



Oliver Twist



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

SYNOPSIS

(01 MY STORY) Oliver lives in an orphanage in the English countryside with many other children. Life there is very hard. They work all day, have no time to play, and never have enough food. One day, the children decide that someone has to ask for more food. They choose Oliver. He is scared, but he doesn't want to let his friends down. When he asks for more food, the man in charge gets very angry and locks him in a dark room for a week. While he is there, Oliver makes a plan to escape.

(02 ON MY WAY TO LONDON) When he finally leaves the orphanage, Oliver has to choose where to go. He can stay in the countryside or travel to a big city. He chooses London because he hopes to find work, food, friends, and a better life. After walking for seven days and seven nights, he reaches the city. He is so hungry that he faints. When he wakes up, he meets a boy named Dodger, who says they will be great friends.

(03 ONE OF US) Dodger tells Oliver about a group of friends who live together in a house in London. Life in the city is not easy, but they always have something to eat, they have fun together, and they look after each other. To survive, they sometimes steal from people who are not paying attention.

(04 I'M NOT INVISIBLE) What does Oliver do? Does he stay with his new friends, or does he leave and become lonely again? In the end, he decides to stay. He knows that stealing is wrong, but he is afraid of being alone again.

(05 IF YOU DON'T LIKE IT, LET'S MAKE IT BETTER) One day, when the group goes out to steal, Oliver is caught by the police. He finally understands an important lesson. He cannot say "yes" to something he knows is wrong just to be accepted by others. When something does not feel right, he needs to speak up. True friends listen, respect his choices, and accept him for who he is.



BASICS OF THE PLAY: CHARACTERS



OLIVER

Oliver is a hardworking boy who likes to do things well and wants people to treat him with kindness. At the orphanage, he feels lonely, sad and hungry. During his journey, Oliver learns to make his own decisions and to be brave. He also learns that others can pressure him into making bad choices. In the end, he understands that if something makes you feel unhappy or uncomfortable, you should speak up and try to change it.

HARDWORKING HUMBLE ALONE



DODGER

Dodger is the leader of a group of friends in the big city of London. He knows how to use words to convince others to do what he wants. He is funny, cheeky and loves playing games and telling jokes. When no one is watching, he also loves to dance. He does not like it when people disagree with him, and he finds it hard to accept opinions that are different from his own.

FUNNY STUBBORN BRAVE

SONG 1

BASICS OF THE PLAY

Listen to the song and fill in the gaps to know Oliver's story.

ORPHANAGE · STORY · NAME · OLIVER
CITY · ESCAPE · FRIENDS

GOOD MORNING EVERYONE
MY NAME IS OLIVER
I WANT TO TELL MY []
THAT IT'S NO GLORY

FROM A HUMBLE TOWN
TO A BIG, BIG []
I'LL TRY TO SURVIVE
BUT IT'S NOT, NOT EASY

HOW CAN I DO IT?
YOU'LL SEE, YOU'LL SEE, YOU'LL
SEE
PAY ATTENTION
TO ME, TO ME, TO ME

Are you ready? Let's go!
I LIVE IN AN []
WORKING ALL DAY LONG
THEY SAY IT'S HOME
BUT IT'S NOT

IT'S WHY I WANT SOME MORE,
MORE, MORE, MORE (x2)

I WANT TO BE SOMEBODY
I WANT REAL []
I DON'T WANT TO FEEL ALONE
NOT ANYMORE...

IT'S WHY I WANT SOME MORE,
MORE, MORE, MORE (x2)

[], THAT'S MY NAME
WALK AND WALK TRYING TO

I WILL FIND A PLACE TO STAY
AND IN THE END I WILL FIND
REAL FRIENDS

NOW YOU KNOW MY []
NAME, NAME, NAME, NAME,
NAME, NAME, NAME, NAME,
NAME, NAME, NAME, NAME,
NAME, NAME.

Again!
NAME, NAME, NAME, NAME,
NAME,
NAME, NAME, NAME, NAME,
NAME, NAME, NAME, NAME,
NAME, NAME.
OLIVER!



SONG 1

ANSWER KEY

Listen to the song and fill in the gaps to know Oliver's story.

ORPHANAGE · STORY · NAME · OLIVER CITY · ESCAPE · FRIENDS

GOOD MORNING EVERYONE
MY NAME IS OLIVER
I WANT TO TELL MY **STORY**
THAT IT'S NO GLORY

FROM A HUMBLE TOWN
TO A BIG, BIG **CITY**
I'LL TRY TO SURVIVE
BUT IT'S NOT, NOT EASY

HOW CAN I DO IT?
YOU'LL SEE, YOU'LL SEE, YOU'LL
SEE
PAY ATTENTION
TO ME, TO ME, TO ME

Are you ready? Let's go!
I LIVE IN AN **ORPHANAGE**
WORKING ALL DAY LONG
THEY SAY IT'S HOME
BUT IT'S NOT

IT'S WHY I WANT SOME MORE,
MORE, MORE, MORE (x2)

I WANT TO BE SOMEBODY
I WANT REAL **FRIENDS**
I DON'T WANT TO FEEL ALONE
NOT ANYMORE...

IT'S WHY I WANT SOME MORE,
MORE, MORE, MORE (x2)

OLIVER, THAT'S MY NAME
WALK AND WALK TRYING TO
ESCAPE

I WILL FIND A PLACE TO STAY
AND IN THE END I WILL FIND
REAL FRIENDS

NOW YOU KNOW MY **NAME**
NAME, NAME, NAME, NAME,
NAME, NAME, NAME, NAME,
NAME, NAME, NAME, NAME,
NAME, NAME.

Again!
NAME, NAME, NAME, NAME,
NAME,
NAME, NAME, NAME, NAME,
NAME, NAME, NAME, NAME,
NAME, NAME.
OLIVER!



MEET THE CHARACTERS

- 1 Read the abstract and the character descriptions. With that information, you'll know that at some point in our story, the police try to catch the kids. When the police catch them, they have to create a police file. Imagine you are the police and knowing Oliver and Dodger, **fill in the police file with the correct information.**

Adjectives:

funny, hardworking,
hungry, alone,
stubborn, leader,
brave, humble, playful

Likes/dislikes: dancing,
doing things well,
telling jokes, other
opinions, treating
people with kindness

Appearance: blue
jacket, brown hat,
brown jacket,
colourful hat

POLICE REPORT

Name:

Physical
description:



Personality:

Likes:

Dislikes:

Others:

POLICE REPORT

Name:

Physical
description:



Personality:

Likes:

Dislikes:

Others:

POLICE



- ② When Oliver and Dodger meet, they become friends, talking about how different they are. Here you have some adjectives. Use them to compare Oliver and Dodger's personalities. In case you don't remember how to...

THEORY TIP!

We use **comparative adjectives** to make comparisons:

Today I am **happier than** yesterday

FORMULA: ADJECTIVE + ER + THAN

A car is **more expensive than** a T-Shirt.

FORMULA: MORE + ADJECTIVE + THAN

FUNNY • HUNGRY • HONEST • HARDWORKING • KIND • PLAYFUL
ALONE • STUBBORN

OLIVER IS...

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

DODGER IS...

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

MEET THE CHARACTERS

- 1 Read the abstract and the character descriptions. With that information, you'll know that at some point in our story, the police try to catch the kids. When the police catch them, they have to create a police file. Imagine you are the police and knowing Oliver and Dodger, **fill in the police file with the correct information.**

Adjectives:

funny, hardworking, hungry, alone, stubborn, leader, brave, humble, playful

Likes/dislikes: dancing, doing things well, telling jokes, other opinions, treating people with kindness

Appearance: blue jacket, brown hat, brown jacket, colourful hat

POLICE REPORT

Name: **Oliver**

Physical description:

brown hat, brown jacket

Personality:

hardworking, hungry, alone, humble

Likes: **doing things**

well, treating people with kindness

Dislikes:

Others:



POLICE REPORT

Name: **Dodger**

Physical description: **blue jacket, colourful hat**

Personality: **funny, stubborn, leader, brave, playful**

Likes: **dancing, telling jokes**

Dislikes: **other opinions**

Others:



- ② When Oliver and Dodger meet, they become friends, talking about how different they are. Here you have some adjectives. Use them to compare Oliver and Dodger's personalities. In case you don't remember how to...

THEORY TIP!

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FORMULA: MORE + ADJECTIVE + THAN

FUNNY • HUNGRY • HONEST • HARDWORKING • KIND • PLAYFUL
ALONE • STUBBORN

OLIVER IS...

- 1 Oliver is more hardworking than Dodger.
- 2 Oliver is hungrier than Dodger.
- 3 Oliver is more alone than Dodger.
- 4 Oliver is kinder than Dodger.
- 5 Oliver is most honest than Dodger.

DODGER IS...

- 1 Dodger is funnier than Oliver.
- 2 Dodger is more stubborn than Oliver.
- 3 Dodger is more playful than Oliver.
- 4
- 5

SETTINGS

- ① There are 3 settings in our story: the orphanage, London and the kids' house. **Circle the actions with the colour of the place where it happens.** If you need some help, you can use the plot.

HAVE NO TIME TO PLAY

MEET DODGER

ASK FOR MORE FOOD

STEAL

HAVE FRIENDS

BE ALONE

HAVE TREASURES

ESCAPE FROM THE POLICE

MAKE A PLAN TO ESCAPE

HAVE HANKIES

DO LAUNDRY

FAINT

LONDON



KIDS' HOUSE



ORPHANAGE



- ② We know where it happens but, who did it? **Write the full sentence to explain the action.** Remember you know the characters of this story: Oliver and Dodger.

Example: ask for more food → Oliver asks for more food.

**GRAMMAR
TIP!**

In Present Simple, we add an -S
in the 3rd person singular.
(He/She/It).

IN THE ORPHANAGE...

1 Oliver asks for more food.

2

3

4

AT THE KIDS' HOUSE...

1

2

3

4

IN LONDON...

1

2

3

4

SETTINGS

- 1 There are 3 settings in our story: the orphanage, London and the kids' house. **Circle the actions with the colour of the place where it happens.** If you need some help, you can use the plot.

HAVE NO TIME TO PLAY

MEET DODGER

ASK FOR MORE FOOD

STEAL

HAVE FRIENDS

BE ALONE

HAVE TREASURES

ESCAPE FROM THE POLICE

MAKE A PLAN TO ESCAPE

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DO LAUNDRY

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LONDON



KIDS' HOUSE



ORPHANAGE



- ② We know where it happens but, who did it? **Write the full sentence to explain the action.** Remember you know the characters of this story: Oliver and Dodger.

Example: ask for more food → Oliver asks for more food.

GRAMMAR TIP!

In Present Simple, we add an -S in the 3rd person singular. (He/She/It).

IN THE ORPHANAGE...

- 1 Oliver asks for more food.
- 2 Oliver has no time to play.
- 3 Oliver makes a plan to escape.
- 4 Oliver is alone.

AT THE KIDS' HOUSE...

- 1 Oliver has friends.
- 2 Oliver and Dodger have treasures.
- 3 Oliver and Dodger have hankies.
- 4 Oliver and Dodger do laundry.

IN LONDON...

- 1 Oliver and Dodger steal.
- 2 Oliver and Dodger escape from the police.
- 3 Oliver faints.

KEEP LEARNING

SONG 2

ON MY WAY TO LONDON

Oliver decides to go to London. He never left his village and everything he sees is new for him. This exercise has two parts: **fill in the gaps and then, write the things Oliver sees on his trip.** The pictures can help you.

ON MY WAY
TO LONDON
I'M WALKING

ON MY WAY
TO LONDON
I'M WALKING

DOO, DOO-ROO DOO DOO
DOO, DOO-ROO DOO DOO
DOO, DOO-ROO DOO DOO

DOO, DOO-ROO DOO DOO
DOO, DOO-ROO DOO DOO
DOO, DOO-ROO DOO DOO
WITH A BIG, BIG SMILE

ON MY WAY
TO LONDON
WHAT DO I SEE?

AND
A AND A
AND THE SKY
SO BLUE

I SEE THE FIELDS
I SEE A
A FENCE
AND A BEAUTIFUL

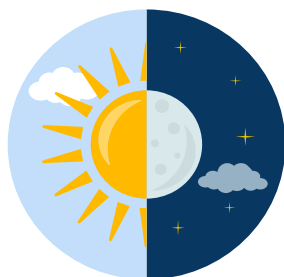
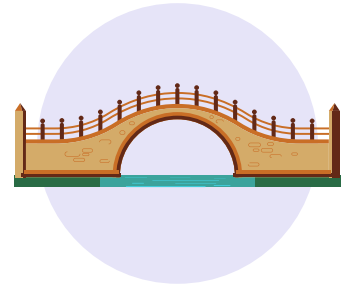
ON MY WAY
TO LONDON
THAT'S WHAT I SEE

ON MY WAY
TO LONDON
I'M WALKING

ON MY WAY
TO LONDON
I'M WALKING

DOO, DOO-ROO DOO DOO
DOO, DOO-ROO DOO DOO
DOO, DOO-ROO DOO DOO

DOO, DOO-ROO DOO DOO
DOO, DOO-ROO DOO DOO
DOO, DOO-ROO DOO DOO
WITH A BIG, BIG SMILE



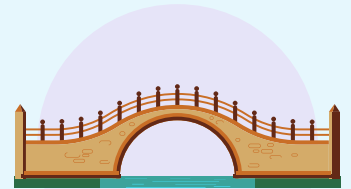
SONG 2

ON MY WAY TO LONDON

Oliver decides to go to London. He never left his village and everything he sees is new for him. This exercise has two parts: **fill in the gaps and then, write the things Oliver sees on his trip.** The pictures can help you.

ON MY WAY
TO LONDON
I'M WALKING
WITH A SMILE

I SEE THE FIELDS
I SEE A **CAT**
A FENCE
AND A BEAUTIFUL **FARM**



ON MY WAY
TO LONDON
I'M WALKING
DAY AND NIGHT

ON MY WAY
TO LONDON
THAT'S WHAT I SEE

DOO, DOO-ROO DOO DOO
DOO, DOO-ROO DOO DOO
DOO, DOO-ROO DOO DOO
DAY AND NIGHT

ON MY WAY
TO LONDON
I'M WALKING
WITH A SMILE



DOO, DOO-ROO DOO DOO
DOO, DOO-ROO DOO DOO
DOO, DOO-ROO DOO DOO
WITH A BIG, BIG SMILE

ON MY WAY
TO LONDON
I'M WALKING
DAY AND NIGHT

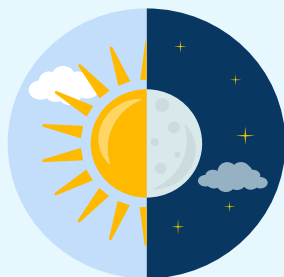


ON MY WAY
TO LONDON
WHAT DO I SEE?

DOO, DOO-ROO DOO DOO
DOO, DOO-ROO DOO DOO
DOO, DOO-ROO DOO DOO
DAY AND NIGHT

TREES AND **ROCKS**
A **LAKE** AND A **BRIDGE**
AND THE SKY
SO BLUE

DOO, DOO-ROO DOO DOO
DOO, DOO-ROO DOO DOO
DOO, DOO-ROO DOO DOO
WITH A BIG, BIG SMILE



MAYOR FOR A DAY

Oliver escapes from the orphanage to find a new life in London. He thinks there are more opportunities in London. Oliver prefers a big city to a village. And you? A lot of people move from villages to cities and from cities to villages, but everybody wants a better life.



SITUATION:

A family is moving to a new place.
They want to live in a place that is:

- > HEALTHY
- > SUSTAINABLE
- > SAFE
- > GOOD FOR PEOPLE AND NATURE



Good news!

You are the Mayor of the place they want to live in. So, **your mission is to create this place.**

STEP 1:

Choose
big city or
village?



STEP 2:

Choose 8 things from the list:

- SCHOOL
- HOUSES
- PUBLIC TRANSPORT
- TRAFFIC
- HOSPITAL
- FOREST
- RECYCLING CENTRE
- SKYSCRAPERS
- POLLUTION
- SOLAR PANELS
- CINEMA
- CLEAN AIR
- FARM
- PLAYGROUND
- LIBRARY

STEP 3:

Explain your choices.

I choose _____ because _____

ONE OF US

Dodger is very good with words. He thinks carefully before speaking to convince others. **There are some mistakes in his song. Correct them.**

① Who? Write WE or YOU in each case.

..... CAN BE ONE OF US

..... ALL KNOW THAT'S WHAT WANT

..... CAN BE ONE OF US

STOP THINKING IF IT'S GOOD OR BAD

② Write the antonym. Then, listen to the song and fill in the gaps with the correct ones.

ANTONYM

BORING	
HAPPY	
SMALL	
LAZY	
WITH FRIENDS	
FOUND	
RICH	

WHEN YOU FEEL

BE ONE OF US

WHEN YOU FEEL

BE ONE OF US

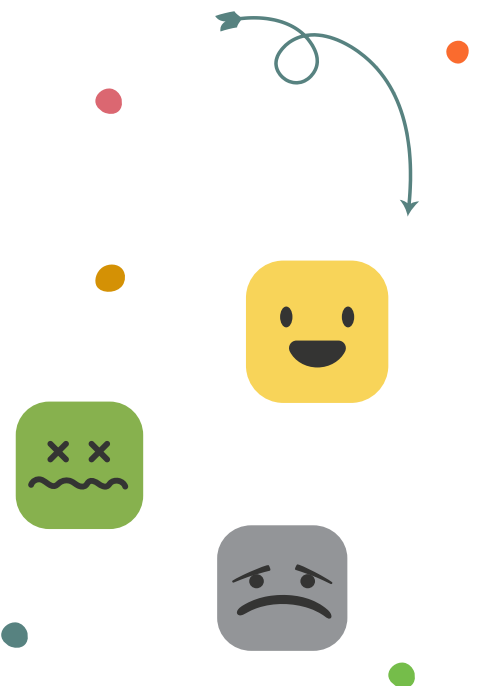
WHEN YOU FEEL

BE ONE OF US

AND NOW YOU KNOW

THAT YOU'RE ONE OF US

FRIENDS



SONG 3

ANSWER KEY

ONE OF US

Dodger is very good with words. He thinks carefully before speaking to convince others. **There are some mistakes in his song. Correct them.**

① Who? Write **WE** or **YOU** in each case.

YOU CAN BE ONE OF US

WE ALL KNOW THAT'S WHAT YOU WANT

YOU CAN BE ONE OF US

STOP THINKING IF IT'S GOOD OR BAD

② Write the antonym. Then, listen to the song and fill in the gaps with the correct ones.

	ANTONYM
BORING	FUNNY
HAPPY	SAD
SMALL	BIG
LAZY	HARD-WORKING
WITH FRIENDS	LONELY
FOUND	LOST
RICH	POOR

WHEN YOU FEEL **SAD**

BE ONE OF US

WHEN YOU FEEL **LONELY**

BE ONE OF US

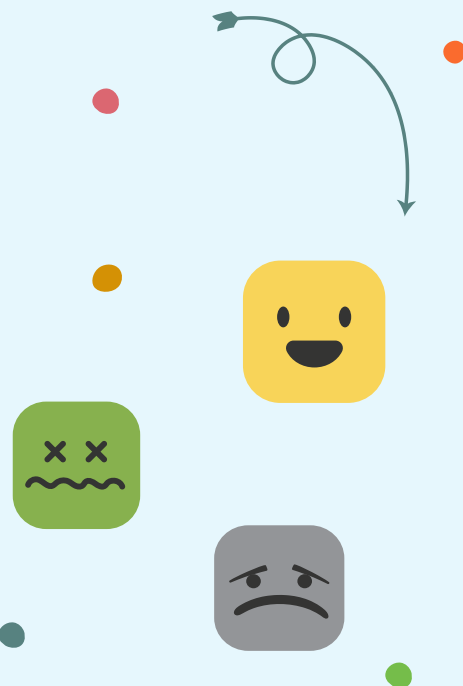
WHEN YOU FEEL **LOST**

BE ONE OF US

AND NOW YOU KNOW

THAT YOU'RE ONE OF US

FRIENDS



THE EMPTY CLUB CHALLENGE

A new club has opened in our school but nobody has joined yet! Your team must create an advertisement to convince other students to join your club.

Your teacher will give your group a club.



BOOK CLUB



ART CLUB



SPORTS CLUB



COOKING CLUB



GAME CLUB



DRAMA CLUB



SCIENCE CLUB

When you have your club, **complete the profile:**

CLUB NAME:

WHAT HOBBIES CAN PEOPLE
DO IN YOUR CLUB?

- ---
- ---
- ---
- ---

WHO CAN JOIN?

Everybody

Beginners

Experts

Others:

WHY SHOULD PEOPLE JOIN THE CLUB?

We can...

We can...

We can...

HOW WILL PEOPLE FEEL? CIRCLE THE WORDS.

HAPPY

SAFE

RELAXED

INCLUDED

CREATIVE

ENERGETIC

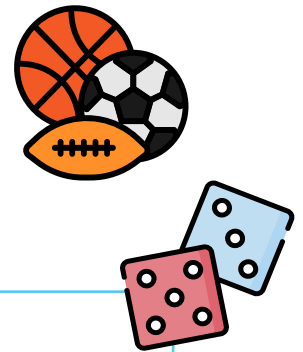
CLUB RULES:

- ---
- ---
- ---
- ---

Now, you can create your advertisement. **Create a poster with:**

- Club Name
- Slogan
- Activities
- Meeting day
- Why should people join

WORD BANK FOR WORKSHEET 4



ACTIVITIES

play football, play basketball, play tennis, dance, sing, play an instrument, draw, paint, take photos, cook, bake, read books, write stories, play board games, play video games, code, go hiking, camp, ride a bike, plant trees, watch birds, do experiments, act, make crafts, listen to music, learn new things

EXPRESSIONS

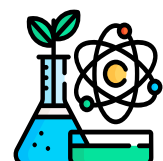
learn new skills, discover new hobbies, have fun, meet new friends, work in a team, be creative, stay healthy, help nature, help your community, share your ideas, feel included, enjoy your free time

STARTERS

Our club is... In our club, you can... We meet every... Our members like... You can learn to... You will make... You will feel... We welcome... Our club is perfect for... Join us because...

BELONGING WORDS:

belong, community, team, friendship, respect, inclusion, everyone, together, different, welcome, support, cooperation



PEER PRESSURE

Oliver decides to steal because he wants to feel part of the group. He wants to be one of them, as Dodger says. Sometimes, in our lives, we are in similar situations. We decide to do things because our friends are doing them or they ask us to do them. Dodger will say: "Stop thinking if it's good or bad", but we think it is important. **Link the sentences with "good group" or "bad group"**.



Think about other examples. You can write them in here:

PEER PRESSURE

Oliver decides to steal because he wants to feel part of the group. He wants to be one of them, as Dodger says. Sometimes, in our lives, we are in similar situations. We decide to do things because our friends are doing them or they ask us to do them. Dodger will say: "Stop thinking if it's good or bad", but we think it is important. **Link the sentences with "good group" or "bad group"**.



Think about other examples. You can write them in here:

I AM NOT INVISIBLE

At this point of the story, Oliver doesn't know what to do. He wants to be part of the group but he doesn't want to steal. **Listen to the song and help him decide whether or not he does the marked actions.**

IT'S NOT EASY
TO **DECIDE / NOT DECIDE**
IT'S NOT EASY
TO BE RIGHT

IT'S **EASY / NOT EASY**
NO, IT'S NOT
I DON'T WANT
TO FEEL ALONE
...NOT ANYMORE

MY FRIENDS SAID
BE ONE OF US
AND I **WANT / DON'T WANT**
TO BE ONE OF THEM

MY FRIENDS SAID
COME / DON'T COME WITH US
AND I WANT
TO DO IT RIGHT

OOH OOH OOH
TO DECIDE
OOH OOH OOH
WHAT DO I WANT?
OOH OOH OOH
TO DECIDE
OOH OOH OOH
TO STAY HERE
OR **START / NOT START** TO RUN

And I say... Yes!

BECAUSE
I'M / I'M NOT INVISIBLE
NOT ANYMORE
I'M NOT INVISIBLE
NOT ANYMORE

WITH THEM I **CAN / CAN'T BE**
HAPPY
WITH THEM I **GO / DON'T GO**
HUNGRY
WITH THEM I'M PART OF
SOMETHING
WITH MY NEW FRIENDS I'M NOT
ALONE
...NOT ANYMORE

OOH OOH OOH
TO **DECIDE / NOT DECIDE**
OOH OOH OOH
WHAT DO I WANT?
OOH OOH OOH
TO DECIDE
OOH OOH OOH
TO **STAY HERE / NOT STAY**
HERE
OR START TO RUN

BECAUSE
I'M NOT INVISIBLE
NOT ANYMORE
I'M NOT INVISIBLE
NOT ANYMORE

I'M NOT INVISIBLE

SONG 4

ANSWER KEY

I AM NOT INVISIBLE

At this point of the story, Oliver doesn't know what to do. He wants to be part of the group but he doesn't want to steal. **Listen to the song and help him decide whether or not he does the marked actions.**

IT'S NOT EASY
TO **DECIDE / NOT DECIDE**
IT'S NOT EASY
TO BE RIGHT

IT'S **EASY / NOT EASY**
NO, IT'S NOT
I DON'T WANT
TO FEEL ALONE
...NOT ANYMORE

MY FRIENDS SAID
BE ONE OF US
AND I **WANT / DON'T WANT**
TO BE ONE OF THEM

MY FRIENDS SAID
COME / DON'T COME WITH US
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TO DO IT RIGHT

OOH OOH OOH
TO DECIDE
OOH OOH OOH
WHAT DO I WANT?
OOH OOH OOH
TO DECIDE
OOH OOH OOH
TO STAY HERE
OR **START / NOT START** TO RUN

And I say... Yes!

BECAUSE
I'M / I'M NOT INVISIBLE
NOT ANYMORE
I'M NOT INVISIBLE
NOT ANYMORE

WITH THEM I **CAN / CAN'T BE**
HAPPY
WITH THEM I **GO / DON'T GO**
HUNGRY
WITH THEM I'M PART OF
SOMETHING
WITH MY NEW FRIENDS I'M NOT
ALONE
...NOT ANYMORE

OOH OOH OOH
TO **DECIDE / NOT DECIDE**
OOH OOH OOH
WHAT DO I WANT?
OOH OOH OOH
TO DECIDE
OOH OOH OOH
TO **STAY HERE / NOT STAY**
HERE
OR START TO RUN

BECAUSE
I'M NOT INVISIBLE
NOT ANYMORE
I'M NOT INVISIBLE
NOT ANYMORE

I'M NOT INVISIBLE

DECISION TREE

It's not easy to decide, it's not easy to be right... Oliver is very worried about his decisions. He doesn't know what to do: stay with Dodger? Leave? Sometimes it is very difficult to decide. But you can always analyse the situation. **Write the consequences of the following situations to help Oliver to decide. Then, underline the option Oliver takes.**

Example:
Oliver is miserable at the orphanage.

OPTION A

Oliver stays



Consequences

He is hungry
He has a place to live

OPTION B

Oliver leaves



Consequences

He has new opportunity
He has to travel



Oliver leaves the orphanage and he doesn't know where to go.

OPTION A



Consequences

OPTION B



Consequences

Oliver meets Dodger.

OPTION A



Consequences

OPTION B



Consequences



Dodger tells Oliver he has to steal to stay at the house.

OPTION A



Consequences

OPTION B



Consequences

The police catch Oliver.

OPTION A



Consequences

OPTION B



Consequences

DECISION TREE

It's not easy to decide, it's not easy to be right... Oliver is very worried about his decisions. He doesn't know what to do: stay with Dodger? Leave? Sometimes it is very difficult to decide. But you can always analyse the situation. **Write the consequences of the following situations to help Oliver to decide. Then, underline the option Oliver takes.**

This exercise has an open answer. Here you have some examples of the options and consequences of the situations based on the story, but the debate that the exercise can generate among your students is important.

Oliver leaves the orphanage and he doesn't know where to go.

Option A: Go to a big city.

Consequences: More opportunities to find a job / More people

Option B: Stay in a village.

Consequences: Fewer people

Oliver meets Dodger.

Option A: Trust him.

Consequences: Oliver has food and a place to live / Oliver meets new friends.

Option B: Do not trust him.

Consequences: Oliver stays alone in London / Oliver is hungry.

Dodger tells Oliver he has to steal to stay at the house.

Option A: Say yes and stay.

Consequences: Oliver has friends / Oliver becomes a thief.

Option B: Say no and leave.

Consequences: Oliver may lose a place to live / Oliver may lose his new friends.

The police catch Oliver.

Option A: Tell the truth.

Consequences: The police believe him and help him. / Dodger may be angry.

Option B: Lie.

Consequences: Oliver goes to prison / He continues stealing

THE BIG CHALLENGE

SONG 5

IF YOU DON'T LIKE IT, LET'S MAKE IT BETTER

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

NA, NA, NA-RA NA

1

NA, NA, NA-RA NA

2

NA, NA, NA-RA NA

3

NA, NA, NA-RA NA

4

☐ LET'S SING TOGETHER

☐ IF YOU DON'T LIKE IT

☐ THIS IS FOREVER

☐ LET'S MAKE IT BETTER

- ☐ IF WE WORK TOGETHER AS A TEAM
- ☐ DON'T SAY YES WHEN YOU WANT TO SAY NO
- ☐ AND WE'RE ALMOST AT THE END OF THE SHOW
- ☐ REAL FRIENDS NEVER ASK ME TO CHANGE

- ☐ WE CAN LEARN LOTS OF THINGS
- 1 ☐ OLIVER THAT'S MY NAME
- ☐ TURNING FIGHTS INTO WORDS
- ☐ FOR EXAMPLE:
- ☐ FINDING GOOD AND REAL FRIENDS



1

O-L-I-V-E-R

2

O-L-I-V-E-R

3

O-L-I-V-E-R

4

O-L-I-V-E-R

☐ WE ARE ALMOST AT THE END

☐ YOU'LL NEVER ASK ME TO CHANGE

☐ IF YOU ARE MY REAL FRIEND

☐ OLIVER THAT'S MY NAME

SONG 5

IF YOU DON'T LIKE IT, LET'S MAKE IT BETTER

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

NA, NA, NA-RA NA

1

NA, NA, NA-RA NA

2

NA, NA, NA-RA NA

3

NA, NA, NA-RA NA

4

3 LET'S SING TOGETHER

1 IF YOU DON'T LIKE IT

4 THIS IS FOREVER

2 LET'S MAKE IT BETTER

3 IF WE WORK TOGETHER AS A TEAM

7 DON'T SAY YES WHEN YOU WANT TO SAY NO

2 AND WE'RE ALMOST AT THE END OF THE SHOW

9 REAL FRIENDS NEVER ASK ME TO CHANGE

4 WE CAN LEARN LOTS OF THINGS

1 OLIVER THAT'S MY NAME

6 TURNING FIGHTS INTO WORDS

5 FOR EXAMPLE:

8 FINDING GOOD AND REAL FRIENDS



1

O-L-I-V-E-R

2

O-L-I-V-E-R

3

O-L-I-V-E-R

4

O-L-I-V-E-R

2 WE ARE ALMOST AT THE END

4 YOU'LL NEVER ASK ME TO CHANGE

3 IF YOU ARE MY REAL FRIEND

1 OLIVER THAT'S MY NAME

I WILL MAKE IT BETTER

Sometimes we don't like things around us. As Oliver says, instead of complaining, make it better! Look at the three areas below and choose one thing you don't like about each. **Think of a solution and write or draw how to make it better.**

Remember: small actions can make a big difference!

SCHOOL PLAYGROUND



I DON'T LIKE...



MAKE IT BETTER!

SUMMER TIME



I DON'T LIKE...



MAKE IT BETTER!

THE WORLD



I DON'T LIKE...



MAKE IT BETTER!

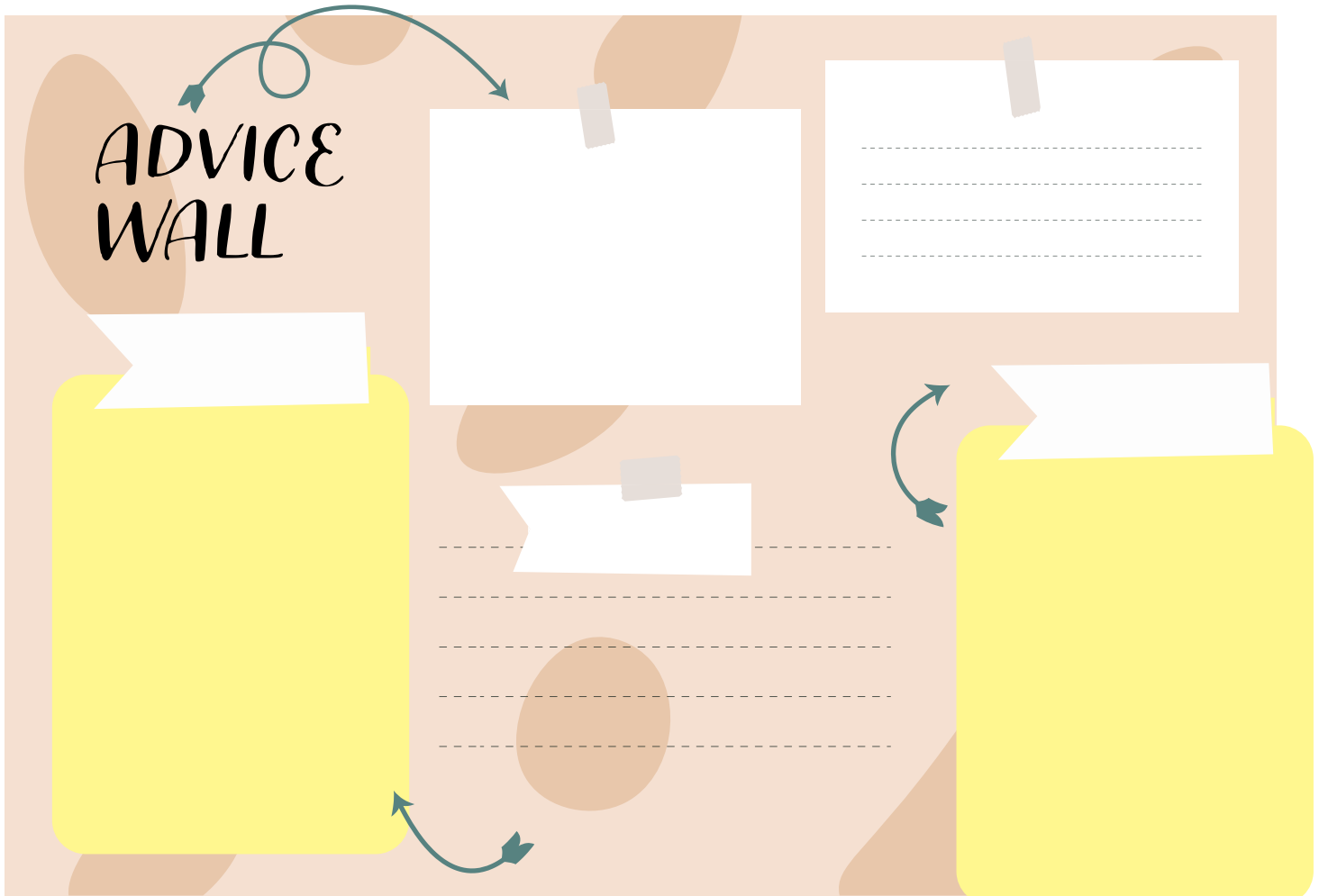
ADVICE WALL

Sometimes people have problems and they don't know what to do. Oliver finds himself in this situation. Could you help him make things better? **Read each situation and imagine you are a good friend to Oliver.**

Write should or shouldn't.

- Oliver ask kind people for help.
- Oliver steal.
- Oliver trust every stranger.
- Oliver tell the truth.
- Oliver stay with people who care about him.
- Oliver follow bad friends.
- Oliver choose good friends.

Now you have the opportunity to help every character in this play. Think about all the people involved in this story: Oliver, Dodger, the kids in the orphanage, the kids in the London apartment, the person who is robbed... **Write their names and give them advice.** Write one or two pieces of advice for each person. You have space here, but if you want, you can create an advice wall in your class and stick up everyone's advice. Then, read them out loud and decide the best advice for each one.



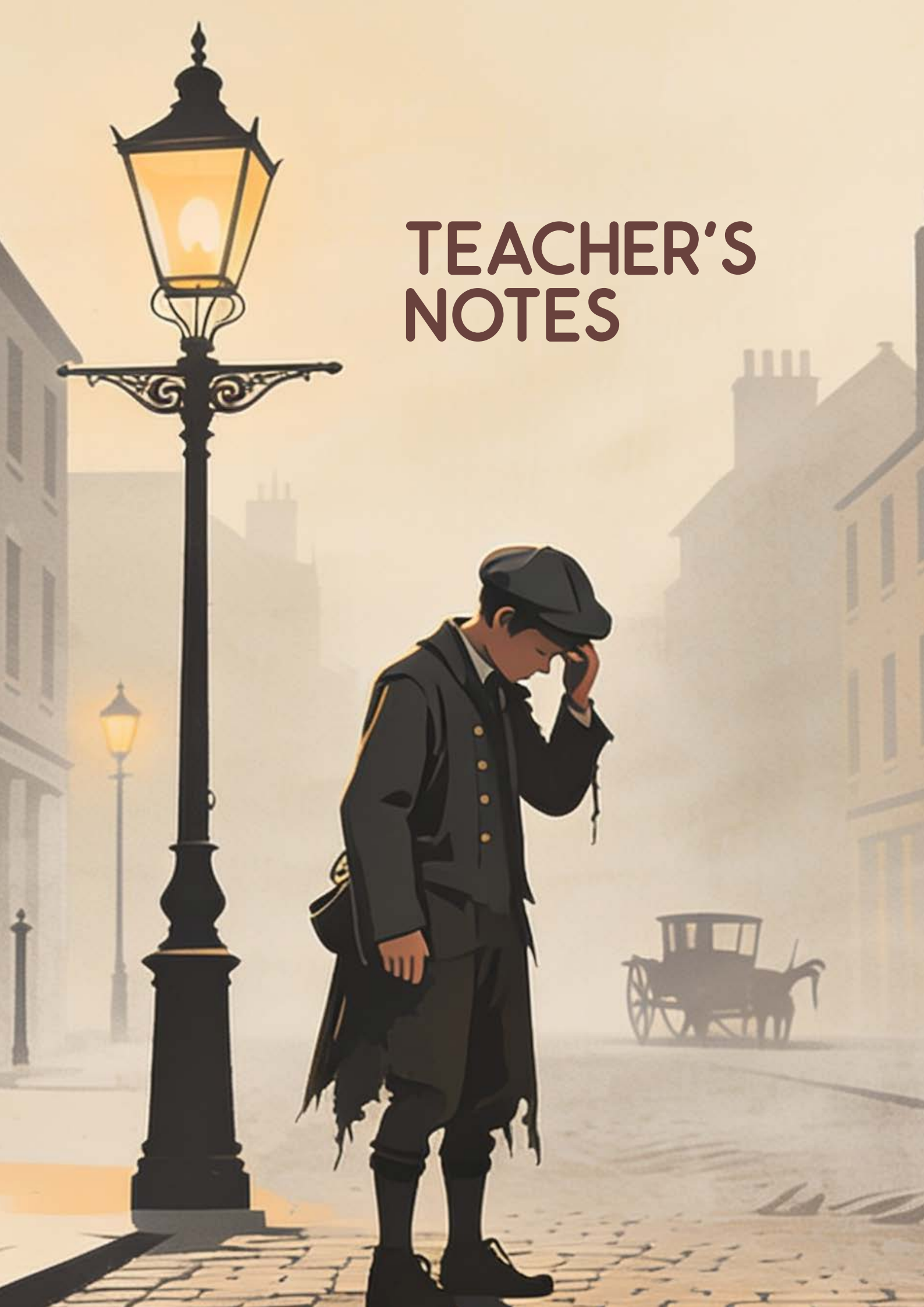
ADVICE WALL

Sometimes people have problems and they don't know what to do. Oliver finds himself in this situation. Could you help him make things better? **Read each situation and imagine you are a good friend to Oliver.**

Write should or shouldn't.

- | | | |
|--------|------------------|--------------------------------------|
| Oliver | should | ask kind people for help. |
| Oliver | shouldn't | steal. |
| Oliver | shouldn't | trust every stranger. |
| Oliver | should | tell the truth. |
| Oliver | should | stay with people who care about him. |
| Oliver | shouldn't | follow bad friends. |
| Oliver | shouldn't | choose good friends. |

TEACHER'S NOTES



BASICS OF THE PLAY: Teacher's Notes

SONG 1: MY STORY

Listen to the song and fill in the gaps to know Oliver's story.



Skills

Listening
Writing



Duration

15 mins



Difficulty



Objective

- To learn the song.
- To get the students engaged with Oliver's story.



Steps

1. **Listen to the song.** You can read the abstract and present the characters to the students.
2. **Fill in the gaps** with the correct word. Listen to the song as many times as you need.
3. **Correct the lyrics** all together.
4. Discuss the meaning of the lyrics and give them information about Oliver's story.
5. Listen to the song one last time and encourage them to **sing**.



Materials

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



Answers

Check the Answer Key provided.

WORKSHEET 1: MEET THE CHARACTERS

Read the abstract and the character descriptions. With that information, you know at some point in our story, the police try to catch the kids. When the police catch them, they have to create a police file. Imagine you are the police and knowing Oliver and Dodger, fill in the police file with the correct information.



Skills

Reading comprehension
Writing



Duration

20 mins



Difficulty



Objective

- To know the characters of the story.



Steps

1. **Read** the Character's descriptions file. Discuss how Oliver and Dodger are.
2. **Check the adjective list.** Try to find the information about how they are in the character's file.
3. **Fill in the police files.** You can ask them to do it alone or in groups. They can create mural police files.
4. Introduce **comparative adjectives**. Remind them how to use it and let them make the exercise.
5. **Correct the exercise** all together.
6. At the end, you can **ask questions** about the characters to ensure they know how they are.



Materials

Worksheet provided
Worksheet about Character's descriptions



Answers

Check the Answer Key provided.

BASICS OF THE PLAY: Teacher's Notes

WORKSHEET 2: SETTINGS

There are 3 settings in our story: the orphanage, London and the kids' house. Circle the actions with the colour of the place where it happens. If you need some help, you can use the plot.

	Skills	Reading comprehension Writing
	Duration	15 mins
	Difficulty	
	Objective	- To enhance their understanding of the story. - To clarify where the three settings in our story happen.
	Steps	1. Read the plot and discuss with the students the facts of the story. - Introduce the exercise and let them match the facts with the setting. 3. Correct the exercise all together. 4. Explain the second part of the activity. Match character with fact. - Remind them of the present simple tense, specially the 3rd person singular. 6. Write the sentences and correct them all together.
	Materials	Worksheet provided. If you need help, check: Abstract for the teacher.
	Answers	Check the Answer Key provided.

KEEP LEARNING

SONG 2: ON MY WAY TO LONDON

Oliver decides to go to London. He never left his village and everything he sees is new for him. This exercise has two parts: fill in the gaps and then, write the things Oliver sees on his trip. The pictures can help you.

	Skills	Listening Writing
	Duration	15 mins
	Difficulty	
	Objective	To encourage the students to learn the song.
	Steps	1. Listen to the song. - Ask them the names of the pictures in the worksheet. - Listen to the song again and fill in the gaps. You can listen to the song as many times as you want. 4. Correct the exercise. - Listen to the song one last time and sing.
	Materials	Worksheet. You can find the song on our website: jumpingducks.com
	Answers	Check the Answer Key provided.

KEEP LEARNING: Teacher's Notes

WORKSHEET 3: MAYOR FOR A DAY

Oliver escapes from the orphanage to find a new life in London. Oliver thinks in London there are more opportunities. Oliver prefers a big city to a village. And you? A lot of people move out from village to city and from city to village, but everybody wants a better life.



Skills

Reading comprehension
Writing
Creativity



Duration

30 mins



Difficulty



Objective

- To work on the concepts city and village
- To promote ideas about protecting the environment.



Steps

1. **Introduce** the activity by explaining the part of the story where Oliver escapes from the orphanage to London.
2. Then, tell them today they become a Mayor. Show the students **the worksheet** and read the steps.
3. Create groups and let them create their place. If you prefer, they can work alone.
4. When they finished, **present the places** in front of the class.
5. **Discuss how they feel** about creating a new space and how they would like the place where they live to be. You can relate this activity with the opportunity to change the things you don't like and being proactive.



Materials

Worksheet.



Answers

Check the Answer Key provided.



This activity is connected to:

SDG 11 (Sustainable Cities and Communities) by encouraging students to think about how to create safer, healthier and more inclusive places to live.

SDG 13 (Climate Action) by promoting ideas that reduce pollution and protect the environment

SDG 15 (Life on Land) by highlighting the importance of caring for forests, wildlife and natural habitats.

Through their choices, students reflect on how small actions can help build a more sustainable future for both people and nature.

KEEP LEARNING: Teacher's Notes

SONG 3: ONE OF US

Dodger is very good with words. He thinks carefully before speaking to convince others. There are some mistakes in his song. Correct them.

 Skills	Listening Vocabulary Writing
 Duration	15 mins
 Difficulty	
 Objective	- To practise personal pronouns and antonyms through a song. - To develop listening comprehension and vocabulary.
 Steps	- Listen to the song once without completing the worksheet. - Read the first activity together and remind students when to use we and you. - Listen to the song again and complete the pronouns. - Introduce the antonym activity. Ask students to think of the opposite meaning of each word before listening. - Listen to the song again and complete the gaps. - Correct the activities together and discuss how Dodger tries to convince Oliver.
 Materials	Worksheet provided. You can find the song on our website: jumpingducks.com
 Answers	Check the Answer Key provided.

WORKSHEET 4: THE EMPTY CLUB CHALLENGE

A new club has opened in our school but nobody has joined yet! Your team must create an advertisement to convince other students to join your club.

 Skills	Speaking Writing Creativity
 Duration	30 mins
 Difficulty	
 Objective	- To encourage cooperative work. - To develop persuasive language through a real-life task. - To promote inclusion and a sense of belonging.
 Steps	- Introduce the activity by talking about clubs and hobbies students enjoy. - Divide the class into groups and assign one club to each team. - Read the worksheet together and explain each section. - Allow students time to complete the club profile before creating their advertisement. - Each group presents their club to the class and encourages others to join. - At the end, discuss which clubs students would like to join and why.
 Materials	Worksheet provided. Word Bank (Worksheet 4).
 Answers	This activity has an open answer.

KEEP LEARNING: Teacher's Notes

WORKSHEET 5: PEER PRESSURE

Oliver decides to steal because he wants to feel part of the group. He wants to be one of them, as Dodger says. Sometimes, in our lives, we are in similar situations. We decide to do things because our friends are doing them or they ask us to do them. Dodger will say: "Stop thinking if it's good or bad", but we think it is important. Link the sentences with "good group" or "bad group".



Skills

Reading comprehension
Speaking
Critical thinking



Duration

20 mins



Difficulty



Objective

- To recognise positive and negative peer pressure.
- To encourage discussion about healthy friendships.



Steps

1. Review the part of the story where Oliver feels pressured by Dodger.
2. Read each sentence together and make sure students understand the vocabulary.
3. Individually or in pairs, classify each sentence as belonging to a good or a bad group.
4. Correct the activity together and encourage students to explain their choices.
5. Finish by asking students to write or share more examples from their own experiences or from fictional situations.



Materials

Worksheet provided.



Answers

Check the Answer Key provided.

SONG 4: I AM NOT INVISIBLE

At this point of the story, Oliver doesn't know what to do. He wants to be part of the group but he doesn't want to steal. Listen to the song and help him decide whether or not he does the marked actions.



Skills

Listening
Reading comprehension



Duration

15 mins



Difficulty



Objective

- To develop listening comprehension.
- To reflect on decision-making through the song lyrics.



Steps

1. Remind students of Oliver's dilemma before listening to the song.
2. Read the pairs of options together to ensure everyone understands the vocabulary.
3. Listen to the song and choose the correct option each time.
4. Listen again to check the answers.
5. Correct the activity together and discuss why Oliver finds it difficult to make the right decision.



Materials

Worksheet provided.



Answers

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

Check the Answer Key provided.

KEEP LEARNING: Teacher's Notes

WORKSHEET 6: DECISION TREE

It's not easy to decide, it's not easy to be right... Oliver is very worried about his decisions. He doesn't know what to do: stay with Dodger? Leave? Sometimes it is very difficult to decide. But you can always analyse the situation. Write the consequences of the following situations to help Oliver to decide. Then, underline the option Oliver takes.



Skills

Reading comprehension
Writing
Critical thinking



Duration

30 mins



Difficulty



Objective

- To analyse the consequences of different decisions.
- To encourage critical thinking and discussion.



Steps

1. Review the important decisions Oliver makes throughout the story.
2. Explain how a decision tree works using the example provided.
3. Ask students to work individually or in pairs to complete each situation.
4. Encourage them to think about both positive and negative consequences before choosing an option.
5. Compare different answers as a class and discuss why different people may make different choices.
6. Finish by reflecting on how thinking before acting can help us make better decisions.



Materials

Worksheet provided.



Answers

Check the Answer Key provided.

THE BIG CHALLENGE

SONG 5: IF YOU DON'T LIKE IT, LET'S MAKE IT BETTER

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



Skills

Listening
Reading comprehension



Duration

15 mins



Difficulty



Objective

- To develop listening comprehension.
- To recognise the structure of a song by sequencing its verses.



Steps

1. Listen to the song once without writing.
2. Read all the verses together and clarify any unfamiliar vocabulary.
3. Listen to the song again and number the verses in the correct order.
4. Compare answers in pairs before correcting them as a class.
5. Listen one final time and encourage students to sing along.



Materials

Worksheet provided.



Answers

Check the Answer Key provided.

THE BIG CHALLENGE: Teacher's Notes

WORKSHEET 7: I WILL MAKE IT BETTER!

Sometimes we don't like things around us. As Oliver says, instead of complaining, make it better! Look at the three areas below and choose one thing you don't like about each. Think of a solution and write or draw how to make it better. Remember: small actions can make a big difference!



Skills

Writing
Creativity
Critical thinking



Duration

30 mins



Difficulty



Objective

- To encourage students to identify problems and propose solutions.
- To promote proactive attitudes towards everyday challenges.



Steps

1. Introduce the activity by discussing Oliver's message: "If you don't like it, make it better."
2. Read the three situations together and give a few examples.
3. Allow students time to think individually before writing or drawing their ideas.
4. Invite volunteers to present one of their solutions to the class.
5. Finish by discussing how small actions can improve our school, community and the world.



Materials

Worksheet provided.



Answers

Check the Answer Key provided.

WORKSHEET 8: ADVICE WALL

Sometimes people have problems and they don't know what to do. Oliver finds himself in this situation. Could you help him make things better? Read each situation and imagine you are a good friend to Oliver. Write should or shouldn't.



Skills

Writing
Reading comprehension
Speaking



Duration

20 mins



Difficulty



Objective

- To practise the use of **should** and **shouldn't**.
- To encourage empathy and problem-solving.



Steps

1. Review the main problems each character faces during the story.
2. Introduce the use of should and shouldn't to give advice.
3. Complete the first activity individually.
4. Correct the answers together and discuss why each piece of advice is appropriate.
5. Continue with the Advice Wall activity. Students write advice for different characters in the story.
6. If possible, display the advice on a classroom wall and read some examples together.



Materials

Worksheet provided.



Answers

Check the Answer Key provided.

