loud) natural sound in the woods.



WORKSHEET 9

WHO WROTE THE BOOK?

Fairy tales have been around for ages, they teach us important lessons and keep us entertained. Read the magazine article about important authors of fantasy and fairy tales and answer the questions. Who is your favourite author?

Welcome, young readers, to our magical world of storytelling! Have you ever wondered who created those amazing fairytales we love to read? Let's embark on a journey and discover the brilliant minds behind these enchanting stories!

Once upon a time, there were talented storytellers like Charles Perrault, the Grimm Brothers, and Hans Christian Andersen. Perrault wrote the delightful tale of "Cinderella," where dreams come true. The Grimm Brothers introduced us to "Snow White," who found friendship with seven dwarves, and Andersen shared the enchanting world of "The Little Mermaid," living under the sea. These stories have captured the hearts of generations with their timeless magic.



In more recent years, we met Beatrix Potter, the creator of the mischievous "Peter Rabbit." Roald Dahl took us to "Charlie and the Chocolate Factory," a place filled with sweets



and wonders, while Rudyard Kipling led us into "The Jungle Book," where talking animals embarked on exciting adventures. These authors continued the tradition of fantastic bedtime tales, making bedtime a thrilling adventure!

Today, J.K. Rowling enchanted the world with the "Harry Potter" series, where young wizards live and learn magic in Hogwarts. Rick Riordan introduced us to "Percy Jackson," a demigod exploring incredible Greek adventures. These modern tales let our imaginations fly high above the clouds!



And there you have it, the magical minds behind the stories that have sparked our imagination! The world of fairytales continues to grow, thanks to talented authors who keep writing wonderful tales. So, next time you read a fairytale, remember the creative souls who made it possible. Happy reading, little explorers!



1. Who wrote "Cinderella"?
A) Beatrix Potter
B) Charles Perrault
C) Roald Dahl
2. What is special about "The Little Mermaid"?
A) She can talk to animals
B) She lives under the sea
C) She flies with fairies
3. Who is the author of "The Jungle Book"?
A) Rudyard Kipling
B) Grimm Brothers
C) Beatrix Potter
4. What makes "Charlie and the Chocolate Factory" special?
A) It's filled with sweets and wonders
B) It's set in a deep jungle
C) It's about a space adventure
5. Who are the authors mentioned in the text?
A) Charles Dickens, Mark Twain, J.K. Rowling
B) Charles Perrault, the Grimm Brothers, Hans Christian Andersen
C) William Shakespeare, Emily Dickinson, Jane Austen
6. What kind of adventures does Percy Jackson have?
A) Greek adventures
B) Space adventures
C) Pirate adventures
7. What is the message the author conveys about fairy tales in the text?
A) Fairytales are just stories, not important for readers.
B) Fairytales have sparked imaginations across generations and continue to grow.
C) Fairytales are only for children, adults should not read them.
8. Why do you think fairy tales are important for children? Share your thoughts!
9. If you could create your own fairytale, what would it be about?

REWRITE YOUR STORY

Aurora sings "I own my own story," which means she can change it as she pleases. Let's have fun together and transform the story again!

In groups, select one story element (characters, setting, problem...) and change it around, be creative! Then, draw the key scenes and a brief explanation on this storyboard. How would you twist this tale?



1

2

3

4

5

SONG 6

THE BIG CHALLENGE

WAKE UP

This song is the final song of Sleeping Beauty, or not musical. After fighting long and hard to rewrite her story, Aurora finally has the happy ending she always wanted. This song has a strong message of empowerment: fight for what you want!

Listen to the song and put it in the right order.

VERSE 1 - AURORA



THEY TALK ABOUT OUR LIVES



THEY TEACH US WHO WE ARE



WE'VE KNOWN THEM
SINCE ANCIENT TIMES



THE WORLD IS FULL OF STORIES

VERSE 2 - ALL THEM



BE CRITICAL AND THEN



BUT YOU SHOULD BE AWARE



NOT EVERYTHING IS RIGHT



YOU CHANGE WHAT
YOU DON'T LIKE

CHORUS



SO WAKE UP



YOU OWN YOUR STORY



AND WAKE UP



REWRITE THE STORIES

Again!
CHORUS

AMANDA & AURORA
REWRITE THE STORIES
AND WAKE UP
THE KING & AURORA
YOU OWN YOUR STORY
SO WAKE UP

AURORA
One more time!
AMANDA & AURORA
REWRITE THE STORIES
AND WAKE UP
THE KING & AURORA
YOU OWN YOUR STORY
SO WAKE UP

AMANDA
WAKE UP!
THE KING
WAKE UP!
AMANDA
WAKE UP!
THE KING
WAKE UP!

ALL
CHORUS

THE END, THE END, THE END,
THE END OF OUR STORY IS HERE!

SONG 6

ANSWER KEY

WAKE UP

This song is the final song of Sleeping Beauty, or not musical. After fighting long and hard to rewrite her story, Aurora finally has the happy ending she always wanted. This song has a strong message of empowerment: fight for what you want!

Listen to the song and put it in the right order.

VERSE 1 - AURORA

3 THEY TALK ABOUT OUR LIVES

4 THEY TEACH US WHO WE ARE

2 WE'VE KNOWN THEM
SINCE ANCIENT TIMES

1 THE WORLD IS FULL OF STORIES

VERSE 2 - ALL THEM

3 BE CRITICAL AND THEN

1 BUT YOU SHOULD BE AWARE

2 NOT EVERYTHING IS RIGHT

4 YOU CHANGE WHAT
YOU DON'T LIKE

CHORUS

4 SO WAKE UP

3 YOU OWN YOUR STORY

2 AND WAKE UP

1 REWRITE THE STORIES

Again!
CHORUS

AMANDA & AURORA
REWRITE THE STORIES
AND WAKE UP
THE KING & AURORA
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SO WAKE UP

AMANDA
WAKE UP!
THE KING
WAKE UP!
AMANDA
WAKE UP!
THE KING
WAKE UP!

ALL
CHORUS

THE END, THE END, THE END,
THE END OF OUR STORY IS HERE!

POSITIVE CHANGES

Have you ever been in a situation that you wanted to change? Get in groups and discuss: How big are these problems? What are three things that you could try to change these situations? Are there any situations that you CAN'T change?

Sometimes, we have **SMALL** problems we can handle by ourselves. These are easy and we don't need to get help from adults.

Then, there are **MEDIUM** problems. More people are affected, and we might need our friends, teachers and family to help. These problems help us grow and learn.

And sometimes, we face **BIG** problems. These are hard to solve, and we might need help from experts and people in charge to overcome them. These problems will seem impossible but, with the right help, they can help us be stronger and wiser.

Mark's parents have set rules about screen time, but he thinks they are too strict.

SMALL

MEDIUM

BIG

THINGS MARK CAN DO TO CHANGE IT.

1. _____
2. _____
3. _____

Emily is having a disagreement with her classmates during a group project. They can't agree on the topic.

SMALL

MEDIUM

BIG

THINGS EMILY CAN DO TO CHANGE IT.

1. _____
2. _____
3. _____

Alex and his younger sister Lily constantly argue about sharing their toys.

SMALL

MEDIUM

BIG

THINGS ALEX CAN DO TO CHANGE IT.

1. _____
2. _____
3. _____

Jake's friends are having a party. Jake is upset because they didn't invite him to the party.

SMALL

MEDIUM

BIG

THINGS JAKE CAN DO TO CHANGE IT.

1. _____
2. _____
3. _____

THE BIG CHALLENGE

Maya and her brother Max don't like doing their house chores. Their parents are angry and they are grounded.

SMALL

MEDIUM

BIG

THINGS THEY CAN DO TO CHANGE IT.

1. _____
2. _____
3. _____

Emma's parents are always busy and don't spend much time talking to her. She wants to do more things with them on the weekend.

SMALL

MEDIUM

BIG

THINGS EMMA CAN DO TO CHANGE IT.

1. _____
2. _____
3. _____

Lily overhears classmates spreading rumors about her friend, Lisa.

SMALL

MEDIUM

BIG

THINGS LILY CAN DO TO CHANGE IT.

1. _____
2. _____
3. _____

Daniel wants to pursue his new hobby: abseiling. But his parents think it's too dangerous.

SMALL

MEDIUM

BIG

THINGS DANIEL CAN DO TO CHANGE IT.

1. _____
2. _____
3. _____

Sarah is being verbally bullied by a classmate at school. Every day, this classmate makes hurtful comments and teases her, leaving her feeling sad and scared.

SMALL

MEDIUM

BIG

THINGS SARAH CAN DO TO CHANGE IT.

1. _____
2. _____
3. _____

Ethan is enthusiastic about joining the school's dance club. However, his friends are making fun of him.

SMALL

MEDIUM

BIG

THINGS ETHAN CAN DO TO CHANGE IT.

1. _____
2. _____
3. _____



TRACKLIST

01 OPENING

A TALE FROM THE OLD TIMES

A KISS FROM A PRINCE

I SAY NO

02 MASK DANCE

03 DON'T BE A FOOL, JUST FOLLOW THE RULES

04 A HUNDRED YEARS AGO

05 IT'S HARD TO BE A KING

06 WAKE UP



♪ A TALE FROM THE OLD TIMES ♪

MALEFICENT

HI, HI, HI... NOT TO YOU.
HI IT'S ME, MALEFICENT, THE BAD ONE
HI IT'S ME, I'M GUILTY, YOU'LL SEE:

I'M MALEFICENT
I'M NOT INNOCENT
I'M THE BAD ONE
AND WHAT I DO... IS:

TERRIBLE THINGS
HORRIBLE ACTIONS
UGLY REACTIONS
AND I ALWAYS WIN

MAGIC SPELLS
SCARY POTIONS
CURSING LADIES...
YOU KNOW WHAT I MEAN

A TALE FROM THE OLD TIMES
A TALE YOU ALL KNOW
IT'S HERE IN MY HAND, SO
RELAX AND ENJOY

OH, OH, OH, OH...
A TALE FROM THE OLD TIMES!

Let me see...
A HUNDRED YEARS AGO
I PUT A CURSE ON HER
SHE WON'T BE AWAKE
IF A BOY DOESN'T GIVE HER LOVE!

PRINCE CHARMING IS HIS NAME
HE RIDES A SLENDER HORSE
IT SEEMS HE JUST WANTS FAME
DON'T LOOK AT ME
IT'S WRITTEN HERE, What is this?

A TALE FROM THE OLD TIMES
A TALE YOU ALL KNOW
IT'S HERE IN MY HAND, SO
RELAX AND ENJOY

OH, OH, OH, OH...
A TALE FROM THE OLD TIMES!





♪ A KISS FROM A PRINCE ♪

PRINCE

Oh, what a beautiful morning... Birds are singing, the sky is so blue, the sun is shining. Come on, Adolfo... let's find our princess. Oh, "¡Qué ven mis ojos!" Princess Aurora! Finally I can sing!

I'M A PRINCE
I'M YOUR GUY
I'M THE ONE WHO IS GONNA KISS YOU

Wait here, Adolfo.

I AM BRAVE
I'M SO CUTE, and I know it!
YOU'RE THE LUCKIEST GIRL IN THE WHOLE WORLD

'CAUSE YOU KNOW...
A KISS FROM A PRINCE
AND YOUR HEART WILL BE MINE
THIS IS THE MOMENT FOR YOU TO WAKEUP

YOU'LL OPEN YOUR EYES
YOU WILL HAVE A CRUSH ON ME
'CAUSE A KISS FROM A PRINCE
IS ALL THAT YOU NEED

SO HERE I GO MY LOVE
SO HERE I GO MY LOVE
SO HERE I GO MY LOVE
SO HERE I GO MY—

AURORA
No! Stop!

PRINCE

But... You should be sleeping, I should kiss you and then you should wake up, fall in love with me...



SONG 1



I SAY NO



No! ...This is all wrong!

WHO WROTE THIS BOOK?
I DON'T AGREE!
I'LL HAVE A LOOK
AND REMOVE WHAT'S WRONG FOR ME
Okay, but tradition says...

THEY TEACH US WHAT'S WRONG
THEY TEACH US WHAT'S GOOD
IT WAS A LONG TIME AGO
NOW IT'S TIME FOR SOMETHING NEW

I SAY NO
TO A KISS; I DON'T CONSENT
I SAY NO
TO BEING CURSED IN EVERY TALE
I SAY NO
I'M NOT WEAKER THAN A MAN
I SAY NO
IT'S NOT ME WHO'S GONNA FAIL

I OWN MY OWN STORY
SO, I SAY NO!

IF YOU DON'T LIKE IT
YOU CAN REWRITE IT
TAKE YOUR TIME, AND GO
BETWEEN THE LINES

I SAY NO
I DON'T ALWAYS FALL IN LOVE
I SAY NO
I AM STRONGER THAN YOU WROTE
I SAY NO
TO BEING NICE TO EVERYONE
I SAY NO
IF I'M ANGRY YOU WILL KNOW

I OWN MY OWN STORY
SO, I SAY NO!

AURORA
I SAY NO
TO A KISS; I DON'T CONSENT
I SAY NO
TO BEING CURSED IN EVERY TALE
I SAY NO
I'M NOT WEAKER THAN A MAN
I SAY NO
IT'S NOT ME WHO'S GONNA FAIL

MALEFICENT
A TALE FROM THE OLD TIMES
A TALE YOU ALL KNOW
IT'S NOW IN HER HANDS, SO
NOW IT'S HER CALL

PRINCE
I'M A PRINCE
NOW I KNOW:
I'M THE ONE WHO'S NOT GONNA KISS
HER

ALL OF THEM
A TALE FROM THE OLD TIMES
AURORA
I SAY NO!





♪ MASK DANCE ♪

CHORUS

IF YOU WANNA DANCE
IF YOU WANNA DANCE
NOW IS YOUR CHANCE
NOW IS YOUR CHANCE
RAISE YOUR HANDS
RAISE YOUR HANDS
AND CLAP YOUR HANDS
TWO TIMES

THE KING

Second round!

CHORUS

AURORA & MALEFICENT

A break for the king!

THE KING

LOOK AT ME
ONE, TWO, THREE

I'M YOUR KING

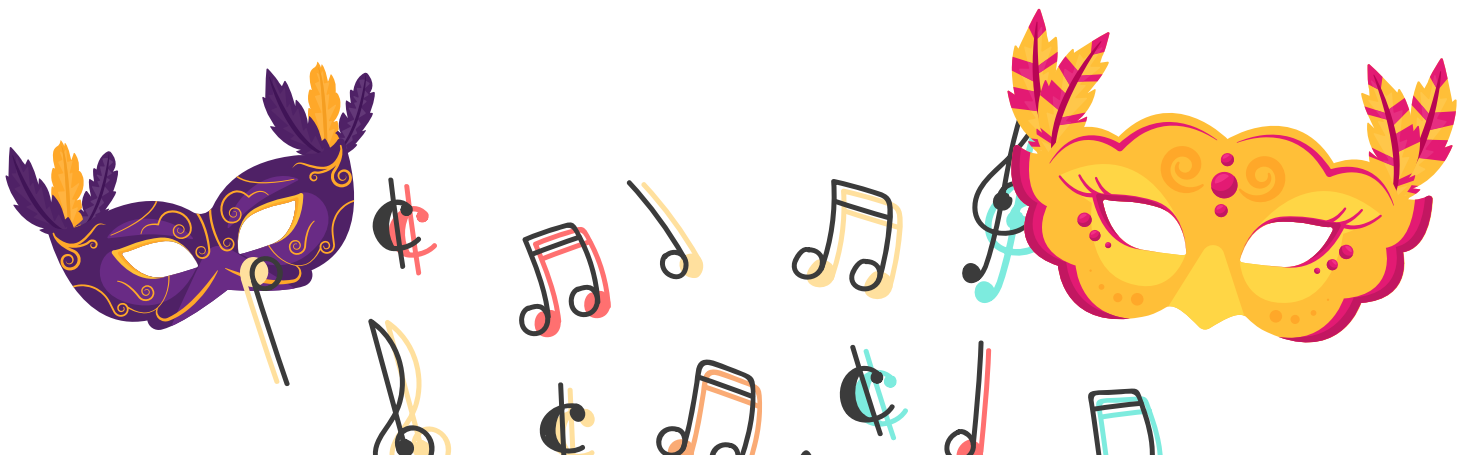
ON YOUR KNEES, PLEASE
I'M A COOLER RULER
I'M THE BEST, BE MY GUEST
IF YOU DON'T TRUST ME
I'LL HAVE YOUR HEAD

IT'S A DANCE

I'M ON THE DANCE FLOOR
USE NO WORDS, LORD
AND DO YOUR BEST SCORE
AND IF YOU CLAP YOUR HANDS
TWO TIMES
A REAL TREASURE
YOU'RE GONNA FIND

Okay, last one!

CHORUS





DON'T BE A FOOL, JUST FOLLOW THE RULES



MALEFICENT

She is a fool, the books are written and
you cannot change the rules.

YOU MUST UNDERSTAND
EVERYTHING IS PLANNED
THERE'S NO ROOM FOR COMPLAINTS
NO MATTER WHAT THEY SAY

YOU HAVE TO BELIEVE
EVEN IF YOU DON'T
IT'S THE EASY WAY
THIS IS HOW IT WORKS

THEN, IF YOU FEEL LOST
YOU HAVE TO HEAR MY SONG:

CHORUS

YOU'RE NOT SUPPOSED TO THINK
YOU'RE NOT SUPPOSED TO ASK
YOU'RE NOT SUPPOSED TO KNOW
JUST KEEP YOUR HEAD DOWN

DON'T BE A FOOL, JUST FOLLOW THE
RULES
DON'T BE A FOOL, JUST FOLLOW THE
RULES
EVEN WHEN YOU FEEL IT'S WRONG
DON'T BE A FOOL, JUST FOLLOW THE
RULES

Why does Princess Aurora want to
change everything?
She cannot change the rules!

YOUR JUDGMENT DOESN'T COUNT
YOU'RE LIKE THE WALKING DEAD
YOU ACT LIKE YOU ARE STRONG
BUT I'M SURE YOU'RE GONNA FAIL

THE RULES HAVE BEEN DECIDED
YOU'RE RUNNING OUT OF TIME
THE RULES ARE GONNA GUIDE YOU
EVEN IF THEY ARE A LIE

THEN, IF YOU FEEL LOST
YOU HAVE TO HEAR MY SONG:





♪ A HUNDRED YEARS AGO ♪

AURORA

WOMEN IN OLD STORIES
WERE WEAK AND NAIVE
WE HAD NO GLORY
WE COULDN'T SAY A THING

WE CAN BUILD TOGETHER
A WORLD FOR EVERYONE
JUST ASK ME WHAT I THINK
AND I WILL LET YOU KNOW

CAN WE WALK TOGETHER?
CAN I BE YOUR FRIEND?
TELL ME WHAT YOU THINK...
CAN I HOLD YOUR HAND?

MAY I CALL YOU LATER?
MAY I SPEAK WITH YOU?
TELL ME WHAT YOU THINK...
IT'S ALWAYS ME AND YOU
ME AND YOU, ME AND YOU.

IT MEANS CONSENSUS
IT MEANS AGREEMENT
WE BOTH HAVE FEELINGS
DON'T YOU SEE?

IT MEANS CONSENSUS
IT MEANS AGREEMENT
WE BOTH HAVE FEELINGS
DON'T YOU SEE?
DON'T YOU SEE? DON'T YOU SEE?

NOW THINGS ARE CHANGING
WE CAN RAISE OUR VOICE
WOMEN STARTED A JOURNEY
MORE THAN A HUNDRED YEARS
AGO

SO ASK ME HOW I FEEL
AND I WILL LET YOU KNOW

CAN WE PLAY TOGETHER?
CAN I BE YOUR PARTNER?
TELL ME WHAT YOU THINK...
CAN I DANCE WITH YOU?

MAY I ASK YOU SOMETHING?
MAY I SIT WITH YOU?
TELL ME WHAT YOU THINK...
IT'S ALWAYS ME AND YOU
ME AND YOU, ME AND YOU.

IT MEANS CONSENSUS
IT MEANS AGREEMENT
WE BOTH HAVE FEELINGS
DON'T YOU SEE?

IT MEANS CONSENSUS
IT MEANS AGREEMENT
WE BOTH HAVE FEELINGS
DON'T YOU SEE?
DON'T YOU SEE? DON'T YOU SEE?

THIS IS HOW IT HAS TO BE!





♪ IT'S HARD TO BE A KING ♪



THE KING

WHEN I WAS A KID
I USED TO PLAY AROUND
I DID WHAT I WANTED
NO MATTER THE TIME

BUT NOW I'M A KING, you know
FEET ON THE GROUND
TIED TO THE TIME
I CAN'T IMPROVISE

'CAUSE I ALWAYS...

I WAKE UP AT EIGHT
I ALWAYS BRUSH MY TEETH
I HAVE A SHOWER AT NINE
AND MY SERVANT DRESSES ME

A TABLE FULL OF FOOD
I HAVE BREAKFAST AT TEN
CAKES AND SWEETS ARE GOOD
I EAT THEM TILL I'M FULL

YOU CANNOT UNDERSTAND
MY LIFE IS A ROUTINE
DAY AND NIGHT I DO THE SAME
SO, IT'S HARD TO BE A KING

NA NA NA NA ...
DAY AND NIGHT I DO THE SAME
NA NA NA NA ...
SO, IT'S HARD TO BE A KING!

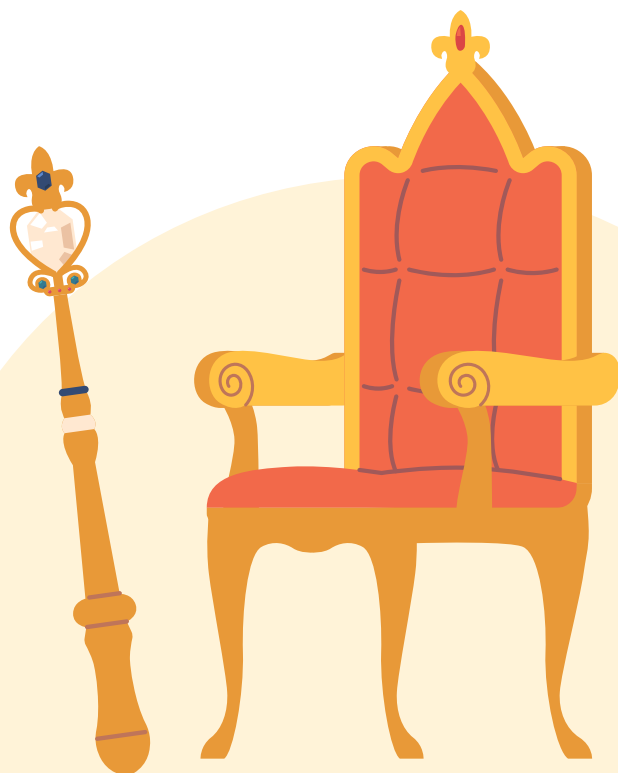
I SIT ON MY THRONE
I DO SOME PAPERWORK
WHEN NOBODY IS LOOKING
I SLEEP A LITTLE MORE

I HAVE LUNCH AT TWO
I READ SOME BOOKS AND THEN,
I HAVE DINNER AT EIGHT
I GO TO BED AT TEN

...AND START ALL OVER AGAIN AND
AGAIN AND AGAIN...

YOU CANNOT UNDERSTAND
MY LIFE IS A ROUTINE
DAY AND NIGHT I DO THE SAME
SO, IT'S HARD TO BE A KING

NA NA NA NA ...
DAY AND NIGHT I DO THE SAME
NA NA NA NA ...
SO, IT'S HARD TO BE A KING!





WAKE UP

AURORA

THE WORLD IS FULL OF STORIES
WE'VE KNOWN THEM SINCE ANCIENT
TIMES
THEY TALK ABOUT OUR LIVES
THEY TEACH US WHO WE ARE

ALL THEM

BUT YOU SHOULD BE AWARE
NOT EVERYTHING IS RIGHT
BE CRITICAL AND THEN
YOU CHANGE WHAT YOU DON'T LIKE

REWRITE THE STORIES
AND WAKE UP
YOU OWN YOUR STORY
SO WAKE UP

Again!
REWRITE THE STORIES
AND WAKE UP
YOU OWN YOUR STORY
SO WAKE UP

AMANDA & AURORA

REWRITE THE STORIES
AND WAKE UP

THE KING & AURORA
YOU OWN YOUR STORY
SO WAKE UP

AURORA

One more time!

AMANDA & AURORA

REWRITE THE STORIES
AND WAKE UP

THE KING & AURORA

YOU OWN YOUR STORY
SO WAKE UP

AMANDA

WAKE UP!

THE KING

WAKE UP!

AMANDA

WAKE UP!

THE KING

WAKE UP!

ALL

REWRITE THE STORIES
AND WAKE UP
YOU OWN YOUR STORY
SO WAKE UP

THE END, THE END, THE END,
THE END OF OUR STORY IS HERE!



TEACHER'S NOTES



BASICS OF THE PLAY: Teacher's Notes

WORKSHEET 1: THE STORY

"The Sleeping Beauty, or Not" is a play that reimagines the classic Sleeping Beauty story with a twist. Princess Aurora wants to make her own choices and challenges traditional roles. This worksheet assesses students' understanding of the play by asking them to evaluate true/false statements and express their creativity through a comic strip illustrating key moments.



Skills

Listening
Speaking
Reading
Writing



Duration

1 or 2 sessions



Difficulty



Objective

- To assess the children's understanding of the story's key elements, characters, and plot
- To foster creativity by inviting children to create a comic strip representing key moments from the story



Steps

1. Read the story with the students, making sure they understand the plot and characters.
2. Engage students in a discussion about the story's key points, characters, and moral lessons. Use the true or false statements to verify their comprehension.
3. Provide the materials needed for students to create a comic strip depicting key moments from the story. Encourage them to use speech bubbles for dialogue.
4. After completing the comic, review it with the children, allowing them to share their creative interpretations. Reflect on the moral lessons learned from the story.



Materials

Worksheet
Synopsis
Drawing materials



Assessment

For the True and False activity check the Answer Key provided. Assess the completed comic strips based on creativity, accuracy in depicting key moments. Encourage peer assessment, where children review and provide feedback on each other's comic strips and reflections.

BASICS OF THE PLAY: Teacher's Notes

SONG 1: MAIN SONG

This song is an introduction to the musical play. It aims to familiarize students with the main characters and themes. By listening to Maleficent's song and filling in missing words, students engage with the lyrics and get a sense of Maleficent's character. This activity encourages listening comprehension, vocabulary recognition, and understanding character dynamics, setting the stage for the play's unfolding narrative.



Skills

Listening
Speaking
Reading
Writing



Duration

30 min



Difficulty



Objective

- To develop students' listening skills by having them listen to the song and identify specific words and phrases
- To improve students' ability to sequence events and ideas



Steps

1. Begin by introducing the song "A Tale from the Old Times" and its significance in the play
2. Instruct students to listen carefully and choose the correct words to fill in the blanks
3. Correct the answers and encourage students to share their thoughts on the characters
4. As an extension, you can have students create their own verses for Maleficent or Prince Charming



Materials

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



Assessment

Check the Answer Key provided.
Assess their comprehension of the song's narrative structure
Evaluate their ability to provide insights into the characters' motivations and actions

BASICS OF THE PLAY: Teacher's Notes

WORKSHEET 2: A FAIRYTALE WORLD

In this vocabulary activity titled students dive into the magical world of the play. They complete words related to key story elements while hunting for them in a wordsearch. This engages students in both word recognition and the enchanting plot, making learning enjoyable and educational



Skills

Speaking
Reading
Writing



Duration

30 min



Difficulty



Objective

- To reinforce the vocabulary words learned from the story
- To encourage children to pay attention to detail by reading the story again to ensure they don't miss any letters when completing the words



Steps

1. Talk about the story and remind the vocabulary words they encountered in the story
2. Explain that they need to look at the pictures and complete the words by filling in the missing letters
3. Encourage students to review the story again to find the correct spellings of the words.
4. Engage in a brief discussion about the vocabulary words and their meanings.



Materials

Worksheet



Assessment

Check the Answer Key provided.
Encourage students to discuss their answers and the words' meanings with their peers. Evaluate their ability to communicate and share insights about the vocabulary.

BASICS OF THE PLAY: Teacher's Notes

WORKSHEET 3: THE SETTINGS

Let's immerse in Aurora's adventurous journey by inviting students to connect with the story's locations: The Castle and Maleficent's House. By matching words to their respective places, students develop a deeper understanding of how the narrative unfolds in different settings.



Skills

Listening
Speaking
Reading
Writing



Duration

30 - 60 minutes



Difficulty



Objective

- To reinforce students understanding of the story's settings
- To promote vocabulary retention and comprehension



Steps

1. Remind students of the key locations mentioned in the story
2. Encourage students to recall specific scenes or details from the story
3. Explain that they need to read each word and decide whether it belongs in the "Castle" or "Cabin" column
4. Let students work independently or in pairs to match each word to its correct location.
5. Engage in a discussion about the locations and words to reinforce their understanding of the story's settings



Materials

Worksheet



Assessment

Check the Answer Key provided.
Engage in a group discussion about the locations and the words associated with them. Listen to students' explanations and assess the depth of their comprehension.

BASICS OF THE PLAY: Teacher's Notes

WORKSHEET 4: THE MESSAGE

Aurora's journey revolves around themes of consent, personal space, and respectful relationships. This activity fosters a valuable opportunity for students to connect the story's lessons to real-life situations and ethical considerations, promoting a deeper understanding of the story's underlying messages.



Skills

Speaking
Reading
Writing



Duration

1 session



Difficulty



Objective

- To understand the concepts of consent and personal space
- To work on sentence structure and comprehension



Steps

1. Introduce the activity's theme, which focuses on consent, personal space, and respectful relationships
2. Explain to the students that they will be completing sentences by choosing the correct words
3. Let students work independently to complete the sentences
4. Initiate a class discussion based on the questions provided
5. Promote critical thinking by asking follow-up questions during the discussion



Materials

Worksheet



Assessment

Check the Answer Key provided.
Assess students' ability to think critically about the importance of consent and personal space.

KEEP LEARNING: Teacher's Notes

SONG 2: MASK DANCE

In this song, students are prompted to identify and color rhyming words from the lyrics, enhancing their phonemic awareness and language skills. By actively participating in this activity, students connect with the play's theme of the Masquerade Ball and the magical atmosphere.



Skills

Listening
Speaking



Duration

20 min



Difficulty



Objective

- To develop students' ability to identify and recognize words that rhyme by listening to the song lyrics
- To encourage active participation by having students color-code rhyming words with different colors, promoting visual and auditory engagement



Steps

1. Start by introducing the song "Mask Dance" and explain the context of the song within the play
2. Explain that rhyming words sound similar and have the same ending sounds
3. Instruct them to listen to the song again and color the words that rhyme with different colors



Materials

Worksheet
Markers or colored pencils



Assessment

Check the Answer Key provided
Consider having students assess their peers' participation and color-coding accuracy.

KEEP LEARNING: Teacher's Notes

WORKSHEET 5: MAKE YOUR MASK

By visually representing facial features on their masks, students reinforce their understanding of these words in a meaningful context. Furthermore, the opportunity to showcase their masks fosters their communication skills as they describe their designs using the newly acquired vocabulary.



Skills

Speaking
Reading
Writing



Duration

1 session



Difficulty



Objective

- To reinforce students' vocabulary related to facial features
- To encourage creativity and self-expression



Steps

1. Explain that they will be creating their own masks
2. Ensure that each student has the necessary materials
3. Say and explain each word, ensuring that they understand the meanings
4. Instruct students to design and decorate their masks creatively
5. Tell students to label their mask designs with the appropriate vocabulary words



Materials

Blank masks
Colored markers, crayons and other decorative items



Assessment

Assess whether students correctly label and describe the facial features
Evaluate the creativity and design of each student's mask

KEEP LEARNING: Teacher's Notes

WORKSHEET 6: FOLLOW THE RULES

By using 'must' and 'mustn't,' students practice essential language skills while discussing the moral lessons from the play. This activity encourages critical thinking and promotes meaningful dialogue among students as they evaluate statements about friendship and decision-making.



Skills

Speaking
Reading
Writing



Duration

1 session



Difficulty



Objective

- To reinforce the use of the modal verbs 'must' and 'mustn't' in sentences
- To reflect on the importance of respecting personal boundaries, consent and respect



Steps

1. Explain that students will practice using the modal verbs 'must' and 'mustn't' to reinforce the concepts of making choices, respecting decisions, and asking for consent
2. Ensure that students understand the meaning of 'must' and 'mustn't'
3. Instruct students to complete each sentence
4. Review the correct answers together as a class
5. Reflect on the statements



Materials

Worksheets



Assessment

Check the Answer Key provided
Encourage students to provide feedback on their peers' sentences or contributions during discussion

KEEP LEARNING: Teacher's Notes

SONG 3: DON'T BE A FOOL AND FOLLOW THE RULES

Join Maleficent in her song, 'Don't Be a Fool, Just Follow the Rules,' as she passionately conveys her belief in following established rules and destiny. This activity provides a platform for students to explore the themes of consent, personal space, and respectful relationships by choosing the correct words in each verse.



Skills

Speaking
Reading
Listening



Duration

20 min



Difficulty



Objective

- To assess students' listening comprehension skills
- To ensure students can gain insight into different characters and their perspective



Steps

1. Introduce the song and its context within the play
2. Play the song for the students
3. After listening to the song and completing the fill-in-the-blank activity, initiate a class discussion
4. Connect the song to the broader themes of the play, especially Aurora's desire to change her destiny



Materials

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



Assessment

Check the Answer Key provided
Consider including class participation as a component of the assessment

KEEP LEARNING: Teacher's Notes

WORKSHEET 7: MAGICAL FOREST ECOSYSTEM

Transport your students into the enchanting forest of our play, where magical creatures and unique flora thrive. This activity engages students in exploring the forest ecosystem while enhancing their language skills through comparatives and superlatives. It's an exciting journey through language and ecology that'll captivate your students' imaginations!



Skills

Speaking
Reading
Writing



Duration

1 session



Difficulty



Objective

- To practice using comparatives (e.g., faster, quieter) and superlatives (e.g., fastest, most beautiful)
- To describe animals and features of the forest, fostering vocabulary expansion and language skills



Steps

1. Begin the activity by explaining that they will be using comparatives and superlatives
2. Review the vocabulary words related to animals and forest features
3. Tell students to fill in the blanks with the appropriate comparatives or superlatives
4. Encourage them to use complete sentences to correct the sentences and describe their reasoning



Materials

Worksheet
Colored markers, crayons and other decorative items



Assessment

Check the Answer Key provided
Consider their ability to visually represent the comparative and superlative descriptions

KEEP LEARNING: Teacher's Notes

SONG 4: A HUNDRED YEARS

In this captivating song, the King reflects on the challenges of his royal life, comparing the past to the present. It's a fantastic opportunity to discuss verb tenses and connect language with the story's theme. This song adds depth to the characters and their experiences, making language learning a melodious adventure.



Skills

Listening
Reading
Speaking



Duration

20 min



Difficulty



Objective

- To assess students' listening comprehension skills
- To enrich students' vocabulary by exposing them to new words and phrases used in the song



Steps

1. Start by playing the song "A Hundred Years Ago" for the students
2. Instruct the students to listen carefully to the song and fill in the gaps in the lyrics
3. Correct the answers and ask students what they think the song is about
4. Play the song one more time to reinforce comprehension



Materials

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



Assessment

Check the Answer Key provided
Actively observe students during the discussion and note their level of engagement

KEEP LEARNING: Teacher's Notes

WORKSHEET 8: YOUR LIFE AS A MONARCH

This time students have the exciting task of putting themselves in the shoes of a character from the story. Also, by using adverbs of frequency and practicing the present simple tense, students reinforce their language skills



Skills

Reading
Writing
Speaking



Duration

1 session



Difficulty



Objective

- To improve their ability to describe daily routines and habits using the appropriate adverbs
- To reinforce vocabulary and language patterns from the play



Steps

1. Introduce the concept of adverbs of frequency to the students
2. Review the king's daily routine, either from the story or the related song
3. Allow the students some time to work individually or in pairs to complete the sentences
4. Review the completed sentences as a class and discuss the students' choices



Materials

Worksheet
"It's Hard to Be a King" song



Assessment

Check the Answer Key provided
Have students exchange worksheets and peer-assess each other's work. This not only reinforces learning but also encourages collaboration and discussion among students.

KEEP LEARNING: Teacher's Notes

SONG 5: IT'S HARD TO BE A KING

This song performed by the King provides students with a glimpse into the challenges of royal life. The activity involves listening to the song and identifying the correct verb tenses, thus reinforcing their understanding of the past and present tenses.



Skills

Listening
Reading
Speaking



Duration

20 min



Difficulty



Objective

- To assess students' ability to listen and comprehend the song's lyrics
- To reinforce their understanding of verb conjugation in English



Steps

1. Play the song "It's Hard to Be a King" for the students
2. Explain to the students that they need to identify whether the King is singing about the past or the present
3. As they listen, ask them to mark or underline the verbs in the lyrics
4. Correct answers and engage the students in a brief discussion about the song's content



Materials

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



Assessment

Check the Answer Key provided
Assess their ability to comprehend the song's themes and message

KEEP LEARNING: Teacher's Notes

WORKSHEET 9: WHO WROTE THE BOOK?

By reading a magazine article, students learn about the contributions of renowned authors like Charles Perrault, the Grimm Brothers, Hans Christian Andersen, Beatrix Potter, Roald Dahl, and others. They are encouraged to identify their favorite author and reflect on what makes these stories enduring classics.



Skills

Reading
Speaking



Duration

1 session



Difficulty



Objective

- To assess the students' comprehension of the magazine article about famous authors of fairy tales
- To think critically about the importance of fairy tales and express their opinions and creativity



Steps

1. Explain that will read a magazine article about famous authors of fairy tales and will answer some questions
2. Encourage them to read the article carefully, paying attention to details about the authors and their famous works
3. Instruct students to answer the questions based on the information they gathered
4. Facilitate a discussion about their answers



Materials

Worksheet



Assessment

Check the Answer Key provided
During the discussion of students' responses, observe their ability to engage in meaningful conversation, share ideas, and express their thoughts clearly

THE BIG CHALLENGE: Teacher's Notes

WORKSHEET 10: REWRITE YOUR STORY

This activity fosters creativity and critical thinking by allowing students to reimagine and illustrate key elements of the story. It encourages collaborative work within groups, enhancing interpersonal skills.

 Skills	Writing Speaking
 Duration	1 session
 Difficulty	
 Objective	• To encourage students to use their imagination and creativity to re-imagine and visually depict key scenes from a familiar story • To promote teamwork and group collaboration
 Steps	1. Divide the students into small groups 2. Instruct the students to choose one story element from the list that they'd like to transform in the story 3. Explain that they will use the frames to draw key scenes that represent the transformation 4. In each frame of the storyboard, students should draw a scene that reflects the change they want to make 5. Ask each group to present their work to the class
 Materials	Worksheet Colored markers, crayons and other decorative items
 Assessment	Assess each student's participation in the group Determine the depth of critical thinking demonstrated by each student. thoughts clearly

THE BIG CHALLENGE: Teacher's Notes

SONG 6: WAKE UP

Get ready to conclude 'Aurora's Adventure' with an empowering finale! In this activity, students will engage with this song and immerse themselves in the profound message of taking control of one's own story. Through the power of music, they'll understand the importance of rewriting narratives and pursuing their dreams



Skills

Listening
Reading



Duration

min / sessions



Difficulty



Objective

- To reflect on the themes of self-determination, rewriting narratives, and taking control of one's story
- To understand the empowering message of the song "Wake Up" in the context of the play



Steps

1. Play the song "Wake Up" and encourage them to listen closely to the lyrics
2. Tell students to put the lyrics in the correct order and check the answers
3. Have the students discuss the importance of owning their own stories and rewriting narratives when necessary
4. Ask students how they can apply the message of the song to their own lives



Materials

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



Assessment

Check the Answer Key provided
Assess students' understanding of the concepts showed and their level of participation

THE BIG CHALLENGE: Teacher's Notes

WORKSHEET 11: POSITIVE CHANGES

This time students will explore problem-solving and decision-making while categorizing problems into three sizes: small, medium, and big. By discussing various scenarios and potential solutions, students develop critical thinking skills and learn to differentiate between problems they can handle independently and those that may require support from others.



Skills

Listening
Speaking
Reading
Writing



Duration

1 or 2 sessions



Difficulty



Objective

- To foster creativity while allowing them to reimagine the story
- To develop communication skills by working collaboratively



Steps

1. Introduce the concept of reimagining Sleeping Beauty's story.
2. Divide students into teams for collaboration.
3. Have teams choose a story element to change.
4. Have teams discuss and come up with imaginative ideas for their chosen story element.
5. Encourage students to draw and describe briefly the key scenes of their revised story on the provided storyboard.
6. Ask them to prepare 5-minute presentations explaining the changes they made and why they make the story better.
7. Conclude with a reflection on teamwork and creativity.



Materials

Synopsis
Storyboards



Assessment

Ask children to provide feedback on their team members' contributions to the activity, focusing on teamwork and communication skills.

