

THE PLASTIC MERMAID

CICLE INICIAL



jumpingducks

THE PLASTIC MERMAID • SYNOPSIS

Ariel is a mermaid and she lives under the sea. She likes collecting precious objects from the world beyond the sea. Every year more and more objects arrive from the outside world, so much so that some days it's hard to breathe underwater... There is PLASTIC everywhere! Ariel decides to find out what is going on but she hasn't got legs. Ursula, the sea witch, can give her legs in exchange for her beautiful voice. Out there in the little town, Eric, a young fisherman, is very worried because every week he catches less and less fish and more and more PLASTIC! Maybe Sue and Joe from the new recycling plant All Waste Ltd. know something about it? They are the richest family in town... Will Ariel be able to explain what is going on underwater? Will Eric believe her when she tells him she is really a mermaid? Are Joe and Sue recycling properly? Join us in this modern adaptation of the beloved classic, in which we will invite you to reflect on how much plastic we use in our daily life, and will talk about what we can still do to save our oceans and to take care of our planet.



THE PLASTIC MERMAID • INTRODUCTION SESSION

ACTIVITY 1

THE MAGIC BOOK



10 - 15 minutes



To introduce the play to students



ACTIVITY 2

VOCABULARY



10 - 15 minutes



To introduce some key vocabulary from the play: characters, settings, actions, etc.

ACTIVITY 3

SING THE SONGS



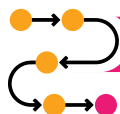
5 minutes



To get students acquainted with the show's main song



THE MAGIC BOOK



STEPS

1. Sit the children in a circle and present the book.
2. Before opening it, encourage them to guess what a Magic Book might be, what kind of story it might tell us, etc.
3. After a short conversation, open the book.
4. Inside will be settings from the play and the most important characters: ARIEL, URSULA, ERIC, SUE AND JOE

Questions you can ask about the characters: Who are they? What is the relationship between them? Where do they live?

EXTRA ACTIVITY:

You can hide the flashcards of the characters around the classroom. Students, in small groups and with a time limit of ten seconds, have to find the flashcards. Then they have to place them in their corresponding setting and answer the questions: Who are they? What are they like? What is the relationship between them? Where do they live?



MATERIALS

✓ The book

✓ The puppets (attached on the following page)



DURATION

10 - 15 minutes



DIFFICULTY

Low



SKILLS

- Identifying main ideas (listening comprehension)
- Understanding vocabulary (listening comprehension)
- Oral communication



OBJECTIVES

- To introduce the play to students
- To introduce some essential vocabulary from the play

ACTIVITY 1

THE PLASTIC MERMAID INTRODUCTION SESSION



ACTIVITY 1

THE PLASTIC MERMAID INTRODUCTION SESSION

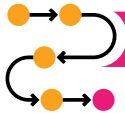


ACTIVITY 1

THE PLASTIC MERMAID INTRODUCTION SESSION



VOCABULARY



STEPS

The aim of this session is to present the play's key vocabulary using flashcards.

The flashcards can be divided into three categories: CHARACTERS, SETTINGS and SPECIFIC VOCABULARY. Ask students to find the specific vocabulary flashcards and match them to a character or a setting. While checking the categories, ask if anyone knows each word in English. Say each word for students to repeat.



MATERIALS

✓ Flashcards



DURATION

10 - 15 minutes



DIFFICULTY

Low



SKILLS

- Visual comprehension
- Communication



OBJECTIVES

- To introduce key vocabulary from the play: characters, settings, etc.

THE PLASTIC MERMAID FLASHCARDS



ARIEL



ERIC

THE PLASTIC MERMAID FLASHCARDS



URSULA

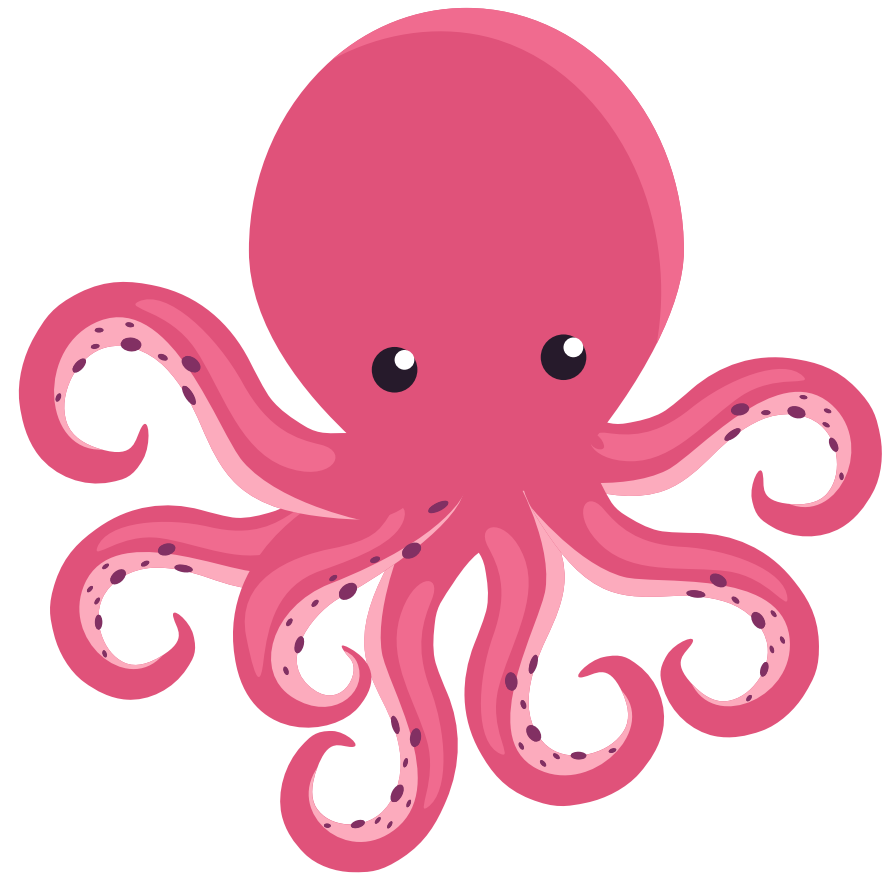


JOE

THE PLASTIC MERMAID FLASHCARDS

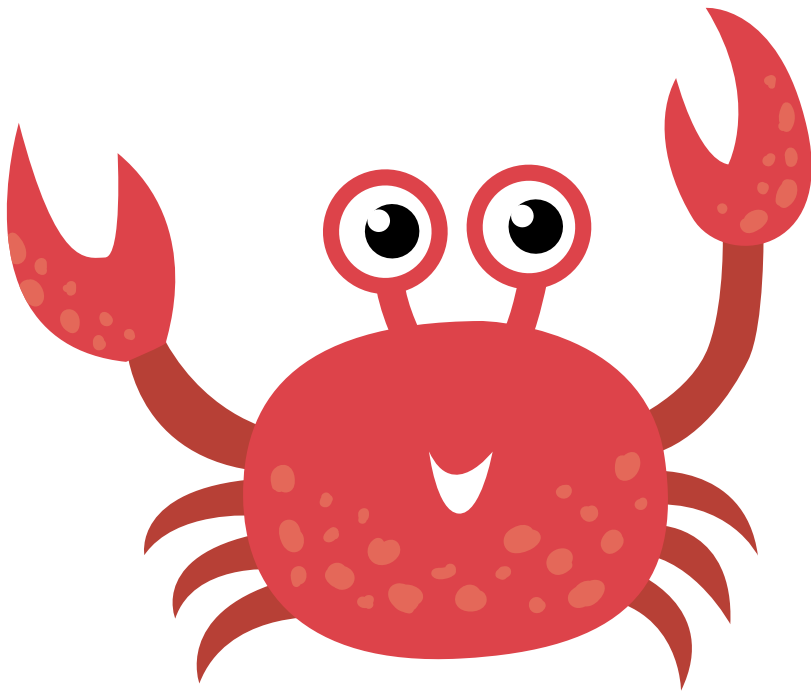


SUE

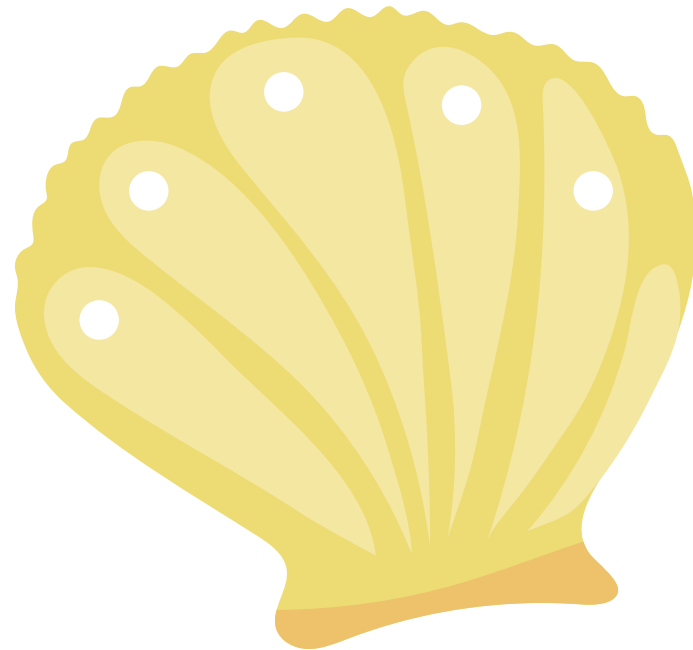


OCTOPUS AUGUSTUS

THE PLASTIC MERMAID FLASHCARDS



CRAB MARIO



SHELL

THE PLASTIC MERMAID FLASHCARDS



GUITAR



DRUM



WASTE

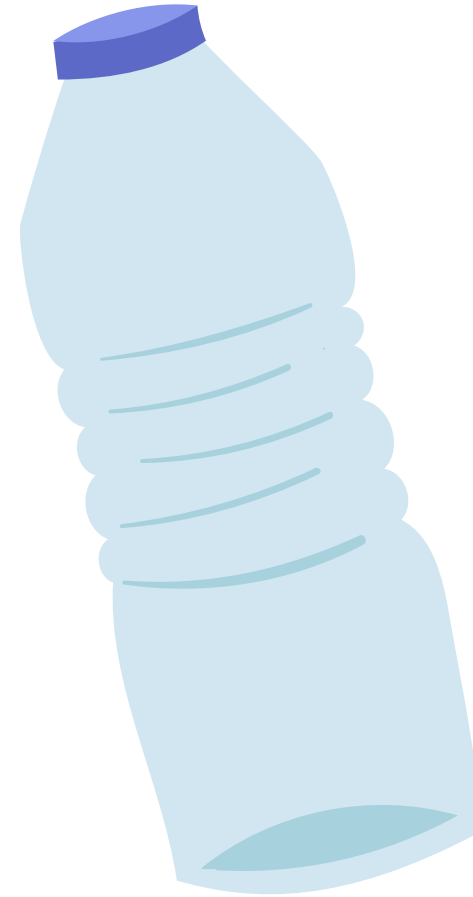


DANGEROUS

THE PLASTIC MERMAID FLASHCARDS

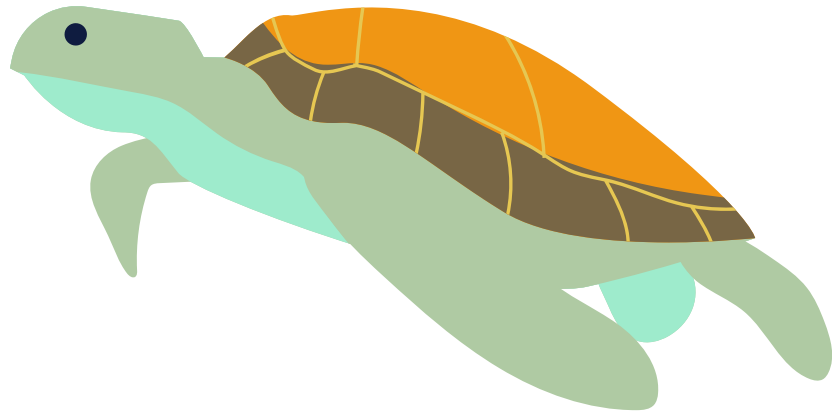


FORK

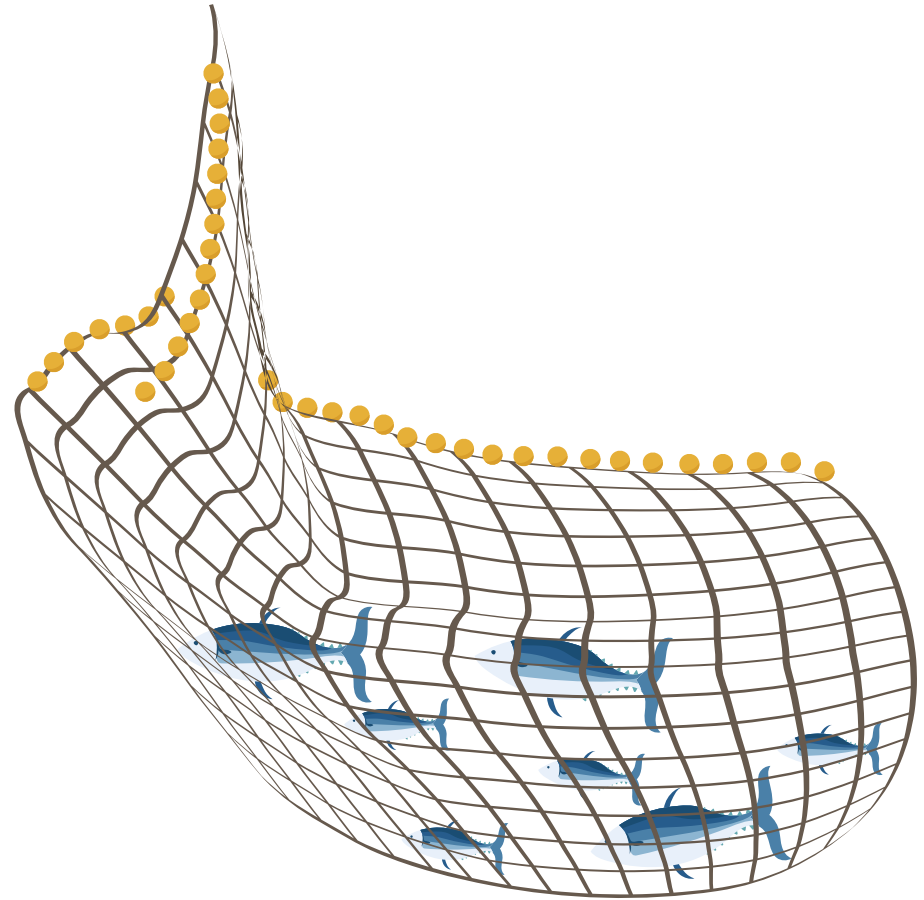


PLASTIC BOTTLE

THE PLASTIC MERMAID FLASHCARDS



TURTLE



FISHING NET

THE PLASTIC MERMAID FLASHCARDS



MERMAID



SEA

THE PLASTIC MERMAID FLASHCARDS



THE OCEAN



PORT

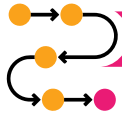


RECYCLING PLANT

ACTIVITY 3

THE PLASTIC MERMAID INTRODUCTION SESSION

SING THE SONGS



STEPS

Listen to SAY NO TO PLASTIC using some visual support like the lyrics or some images.

You can listen to the song several times in different ways.

For example, you can play the song at normal speed the first time, the second time a little bit faster, and the third time very slowly.



MATERIALS

✓ Computer



THE SONGS



DURATION

5 minutes



DIFFICULTY

Low



SKILLS

- Listening



OBJECTIVES

- To get students acquainted with the show's main song
- To practise pronunciation

THE PLASTIC MERMAID · CORNERS SESSION

ACTIVITY 1

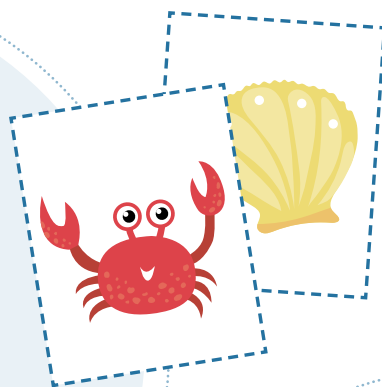
FLASHCARDS



10 - 15 minutes



To practise some vocabulary from the play



ACTIVITY 3

GAMES TO PRACTISE VOCABULARY!



10 minutes



To develop listening comprehension and increase vocabulary knowledge

ACTIVITY 2

CORNERS AND MATERIALS

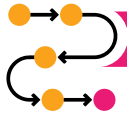
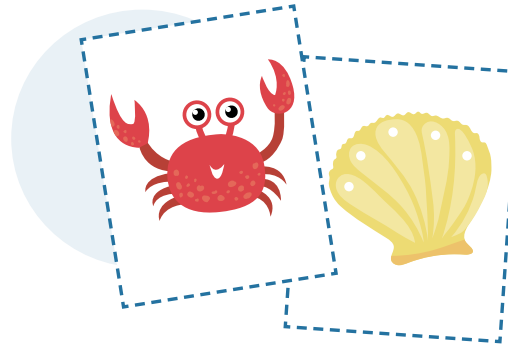


30 minutes



To learn the characters and key elements

FLASHCARDS



STEPS

The aim of Session 2 is to work on the vocabulary of the play through corners.

Begin by reviewing the vocabulary flashcards from the last session.

You can play some of these games:

- Stick several flashcards on the board. Divide the class into two teams. Call out one of the flashcards. The first student to touch the correct flashcard wins a point for their team.
- Sit in a circle. Give one flashcard (or more) to students. Have them pass the card(s) around the circle while listening to music. When the music stops, any student who is holding a flashcard should say the word.
- Stick three or four flashcards on the board and give students a minute to memorise the cards. Tell them to close their eyes, then remove one of the flashcards before they open their eyes. The first student to identify the missing card can choose the next set of flashcards.



MATERIALS

- ✓ Flashcards



DURATION

10 - 15 minutes



DIFFICULTY

Low



SKILLS

- Visual comprehension
- Communication



OBJECTIVES

- To practise some vocabulary from the play

CORNERS AND MATERIALS

To make the most of the corners, you will need more than one session.

The first one is to explain each corner. The second and the third are to ensure that every student experiences all the corners at least once.

We recommend laminating pages for multiple uses.

CORNER 1: Spelling and Vocabulary

CORNER 2: Recycling Game

CORNER 3: Let's Talk about our Environment!

CORNER 4: Guess Who

CORNER 5: Hit and Sunk



DURATION

30 minutes
(7-10 minutes for each corner)



DIFFICULTY

Low to medium



SKILLS

- Identifying main ideas
- Understanding vocabulary
- Oral communication



OBJECTIVES

- To learn the characters and key elements



CORNER 1

SPELLING AND VOCABULARY

The aim of this activity is to work through all the vocabulary of the play.

Students choose one of the images and look for the corresponding word, which they then write to practise spelling.



DURATION

7-10 minutes



DIFFICULTY

Medium



SKILLS

- Identifying main ideas
- Understanding vocabulary
- Oral communication

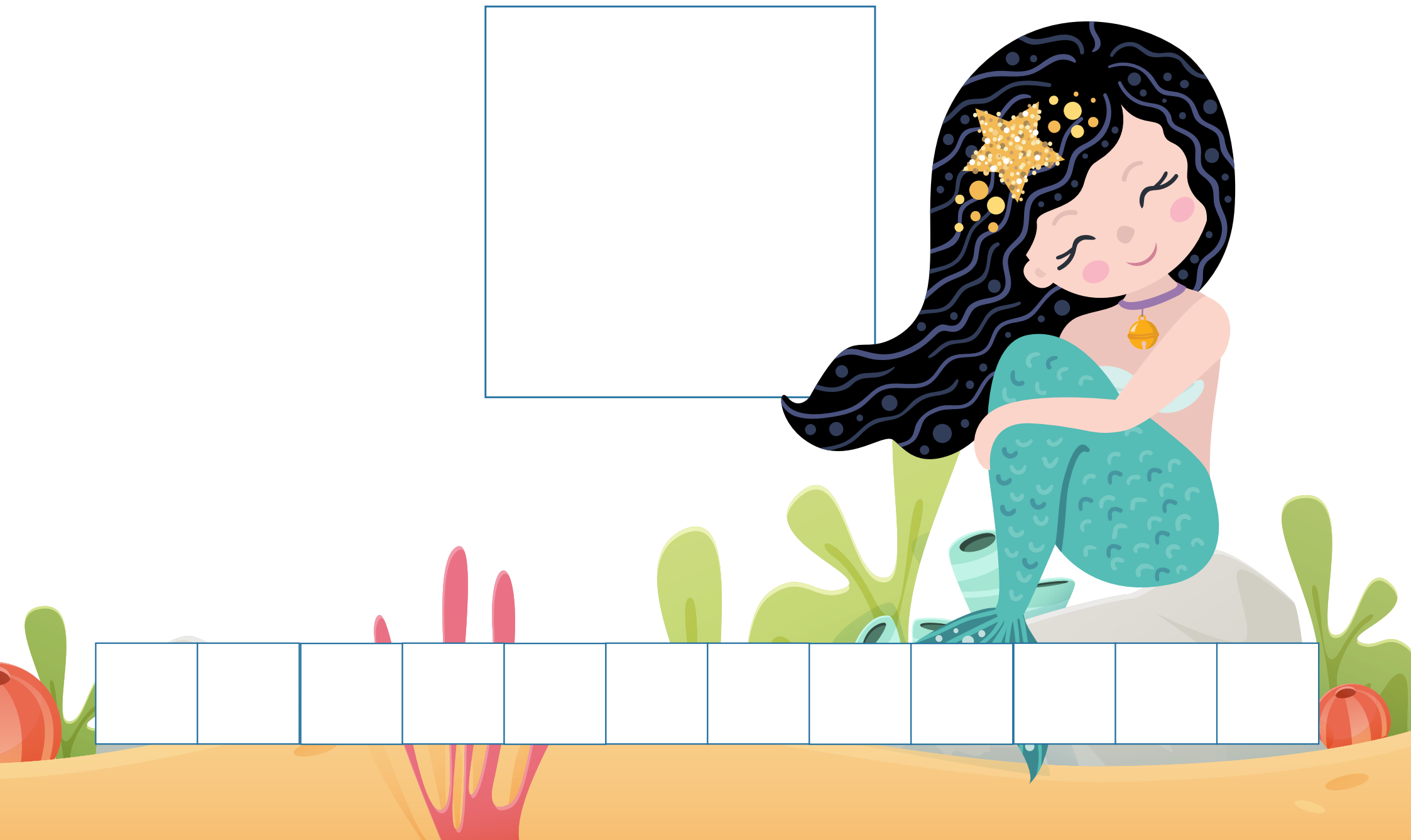


OBJECTIVES

- To get students acquainted with the spelling of the play's key elements

ACTIVITY 2

THE PLASTIC MERMAID



ACTIVITY 2

THE PLASTIC MERMAID

MERMAID

SEA

DANGEROUS

RECYCLING

WASTE

FORK

BOTTLE

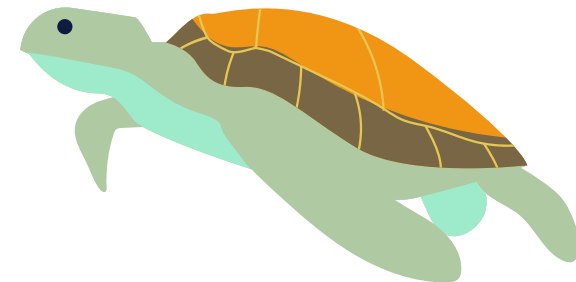
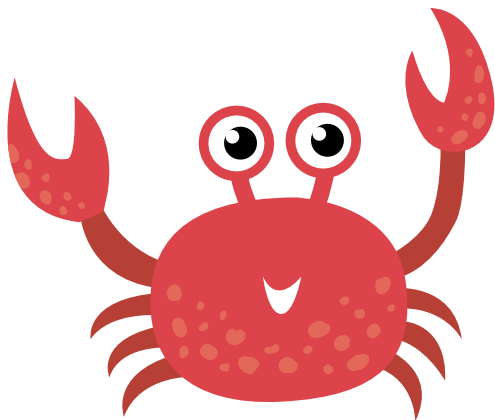
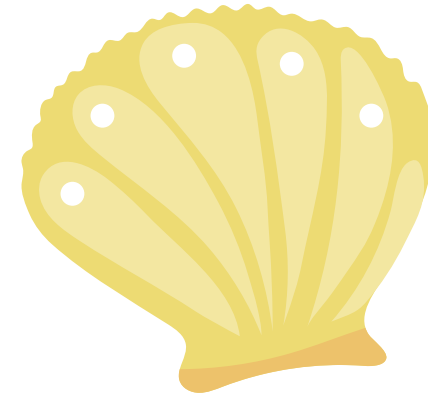
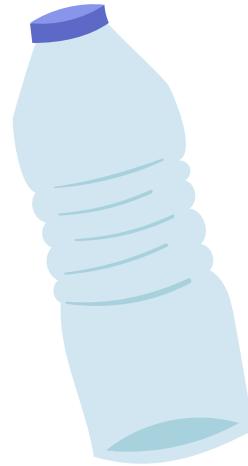
CRAB

TURTLE

SHELL

ACTIVITY 2

THE PLASTIC MERMAID





CORNER 2

RECYCLING GAME

One of the aims of the play is to raise awareness among students about the importance of taking care of the planet and recycling.

With this activity, students will work on the recycling concept and where each object belongs.

1. Give each student a game board.
2. Place all the game pieces upside down in the middle.
3. Students take it in turns to pick up a card and place it in the correct spot. If their bin is full, they must return the card and their turn is over.
4. The first one to fill all the bins is the winner!



DURATION

7-10 minutes



DIFFICULTY

Low



SKILLS

- Identifying main ideas
- Understanding vocabulary
- Oral communication



OBJECTIVES

- To explore one of the main themes of the play
- To help students understand the importance of recycling

ACTIVITY 2

THE PLASTIC MERMAID CORNERS SESSION 2



ACTIVITY 2

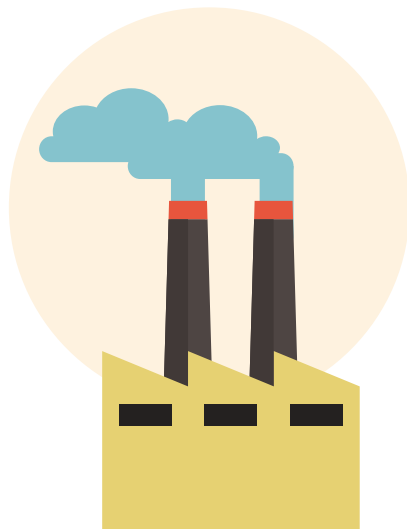
THE PLASTIC MERMAID CORNERS SESSION 2



CORNER 3

LET'S TALK ABOUT OUR ENVIRONMENT!

Students will take turns to roll the dice and answer the question next to the number they roll. Some of the questions are related to one of the main topics of the play: THE THREE Rs.



DURATION

7-10 minutes



DIFFICULTY

Medium



SKILLS

- Identifying main ideas
- Understanding vocabulary
- Oral communication



OBJECTIVES

- To work on speaking about one of the main topics of the play

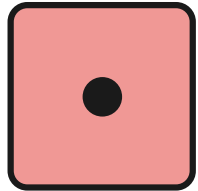
ACTIVITY 2

THE PLASTIC MERMAID CORNERS SESSION 3

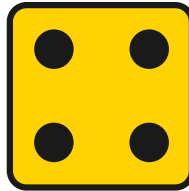


ROLL AND TELL

Take turns to roll the dice and answer the questions next to the number you get.



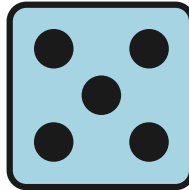
What are the three Rs?



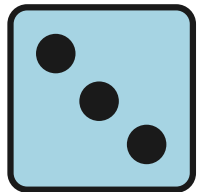
Why is Eric **worried**?



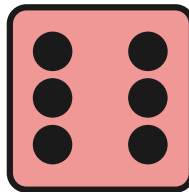
What did Ariel **find** in the sea?



Where do we find recycling **bins**, and what do we **put in** them?



Name four things that can be **recycled**.



Who are Joe and Sue?



Find = trobar

Sea = mar

Worried = preocupat

Recycled = reciclat

Bins = papereres

Put in = posar / llençar

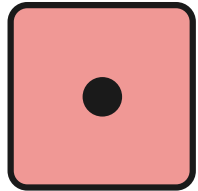
ACTIVITY 2

THE PLASTIC MERMAID CORNERS SESSION 3

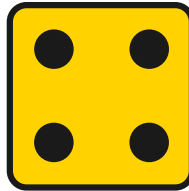


ROLL AND TELL

Take turns to roll the dice and answer the questions next to the number you get.



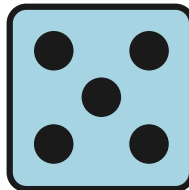
Sing a song from the play related to **the three Rs**



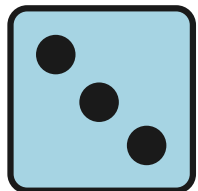
Name the three Rs



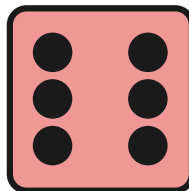
Can you think of one **eco-friendly habit** that you have?



Which character do you think **takes care** of the planet?



What happens when we **throw plastic into the sea**?



Which character do you think **doesn't take care** of the planet?



The three Rs = Les tres Rs
Eco-friendly habit = Una cosa que facis per cuidar el món
Throw plastic into the sea = Tirar plàstic al mar
Takes care of = Cuida
Doesn't take care of = No cuida

CORNER 4

GUESS WHO

Each player chooses a character on their board as their 'secret character'. This will be the character their opponent has to guess.

Students take turns asking yes-or-no questions about their opponent's character. For example, "Does the character have blonde hair?" or "Does the character live in the sea?"

Based on the answers, players close the flaps of characters that do not match the mentioned characteristics.

At any point during their turn, a player can attempt to guess their opponent's secret character. If they guess correctly, they win the game!



DURATION

7-10 minutes



DIFFICULTY

Medium



SKILLS

- Identifying main ideas
- Understanding vocabulary
- Oral communication

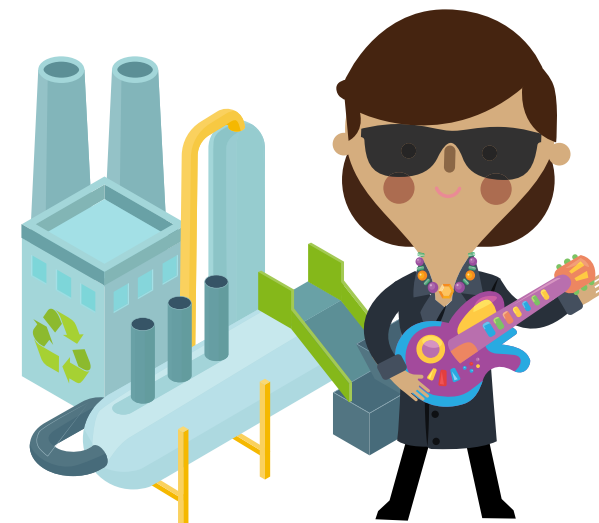


OBJECTIVES

- To get to know the characters and their characteristics

ACTIVITY 2

THE PLASTIC MERMAID CORNERS SESSION 4



ACTIVITY 2

THE PLASTIC MERMAID CORNERS SESSION 4



HIT AND SUNK

The Plastic Mermaid has three settings: the ocean, the port and the recycling plant.

The aim of this corner is to recognise objects, characters etc. in each setting while playing Hit and Sunk.

First, each pair of players should choose which setting to play in. The two players should then sit face to face and secretly place their items on the board. When the board is ready they can start guessing where the items are. You will need to print two of each setting.



DURATION

7-10 minutes



DIFFICULTY

Low



SKILLS

- Identifying main ideas
- Understanding vocabulary



OBJECTIVES

- To get students acquainted with the main settings

ACTIVITY 2

THE PLASTIC MERMAID CORNERS SESSION 5



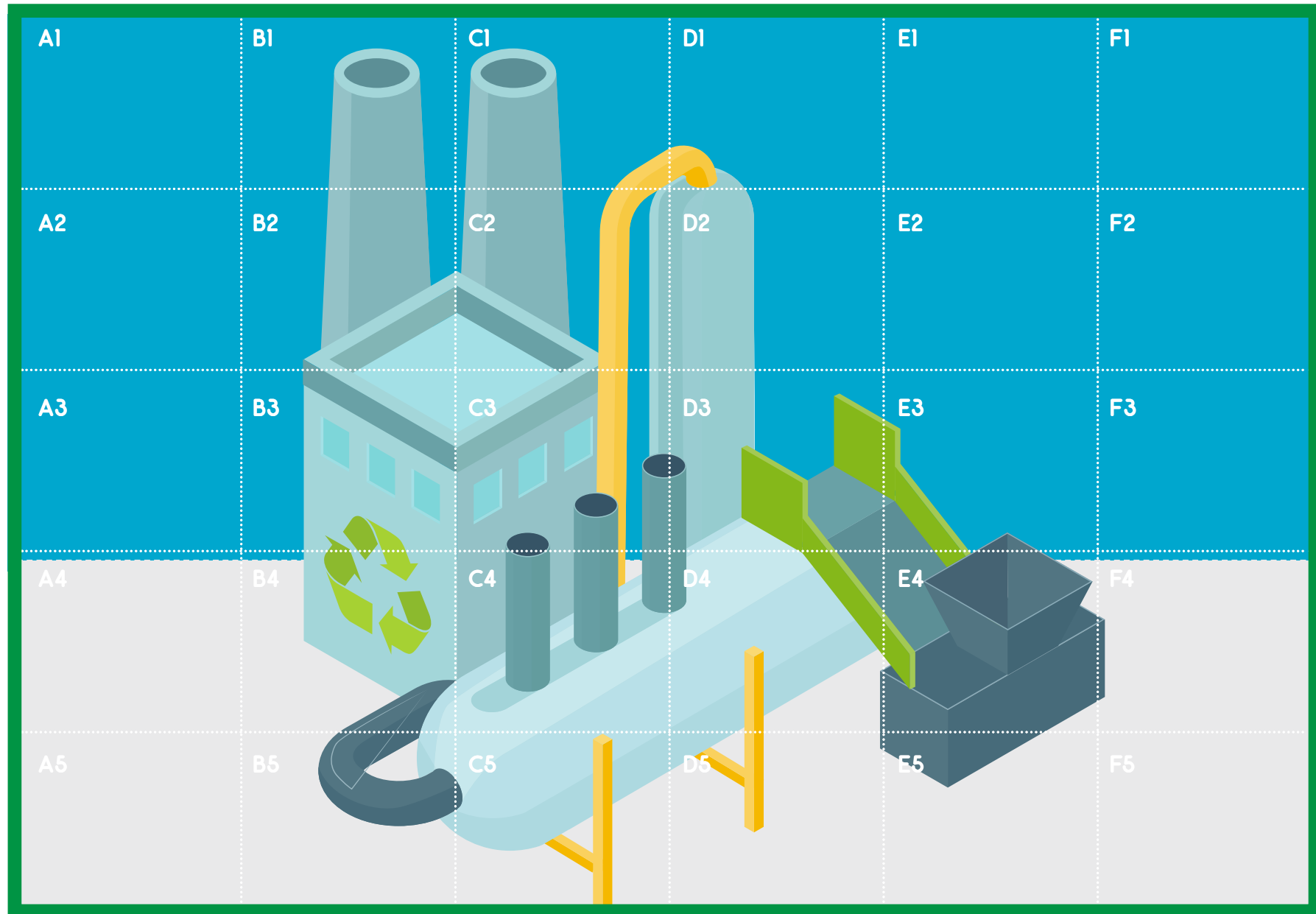
ACTIVITY 2

THE PLASTIC MERMAID CORNERS SESSION 5



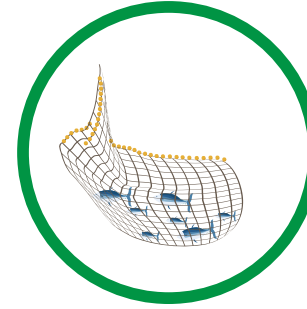
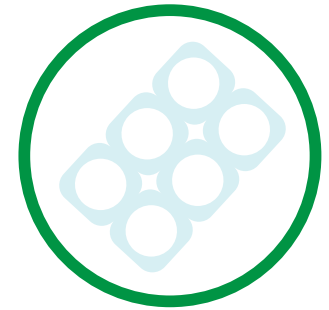
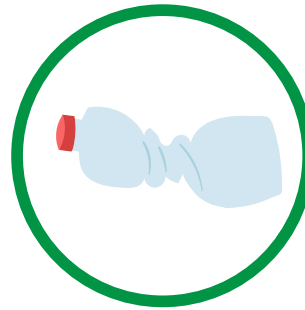
ACTIVITY 2

THE PLASTIC MERMAID CORNERS SESSION 5



ACTIVITY 2

THE PLASTIC MERMAID CORNERS SESSION 5



GAMES TO PRACTISE VOCABULARY!

To conclude the session, here are some suggestions:

PICTIONARY:

Split the class into 2 teams.

Have one student from each team come to the board.

Assign them one vocabulary word to draw.

Teams should try to guess what vocabulary word is being drawn, within a certain time limit. Whichever team guesses correctly first gets a point.

Repeat with different members of each team coming to board until all the vocabulary words have been drawn.

MIMING GAME:

One of the most fun moments in the play is when the students play a miming game with Ariel. With this activity, students practise while reviewing the main vocabulary.

Students take turns to choose one of the flashcards and mime it. The rest of the class has to guess who it is.



DURATION

5 minutes



DIFFICULTY

Low



SKILLS

- Listening



OBJECTIVES

- To develop listening comprehension and increase vocabulary awareness