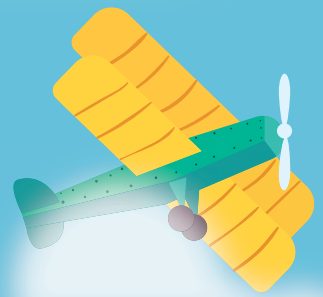


BEAUTY AND THE BEAST



jumpingducks



At **JUMPING DUCKS** we strive to provide a wide range of materials for teachers to choose from and use in the classroom.

These materials are designed to enhance children's participation and enjoyment of our plays and workshops.

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.

The materials are leveled by difficulty and accompanied by a teacher's guide:

- In **BASICS OF THE PLAY** we provide teachers with the main song and information about characters and plot.
- In the **KEEP LEARNING** section you will find worksheets and games designed for each play to expand vocabulary, enhance reading and writing skills and practice speaking.
- In the **BIG CHALLENGE** section we provide in-depth group or individual projects to reflect upon the underlying topics of each play.



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TRACKLIST

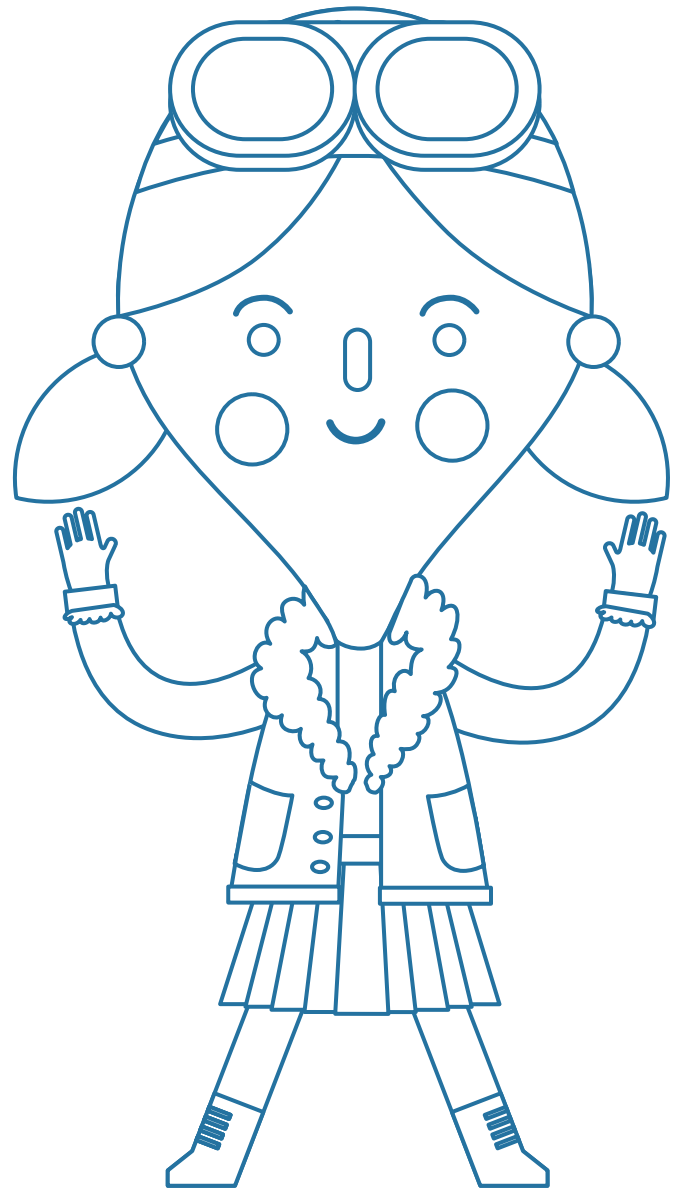
TEACHER'S NOTES

THE BASICS OF THE PLAY

KEEP LEARNING

THE BIG CHALLENGE

FLASHCARDS



BELLE

FLASHCARDS



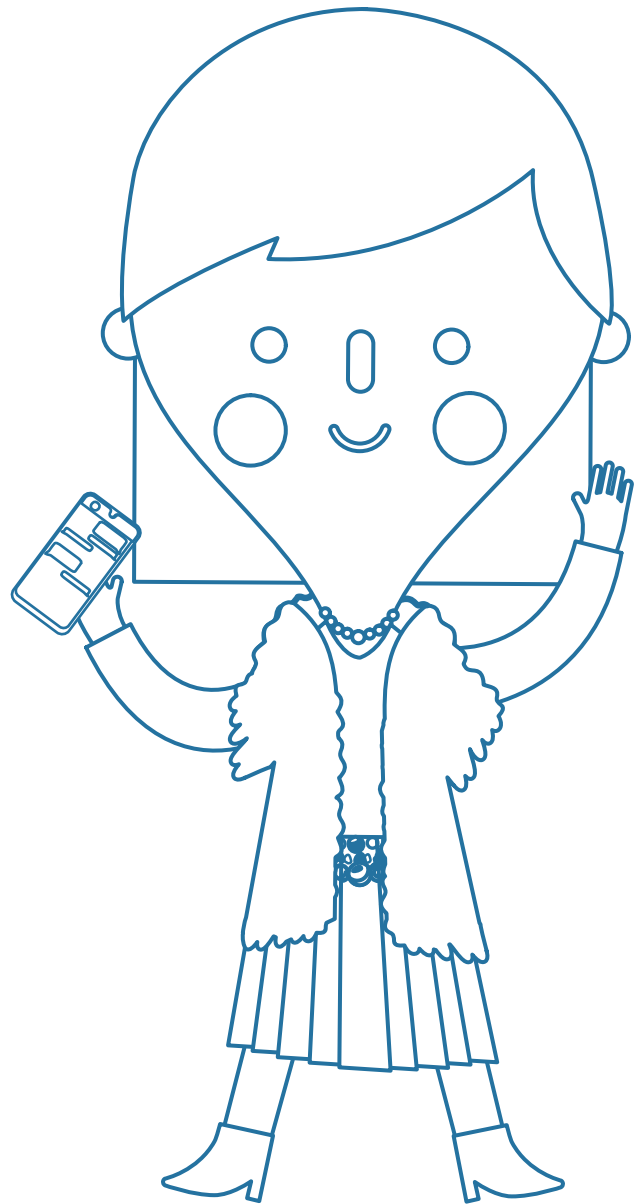
MAURICE

FLASHCARDS



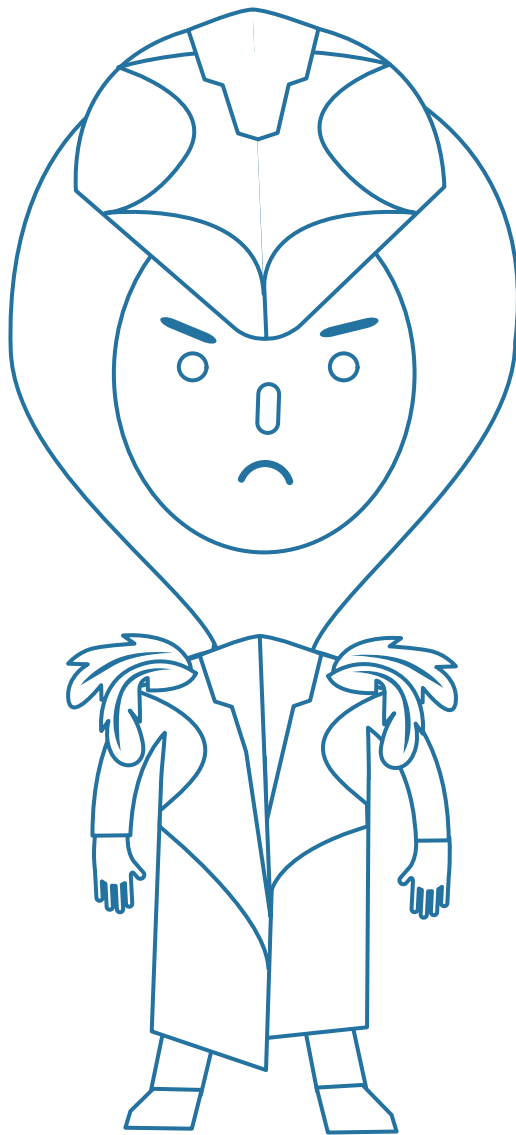
FLIGHT ATTENDANT

FLASHCARDS



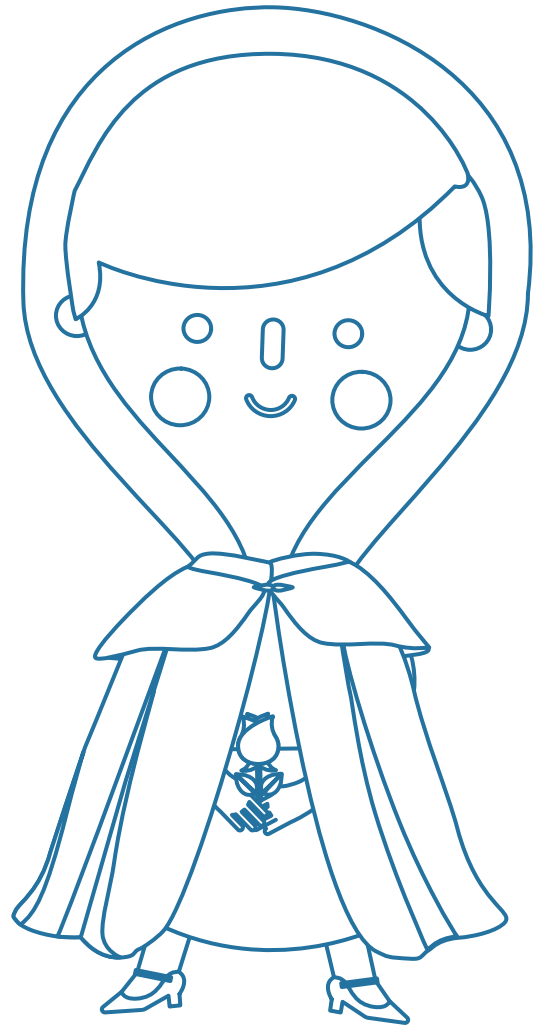
URSULA

FLASHCARDS



BEAST

FLASHCARDS



WITCH

FLASHCARDS



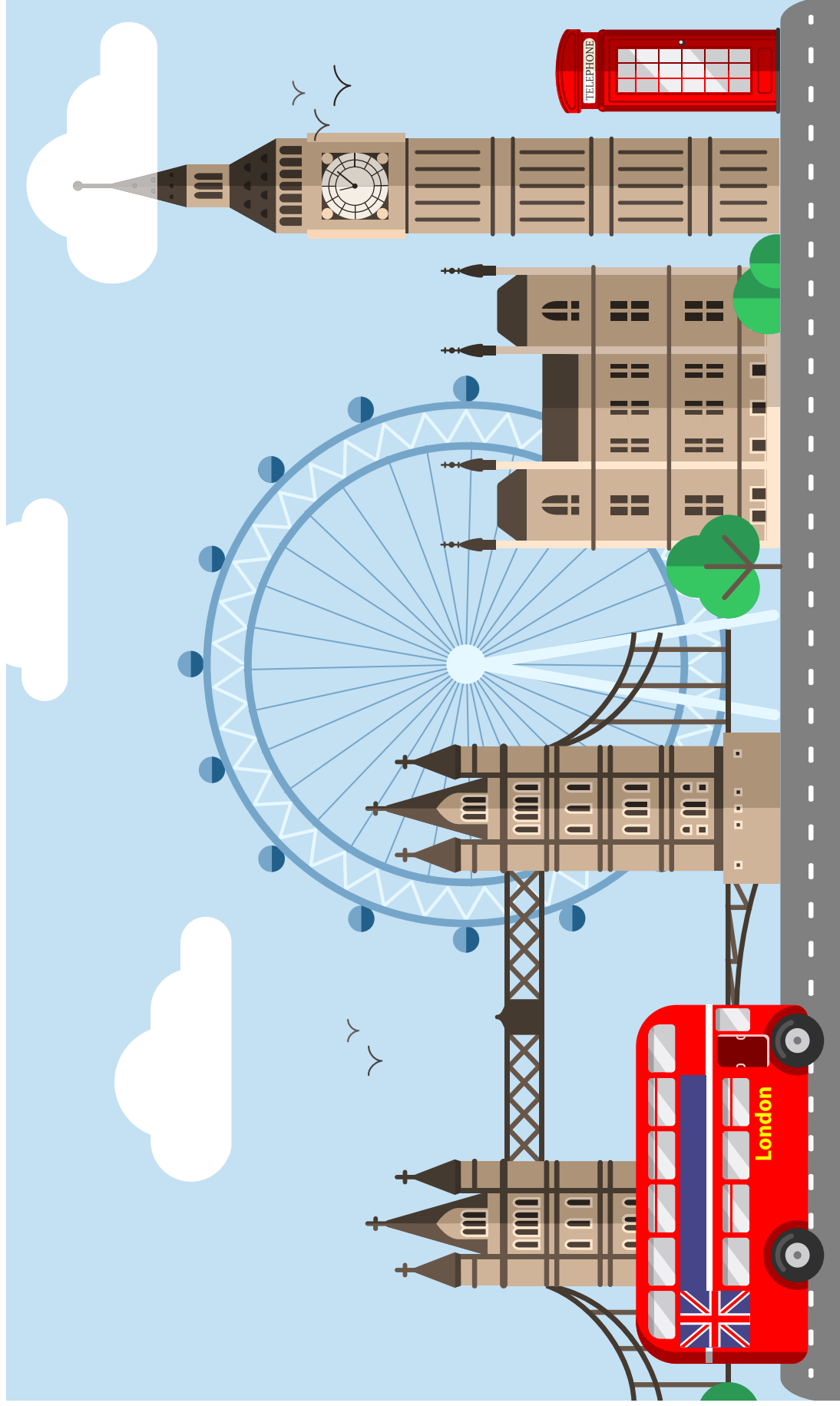
BELLE'S HOUSE

FLASHCARDS



BEAST'S MANSION

FLASHCARDS



LONDON

FLASHCARDS



HOLLYWOOD HILLS

BASICS OF THE PLAY

SYNOPSIS

Our modern day take on “Beauty and the Beast” takes place in Hollywood and London. Belle lives with her father, Maurice, and her stepmother Ursula. Maurice is an inventor and Ursula is only concerned about appearances and social media. Maurice’s airplane crashes on a business trip and he stays the night in the Beast’s mansion in the Hollywood Hills. When the Beast finds him he gets angry and decides to keep Maurice hostage. Belle starts her journey to find her missing dad and when she finds him, at the Beast’s castle, she decides to stay with the Beast in place of her dad.

Belle soon discovers that the Beast is not as scary nor as evil as she first thought. When the Beast was young, he was a bully at school and he was cursed by a witch. Belle realizes that we should never judge a person by the way they look. Belle and the Beast start to know each other and they become friends. Belle inspires him to read the books and, together, they work out a plan to undo the curse.

Both Belle and the Beast finally realize that appearances or the way people look from the outside is not important, but the person that is hidden inside.

Message:

Don’t judge a book by its cover.



BASICS OF THE PLAY

Who are the main characters and locations? Circle the right options



BELLE



GENIE



BEAST



ALLADIN



LITTLE RED HOOD



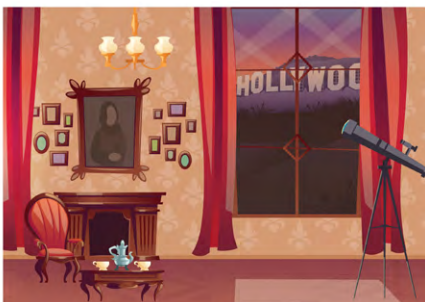
MAURICE



ROBIN



URSULA



BEAST'S MANSION



OCEAN

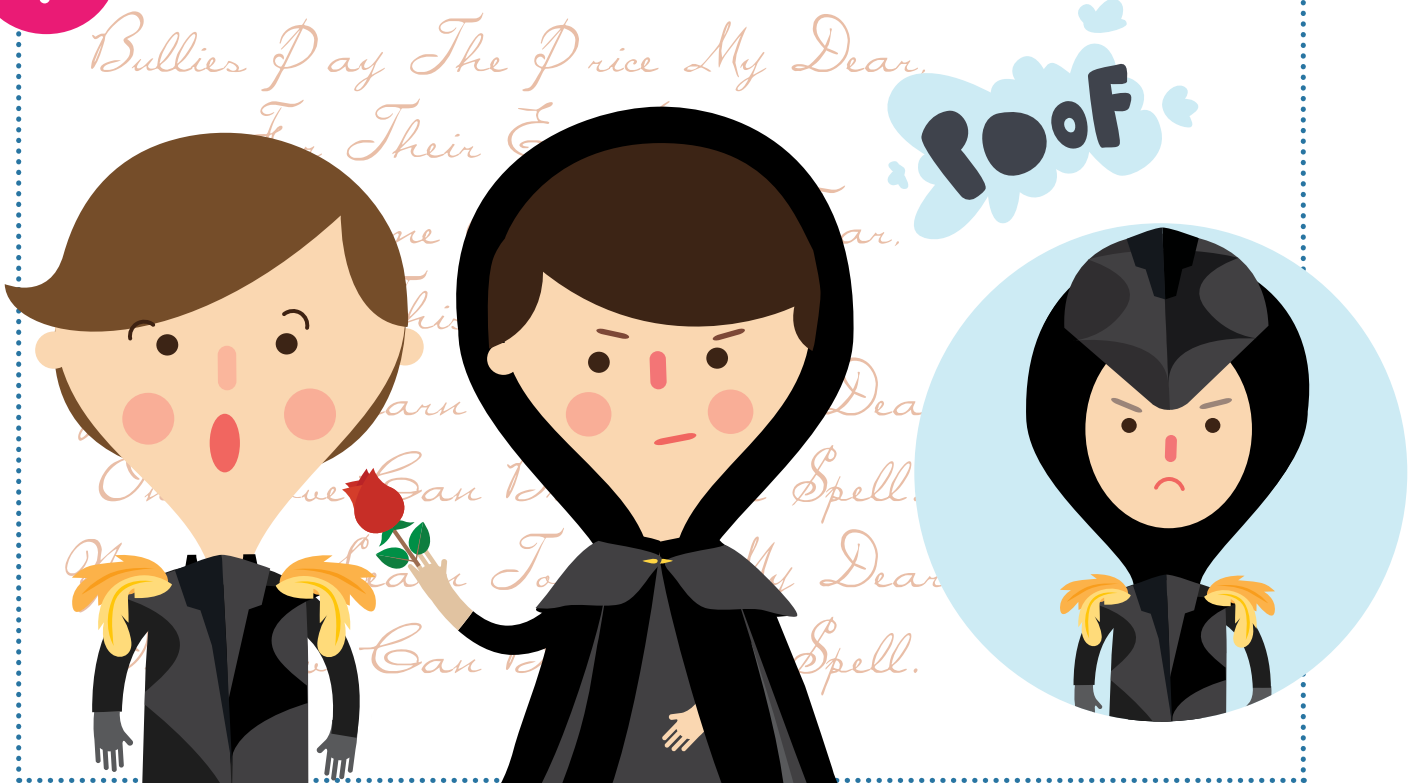


BELLE'S HOUSE

SCENES OF THE STORY

BASICS OF THE PLAY

1



2



BASICS OF THE PLAY

3



4



BASICS OF THE PLAY

5

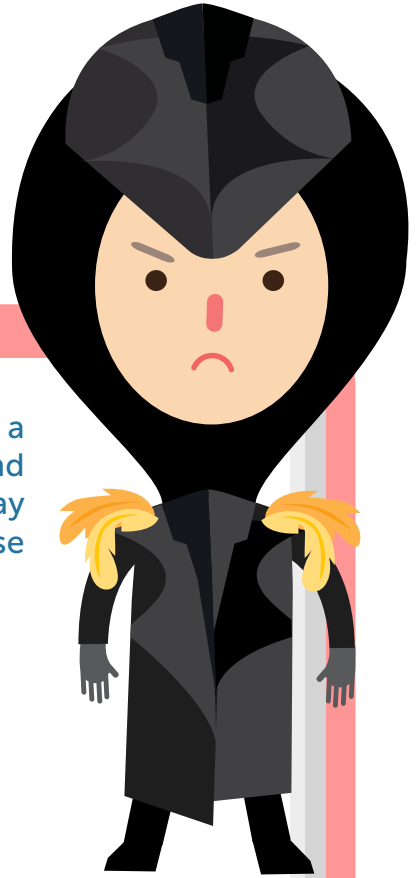


6



STORY MAP

Read the story of Belle and the Beast. Then make a comic with four important moments of the story.



Once upon a time, in the **Hollywood** hills there was a mean boy who laughed at his classmates everyday and was mean to everyone in school. He was a bully. One day an old lady **cursed** him to become a **Beast** with these magic chant:

*Bullies Pay The Price My Dear,
For Their Evil Ways.
You'll Become A Beast I Fear,
Until This Rose Decays.*



*You Must Learn To Love My Dear,
Only Love Can Break The Spell.
You Must Learn To Love My Dear,
Only Love Can Break The Spell.*

Some time later, in London, Belle lives with her father, Maurice, and her stepmother Ursula. Maurice is an inventor and Ursula only cares about appearances and social media. **Maurice has to go to Los Angeles** to present his new invention, "**The Locator**", but his airplane crashes on the way and he stays the night in the Beast's mansion, in the Hollywood Hills. When the Beast finds him he gets angry and decides to keep Maurice hostage. **Belle starts her journey** to find her missing dad. So she gets on a plane from London to Los Angeles. After a while, Belle finds Maurice at the Beast's mansion, and she decides to stay with the Beast in place of her dad.

Belle soon discovers that the Beast is not as scary nor as evil as she first thought, he likes Astronomy! He teaches Belle everything about our stars and the Solar System so they start to become friends. When Beast confesses his secret to Belle, she realizes that we should never judge a book by its cover and she inspires the Beast to **love books** as much as she does and, **together, they break the curse** and the Beast turns back into a human.

Both Belle and the Beast finally realize that appearances or the way people look from the outside **are not important**, but the person that is hidden inside.

BASICS OF THE PLAY

IN THE BEGINNING...

The Beast is a bully in school, and old witch curses him with a spell.

LATER...

Beauty is in London. His father has to go to Hollywood on a plane.

THEN...

Beauty goes to the Beast's mansion and stays. Her father leaves

IN THE END...

Beauty and the Beast become good friends and that breaks the spell!

THE STORY

Read the story of Belle and the Beast. Complete the gaps with the correct word.

LONDON • BEAST • INVENTOR • BULLY • APPEARANCES • ASTRONOMY
BOOKS • ANGRY • HOLLYWOOD • AIRPLANE

Once upon a time, in the **Hollywood** hills there was a mean boy who laughed at his classmates everyday and was mean to everyone in school. He was a . One day an old lady **cursed** him to become a with these magic chant:

*Bullies Pay The Price My Dear,
For Their Evil Ways.
You'll Become A Beast I Fear,
Until This Rose Decays.
You Must Learn To Love My Dear,
Only Love Can Break The Spell.
You Must Learn To Love My Dear,
Only Love Can Break The Spell.*



Some time later, in London, Belle lives with her father, Maurice, and her stepmother Ursula. Maurice is an and Ursula only thinks about appearances. **Maurice has to go to Los Angeles** to present his new invention, "**The Locator**", but his crashes on the way and he stays the night in the Beast's mansion, in the Hills. When the Beast finds him he gets angry and decides to keep Maurice hostage. **Belle starts her journey** to find her missing dad. So she gets on a plane from to Los Angeles. After a while, Belle finds Maurice at the Beast's mansion, and she decides to stay with the Beast in place of her dad.

Belle soon discovers that the Beast is not as scary nor as evil as she first thought, he likes ! He teaches Belle everything about our stars and the Solar System so they start to become friends. When Beast confesses his secret to Belle, she realizes that we should never judge a book by its cover and she inspires the Beast to **love** bc ch as she does and, **together, they break the spell** and the Beast turns back into a human.

Both Belle and the Beast finally realize that or the way people look from the outside **are not important**, but the person that is hidden inside.

BASICS OF THE PLAY

Now, read these sentences. Are they **True or False**?
Correct the false sentences.

Belle lives in Los Angeles.

The Beast was a bully, he was mean and unkind to people.

Maurice loves creating new inventions.

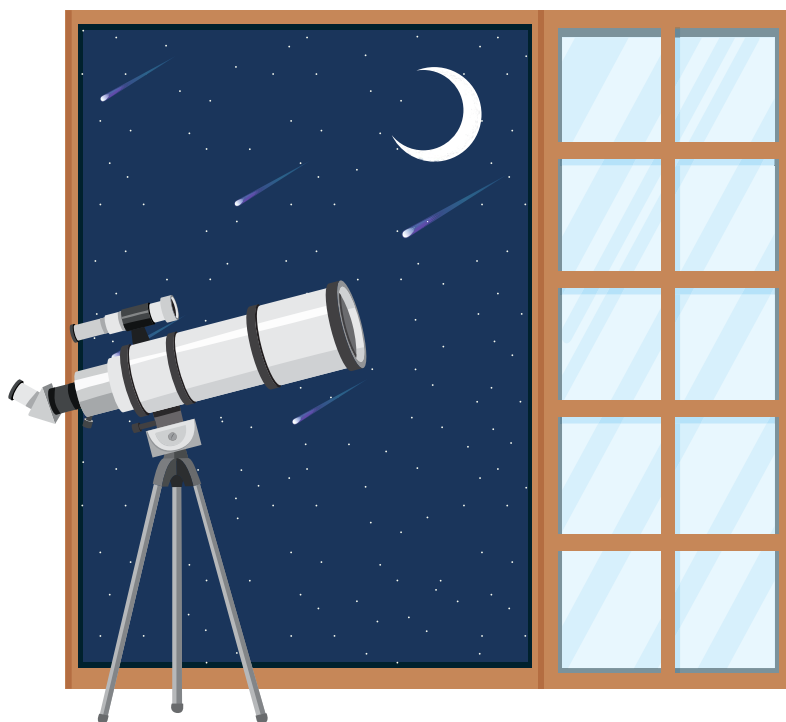
Maurice is happy staying with the Beast.

Ursula and Belle try to find the Beast.

The Beast loves watching the stars and learning about our Solar System.

Belle loves reading books and taking selfies.

Belle and the Beast learn that having money is the most important thing.



THE STORY

Read the story of Belle and the Beast. Complete the gaps with the correct word.

LONDON • BEAST • INVENTOR • BULLY • APPEARANCES • ASTRONOMY
BOOKS • ANGRY • HOLLYWOOD • AIRPLANE

Once upon a time, in the **Hollywood** hills there was a mean boy who laughed at his classmates everyday and was mean to everyone in school. He was a **bully**. One day an old lady cursed him to become a **Beast** with these magic chant:

*Bullies Pay The Price My Dear,
For Their Evil Ways.
You'll Become A Beast I Fear,
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You Must Learn To Love My Dear,
Only Love Can Break The Spell.
You Must Learn To Love My Dear,
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Some time later, in London, Belle lives with her father, Maurice, and her stepmother Ursula. Maurice is an **inventor** and Ursula only thinks about appearances. **Maurice has to go to Los Angeles** to present his new invention, "**The Locator**", but his **airplane** crashes on the way and he stays the night in the Beast's mansion, in the **Hollywood** Hills. When the Beast finds him he gets angry and decides to keep Maurice hostage. **Belle starts her journey** to find her missing dad. So she gets on a plane from **London** to Los Angeles. After a while, Belle finds Maurice at the Beast's mansion, and she decides to stay with the Beast in place of her dad.

Belle soon discovers that the Beast is not as scary nor as evil as she first thought, he likes **Astronomy**! He teaches Belle everything about our stars and the Solar System so they start to become friends. When Beast confesses his secret to Belle, she realizes that we should never judge a book by its cover and she inspires the Beast to **love books** as much as she does and, **together, they break the spell and** the Beast turns back into a human.

Both Belle and the Beast finally realize that **appearances** or the way people look from the outside **are not important**, but the person that is hidden inside.

Now, read these sentences. Are they **True or False**?
Correct the false sentences.

Belle lives in Los Angeles.

False / Belle lives in London

The Beast was a bully, he was mean and unkind to people.

True

Maurice loves creating new inventions.

True

Maurice is happy staying with the Beast.

False / Maurice is scared

Ursula and Belle try to find the Beast.

False / Ursula and Belle try to find Maurice

The Beast loves watching the stars and learning about our Solar System.

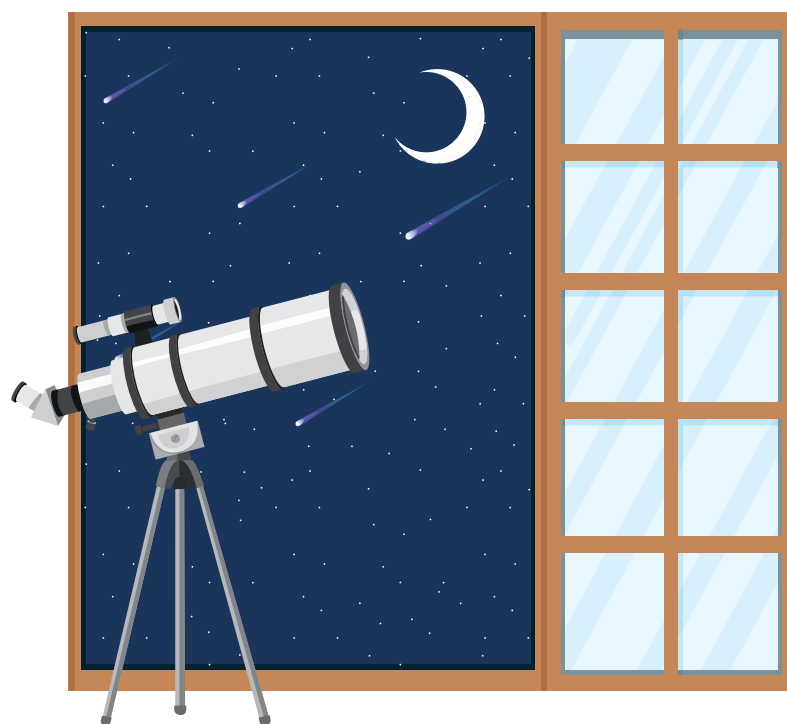
True

Belle loves reading books and taking selfies.

False / Belle loves reading books

Belle and the Beast learn that having money is the most important thing.

False / Belle and the Beast learn that appearances are not important



CHARACTERS' SPOTLIGHT!

Read these brief descriptions and match them with the right character.



BELLE

He is an inventor. He loves making things work. He loves his daughter and wife very much and wants her to follow her dreams.



MAURICE

He looks scary. He loves Astronomy. He wears a dark cape and covers his head. He is mean and unkind. He used to be a bully.



URSULA

She is good and kind. She loves books and planes. When she grows up she wants to become a pilot and fly airplanes like Amy Johnson or Amelia Earhart.



BEAST

She is elegant and materialistic. She loves taking selfies and social media. She has many friends, but only on Facebook, Tik Tok and Instagram.

CHARACTERS' SPOTLIGHT!

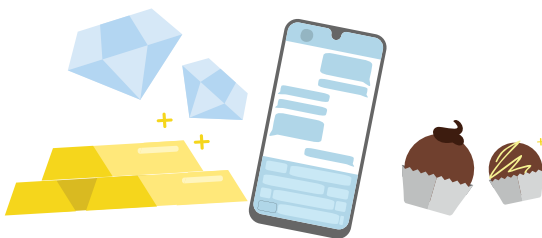
Read these brief descriptions and match them with the right character.



BELLE



MAURICE



URSULA



BEAST

He is an inventor. He loves making things work. He loves his daughter and wife very much and wants her to follow her dreams.

He looks scary. He loves Astronomy. He wears a dark cape and covers his head. He is mean and unkind. He used to be a bully.

She is good and kind. She loves books and planes. When she grows up she wants to become a pilot and fly airplanes like Amy Johnson or Amelia Earhart.

She is elegant and materialistic. She loves taking selfies and social media. She has many friends, but only on Facebook, Tik Tok and Instagram.

WELCOME TO OUR SHOW

Listen to the song and fill in the gaps with a word from the box.

BELLE • BEAUTY • BEAST • MAURICE • LONDON • RELAX • WORK
URSULA • WORK • AIRPLANES

Hello!

Chorus:

Welcome to our show,
welcome to _____.
Welcome to our home.
Please allow me to introduce

Belle:

My name is _____,
This is my daddy...
_____!
And this is my stepmummy...
Hmmm...?
It really isn't funny.

Belle:

I want to fly _____
way up in the sky.

Maurice:

I love to make things work
and discover the reason why.

Ursula:

I love to... look _____,
I think everybody should.

_____!

Chorus

Welcome...

Please sit back, _____ and enjoy.

Wait!

What?

Don't forget about the terrible spell,
that makes the _____'s life hell.

Oh yes!

Chorus

It is beauty and the beast.

What?

Beauty and the beast.

What beast?

Ursula!



WELCOME

WELCOME TO OUR SHOW

Listen to the song and fill in the gaps with a word from the box.

BELLE • BEAUTY • BEAST • MAURICE • LONDON • RELAX • WORK
URSULA • WORK • AIRPLANES

Hello!

Chorus:

Welcome to our show,
welcome to **London**.
Welcome to our home.
Please allow me to introduce

Belle:

My name is **Belle**,
This is my daddy...
Maurice!
And this is my stepmummy...
Hmmm...?
It really isn't funny.

Belle:

I want to fly **airplanes**
way up in the sky.

Maurice:

I love to make things work
and discover the reason why.

Ursula:

I love to... look **good**,
I think everybody should.

Ursula!

Chorus

Welcome...

Please sit back, **relax** and enjoy.

Wait!

What?

Don't forget about the terrible spell,
that makes the **beast**'s life hell.

Oh yes!

Chorus

It is **beauty** and the beast.

What?

Beauty and the beast.

What beast?

Ursula!



WELCOME

MY PASSIONS

Belle finds her passion in flying planes. She wants to be a pilot!
What do the other characters love? Read and Match.

I LIKE MY PHONE!

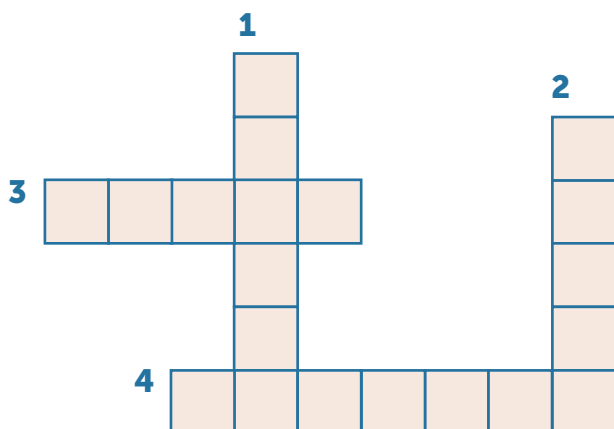
I LIKE ASTRONOMY!

I LIKE NEW INVENTIONS!

I LIKE BOOKS!



Now, read and write the characters name in the crossword.



ACROSS

3. He was mean and bad with other people. Now he is a monster on the outside but a kind and good person on the inside.

4. He likes making things work and creating new inventions. He is very intelligent. He loves his daughter and his wife but he doesn't like long flights.

DOWN:

1. She likes taking selfies and social media. She doesn't like to sit down and talk with people but she loves looking at her phone and sending messages to her followers.

2. She likes reading but she doesn't like watching TV. She loves her family.

What do you love doing? What are your hobbies? Write four sentences about things you like and things you don't like doing.

.....

.....

.....

.....

MY PASSIONS

Belle finds her passion in flying planes. She wants to be a pilot!
What do the other characters love? Read and Match.

I LIKE MY PHONE!



I LIKE ASTRONOMY!



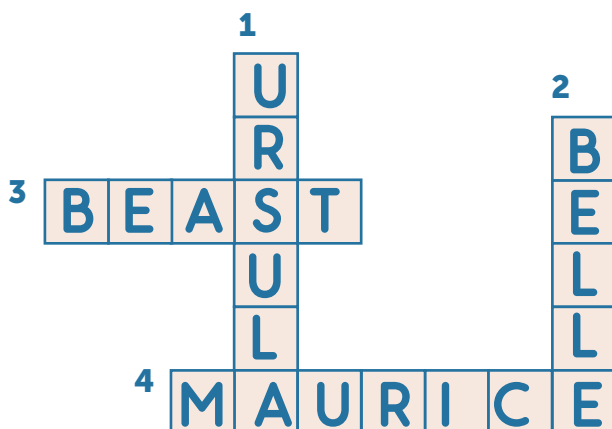
I LIKE NEW INVENTIONS!



I LIKE BOOKS!



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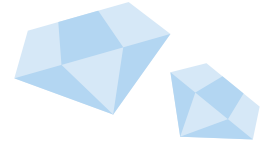
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KEEP LEARNING

SONG 2



GOLD

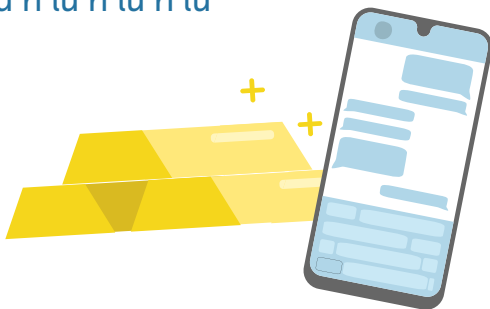
Ursula loves social media. She thinks that appearances are very important and she also likes buying shiny things.

Listen to the song and put the verses in order.

1	I am	for my selfie,	7	Send me	hour.
2	Give me something,	wealthy.	8	Each and every	It's all mine.
3	A big pose	sparkling.	9	Jewels that	sparkle and shine,
4	Put it on	gorgeous darling,	10	I dream that	of gold!
5	To make me	gold!	11	Mountains	some flowers
6	Oh, I want	Twitter			

Chorus:

I want silver, I want gold, I want diamonds.
I want it all, I want it all, I want it all!
And when do I want it?
I want it now!
La ri la ri la ri la
Lu ri lu ri lu ri lu



Chorus

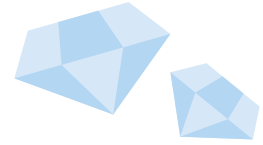
I want Gucci
I want Prada
I want Dolce or Gabbana
Why not a little botox
I want chocolates in a box
A box of gold!



I want silver, I want gold, I want diamonds.
I want it all, I want it all, I want it all!
And when do I want it?
When do I want it?
When do I want it?
Now! Now! Now!

What do you think about what Ursula wants? What do you want?

SONG 2



GOLD

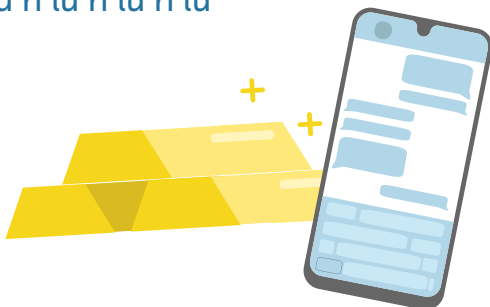
Ursula loves social media. She thinks that appearances are very important and she also likes buying shiny things.

Listen to the song and put the verses in order.

1	I am	3	for my selfie,	7	Send me	8	hour.
2	Give me something,	5	wealthy.	8	Each and every	10	It's all mine.
3	A big pose	2	sparkling.	9	Jewels that	9	sparkle and shine,
4	Put it on	1	gorgeous darling,	10	I dream that	11	of gold!
5	To make me	6	gold!	11	Mountains	7	some flowers
6	Oh, I want	4	Twitter				

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Why not a little botox
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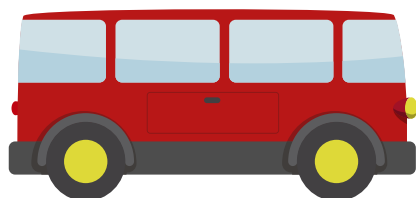


I want silver, I want gold, I want diamonds.
I want it all, I want it all, I want it all!
And when do I want it?
When do I want it?
When do I want it?
Now! Now! Now!

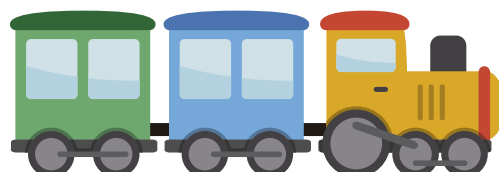
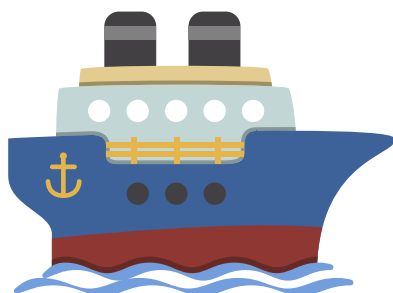
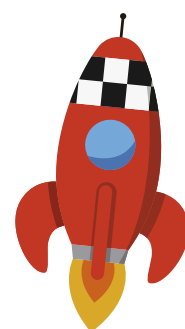
What do you think about what Ursula wants? What do you want?

GOING PLACES

Belle has to go from London to Los Angeles to find her dad, Maurice. How is she going to get there? Look for 8 different means of transport in this wordsearch

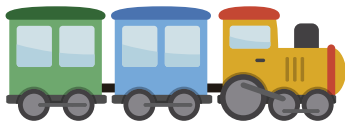


E	S	E	K	I	B	R	O	T	O	M	N
D	P	O	M	N	R	E	N	O	T	U	I
F	L	P	A	D	E	K	I	R	T	N	O
H	A	L	D	O	A	C	X	O	A	Y	R
J	N	M	T	R	A	I	N	N	W	S	T
K	E	N	A	O	F	A	D	T	C	T	T
L	L	B	N	C	R	R	S	O	A	A	A
P	C	E	G	K	A	C	B	O	R	X	C
I	I	R	R	E	W	I	B	A	S	O	S
E	C	D	U	T	Y	K	A	U	O	S	A
N	L	A	S	T	R	E	R	O	S	U	B
A	B	I	C	Y	C	L	E	B	I	K	O

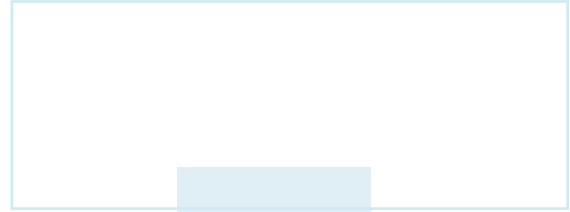


KEEP LEARNING

Now, read the descriptions and write the name of each means of transport.



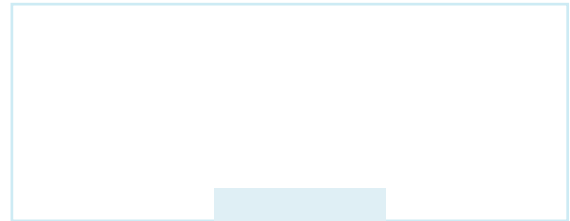
It's fast, it stops in some towns. It goes on rails. You don't need a seatbelt. Sometimes you can sit down but sometimes you can't.



It's super fast but it's also very polluting. You must sit down and wear a seatbelt. You can go around the world with this.



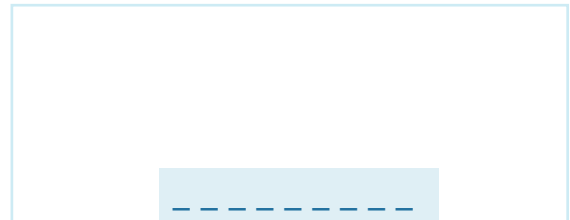
You must have a ticket. It has got more than two wheels. You can use them in cities and towns. They use the roads to take people from one place to another.



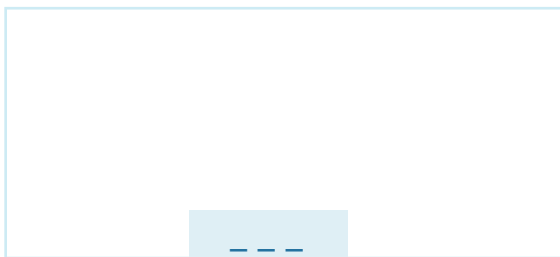
It can be fast or slow. It can use the wind to move. It floats on water. It hasn't got any wheels.



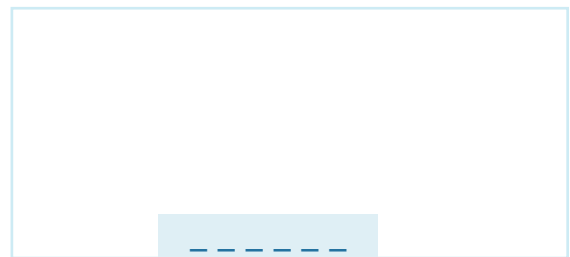
It's the fastest. It can take astronauts to the moon and back. It hasn't got any wheels. You must wear special clothes.



It has got two wheels. You must wear a helmet and warm clothes. They can be electric or use gasoline.



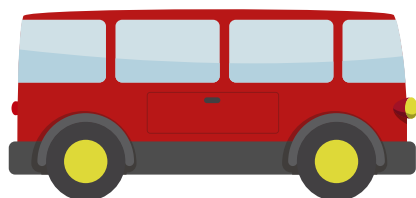
It has got four wheels. It can be electric or use gasoline. Cities and towns are full of this vehicle.



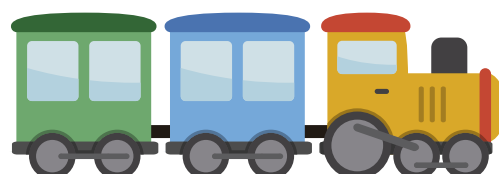
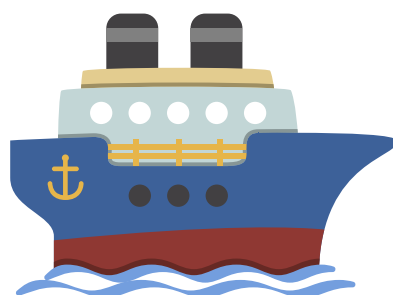
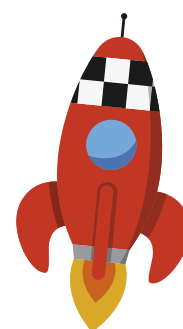
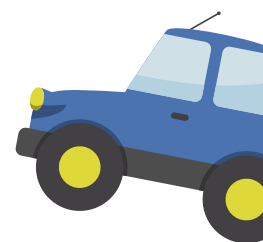
It has got two wheels. It can be electric or not. It's very ecological.

GOING PLACES

Belle has to go from London to Los Angeles to find her dad, Maurice. How is she going to get there? Look for 8 different means of transport in this wordsearch



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



AIRPLANE SAFETY GUIDE

Belle is flying to Los Angeles to find her dad but the Airplane Safety Guide at her plane is not clear. Help Belle find out what are the rules for a safe trip.



Look at the guide and choose if you **MUST** or **MUSTN'T** do the following in an airplane.

You pay attention to the flight attendant

You play your music loud.

You put your seatbelt on during take off and landing.

You run up and down the aisle.

You jump on the seat.

You put your devices on airplane mode.

You go to the cockpit and say hello to the pilots.

You open the main doors.

You treat other people with respect.

You push a button when you need to talk to a flight attendant.



What are some rules that you follow in your classroom?
In pairs, write 3 important rules for your class.

HAVE YOU SEEN MAURICE?

Maurice is missing. His plane crashed on the way to Los Angeles and nobody has seen him ever since. Belle and Ursula know that he is somewhere in Hollywood so they make some posters and start looking for him.

Read Maurice's description.



Maurice

MISSING

His name is Maurice. He is 47 years old. He is tall and thin. He is wearing winter clothes: Long trousers, a shirt and a dark red jacket. He also wears a hat and a colourful scarf. He has got short brown hair. He is always playing with his new inventions.

Now, follow the example to write a new description.



When you finish, read the description to your classmates.
Can they guess who is missing?

SONG 3

KEEP LEARNING

ALONE

Belle is in the Beast's mansion. She is alone and afraid, so she sings this song to express her emotions holding on to her dad's scarf.

Listen to the song and read the lyrics. Then, listen again and put the verses in the right order.



I know that you are near me.



Daddy can you help me,



Not to be scared?

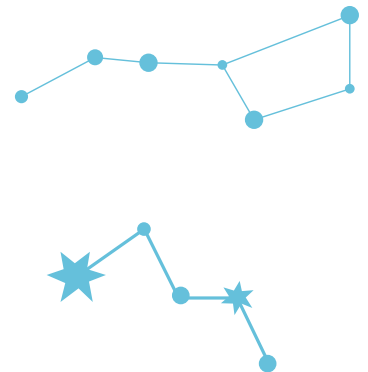


Dad I know you hear me.



CHORUS:

The air, it feels colder,
The sky, it looks darker,
The world seems so much harder,
Now that I'm alone.



I hope these stars will guide me



I know you understand



Every book that i have read,



Why I have to stay.



Prepare me for what's next?



Help me find my way.



I remember all you've
taught me



But can all the words in all
the books

CHORUS x2

SONG 3

ANSWER KEY

ALONE

Belle is in the Beast's mansion, she is alone and afraid. So she sings this song to express her emotions holding on to her dad's scarf.

Listen to the song and read the lyrics. Then, listen again and put the verses in the right order.



2

I know that you are near me.

3

Daddy can you help me,

4

Not to be scared?

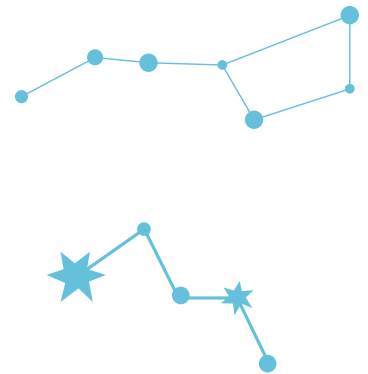
1

Dad I know you hear me.



CHORUS:

The air, it feels colder,
The sky, it looks darker,
The world seems so much harder,
Now that I'm alone.



3

I hope these stars will guide me

1

I know you understand

6

Every book that i have read,

2

Why I have to stay.

8

Prepare me for what's next?

4

Help me find my way.

5

I remember all you've taught me

7

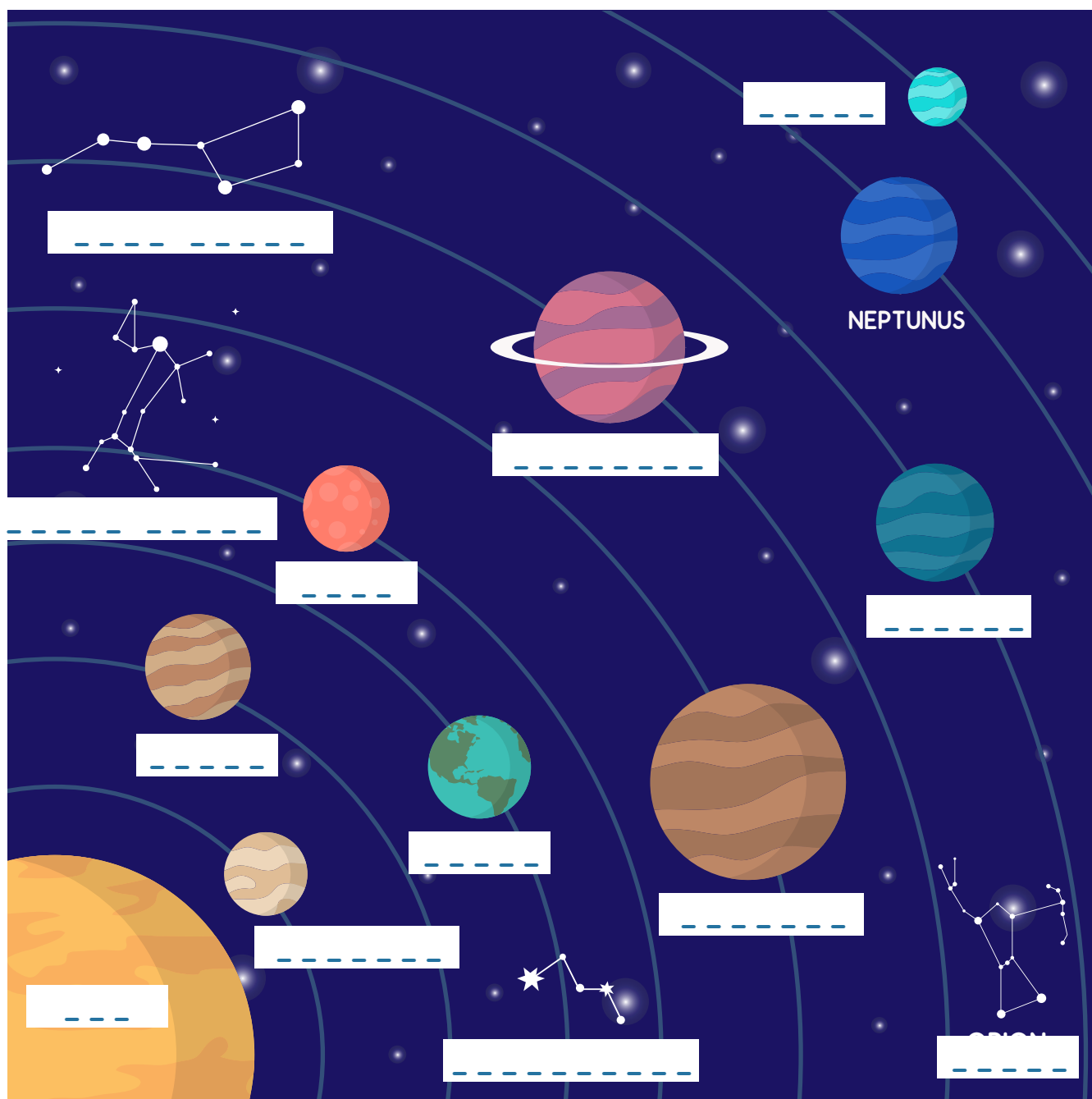
But can all the words in all the books

CHORUS x2

SOLAR SYSTEM

The Beast loves looking at the stars at night and knows all about our solar system. Do you know the planets and important constellations in our galaxy? Put your knowledge to test helping Belle complete this illustration of our solar system

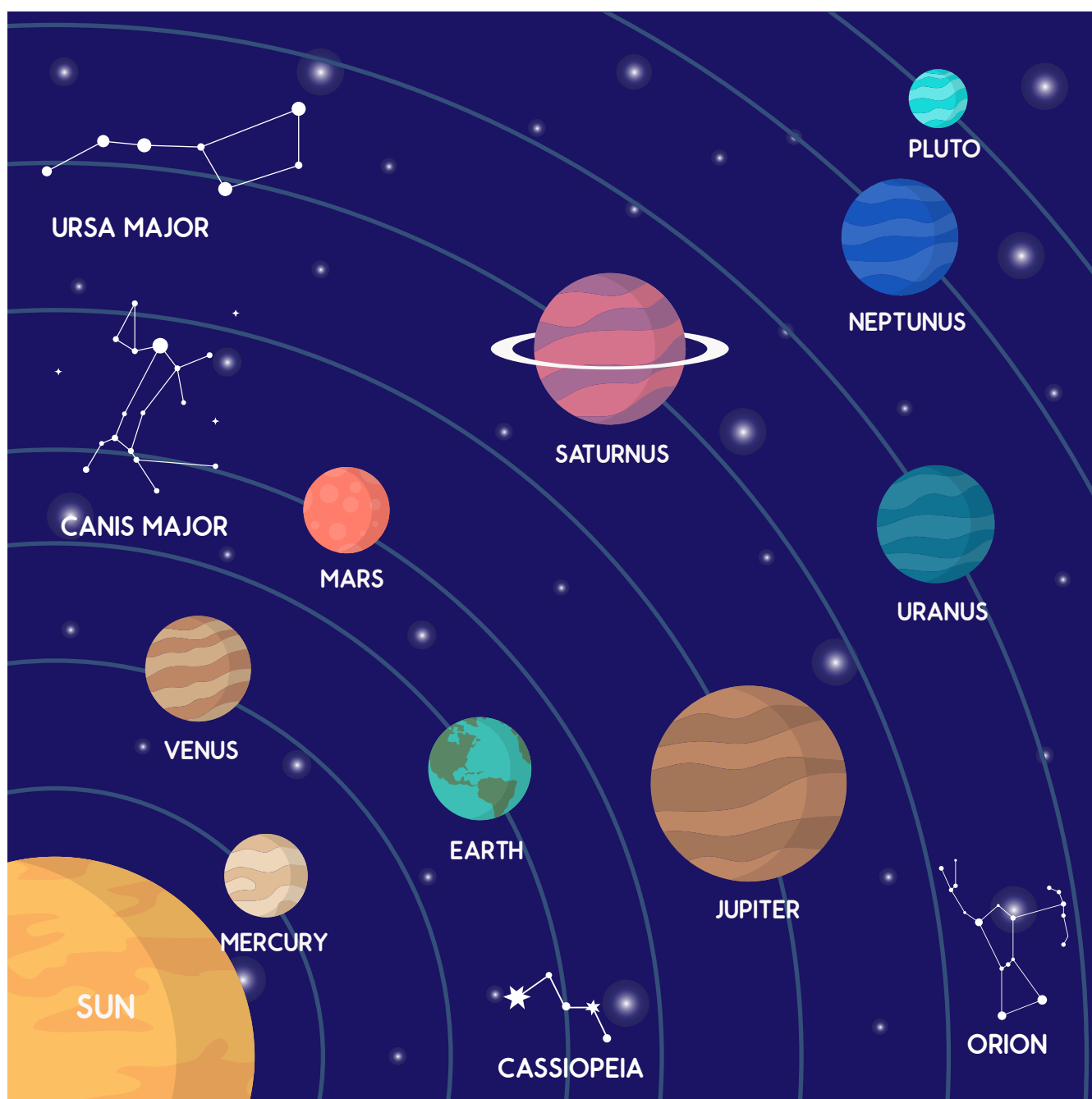
EARTH • SUN • VENUS • JUPITER • MARS • URSA MAJOR (THE GREAT BEAR)
SATURN • CANIS MAJOR (THE BIG DOG) • NEPTUNE • MERCURY
CASSIOPEIA (THE QUEEN) • URANUS • ORION



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CASSIOPEIA (THE QUEEN) • URANUS • ORION



BORN TO FLY

Belle loves planes and flying. The Beast was a bully but he has learned his lesson... Listen to the song and order the verses.

BELLE

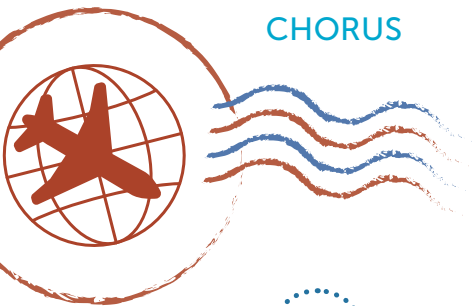


CHORUS

I don't know why
But I was born, born to fly,
Life up in the sky.
We can get so high.
Born to fly.
Born to fly.



CHORUS



F

Today I have to pay
for my horrible ways
I am a beast, a beast, a
beast.
Now I can see:
The one I hurt the most
was me.
The one I hurt the most
was me.
The one I hurt the most
was me.

The day I finish school I'm gonna...

BEAST

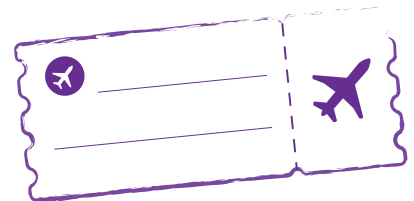
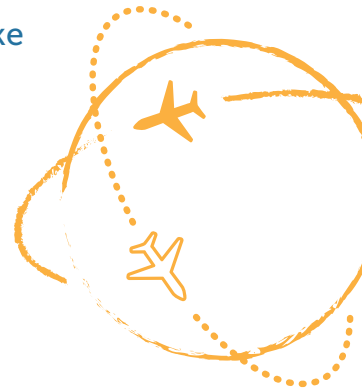
WOW! Break it down now. Don't be like
me and do your study. You see...



BELLE

Come on Beast! Come on!
Yeah, come on!

CHORUS



D

Prepare for the landing,
we are coming back down.
My heart is beating so fast,
as we fly through the clouds.
The world looks so neat
seen from 1000 feet.

G

I can reach so high
She can reach so high
Born to fly, born to fly.
Fly...
Born to fly!

E

I didn't like school I thought,
books were uncool.
I was mean, I was bad,
I was really, really sad.
I was a bully, bully, bully.

C

I've got a fascination
with aviation.
Looking for adventure,
through all kinds of
weather.

B

My heart is beating so fast,
as we fly through the clouds.
the world looks so neat,
seen from 1000 feet.

A

Get that engine going,
right out on the runway.
Ready to take off,
and we are up, up, and away.

BORN TO FLY

Belle loves planes and flying. The Beast was a bully but he has learned his lesson... Listen to the song and order the verses.

BELLE

A

B

CHORUS

I don't know why
But I was born, born to fly,
Life up in the sky.
We can get so high.
Born to fly.
Born to fly.

C

D

CHORUS



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Today I have to pay
for my horrible ways
I am a beast, a beast, a
beast.
Now I can see:
The one I hurt the most
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The one I hurt the most
was me.
The one I hurt the most
was me.

The day I finish school I'm gonna...

BEAST

WOW! Break it down now. Don't be like
me and do your study. You see...

E

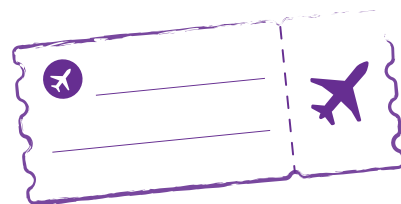
F

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She can reach so high
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Fly...
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Get that engine going,
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The world looks so neat
seen from 1000 feet.

E

I didn't like school I thought,
books were uncool.
I was mean, I was bad,
I was really, really sad.
I was a bully, bully, bully.

B

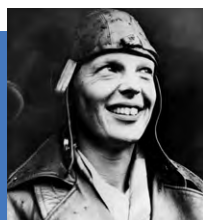
My heart is beating so fast,
as we fly through the clouds.
the world looks so neat,
seen from 1000 feet.

FEMALE PILOTS

Belle loves planes and flying. But she isn't the first girl to dream of flying in the sky. Like her hero Amy Johnson, there are some other women in aviation. Now, work in groups to find some information about one of these amazing women (and men). Then, share with the class and complete each box.



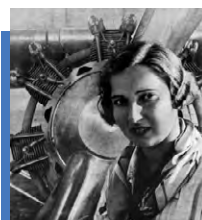
AMY
JOHNSON



AMELIA
EARHART



THE WRIGHT
BROTHERS



MARIA PEPA
COLOMER



JACQUELINE
COCHRAN

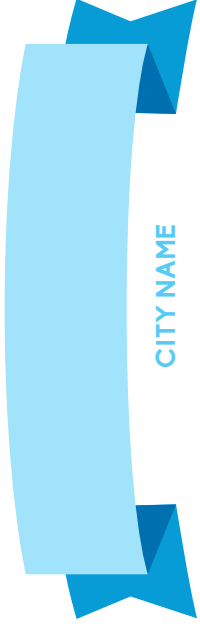
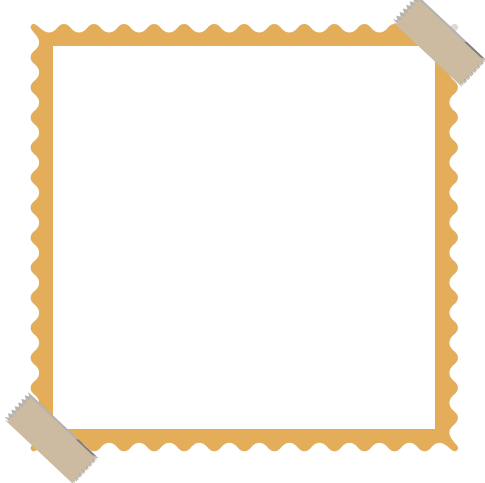
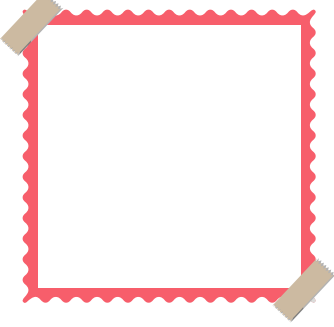
NATIONALITY	British			Catalan/ Spanish	
BORN		1897			
DIED (AGE)					
ACCOMPLISHMENTS			They created a plane that could fly at 64 Km/h for 10 minutes.		
MEDALS & RECORDS					"At the time of her death, she had more world aviation records than any other pilot, male or female"

BIG CHALLENGE

WORKSHEET 9

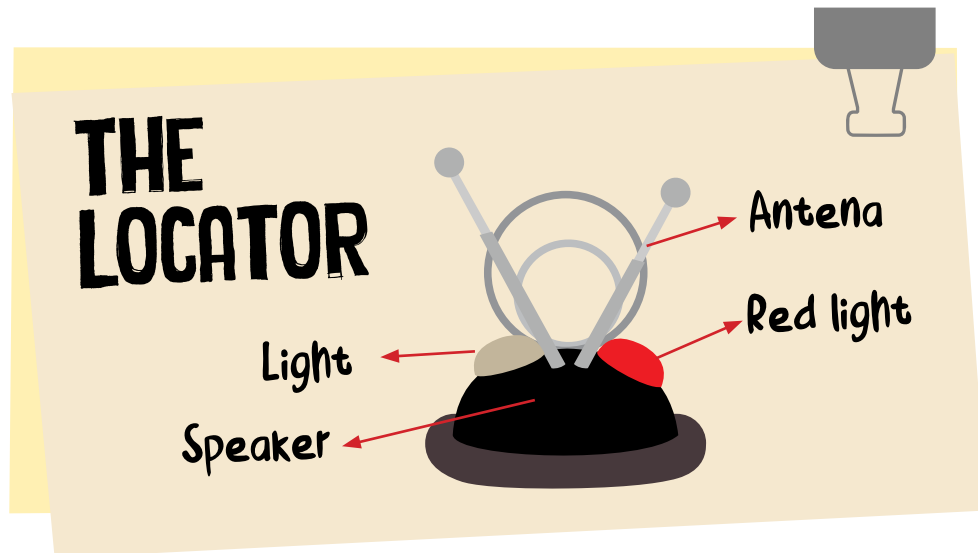
FLY TO ____ BROCHURE

In teams you have to create a brochure about London or Los Angeles that includes the answer to the questions provided. You can use Canva to make the information pop out. Can you convince your classmates to visit your city?

 CITY NAME Population Where is it located? Language What's the weather like?	Are there any curious places to visit? 	Are there any important museums?  3 things to do 1 2 3
---	--	---

MY FAVORITE INVENTION

Maurice's latest invention is 'The Locator'. A device that finds any person that you ask for by beeping and flashing a light when you get close to the person you need to find.



Now it's your turn to be as creative as Maurice; design your own invention and label its parts. What can your invention do? Share with the class.



THE END IS THE NEW BEGINNING

At the end of the show, every character learns an important lesson. Listen to the song and choose the right words. What is the moral of our story?

BEAST

Oh yes! We have! Especially me.
I was **mean/nasty/funny** before we met.
I bullied kids, thinking that they were a threat.

I was mean, I wasn't **nasty/funny/nice**,
for many years i had to pay the price.

But now it isn't **right/false/true**,
because since I've met you,
I've learned to be **kind/rich/inventor**,
to open my mind.
I'm telling you...

BEAST AND BELLE

I've learned to **hate/hug/love** everybody,
it's easy you see.
I've learned to love everybody,
the **key/okay/clue** is to start with me.

URSULA

I thought that friends
were numbers on a **cell/web/page**,
a smiley face, a like,
and I was on a **page/stage/tape**.
I wanted to be popular,
expensive **diamonds/clothes/phones**
and thousands of followers.

Now that smiley face
that was on the **phone/throne/cloud**,
I have it right here,
in front of me,
I'm telling you...

URSULA AND BELLE

Life's greatest gift is **ships/friendship/
french chips**
We've got it, you and me x2

BELLE

Life is hard when you feel **happy/hungry/
lonely**,
to tell the truth i thought the beast
looked **scary/posh/sporty**.
Now I've learned something very true:
Treat everyone equally, they're just like
you!

No matter who they are,
no matter how they **move/look/think**,
we are all the same
under the skin.
I'm telling you...

BELLE, URSULA AND MAURICE

Don't judge a **person/song/book** by its
cover,
it's time to love each other
X4

URSULA

It's time to love...

MAURICE

It's time to love...

BELLE

It's time to love...

BELLE, URSULA AND MAURICE

Each other.



THE END IS THE NEW BEGINNING

At the end of the show, every character learns an important lesson. Listen to the song and choose the right words. What is the moral of our story?

BEAST

Oh yes! We have! Especially me.
I was **mean/nasty/funny** before we met.
I bullied kids, thinking that they were a threat.

I was mean, I wasn't **nasty/funny/nice**,
for many years i had to pay the price.

But now it isn't **right/false/true**,
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I've learned to be **kind/rich/inventor**,
to open my mind.
I'm telling you...

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I've learned to **hate/hug/love** everybody,
it's easy you see.
I've learned to love everybody,
the **key/okay/clue** is to start with me.

URSULA

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were numbers on a **cell/web/page**,
a smiley face, a like,
and I was on a **page/stage/tape**.
I wanted to be popular,
expensive **diamonds/clothes/phones**
and thousands of followers.

Now that smiley face
that was on the **phone/throne/cloud**,
I have it right here,
in front of me,
I'm telling you...

URSULA AND BELLE

Life's greatest gift is **ships/friendship/**
french chips
We've got it, you and me x2

BELLE

Life is hard when you feel **happy/hungry/**
lonely,
to tell the truth i thought the beast
looked **scary/posh/sporty**.
Now I've learned something very true:
Treat everyone equally, they're just like
you!

No matter who they are,
no matter how they **move/look/think**,
we are all the same
under the skin.
I'm telling you...

BELLE, URSULA AND MAURICE

Don't judge a **person/song/book** by its
cover,
it's time to love each other
X4

URSULA

It's time to love...

MAURICE

It's time to love...

BELLE

It's time to love...

BELLE, URSULA AND MAURICE

Each other.



ENCHANTING SONG

When The Beast was human, he wasn't very nice. He was mean and unkind to other people every day, he was a bully. That is why a witch cursed him to be as ugly on the outside as he was on the inside.

Read the chant, underline the rhyming words.

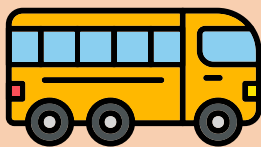


*Bullies Pay The Price My Dear,
For Their Evil Ways.
You'll Become A Beast I Fear,
Until This Rose Decays.
You Must Learn To Love My Dear,
Only Love Can Break The Spell.
You Must Learn To Love My Dear,
Only Love Can Break The Spell.*



Now look at these situations and discuss them in class. Are they fair? What would you do?

You are going on a field trip and, in the bus, one of your classmates starts pinching you and pulling your bag.



1

Your parents tell you that you have to do your homework and read before you can get to your computer or TV.



2

You are reading aloud in class and make a mistake. In the playground, some of your classmates laugh at you.



3

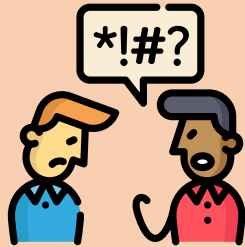
Your teacher makes you stay in during recess to finish your homework.



4

BIG CHALLENGE

Someone in your class keeps insulting you and writing mean messages to you, but no one knows.



5

You are playing a game in the playground and your team loses because you made a mistake in the end. Your friends don't talk to you all day.



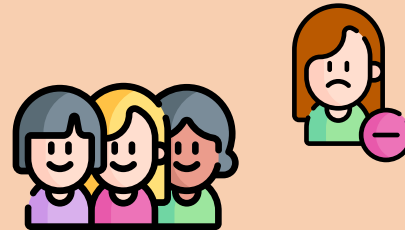
6

Your friend copies all your homework and tells you not to tell anyone.



7

Your friends make a club at lunch time and they don't let you be a part of it.



8

Your friend is having a sleep-over party but you are not invited.



9

In the park, you find a classmate but he acts like he doesn't know you at all.



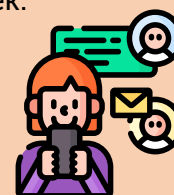
10

You have told your best friend that someone at school is texting you mean messages every day and your friend tells your teacher.



11

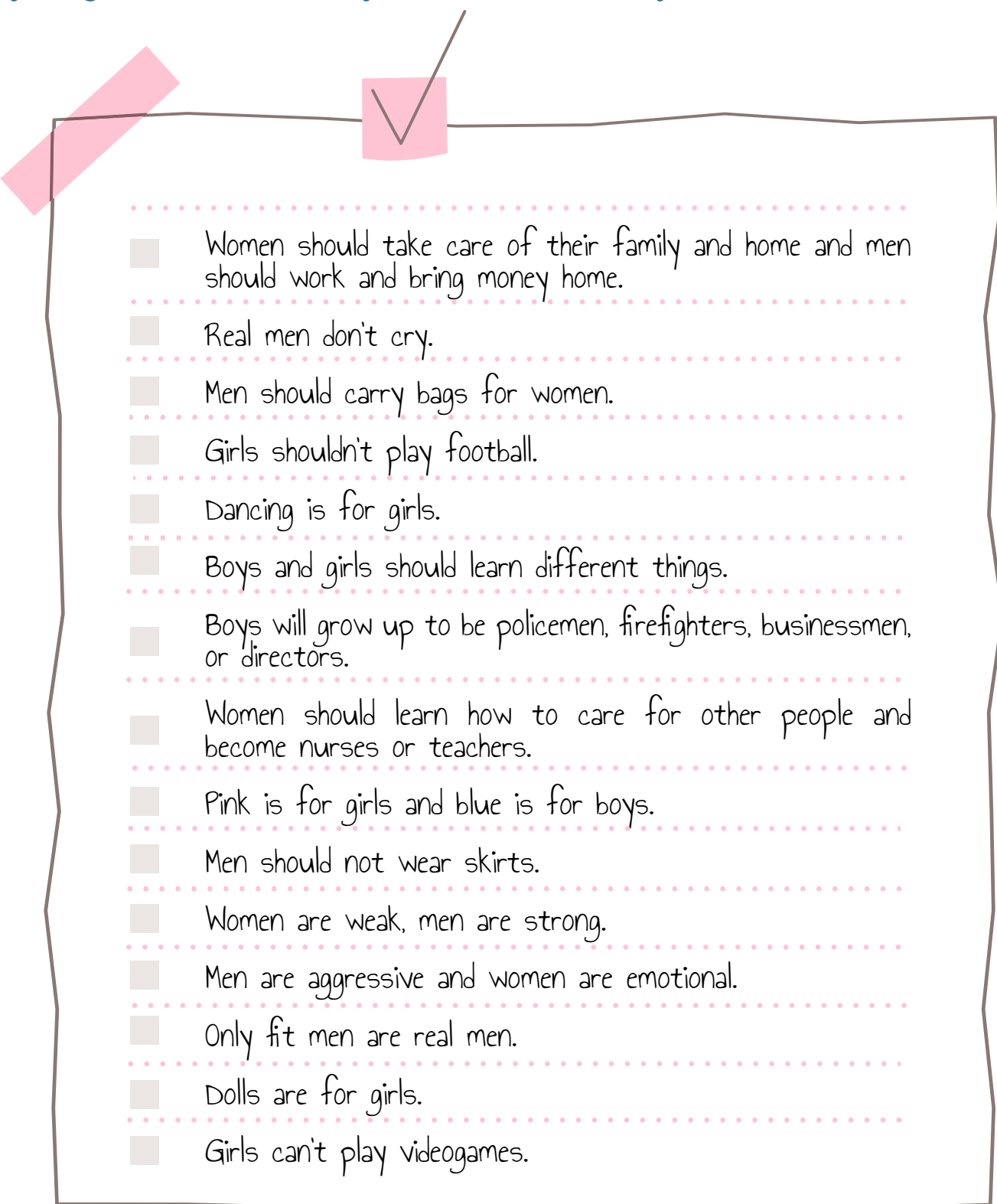
In class you are using your phone to send silly pictures, texts, and stickers to your friends. Your teacher finds out and they take your phone away for the week.



12

GENDER STEREOTYPES: A DEBATE

Belle wants to become a pilot but some people think that only men can become pilots. Do you agree? Read the following statements and check if you agree or cross them if you don't. Then share your voice with the class.

- 
- ☐ Women should take care of their family and home and men should work and bring money home.
 - ☐ Real men don't cry.
 - ☐ Men should carry bags for women.
 - ☐ Girls shouldn't play football.
 - ☐ Dancing is for girls.
 - ☐ Boys and girls should learn different things.
 - ☐ Boys will grow up to be policemen, firefighters, businessmen, or directors.
 - ☐ Women should learn how to care for other people and become nurses or teachers.
 - ☐ Pink is for girls and blue is for boys.
 - ☐ Men should not wear skirts.
 - ☐ Women are weak, men are strong.
 - ☐ Men are aggressive and women are emotional.
 - ☐ Only fit men are real men.
 - ☐ Dolls are for girls.
 - ☐ Girls can't play videogames.

SCREEN TIME

Ursula loves taking selfies and browsing social media. She spends a lot of time every day looking at a screen; her phone, her tablet, her laptop, TV...

Scientists recommend less than 2 hours of screen time unless it's work or homework.

How many hours a day do you think we should spend looking at screens?



Let's record how many hours a day we spend in front of computers for a week. Homework or school tasks don't count. You will need to keep a record of the time you spend on your phone, tablet, computer, console or TV while browsing social media (i.e. TikTok, Insta, whatsapp...), gaming, or just surfing the Internet for fun.

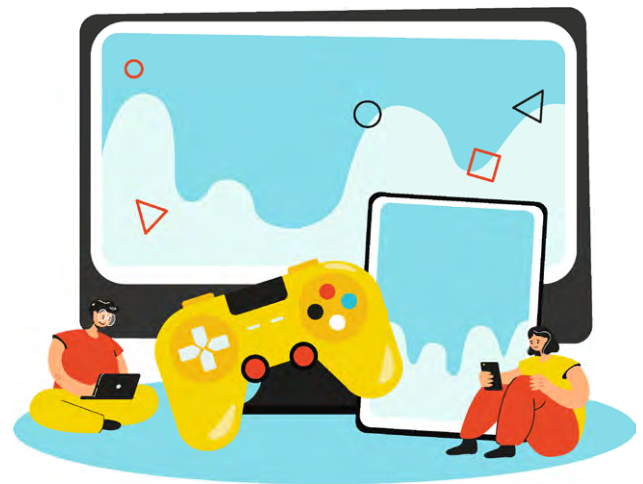
At the end of the day, color how many hours you spend in front of a screen.

SCREENTIME	
DEVICES: PHONE, TABLET, COMPUTER, CONSOLE OR TV	
OK SCREENTIME	RECORDED SCREENTIME
Homework School tasks	After school tasks free time browsing social media (i.e. TikTok, Insta, whatsapp...) gaming surfing the Internet for fun

BIG CHALLENGE

+11							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

What did you discover? Are you happy with the time you spend in front of screens?





TRACKLIST

SONG 1: WELCOME TO OUR SHOW

SONG 2: GOLD'

SONG 3: ALONE

SONG 4: BORN TO FLY

SONG 5: THE END IS THE NEW BEGINNING

SONG 6: ENCHANTING SONG

SONG 1

WELCOME TO OUR SHOW

Hello!

Chorus:

Welcome to our show,
welcome to London.
Welcome to our home.
Please allow me to introduce

You:

My name is Belle,
This is my daddy...
Maurice!
And this is my stepmummy...
Hmmm...?
It really isn't funny.

Belle:

I want to fly airplanes
way up in the sky.

Maurice:

I love to make things work
and discover the reason why.

Ursula:

I love to... look good,
I think everybody should.

Ursula!

Chorus

Welcome...

Please sit back, relax and enjoy.

Wait!

What?

Don't forget about the terrible
spell,
that makes the beast 's life hell.

Oh yes!

Chorus

It is beauty and the beast.

What?

Beauty and the beast.

What beast?

Ursula!



WELCOME

SONG 2

GOLD

I am gorgeous darling,
give me something, sparkling.
A big pose for my selfie,
put it on twitter
to make me wealthy.
Oh, I want gold!

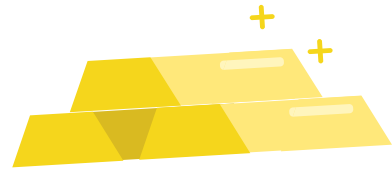


CHORUS

I want silver, I want gold, I want diamonds.
I want it all, I want it all, I want it all!
And when do I want it?
I want it now!

La ri la ri la ri la
Lu ri lu ri lu ri lu

Send me some flowers
each and every hour.
Jewels that sparkle and shine,
I dream that it's all mine.
Mountains of gold!



CHORUS

I want Gucci
I want Prada
I want Dolce or Gabbana
Why not a little botox
I want chocolates in a box
A box of gold!

CHORUS
Now! Now! Now!



SONG 3

ALONE

Dad I know you hear me.
I know that you are near me.
Daddy can you help me,
not to be scared?

The air, it feels colder,
the sky, it looks darker,
the world seems so much harder,
Now that I'm alone.

I know you understand
why I have to stay.
I hope these stars will guide me
help me find my way.
I remember all you've taught me
every book that I have read,
but can all the words in all the books
prepare me for what's next?

CHORUS

The air, it feels colder,
the sky, it looks darker,
the world seems so much harder
now that I'm alone.

The air, it feels colder,
The sky, it looks darker,
The world seems so much harder
now that I'm alone.

alone



SONG 4

BORN TO FLY

Get that engine going
right out on the runway
ready to take off
and we are up, up, and away.

My heart is beating so fast,
as we fly through the clouds.
The world looks so neat
seen from 1000 feet.

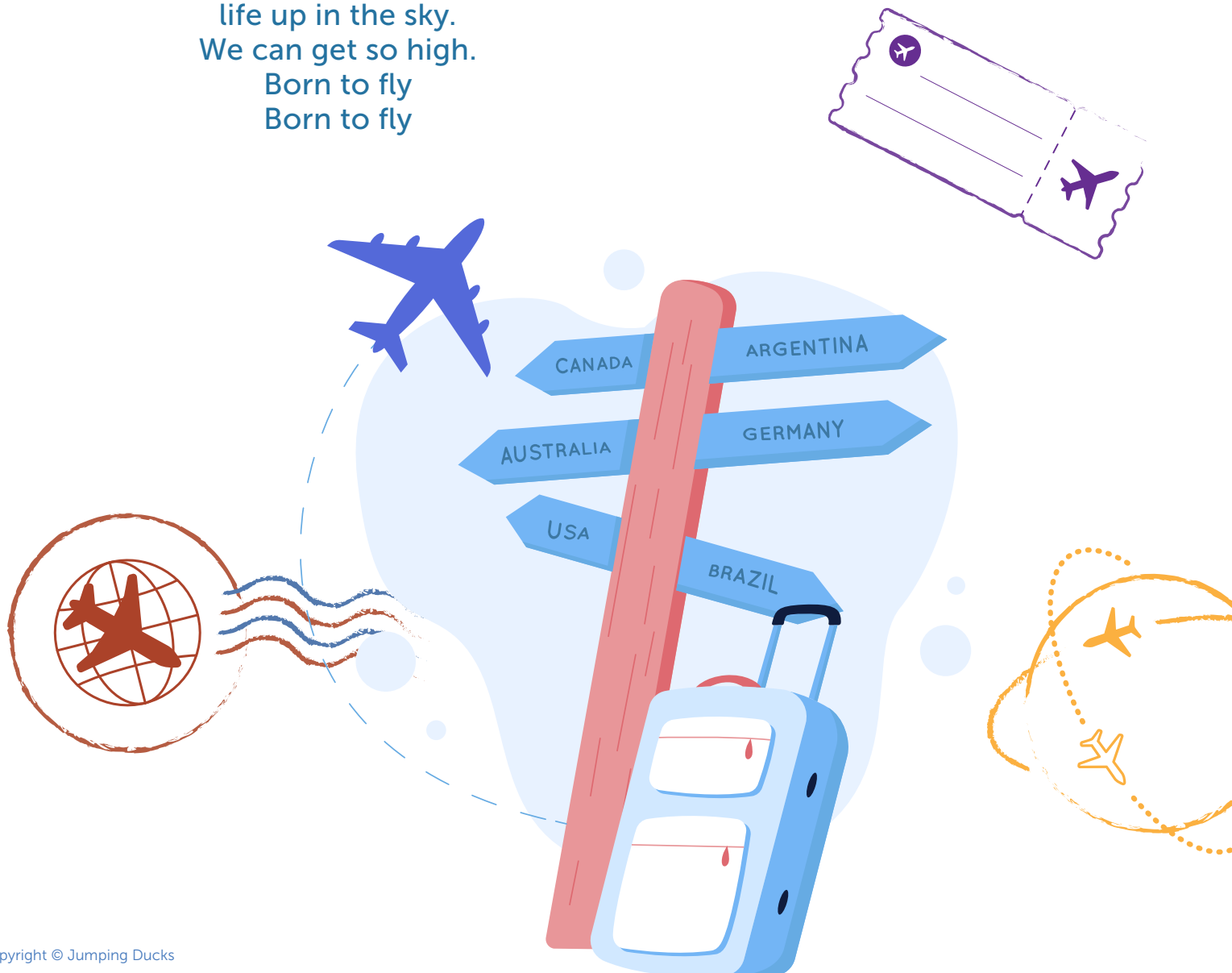
CHORUS

I don't know why?
But i was born, born to fly,
life up in the sky.
We can get so high.
Born to fly
Born to fly

I've got a fascination
with aviation.
Looking for adventure
through all kinds of weather.

Prepare for the landing,
we are coming back down.
My heart is beating so fast,
as we fly through the clouds.
The world looks so neat
seen from 1000 feet.

CHORUS



SONG 5

THE END IS THE NEW BEGINNING

BEAST

Oh yes! We have! Especially me.
I was nasty before we met.
I bullied kids, thinking that they were a threat.

I was mean, I wasn't nice,
for many years i had to pay the price.

But now it isn't true,
Because since I've met you,
I've learned to be kind,
to open my mind.
I'm telling you...

BEAST AND BELLE

I've learned to love everybody,
it's easy you see.
I've learned to love everybody,
the key is to start with me.

URSULA

I thought that friends
were numbers on a page,
a smiley face, a like,
and I was on a stage.
I wanted to be popular,
expensive clothes
and thousands of followers.

Now that smiley face
that was on the phone,
I have it right here,
in front of me,
I'm telling you...

URSULA AND BELLE

Life's greatest gift is friendship
we've got it, you and me x2

BELLE

Life is hard when you feel lonely,
to tell the truth i thought the beast
looked scary.
Now I've learned something very true:
Treat everyone equally, they're just like
you!

No matter who they are,
no matter how they look,
we are all the same
under the skin.
I'm telling you...

BELLE, URSULA AND MAURICE

Don't judge a book by its cover,
it's time to love each other
X4

URSULA

It's time to love...

MAURICE

It's time to love...

BELLE

It's time to love...

BELLE, URSULA AND MAURICE

Each other.

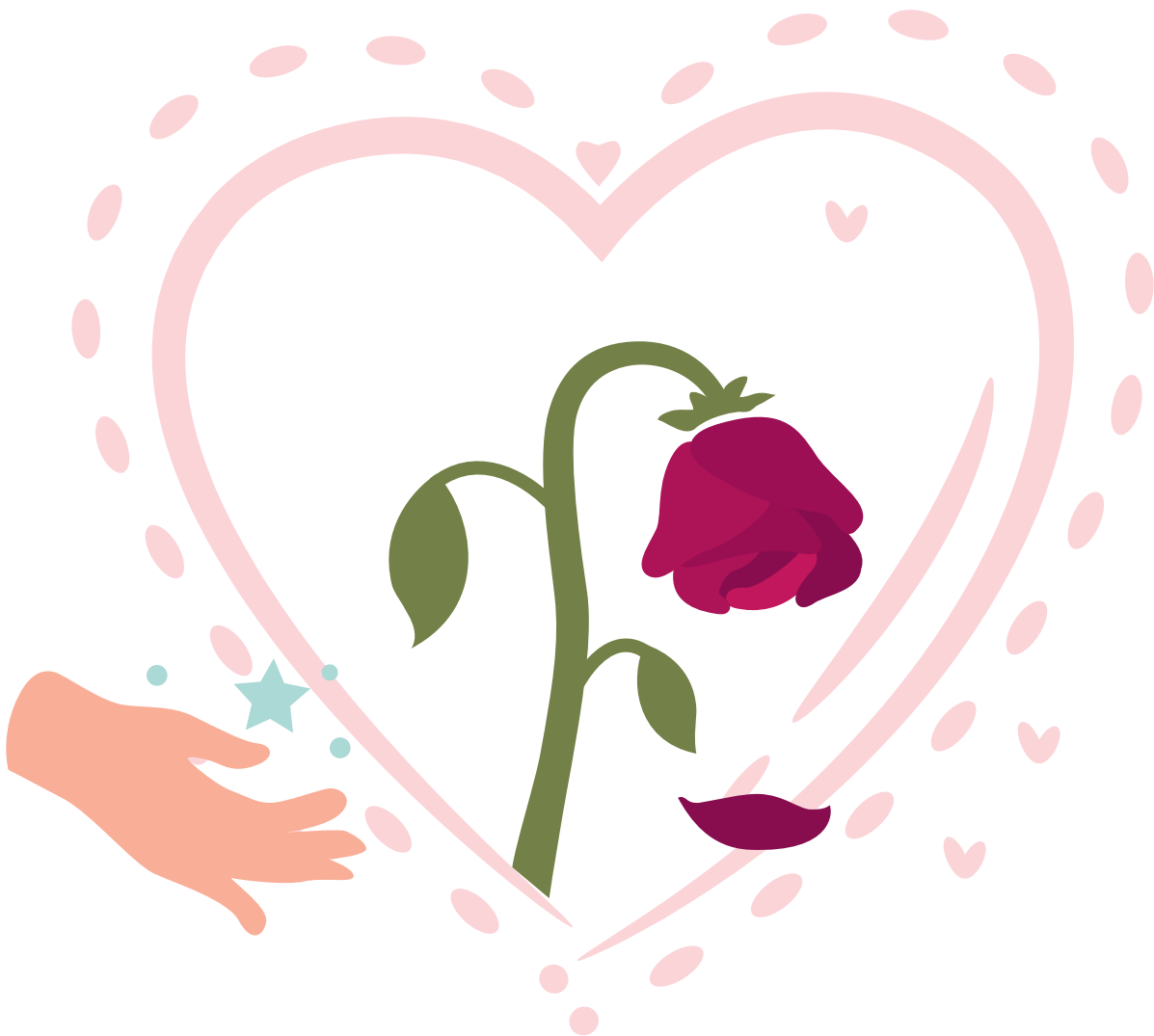


SONG 6

ENCHANTING SONG

OLD WOMAN

BULLIES PAY THE PRICE MY DEAR,
FOR THEIR EVIL WAYS.
YOU'LL BECOME A BEAST I FEAR,
UNTIL THIS ROSE DECAYS.
YOU MUST LEARN TO LOVE MY DEAR,
ONLY LOVE CAN BREAK THE SPELL.
YOU MUST LEARN TO LOVE MY DEAR,
ONLY LOVE CAN BREAK THE SPELL.





TEACHER'S NOTES



BASICS OF THE PLAY: Teacher's Notes

SYNOPSIS

This is a brief synopsis of the play. Read to or with your students, depending on the level, and you can use the flashcards provided to illustrate it. Once the students understand the story, ask them to circle the right images that relate to this play.



Skills

Listening and reading comprehension



Duration

20 min



Difficulty



Objective

To understand the story and the moral of the story



Steps

1. Ask students about previous knowledge about fairy tales.
2. Show some of the flashcards in order to guess the story.
3. Read the story aloud, using the flashcards as support. Alternatively, the teacher can read the longer version of the story found in STORY MAP.
4. Check with students for any comprehension issues.
5. Ask students to circle the images that belong to this particular story.



Materials

- Flashcards
- Computer

STORY MAP

This is a longer synopsis of the play. Read to or with your students, depending on the level, and you can use the flashcards provided to illustrate it. Once the students understand the story, ask them to answer the questions and draw a story map.



Skills

Listening and reading comprehension



Duration

30 min



Difficulty



Objective

To understand the story and the moral of the story



Steps

1. Ask students about previous knowledge about fairy tales.
2. Show some of the flashcards in order to guess the story.
3. Read the story aloud, using the flashcards as support. Alternatively, the teacher can read the longer version of the story found in SYNOPSIS+.
4. Check with students for any comprehension issues.
5. Ask students to draw a story map.



Materials

- Flashcards
- Computer

BASICS OF THE PLAY: Teacher's Notes

WORKSHEET 1: THE STORY

This is a longer synopsis of the play. Read it with your students, depending on the level, and you can use the flashcards provided to illustrate it. Once the students understand the story, ask them to fill in the gaps and answer the questions.



Skills

Listening and reading comprehension / Writing



Duration

30 min



Difficulty



Objective

To understand the story and the moral of the story.



Steps

1. Ask students about previous knowledge about fairy tales.
2. Show some of the flashcards in order to guess the story.
3. Ask students to read the story in silence.
4. Check with students for any comprehension issues.
5. Ask students to fill in the gaps with the right word and answer the true or false questions.
6. Read aloud to check for any mistakes and correct the false sentences in order to make them true.



Materials

- Flashcards
- Computer



Answers

Check the Answer Key provided.

WORKSHEET 2: CHARACTER SPOTLIGHT

This worksheet presents brief descriptions for each of the characters. Students will need to read each description and match it with the right character.



Skills

Speaking / Listening and Reading comprehension



Duration

15 min



Difficulty



Objective

To get your students acquainted with the main characters of the show.



Steps

1. Talk about the story of Beauty and the Beast with your class to elicit previous knowledge and get students engaged. Write key words on the board.
2. Read the synopsis of the story aloud. Use the flashcards to introduce each of the characters.
3. Ask your students to read and match each character from this play with the correct description.



Materials

- Synopsis
- Characters' flashcards



Answers

Check the Answer Key provided.

BASICS OF THE PLAY: Teacher's Notes

SONG 1: WELCOME TO OUR SHOW

This is the first song in the play, it introduces the characters and their motivations in the play.



Skills

Listening and reading comprehension / Writing / Pronunciation



Duration

15 min



Difficulty



Objective

To get your students acquainted with a song from the show.



Steps

1. Talk about the story of Beauty and the Beast with your class to elicit previous knowledge and get students engaged.
2. Listen to the song and use the Flashcard to talk about the different characters in the play and their motivations.
3. Ask students to listen again and fill in the gaps with the words provided in the box.
4. Listen again and check.
5. Listen again and sing, dance, or just enjoy it.



Materials

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



Answers

Check the Answer Key provided.

WORKSHEET 3: MY PASSION

This worksheet provides the opportunity for students to know the characters a little bit better and to talk and write about their own passions in life.



Skills

Speaking / Reading / Writing



Duration

30 min



Difficulty



Objective

To get your students acquainted with the main characters of the show.
To express personal opinions (i.e. using sentences with like, don't like, love, or hate).



Steps

1. Talk about the story of Beauty and the Beast with your class to elicit previous knowledge and get students engaged.
2. Read the play synopsis and use the Flashcard to talk about the different characters in the play and their motivations.
3. Elicit students to talk about their passions in life.
4. Read the short sentences and match them with the right characters.
5. Read the longer descriptions and fill in the crossword.
6. Ask students to reflect and write 4 sentences about their hobbies.
7. Share with the whole class.



Materials

- Synopsis
- Worksheet



Answers

Check the Answer Key provided

KEEP LEARNING: Teacher's Notes

SONG 2: GOLD

Ursula loves social media. She thinks that appearances are very important and she also likes buying shiny things. This song gives students the opportunity to work on reading and listening skills and to reflect upon materialism in a fun way.



Skills

Listening / Reading / Speaking



Duration

20 min



Difficulty



Objective

To get your students acquainted with a song from the show.



Steps

To reflect upon materialism (if appropriate to the level).

1. Talk about the story of Beauty and the Beast with your class to elicit previous knowledge and get students engaged.
2. Listen to the song and use the Flashcard to talk about the different characters in the play and their motivations.
3. Ask students to listen again and fill in the gaps with the words provided in the box.
4. Listen again and check.
5. Listen again and sing, dance, or just enjoy it.



Materials

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



Answers

Check the Answer Key provided.

WORKSHEET 4: GOING PLACES

Belle has to go from London to Los Angeles to find her dad Maurice, but she is not walking there. This activity will provide students with an opportunity to review or learn some means of transport by reading simple descriptions.



Skills

Reading / Writing



Duration

15 min



Difficulty



Objective

To review or introduce vocabulary related to means of transport.



Steps

1. Talk about the story of Beauty and the Beast with your class to elicit previous knowledge and get students engaged.
2. Ask students to name different means of transport (i.e. ask them how they go to school or other places).
3. Read some of the descriptions and check for understanding. Alternatively, the teacher can describe some means of transport with easy sentences and have students guess.
4. Ask students to complete the wordsearch individually or in pairs and do a drawing of each transport.
5. Check.



Materials

- Synopsis



Answers

Check the Answer Key provided

KEEP LEARNING: Teacher's Notes

WORKSHEET 5: AIRPLANE SAFETY GUIDE

Belle is flying to Los Angeles to find her dad but she has never been in an airplane before. Students will need to complete sentences with **MUST** or **MUSTN'T** to complete the rules to follow on a plane.



Skills



Duration



Difficulty



Objective



Steps

Speaking / Reading / Writing

30 min



To practice grammar by using **MUST** or **MUSTN'T**.

1. Talk about the story of Beauty and the Beast with your class to elicit previous knowledge and get students engaged.
2. Review the synopsis and use the Flashcard to talk about the different characters in the play and their motivations.
3. Ask students about general rules people need to follow at school, in the classroom or on a plane.
4. Ask students to read the sentences and, in small groups, decide whether it's something they must or mustn't do inside a plane.
5. Then, ask them to write some rules to follow inside the classroom or school.
6. Read, share and check.

- Computer with Internet connection
- Synopsis



Materials



Answers

You **MUST** pay attention to the flight attendant

You **MUSTN'T** play your music loud.

You **MUST** put your seatbelt on during take off and landing.

You **MUSTN'T** run up and down the aisle.

You **MUSTN'T** jump on the seat.

You **MUST** put your devices on airplane mode.

You **MUSTN'T** go to the cockpit and say hello to the pilots.

You **MUSTN'T** open the main doors.

You **MUST** treat other people with respect.

You **MUST** push a button when you need to talk to a flight attendant.

KEEP LEARNING: Teacher's Notes

WORKSHEET 6: HAVE YOU SEEN MAURICE?

Maurice is missing. His plane crashed on the way to Los Angeles and nobody has seen him ever since. Belle and Ursula know that he is somewhere in Hollywood so they make some posters and start looking for him. In this activity students will be challenged to work in pairs in order to create a description from a character in the play or a classmate.



Skills

Speaking / Reading / Writing



Duration

45 min



Difficulty



Objective

To write a description of someone in the class.



Steps

1. Talk about the story of Beauty and the Beast with your class to elicit previous knowledge and get students engaged.
2. Review the synopsis and use the Flashcard to talk about the different characters in the play and their motivations.
3. Focusing on Maurice, ask students to describe what they see with simple structures (e.g. he is/isn't..., he is wearing..., he has/hasn't got...)
4. Read Maurice's description and ask students to work in pairs and describe a classmate or someone in the school.
5. Have students write down the description in order to share with the classroom.
6. When finished, play a guessing game.
7. Check.



Materials

- Synopsis
- Flashcards

SONG 3: ALONE

Belle is in the Beast's mansion, she is alone and afraid. So she sings this song to express her emotions holding on to her dad's scarf.



Skills

Listening and reading comprehension



Duration

15 min



Difficulty



Objective

To get your students acquainted with a song from the show.



Steps

To reflect upon materialism (if appropriate to the level)

1. Talk about the story of Beauty and the Beast with your class to elicit previous knowledge and get students engaged.
 2. Review the synopsis and use the Flashcard to talk about the different characters in the play and their motivations.
 3. Listen to the song and talk about the mood and feelings of the song. If appropriate to the level, ask students whether they have felt alone like Belle.
 4. Listen again and ask students to order the verses as they listen to the song.
 5. Listen again and sing, dance, or just enjoy it.
- Computer with Internet connection
 - Synopsis
 - The song can be found in our website



Materials



Answers

Check the Answer Key provided.

KEEP LEARNING: Teacher's Notes

WORKSHEET 7: SOLAR SYSTEM

The Beast loves looking at the stars at night and knows all about our solar system. This activity will provide students with the opportunity to learn about the solar system and some of the main constellations.



Skills

Reading / Writing



Duration

20 min



Difficulty



Objective

To introduce some new vocabulary about the Solar System and its planets and constellations.



Steps

1. Talk about the story of Beauty and the Beast with your class to elicit previous knowledge and get students engaged.
2. Review the synopsis and use the Flashcard to talk about the different characters in the play and their motivations.
3. Ask students about the planets and constellations to elicit any previous knowledge.
4. Ask students to fill in the Solar System with the words provided.
5. Check and share.



Materials



Answers

Check the Answer Key provided.

SONG 4: BORN TO FLY

Belle loves planes and flying. The Beast was a bully but he has learned his lesson... Listen to the song and order the verses.



Skills

Listening and reading comprehension



Duration

15 min



Difficulty



Objective

To get your students acquainted with a song from the show.



Steps

To reflect upon materialism (if appropriate to the level)

1. Talk about the story of Beauty and the Beast with your class to elicit previous knowledge and get students engaged.
2. Review the synopsis and use the Flashcard to talk about the different characters in the play and their motivations.
3. Listen to the song and ask students who is singing.
4. Read the verses and check for comprehension.
5. Listen again and ask students to order the verses.
6. Listen again and check.
7. Listen again and sing, dance, or just enjoy it.



Materials



Answers

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

Check the Answer Key provided.

KEEP LEARNING: Teacher's Notes

WORKSHEET 8: WOMEN PILOT

Belle loves planes and flying. But she isn't the first girl to dream of flying in the sky. Like her hero Amy Johnson, there are some other women (and men) in aviation. This activity will provide students the opportunity to research some information about important figures in aviation collaboratively.



Skills

Collaborative work / Speaking / Reading



Duration

1 or 2 sessions



Difficulty



Objective

To research for specific information.



Steps

1. Talk about the story of Beauty and the Beast with your class to elicit previous knowledge and get students engaged.
 2. Review the synopsis and use the Flashcard to talk about the different characters in the play and their motivations. Focus on Belle and her aspirations to become a pilot.
 3. Ask students if they know any famous pilots or if they have seen any women driving planes.
 4. Distribute the class in 5 - 10 groups and give each group one column to research.
 5. Give students some time to research. We recommend using Simple Wikipedia since the vocabulary they use is simpler and more friendly. If they finish quickly, ask them to contrast the information they have found in different sources than wikipedia.
 6. Once the time is over, ask students to share the information they have found with the rest of the class.
 7. By the end, everyone should have all the information in the box.
- 5-10 Computers or tablets with Internet connection
 - Synopsis



Materials

BIG CHALLENGE: Teacher's Notes

WORKSHEET 9: LONDON VS HOLLYWOOD

Belle is flying to Los Angeles to find her dad but she has never been in an airplane before. Students will need to create a brochure in teams about London or Los Angeles that includes the answer to the questions provided.



Skills

Collaborative work / Speaking / Reading



Duration

2 sessions



Difficulty



Objective

To research for specific information.



Steps

OPT. To design and create a simple brochure.

1. Talk about the story of Beauty and the Beast with your class to elicit previous knowledge and get students engaged.
 2. Review the synopsis and use the Flashcard to talk about the different characters in the play and their motivations. Focus on both the main locations: London and Los Angeles.
 3. Ask students about London and Los Angeles to elicit any previous knowledge. Write some key words on the board if needed.
 4. Visit London using google maps street view or <https://www.visitlondon.com/things-to-do/family-activities/101-things-to-do-with-kids-in-london>
 5. Visit Los Angeles using google maps street view or <https://www.crazyfamilyadventure.com/things-to-do-in-los-angeles-with-kids/>
 6. Distribute students in small groups in order to investigate and complete the brochure provided. Each group will have to agree on the TOP 3 things to do in their place of choice.
 7. Ask students to fill in the brochure provided.
 8. Share in teams.
- Computers with Internet connection for each small group
 - Synopsis



Materials

BIG CHALLENGE: Teacher's Notes

WORKSHEET 10: MY FAVORITE INVENTION

Maurice's latest invention is 'The Finder'. A device that finds any person that you ask for by beeping and flashing a light when you get close to the person you need to find. This activity will provide students with the opportunity to let their creativity run wild and create a new invention!



Skills

Creativity / Collaborative work / Speaking



Duration

1 or 2 sessions



Difficulty



Objective

To design a new invention on paper.



Steps

To develop a little description of the invention and what it can do.

1. Talk about the story of Beauty and the Beast with your class to elicit previous knowledge and get students engaged.
2. Review the synopsis and use the Flashcard to talk about the different characters in the play and their motivations. Focus on Maurice and his creation.
3. Distribute students in small groups and ask them to work together in order to create a new invention.
4. Ask students to make a design on paper and label the drawing with its different parts.
5. Then, when possible, ask students to give their invention a name and describe what it does (e.g. It can find people, it can do your homework...)
6. Alternatively, you can ask students to create a model with modeling clay or plasticine.



Materials

- Synopsis
- Papers
- Crayons
- OPT. Plasticine or modeling clay

BIG CHALLENGE: Teacher's Notes

SONG 5: THE END IS THE NEW BEGINNING

At the end of the show, every character learns an important lesson. This song will provide students the opportunity to learn the moral of the story: sharing and being kind is the key.



Skills

Listening and reading comprehension



Duration

15 min



Difficulty



Objective

To design a new invention on paper.



Steps

To get your students acquainted with a song from the show.

1. Talk about the story of Beauty and the Beast with your class to elicit previous knowledge and get students engaged.
2. Review the synopsis and use the Flashcard to talk about the different characters in the play and their motivations.
3. Ask students about the meaning of some stories, or morals. Write key vocabulary on the board.
4. Listen to the song and ask students to identify the moral of this play.
5. Listen again and ask students to choose the right word when needed.
6. Listen again and sing, dance, or just enjoy it.



Materials

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



Answers

Check the Answer Key provided.

WORKSHEET 11: ENCHANTING SONG

When The Beast was human, he wasn't very nice. He was mean and unkind to other people every day, he was a bully. That is why a witch cursed him to be as ugly on the outside as he was on the inside.



Skills

Listening / Speaking



Duration

30 min



Difficulty



Objective

To open a dialogue about how to identify bullying and how to be kinder to one another.



Steps

1. Talk about the story of Beauty and the Beast with your class to elicit previous knowledge and get students engaged.
2. Review the synopsis and use the Flashcard to talk about the different characters in the play and their motivations. Focus on the Beast.
3. Read the chant together and identify the rhyming words.
4. Then, look at the different situations provided and have an open discussion.
5. Ask students to identify if each situation is fair or not. They can share whether a situation is common in the class or they have seen it.
6. Then, ask students to brainstorm different ways to react to each of the situations.
7. Alternatively, teachers can assign one situation to a small group so they can discuss it and then have an open talk.



Materials

- Synopsis

BIG CHALLENGE: Teacher's Notes

WORKSHEET 12: GENDER STEREOTYPES: A DEBATE

Belle wants to become a pilot but some people think that only men can become pilots. Do you agree? This activity will provide students with the opportunity to debate about gender stereotypes and coeducation.



Skills

Speaking / Reading / Coeducation



Duration

30-45 min



Difficulty



Objective

To discuss gender stereotypes.



Steps

1. Talk about the story of Beauty and the Beast with your class to elicit previous knowledge and get students engaged.
2. Review the synopsis and use the Flashcard to talk about the different characters in the play and their motivations.
3. Read the list of statements together in order to go over any vocabulary issues.
4. Ask students to check or cross each statement depending on their level of agreement.
5. Then, read the statements again and ask students to show whether they agree or not by moving to a side of the classroom.
6. Teachers can choose whether to go deeper in some statements and ask students for the reasoning behind their opinions.



Materials

- Synopsis

WORKSHEET 13: SCREENTIME

Ursula loves taking selfies and browsing social media. She spends a lot of time every day looking at a screen; her phone, her tablet, her laptop, TV... Scientists recommend less than 2 hours of screen time unless it's work or homework. This project will provide students the opportunity to track their own screen time and reflect upon how much time they spend in front of a screen.



Skills

Speaking / Mindfulness



Duration

One week, 2 sessions



Difficulty



Objective

To learn about screen time trends.



Steps

1. Talk about the story of Beauty and the Beast with your class to elicit previous knowledge and get students engaged.
2. Review the synopsis and use the Flashcard to talk about the different characters in the play and their motivations. Focus on Ursula's character.
3. Ask students to estimate how much time they spend in front of screens in their leisure time.
4. Then, challenge students to record how many hours they spend in front of screens in their leisure time for a week. Ask them to complete one column every day of the week with the time they have spent in front of screens in their leisure time.
5. Next week, share the results and finds. Brainstorm some ideas of things to do instead of being in front of a screen.



Materials

- Synopsis

