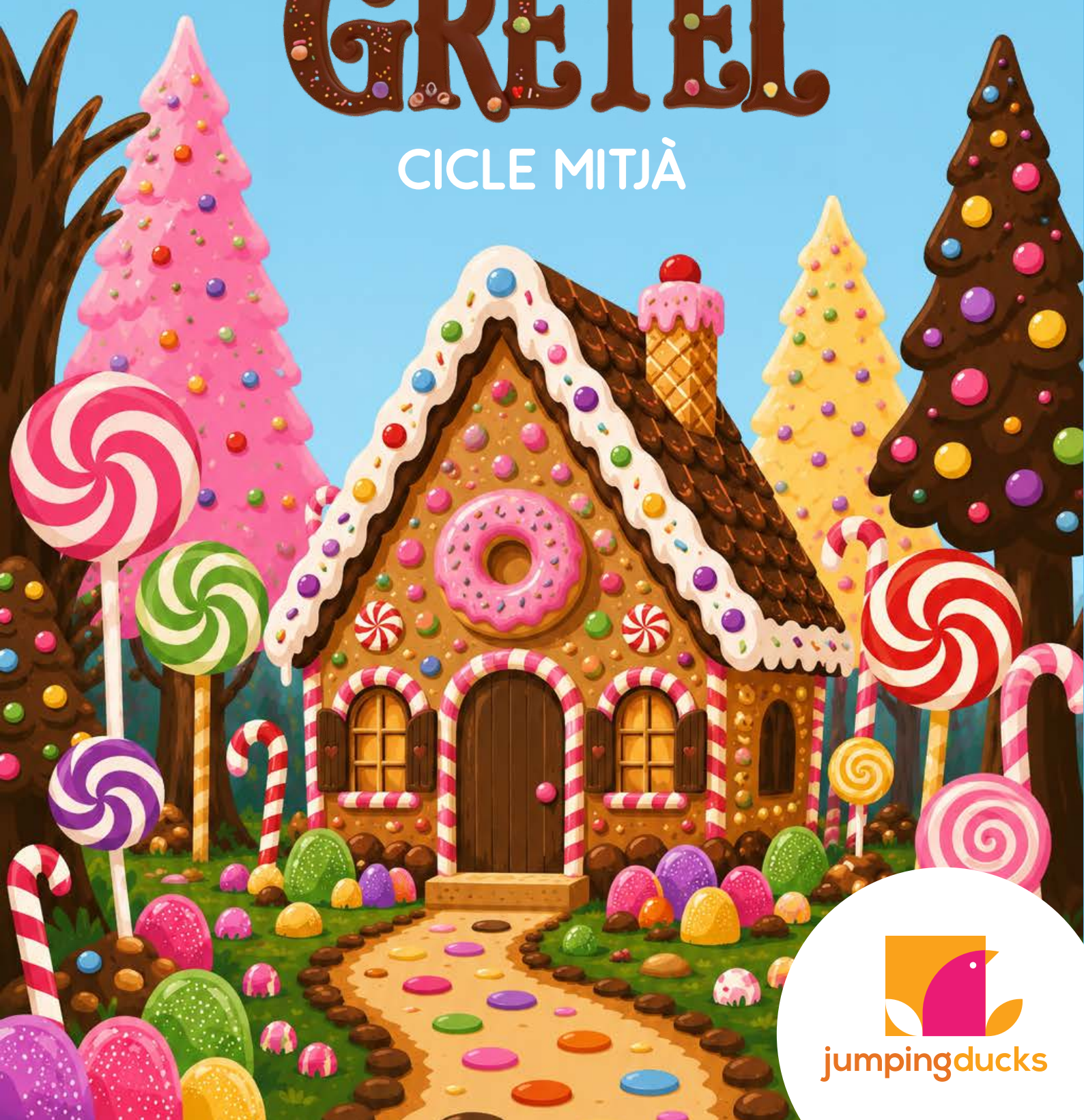


HANSEL AND GRETEL

CICLE MITJÀ



jumpingducks



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

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

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

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

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

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



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BASICS OF THE PLAY

KEEP LEARNING

THE BIG CHALLENGE

BASICS OF THE PLAY: SYNOPSIS

(01 HANSEL & GRETEL) Hansel and Gretel live with their mum. They live in a little house. The house is near the woods. They are very poor. They have no food. Hansel and Gretel go into the woods. They look for food.

(02 IN THE WOODS) They only find one apple. They drop stones to find their way back home. Hansel and Gretel go into the woods again. This time, they drop small pieces of bread. The bread helps them find their way home. But a beautiful white bird eats all the bread! The bird is hungry too. Now Hansel and Gretel are lost.

(03 BE SWEET) Hansel and Gretel find a house. The house is made of sweets! A woman opens the door. "Come inside," she says. "You can eat anything you want." Gretel does not trust her. But Hansel is so hungry. He goes inside. Gretel follows him. It is a trap! Now they cannot escape.

(04 YUMMY YUMMY!) The witch locks Hansel in a cage. She makes Gretel work. The witch wants to eat Hansel! They meet Mr Wingman. He is the witch's helper. He is funny. He is strange. But maybe... he wants to help them too.

(05 WHAT CAN I DO?) Gretel wants to save her brother. She remembers Wingman's words. She has a plan! Gretel tricks the witch. She pushes the witch into the fire. Hansel is free! They say goodbye to Wingman. They take food. They take magic seeds too. Then they go home.

(06 FREE OF HUNGER) Gretel tells her mum the story. Her mum is so happy! They show her the magic seeds. Now they have a plan. They can grow their own food. They can share food. They will never be hungry again.



BASICS OF THE PLAY: CHARACTERS



GRETEL

Gretel is a clever girl. She likes to solve problems, and she wants to be a detective one day. She loves her brother and her mother very much. When Gretel sees something strange, she does not speak right away. First, she thinks. Then, she speaks.

BASICS OF THE PLAY: CHARACTERS



HANSEL

Hansel is funny and playful. When he likes something, he jumps right into it, and this sometimes causes problems. He loves making his mother and his sister laugh. He loves sweets very much, and sometimes he forgets to eat healthy food.

BASICS OF THE PLAY: CHARACTERS



MUM

The mum is kind and gentle. She loves her children very much, and she wants them to be happy. She paints the house with flowers and many colors to make it feel happier. She worries about Hansel and Gretel, but she is also very proud of them.

BASICS OF THE PLAY: CHARACTERS



THE CANDY WITCH

The Candy Witch is grumpy and mean. She likes children, but she wants to catch them and cook them! She can be very scary, but she can also act sweetly to lure children into her house. Sometimes, the witch makes mistakes.

BASICS OF THE PLAY: CHARACTERS



WINGMAN

Mr Wingman helps the witch, but he is young and funny. Sometimes, he is nervous and scared. Wingman has a sad story, and he feels trapped in the witch's house. When Hansel and Gretel arrive, Wingman decides to help them escape.

FREE OF HUNGER

Listen to the song and put the missing parts in their correct places.



FREE OF HUNGER! (x4)

1

2

3

FREE OF HUNGER
IS THE ANSWER
WE ALL WANT A WORLD
FREE OF HUNGER

4

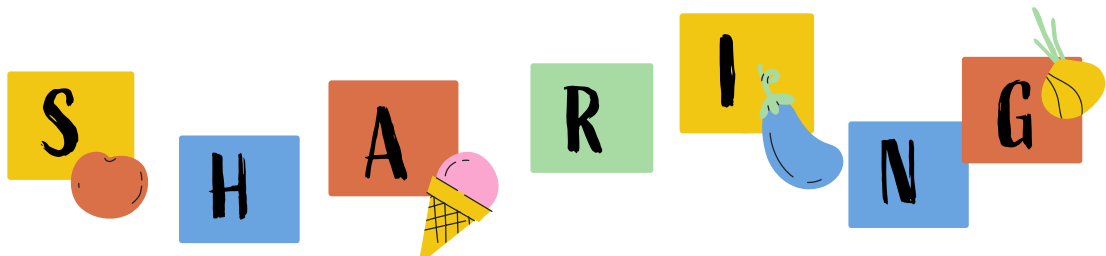
FREE OF HUNGER
IS THE ANSWER
WE ALL WANT A WORLD
FREE OF HUNGER (x2)

S-H-A-R-I-N-G
IT'S THE WAY TO
MAKE IT REAL
S-H-A-R-I-N-G
IT'S ALWAYS BETTER,
DON'T YOU SEE?

IT'S A WORLD
FOR EVERYONE
OUR PLANET
IS ENOUGH

FREE OF HUNGER
IS THE ANSWER
WE ALL WANT A
WORLD
FREE OF HUNGER (x2)

DON'T WASTE FOOD
SHARE IT ALL.
IT'S OUR FUTURE
IT'S OUR GOAL!



SONG 6

ANSWER KEY

FREE OF HUNGER

Listen to the song and put the missing parts in their correct places.



FREE OF HUNGER! (x4)

1

2

3

FREE OF HUNGER
IS THE ANSWER
WE ALL WANT A WORLD
FREE OF HUNGER

4

YOU SEE?
FREE OF HUNGER
IS THE ANSWER
WE ALL WANT A WORLD
FREE OF HUNGER (x2)

4

S-H-A-R-I-N-G
IT'S THE WAY TO
MAKE IT REAL
S-H-A-R-I-N-G
IT'S ALWAYS BETTER,
DON'T YOU SEE?

2

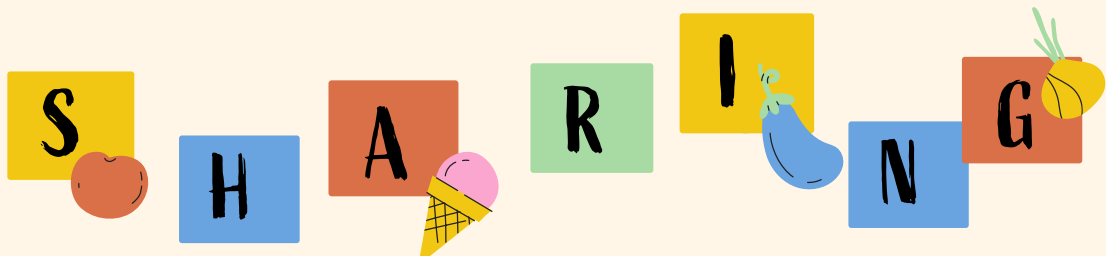
IT'S A WORLD
FOR EVERYONE
OUR PLANET
IS ENOUGH

1

FREE OF HUNGER
IS THE ANSWER
WE ALL WANT A
WORLD
FREE OF HUNGER (x2)

3

DON'T WASTE FOOD
SHARE IT ALL.
IT'S OUR FUTURE
IT'S OUR GOAL!



STORY TIMELINE

Every story has three parts: beginning, middle and end. We start with the last song, so you know Hansel and Gretel are going to find a way to be free of hunger at the end of their story. But their adventure is full of exciting things. **Read the synopsis and place the following facts in their correct order.**

- They meet Mr Wingman.
- Hansel and Gretel drop stones.
- They find the magic seeds.
- They sing Free of Hunger.
- They find the Candy Witch's House.
- They go home.
- The Candy Witch catches them.
- Hansel and Gretel go into the woods to find food.

Beginning

Hansel and Gretel are poor.

.....

.....

Middle

A bird eats the bread and the children get lost.

.....

.....

.....

End

Gretel saves Hansel.

.....

.....

.....



STORY TIMELINE

Every story has three parts: beginning, middle and end. We start with the last song, so you know Hansel and Gretel are going to find a way to be free of hunger at the end of their story. But their adventure is full of exciting things. **Read the synopsis and place the following facts in their correct order.**

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Beginning

Hansel and Gretel are poor.

Hansel and Gretel go into the woods to find food.

Hansel and Gretel drop stones.

Middle

A bird eats the bread and the children get lost.

They find the Candy Witch's House.

The Candy Witch catches them.

They meet Mr Wingman.

End

Gretel saves Hansel.

They find the magic seeds.

They go home.

They sing Free of Hunger.



HANSEL & GRETEL

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

HUNGRY · WOODS · LEFT · HOUSE
WALK · POOR · GRETEL · STORY · FOOD

IN A FAR AWAY
THERE ARE TWO KIDS.
IN A HOUSE FAR AWAY
THE KIDS ARE

THEY HAVE NO FOOD
WHAT CAN THEY DO?
THEY ARE SO
THEY GO INTO THE WOODS

THE HANSEL AND GRETEL SONG
THE BEGINS
THE HANSEL AND GRETEL SONG
A TALE OF HOPE AND FEAR (x2)

AND WALK AND WALK
INTO THE WOODS, , WOODS
LOOK AND LOOK AND LOOK
FOR SOME , FOOD, FOOD

WALK AND WALK AND WALK
BUT THEY GET LOST, LOST, LOST
GOING OR RIGHT
WHERE IS HOME?

THE HANSEL AND GRETEL SONG
THE STORY BEGINS
THE HANSEL AND SONG
A TALE OF HOPE AND FEAR (x2)



HANSEL & GRETEL

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

HUNGRY · WOODS · LEFT · HOUSE
WALK · POOR · GRETEL · STORY · FOOD

IN A **HOUSE** FAR AWAY
THERE ARE TWO KIDS.
IN A HOUSE FAR AWAY
THE KIDS ARE **HUNGRY**

THEY HAVE NO FOOD
WHAT CAN THEY DO?
THEY ARE SO **POOR**
THEY GO INTO THE WOODS

THE HANSEL AND GRETEL SONG
THE **STORY** BEGINS
THE HANSEL AND GRETEL SONG
A TALE OF HOPE AND FEAR (x2)

WALK AND WALK AND WALK
INTO THE WOODS, **WOODS**, WOODS
LOOK AND LOOK AND LOOK
FOR SOME **FOOD**, FOOD, FOOD

WALK AND WALK AND WALK
BUT THEY GET LOST, LOST, LOST
GOING **LEFT** OR RIGHT
WHERE IS HOME?

THE HANSEL AND GRETEL SONG
THE STORY BEGINS
THE HANSEL AND **GRETEL** SONG
A TALE OF HOPE AND FEAR (x2)



HANSEL'S NOTEBOOK

Hansel has a little notebook. He writes down everything that he sees and wants to remember. Read the sentences about the story. Write True if they happen in the story or False if they do not.

TRUE OR FALSE

Hansel and Gretel are brother and sister.

T	F
☐	☐

Hansel has a pet dog.

☐	☐
--------------------------	--------------------------

The birds eat the small pieces of bread.

☐	☐
--------------------------	--------------------------

The children find a castle in the forest.

☐	☐
--------------------------	--------------------------

They get lost in the woods.

☐	☐
--------------------------	--------------------------

Hansel and Gretel stay in the woods forever.

☐	☐
--------------------------	--------------------------

The Candy Witch's House is made of chocolate and sweets.

☐	☐
--------------------------	--------------------------

Mr Wingman helps the children.

☐	☐
--------------------------	--------------------------

The witch helps the children.

☐	☐
--------------------------	--------------------------

Gretel finds magic seeds in the Candy Witch's House.

☐	☐
--------------------------	--------------------------

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☐ T ☒ F

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☒ T ☐ F

The children find a castle in the forest.

☐ T ☒ F

They get lost in the woods.

☒ T ☐ F

Hansel and Gretel stay in the woods forever.

☐ T ☒ F

The Candy Witch's House is made of chocolate and sweets.

☒ T ☐ F

Mr Wingman helps the children.

☒ T ☐ F

The witch helps the children.

☐ T ☒ F

Gretel finds magic seeds in the Candy Witch's House.

☒ T ☐ F

CHARACTERS

Gretel is very smart. She wants to be a detective. She loves to investigate and find people's stories. In this story, there are five main characters. **Read the character's description and complete each character profile.**

PERSONALITY

- playful
- kind
- grumpy
- young
- clever
- funny
- scared
- nice
- mean

LIKES / DISLIKES

- sweets
- investigation
- make people laugh
- the Candy Witch
- paint the house

ACTIONS

- helps the children
- thinks first
- catches children
- forgets stones
- feeds the children

RELATIONSHIP

- sister
- brother
- daughter
- son
- mum
- assistant

HANSEL



PERSONALITY

LIKES

DISLIKES

ACTIONS

RELATIONSHIP

GRETEL



PERSONALITY

LIKES

DISLIKES

ACTIONS

RELATIONSHIP

BASICS OF THE PLAY

PERSONALITY

- playful
- kind
- grumpy
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LIKES / DISLIKES

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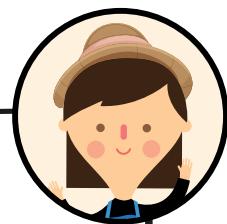
ACTIONS

- helps the children
- thinks first
- catches children
- forgets stones
- feeds the children

RELATIONSHIP

- sister
- brother
- daughter
- son
- mum
- assistant

MUM



PERSONALITY

LIKES

DISLIKES

ACTIONS

RELATIONSHIP

CANDYWITCH



PERSONALITY

ACTIONS

RELATIONSHIP

WINGMAN



PERSONALITY

ACTIONS

RELATIONSHIP

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LIKES / DISLIKES

- sweets
- investigation
- make people laugh
- the Candy Witch
- paint the house

ACTIONS

- helps the children
- thinks first
- catches children
- forgets stones
- feeds the children

RELATIONSHIP

- sister
- brother
- daughter
- son
- mum
- assistant

HANSEL



PERSONALITY playful, funny

LIKES sweets, making people laugh

DISLIKES the Candy Witch

ACTIONS forgets stones

RELATIONSHIP brother, son

GRETEL



PERSONALITY clever

LIKES investigation

DISLIKES the Candy Witch

ACTIONS thinks first

RELATIONSHIP sister, daughter

BASICS OF THE PLAY

PERSONALITY

- playful
- kind
- grumpy
- young
- clever
- funny
- scared
- nice
- mean

LIKES / DISLIKES

- sweets
- investigation
- make people laugh
- the Candy Witch
- paint the house

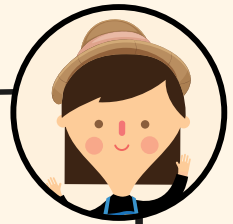
ACTIONS

- helps the children
- thinks first
- catches children
- forgets stones
- feeds the children

RELATIONSHIP

- sister
- brother
- daughter
- son
- mum
- assistant

MUM



PERSONALITY kind, nice

LIKES painting the house

DISLIKES

ACTIONS feeds the children

RELATIONSHIP mum

CANDYWITCH



PERSONALITY mean, grumpy

ACTIONS catches children

RELATIONSHIP

WINGMAN



PERSONALITY funny, scared, young

ACTIONS helps the children

RELATIONSHIP assistant

KEEP LEARNING

SONG 2

IN THE WOODS

① Match the verses.

1. WALK, WALK, WALK

2. LEFT OR RIGHT

3. WALK, WALK, WALK

4. COME BACK HOME

LOOKING FOR FOOD, FOOD, FOOD

AND LOOK AROUND, 'ROUND, 'ROUND.

DON'T GET LOST IN THE WOODS

IN THE WOODS, WOODS, WOODS

② Complete the missing parts

NA, NA, NA-RA NA

1.....

NA, NA, NA-RA NA

2.....

NA, NA, NA-RA NA

3.....

NA, NA, NA-RA NA

4.....

ONE STEP

TWO STEPS

5.....

THREE STEPS

FOUR STEPS

6.....

ONE STEP

TWO STEPS

7.....

THREE STEPS

FOUR STEPS

8.....

I SEE A TREE

I SEE A ROCK

BUT PLEASE DON'T GET LOST

ALONG THE WAY

LOOK, THERE'S A LAKE

STARS IN THE SKY

IN THE WOODS

WATCH OUT, THE FIELD IS WET

SMALL PIECES OF BREAD

LOOKING FOR FOOD

I SEE A MOUNTAIN



SONG 2

IN THE WOODS

① Match the verses.

1. WALK, WALK, WALK

2. LEFT OR RIGHT

3. WALK, WALK, WALK

4. COME BACK HOME

2 LOOKING FOR FOOD, FOOD, FOOD

3 AND LOOK AROUND, 'ROUND, 'ROUND.

4 DON'T GET LOST IN THE WOODS

1 IN THE WOODS, WOODS, WOODS

② Complete the missing parts

NA, NA, NA-RA NA

1.....

NA, NA, NA-RA NA

2.....

NA, NA, NA-RA NA

3.....

NA, NA, NA-RA NA

4.....

ONE STEP

TWO STEPS

5.....

THREE STEPS

FOUR STEPS

6.....

ONE STEP

TWO STEPS

7.....

THREE STEPS

FOUR STEPS

8.....

I SEE A TREE

I SEE A ROCK

BUT PLEASE DON'T GET LOST

3 ALONG THE WAY

5 LOOK, THERE'S A LAKE

7 STARS IN THE SKY

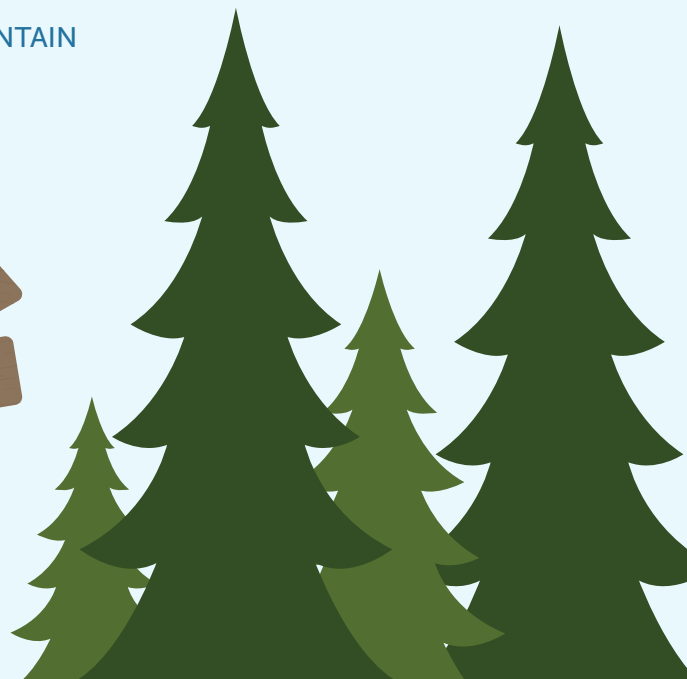
1 IN THE WOODS

6 WATCH OUT, THE FIELD IS WET

4 SMALL PIECES OF BREAD

2 LOOKING FOR FOOD

8 I SEE A MOUNTAIN



LOST IN THE WOODS

Hansel and Gretel drop stones to know how to come back home. One day, Hansel forgets the stones and they decide to drop small pieces of bread. But a beautiful white bird eats the bread and Hansel and Gretel are lost.

In the following exercise, you have different codes of directions to help Hansel and Gretel to find their way back home. Decode the symbols and write the directions.

1 First, match the symbol with the meaning

GO STRAIGHT

TURN LEFT

TURN RIGHT

TWO STEP

STOP

WALK PAST THE
TREE

FIND THE CANDY
WITCH'S HOUSE

FIND HOME



2 Now, write the code directions.



YOUR TURN!

Make a route with the symbols.

Swap your route with a partner.

Write the directions.

Read the directions aloud. Your partner follows the route.

LOST IN THE WOODS

Hansel and Gretel drop stones to know how to come back home. One day, Hansel forgets the stones and they decide to drop small pieces of bread. But a beautiful white bird eats the bread and Hansel and Gretel are lost.

In the following exercise, you have different codes of directions to help Hansel and Gretel to find their way back home. Decode the symbols and write the directions.

1 First, match the symbol with the meaning



STOP



FIND HOME



TURN RIGHT



WALK PAST THE TREE



FIND THE CANDY WITCH'S HOUSE



TURN LEFT



GO STRAIGHT



TWO STEP



+



+



Turn left + Two steps + Turn right



+



+



Walk past the tree + Go straight + Find the Candy Witch's House



+



+



Go straight + Turn right+ Two steps



+



+



+



Go straight + Turn left + Walk past the tree + Find home

YOUR TURN!

Make a route with the symbols.

Swap your route with a partner.

Write the directions.

Read the directions aloud. Your partner follows the route.

BE SWEET

1 Listen to the song and put the verses in the correct order.



- ☐ I SEE YOU'RE LOST
- ☐ I SEE YOU'RE HUNGRY
- ☐ COME INSIDE MY LITTLE HOUSE
- ☐ BE NICE, MY LITTLE FRIENDS
- ☐ AND EAT EVERYTHING YOU WANT
- ☐ BE NICE, MY LITTLE FRIENDS

2 Write the correct verse in the correct gap.

MMM, MMM, MMM

1

MMM, MMM, MMM

2

MMM, MMM, MMM

3

MMM, MMM, MMM

4

BE NICE, MY LITTLE FRIENDS

5

AND BE SWEET

BE NICE, MY LITTLE FRIENDS

6

OF YUMMY SWEETS

☐ IS INSIDE MY HOUSE

☐ EVERYTHING YOU WANT

☐ JUST LOOK AT ME

☐ IS SWEET, SWEET, SWEET.

☐ MY HOUSE IS FULL

☐ EVERYTHING YOU WANT



3 Write the colours in the correct order.



.....



.....

IT'S FULL OF COLOURS



.....



.....

AND

IT'S FULL OF COLOURS



.....



.....

.....

AND



.....

SONG 3

ANSWER KEY

BE SWEET

1 Listen to the song and put the verses in the correct order.



- 4 I SEE YOU'RE LOST
- 2 I SEE YOU'RE HUNGRY
- 5 COME INSIDE MY LITTLE HOUSE
- 1 BE NICE, MY LITTLE FRIENDS
- 6 AND EAT EVERYTHING YOU WANT
- 3 BE NICE, MY LITTLE FRIENDS

2 Write the correct verse in the correct gap.

MMM, MMM, MMM

1

MMM, MMM, MMM

2

MMM, MMM, MMM

3

MMM, MMM, MMM

4

BE NICE, MY LITTLE FRIENDS

5

AND BE SWEET

BE NICE, MY LITTLE FRIENDS

6

OF YUMMY SWEETS

2 IS INSIDE MY HOUSE

3 EVERYTHING YOU WANT

5 JUST LOOK AT ME

4 IS SWEET, SWEET, SWEET.

6 MY HOUSE IS FULL

1 EVERYTHING YOU WANT



3 Write the colours in the correct order.



YELLOW

.....



GREEN

.....



BLUE

.....



WHITE

.....



PINK

.....



VIOLET

.....



RED

.....

IT'S FULL OF COLOURS

RED

YELLOW

BLUE

AND PINK

IT'S FULL OF COLOURS

WHITE

GREEN

AND VIOLET

YUMMY YUMMY!

Yummy yummy is Mr Wingman's song. He is funny but sometimes he forgets what he has to sing. **Listen to the song and help him to choose the correct word.**

YUM, YUM, YUM, YUM, YUMMY
I **LIKE / LOVE / HATE** IT!
YUM, YUM, YUM, YUM, YUMMY
I LIKE IT!

IT'S SO YUMMY
YUM, YUM, YUMMY
I'M SO HUNGRY
I COULD **SLEEP / EAT / FIND** A KID
OR TWO

YUM, YUM, YUM, YUM, YUMMY
I LIKE IT!
YUM, YUM, YUM, YUM, YUMMY
I LIKE IT!

I COULD EAT
A **CAULIFLOWER / BROCCOLI / BANANA**
I COULD EAT
A **TOMATO / POTATO / LOLLIPOP**
I COULD EAT
A **TOMATO / POTATO / LOLLIPOP**
BUT,
I'M SO HUNGRY
I COULD EAT A KID
OR **NO / YOU / TWO**

I COULD EAT
A WATERMELON
I COULD EAT
A RED PEPPER
I COULD EAT
A **CAULIFLOWER / BROCCOLI / BANANA**
BUT,
I'M SO HUNGRY
I COULD EAT A KID
OR TWO

YUM, YUM, YUM, YUM, YUMMY
I LIKE IT!
YUM, YUM, YUM, YUM, YUMMY
I LIKE IT!

IT'S SO YUMMY
YUM, YUM, YUMMY
I'M SO HUNGRY
I COULD EAT A KID
OR TWO

IT'S DELICIOUS,
IT'S **TASTY / GOOD / NASTY**
IT'S DELIGHTFUL
IT'S YUMMY

YUM, YUM, YUM, YUM, YUMMY
I LIKE IT!
YUM, YUM, YUM, YUM, YUMMY
I LIKE IT!



SONG 4

ANSWER KEY

YUMMY YUMMY!

Yummy yummy is Mr Wingman's song. He is funny but sometimes he forgets what he has to sing. **Listen to the song and help him to choose the correct word.**

YUM, YUM, YUM, YUM, YUMMY
I **LIKE** IT!
YUM, YUM, YUM, YUM, YUMMY
I LIKE IT!

IT'S SO YUMMY
YUM, YUM, YUMMY
I'M SO HUNGRY
I COULD **EAT** A KID
OR TWO

YUM, YUM, YUM, YUM, YUMMY
I LIKE IT!
YUM, YUM, YUM, YUM, YUMMY
I LIKE IT!

I COULD EAT
A **BANANA**
I COULD EAT
A **TOMATO**
I COULD EAT
A **POTATO**
BUT,
I'M SO HUNGRY
I COULD EAT A KID
OR **TWO**

I COULD EAT
A WATERMELON
I COULD EAT
A RED PEPPER
I COULD EAT
A **CAULIFLOWER**
BUT,
I'M SO HUNGRY
I COULD EAT A KID
OR TWO

YUM, YUM, YUM, YUM, YUMMY
I LIKE IT!
YUM, YUM, YUM, YUM, YUMMY
I LIKE IT!

IT'S SO YUMMY
YUM, YUM, YUMMY
I'M SO HUNGRY
I COULD EAT A KID
OR TWO

IT'S DELICIOUS,
IT'S **TASTY**
IT'S DELIGHTFUL
IT'S YUMMY

YUM, YUM, YUM, YUM, YUMMY
I LIKE IT!
YUM, YUM, YUM, YUM, YUMMY
I LIKE IT!

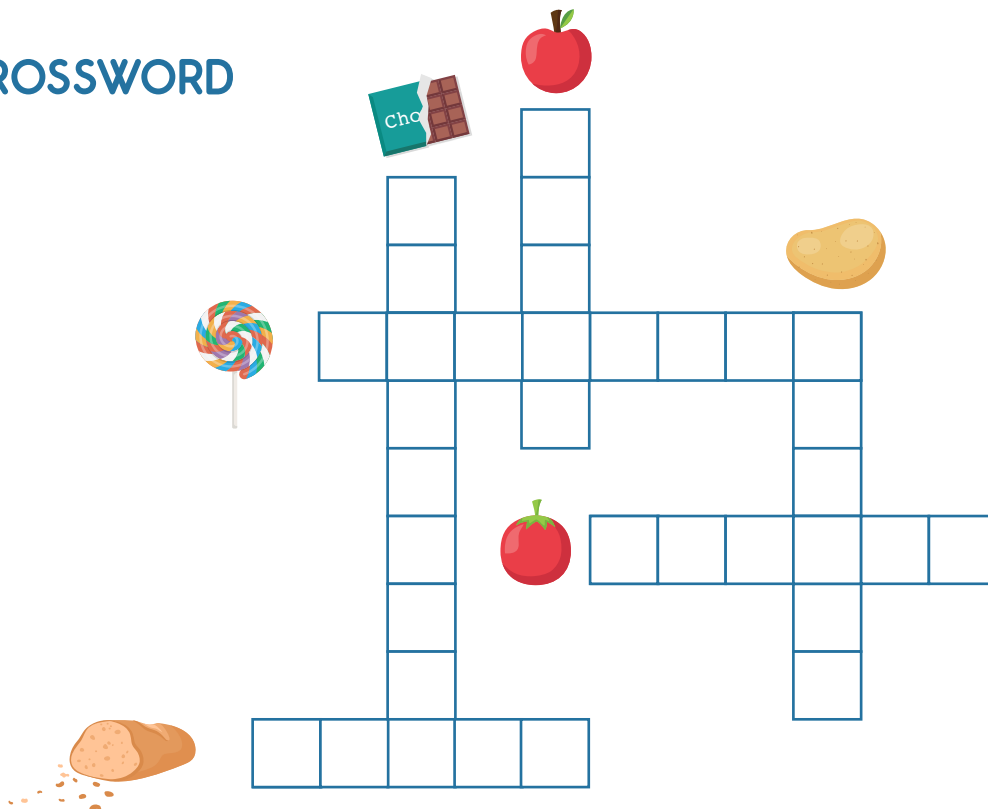


HEALTHY VS UNHEALTHY

Hansel loves sweets and Gretel always tells him they cannot eat sweets every day. It's not healthy. When they go into the woods to find food, Hansel always expects to find sweets, but Gretel wants to find healthy food. One day, they find the Candy Witch's House and they discover a lot of sweets.

This activity has two parts. First, complete the crossword with the food images and then, find the outsider.

1 CROSSWORD



2 FIND THE OUTSIDER

Circle the outsider in the following examples:

BANANA • APPLE • CAKE • CARROT

CHOCOLATE • SWEETS • BREAD • COOKIES

TOMATO • POTATO • PEPPER • PIZZA

WATERMELON • ICE CREAM • LETTUCE • POTATO

GRAPES • ICE CREAM • CAKE • CHOCOLATE

ORANGE • LOLLIPOP • GRAPES • BROCCOLI

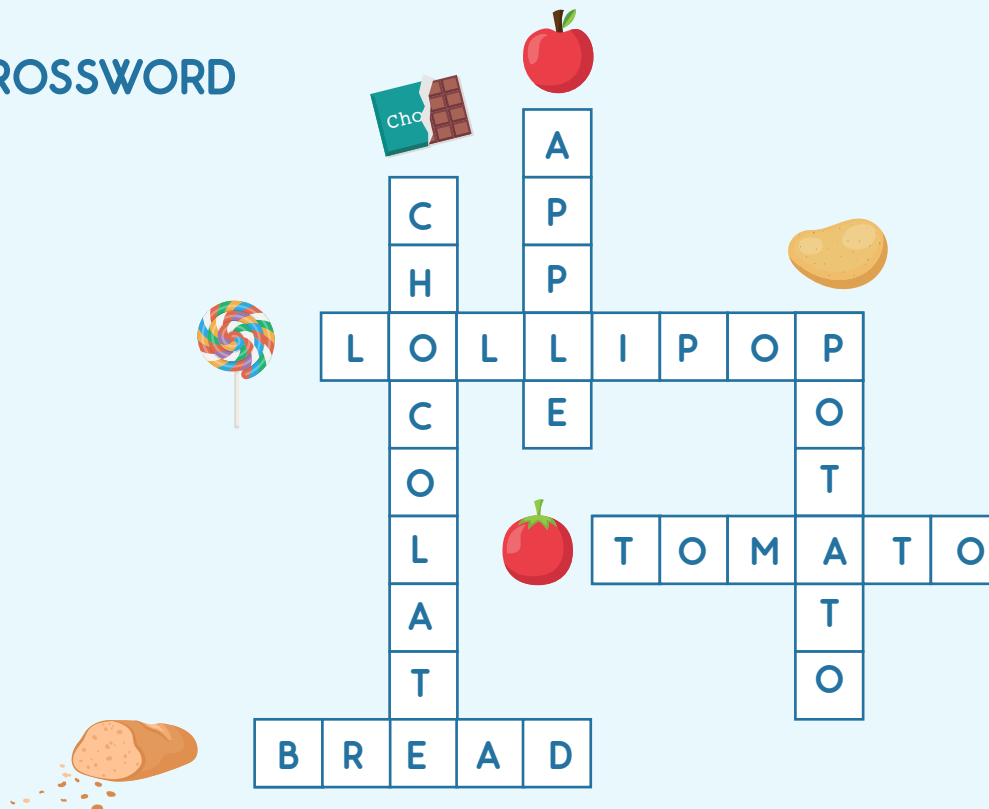


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WHAT CAN I DO?

Complete the lyrics using the correct words from the box.

RUN · DO · THINK · SAVE · ESCAPE · STUCK · MAKE

WHAT CAN I DO
TO MY BROTHER?
POOR HANSEL
HE'S IN DANGER

WHAT CAN I DO
TO SAVE MY BROTHER?
HANSEL IS
HE CANNOT RUN

WHAT CAN I DO
TO ESCAPE FROM HERE
WHAT CAN I DO
TO MAKE IT RIGHT?

THINK, THINK
THE WITCH IS BAD
 THINK
SHE IS SO BAD
THINK, THINK
BUT I CAN DO IT
THINK, THINK
I CAN IT RIGHT!
Of course! That's it!
NOW I KNOW WHAT I CAN

IT'S WHAT I CAN DO
TO SAVE MY BROTHER

IT'S WHAT I CAN DO
TO FROM HERE
IT'S WHAT I CAN DO
TO MAKE IT RIGHT

AND IT'S WHAT I CAN DO!

POOR HANSEL
HE'S IN DANGER

IT'S WHAT I CAN DO
TO SAVE MY BROTHER
HANSEL IS STUCK
HE CANNOT



SONG 5

ANSWER KEY

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POOR HANSEL
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WHAT CAN I DO
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IT'S WHAT I CAN DO
TO SAVE MY BROTHER
HANSEL IS STUCK
HE CANNOT **RUN**



WORD SEARCH

The Candy Witch locked up Hansel in a cage. He cannot escape, he is stuck. Gretel doesn't know what to do. This exercise will help you to understand the actions of the story.

1 First, match the words with their meanings.

LOST		When you cannot move or get out of a place.
SHARE		To get away from a place or from danger.
RUN		To put food in your mouth and swallow it.
COOK		To make food ready to eat by using heat.
HUNGRY		When you do not know where you are or where to go.
ESCAPE		Want or need to eat food.
GROW FOOD		To plant and take care of fruits or vegetables so they can grow.
STUCK		To give some of what you have to another person.
EAT		To move very fast using your legs.

2 Now, find the words in the word search.

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



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

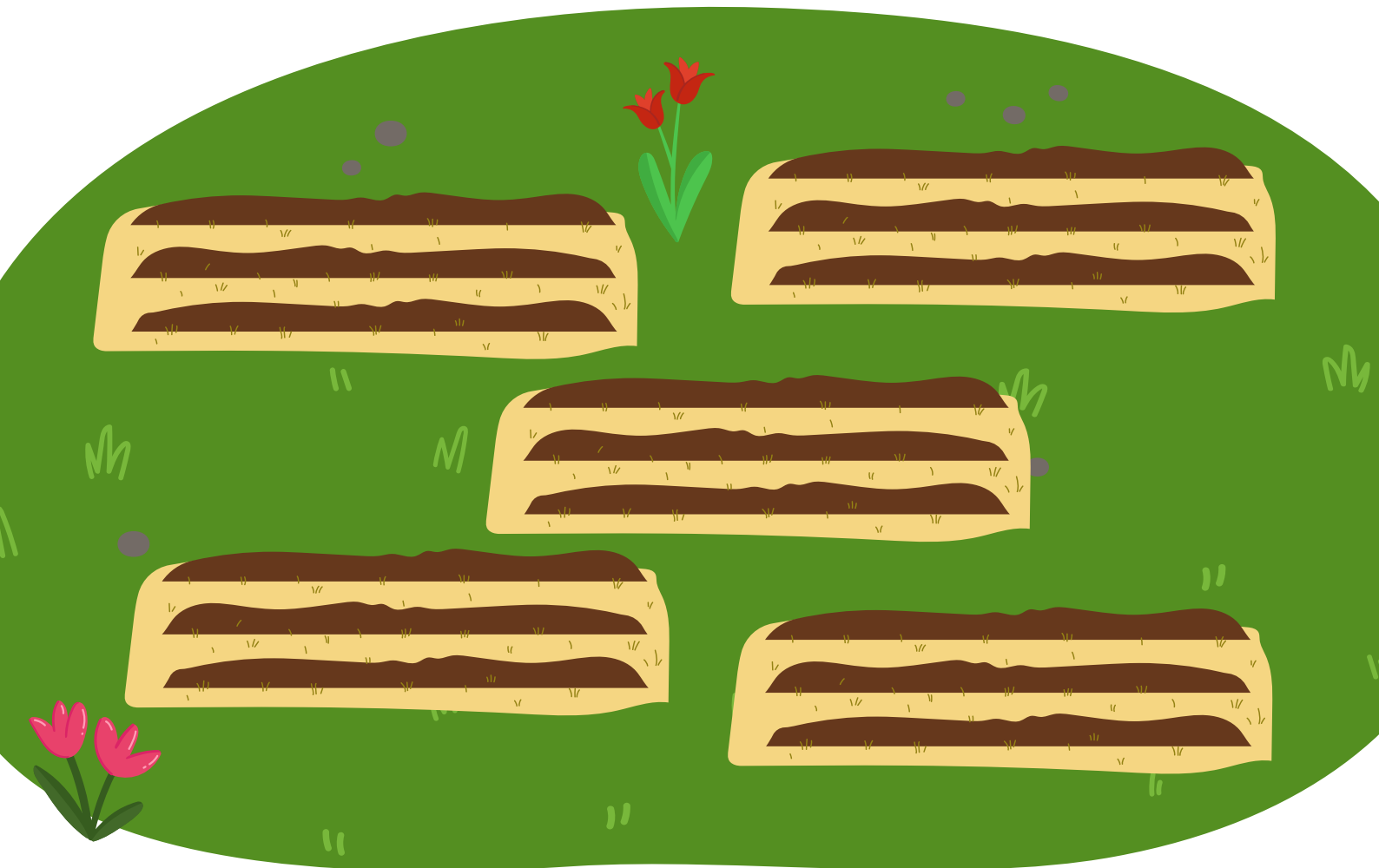
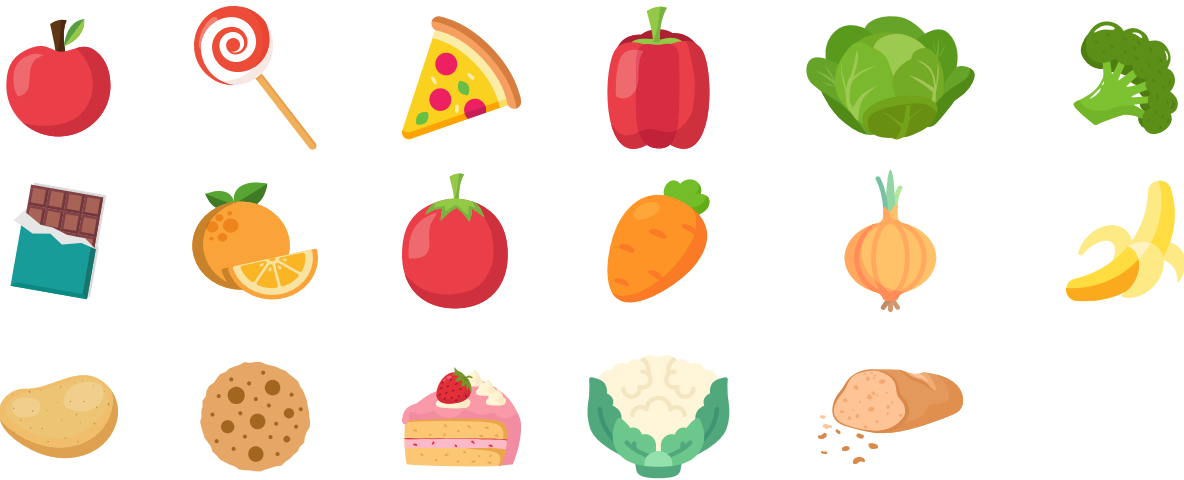


THE BIG CHALLENGE

WORKSHEET 7

GROW YOUR OWN FOOD

Hansel and Gretel find magic seeds in the Candy Witch's House. With them, they can grow their own food. They have a small piece of land behind their house. **Design a garden to help the family.** They only have five places to plant food. Choose the most useful food to plant!

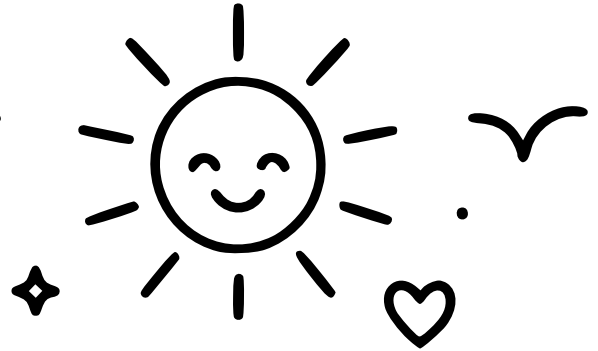


CREATE A BANNER

Create a banner for the play to raise awareness about hunger and responsible food consumption.

YOUR BANNER SHOULD INCLUDE...

- A short slogan (4–8 words).
- At least one drawing or symbol related to food, sharing or nature.
- Bright colours to make your message stand out.
- One action people can take to help others or reduce food waste.



TEACHER'S NOTES



BASICS OF THE PLAY: Teacher's Notes

SONG 6: FREE OF HUNGER

Listen to the song and put the missing parts in their correct places.



Skills

Listening
Reading comprehension
Writing



Duration

15 mins



Difficulty



Objective

- To introduce the main theme of the play.
- To develop listening comprehension through a sequencing activity.
- To raise awareness about food sharing and hunger.



Steps

1. Listen to the song once without completing the worksheet.
2. Read the missing verses together.
3. Listen again and place each verse in the correct space.
4. Compare answers in pairs.
5. Correct the activity together.
6. Listen one final time and encourage students to sing along.



Materials

Worksheet provided.
You can find the song on our website: jumpingducks.com



Answers

Check the Answer Key provided.



This activity is connected to:
SDG 2 (Zero Hunger) by encouraging reflection about sharing food and reducing hunger.

WORKSHEET 1: STORY TIMELINE

Every story has three parts: beginning, middle and end. We start with the last song, so you know Hansel and Gretel are going to find a way to be free of hunger at the end of their story. But their adventure is full of exciting things. Read the synopsis and place the following facts in their correct order.



Skills

Reading comprehension
Sequencing



Duration

20 mins



Difficulty



Objective

- To understand the sequence of events in the story.
- To identify the beginning, middle and end of a narrative.



Steps

1. Read the synopsis together.
2. Explain the three parts of a story.
3. Read each event aloud.
4. Ask students to place each sentence in the correct section.
5. Correct the activity together.
6. Retell the complete story as a class.



Materials

Worksheet provided
Synopsis



Answers

Check the Answer Key provided.

BASICS OF THE PLAY: Teacher's Notes

SONG 1: HANSEL & GRETEL

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

	Skills	Listening Vocabulary
	Duration	15 mins
	Difficulty	
	Objective	- To introduce the main vocabulary of the play. - To develop listening comprehension.
	Steps	- Listen to the song. - Read the word bank together. - Predict which words may fit each gap. - Listen again and complete the lyrics. - Correct the activity together. - Sing the song as a class.
	Materials	Worksheet provided. You can find the song on our website: jumpingducks.com
	Answers	Check the Answer Key provided.

WORKSHEET 2: HANSEL'S NOTEBOOK

Hansel has a little notebook. He writes down everything that he sees and wants to remember. Read the sentences about the story. Write True if they happen in the story or False if they do not.

	Skills	Reading comprehension Critical thinking
	Duration	20 mins
	Difficulty	
	Objective	- To check students' understanding of the story. - To distinguish facts from incorrect information.
	Steps	- Read each sentence aloud. - Ask students to decide whether it is True or False. - Encourage them to explain their answers. - Correct the activity together. - Review any misunderstandings about the story.
	Materials	Worksheet provided
	Answers	Check the Answer Key provided.

BASICS OF THE PLAY: Teacher's Notes

WORKSHEET 3: CHARACTERS

Gretel is very smart. She wants to be a detective. She loves to investigate and find people's stories. In this story, there are five main characters. Read the character's description and complete each character profile.



Skills

Reading comprehension
Vocabulary



Duration

20 mins



Difficulty



Objective

- To identify the main characteristics of each character.
- To revise personality vocabulary.



Steps

1. Read the character descriptions together.
2. Review the vocabulary box.
3. Complete each character profile.
4. Compare answers in pairs.
5. Correct the activity together.
6. Ask students to describe their favourite character.



Materials

Worksheet provided.
Character descriptions



Answers

Check the Answer Key provided.

KEEP LEARNING

SONG 2: IN THE WOODS

Match the verses. Complete the missing parts



Skills

Listening
Vocabulary



Duration

15 mins



Difficulty



Objective

- To develop listening comprehension.
- To practise movement and direction vocabulary.



Steps

1. Listen to the song.
2. Match the verses.
3. Listen again and complete the missing parts.
4. Correct the worksheet together.
5. Invite students to sing while performing the movements.



Materials

Worksheet provided.
You can find the song on our website: jumpingducks.com



Answers

Check the Answer Key provided.

KEEP LEARNING: Teacher's Notes

WORKSHEET 4: LOST IN THE WOODS

In the following exercise, you have different codes of directions to help Hansel and Gretel to find their way back home. Decode the symbols and write the directions.



Skills

Vocabulary
Speaking
Reading



Duration

30 mins



Difficulty



Objective

- To practise giving and understanding directions.
- To reinforce spatial language.



Steps

1. Introduce the symbols together.
2. Match each symbol with its meaning.
3. Complete the coded routes.
4. Correct the activity together.
5. Complete the "Your Turn!" activity in pairs.
6. Ask students to read their directions aloud while their partner follows the route.



Materials

Worksheet provided.



Answers

Check the Answer Key provided.

SONG 3: BE SWEET

Listen to the song and put the verses in the correct order.



Skills

Listening
Vocabulary



Duration

15 mins



Difficulty



Objective

- To develop listening comprehension.



Steps

1. Listen to the song.
2. Put the verses in order.
3. Listen to the song again and fill in the gaps.
4. Do the colour activity. Then, listen to the song and put the colours in the correct order.
5. Correct the activity together.
6. Sing the song as a class.



Materials

Worksheet provided.

You can find the song on our website: jumpingducks.com



Answers

Check the Answer Key provided.

KEEP LEARNING: Teacher's Notes

SONG 4: YUMMY YUMMY!

Yummy yummy is Mr Wingman's song. He is funny but sometimes he forgets what he has to sing. Listen to the song and help him to choose the correct word.



Skills

Listening
Vocabulary



Duration

15 mins



Difficulty



Objective

- To develop listening comprehension.
- To practise food vocabulary.



Steps

1. Listen to the song.
2. Read each group of options.
3. Listen again and choose the correct word.
4. Compare answers.
5. Correct the activity together.
6. Sing the song as a class.



Materials

Worksheet provided.
You can find the song on our website: jumpingducks.com



Answers

Check the Answer Key provided.

WORKSHEET 5: HEALTHY VS UNHEALTHY

Complete the lyrics using the correct words from the box.



Skills

Vocabulary
Reading
Critical thinking



Duration

25 mins



Difficulty



Objective

- To identify different types of food.
- To encourage healthy eating habits.



Steps

1. Review the food vocabulary.
2. Complete the crossword.
3. Correct the first activity together.
4. Introduce the "Find the Outsider" activity.
5. Encourage students to explain their answers.
6. Discuss the importance of eating a balanced diet.



Materials

Worksheet provided.



Answers

Check the Answer Key provided.



This activity is connected to:

SDG 2 (Zero Hunger) by promoting healthy nutrition.

SDG 3 (Good Health and Well-being) by encouraging balanced eating habits.

KEEP LEARNING: Teacher's Notes

SONG 5: WHAT CAN I DO?

Complete the lyrics using the correct words from the box.



Skills

Listening
Vocabulary



Duration

15 mins



Difficulty



Objective

- To develop listening comprehension.
- To practise action verbs.



Steps

1. Listen to the song.
2. Review the verbs in the word bank.
3. Listen again and complete the lyrics.
4. Compare answers in pairs.
5. Correct the activity together.
6. Sing the song one final time.



Materials

Worksheet provided.
You can find the song on our website: jumpingducks.com



Answers

Check the Answer Key provided.

WORKSHEET 6: WORD SEARCH

Create a banner for the play to raise awareness about hunger and responsible food consumption.



Skills

Vocabulary
Reading



Duration

25 mins



Difficulty



Objective

- To revise the key vocabulary from the play.
- To understand the meaning of important action words.



Steps

1. Read each definition together.
2. Match each word with its meaning.
3. Correct the first activity.
4. Complete the word search individually.
5. Compare answers with a partner.
6. Review the vocabulary orally.



Materials

Worksheet provided.



Answers

Check the Answer Key provided.

THE BIG CHALLENGE: Teacher's Notes

WORKSHEET 7: GROW YOUR OWN FOOD

Complete the lyrics using the correct words from the box.



Skills

Critical thinking
Creativity
Speaking



Duration

30 mins



Difficulty



Objective

- To encourage students to make responsible food choices.
- To promote sustainable food production.



Steps

1. Introduce the activity by reviewing the ending of the story.
2. Present the different foods students can choose.
3. Ask students to decide which five foods they would plant.
4. Encourage them to explain their choices.
5. Compare different gardens as a class.
6. Finish by discussing how growing food can help people and the environment.



Materials

Worksheet provided.



Answers

This activity has an open answer.



This activity is connected to:

SDG 2 (Zero Hunger) by promoting access to nutritious food.

SDG 12 (Responsible Consumption and Production) by encouraging sustainable food choices.

SDG 15 (Life on Land) by highlighting the importance of growing and caring for plants.

THE BIG CHALLENGE: Teacher's Notes

WORKSHEET 8: CREATE A BANNER

Complete the lyrics using the correct words from the box.



Skills

Writing
Creativity
Speaking



Duration

30 mins



Difficulty



Objective

- To raise awareness about hunger and food waste.
- To encourage students to communicate positive messages through art and language.



Steps

1. Discuss the message of the play.
2. Read the banner instructions together.
3. Brainstorm possible slogans as a class.
4. Design the banners individually or in pairs.
5. Display the banners around the classroom.
6. Invite students to present and explain their message.



Materials

Worksheet provided.



Answers

This activity has an open answer.



This activity is connected to:

SDG 2 (Zero Hunger) by promoting food security and reducing hunger.

SDG 12 (Responsible Consumption and Production) by encouraging responsible food consumption and reducing food waste.

