

**LAKE  
SIDE  
ARTS**

# ACTIVITY PACK

Run, run, as fast as you can  
you can't catch me, I'm the Gingerbread Man!



Part of



**University of  
Nottingham**

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# INTRODUCTION

Hello Everyone

This Learning Pack has been designed to you to enjoy alongside our production of the Gingerbread Man. You can use it both at home by yourself or in a classroom with your school friends and continue the fun of the Gingerbread story.

We hope you enjoy this Pack. Please share your thoughts and pictures with us on \*social media @LakesideArts

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# SYNOPSIS

Maybe you've heard the story of the Gingerbread Man before, but our story is a little different...

We meet our Gingerbread Man at the train station just as he is buying a train ticket to a secret location. Ginger tells the train porter all about how he was made by his mum, Nelly, a farmer's wife. But when her husband the farmer tries to dunk Ginger in a cup of tea and eat him, Ginger escapes! And so begins his daring adventure.

He flees from the farmer, goats and geese passing through the church and crossing the river on the back of a fox. This fox is no friend to Ginger, however, and chases him all round London trying to eat him. Scared of the city and the fox, Ginger travels down the Thames towards far off lands where he hopes he can't be found.

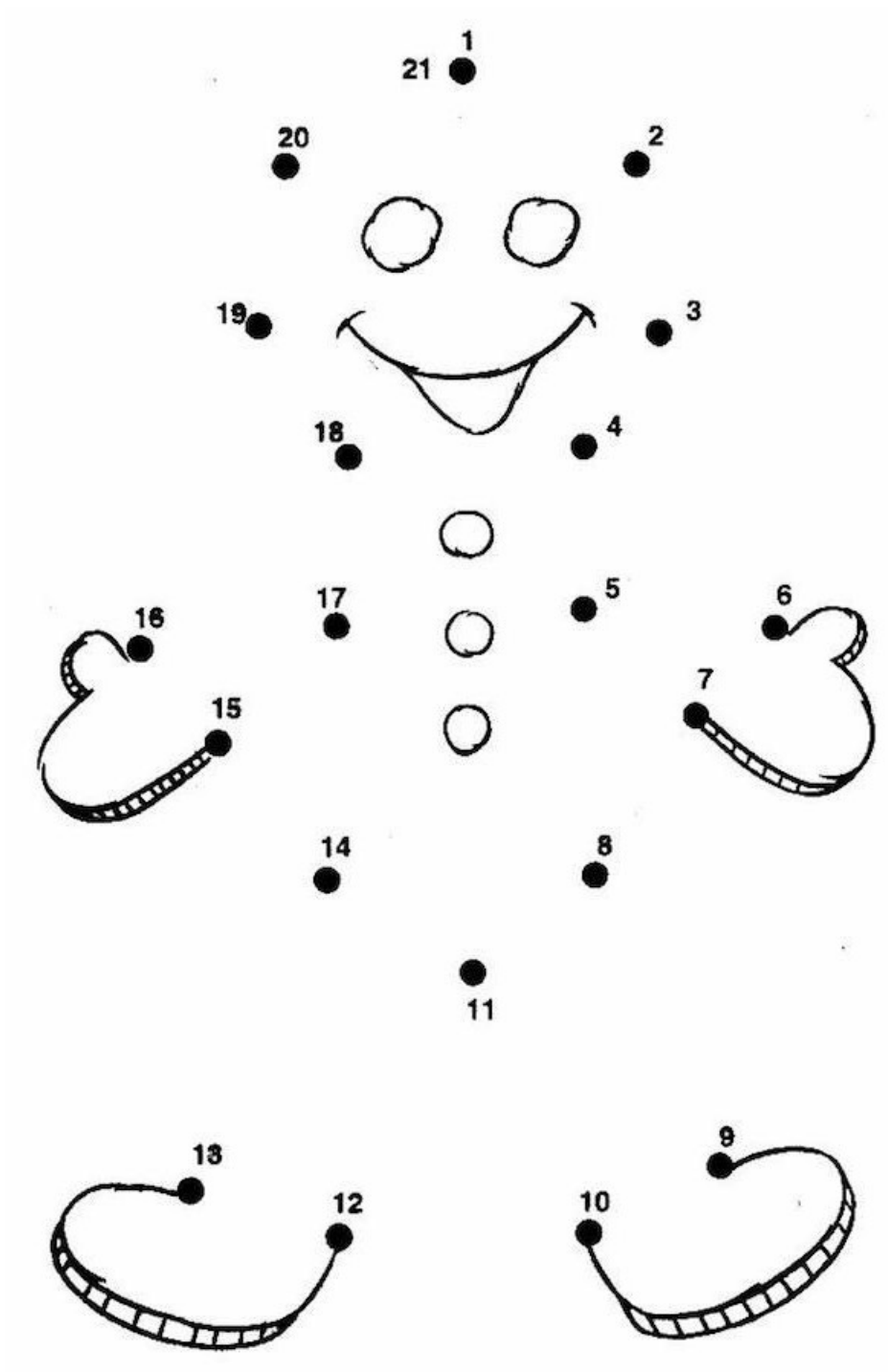
Still, the fox finds him. Ginger sets a cunning plan to trick the fox and traps her in his travelling trunk! Now that Ginger has escaped danger, he can finally travel home to the farm, and most importantly of all, his loving mum.



# DOT TO DOT

Find the numbers on the page.

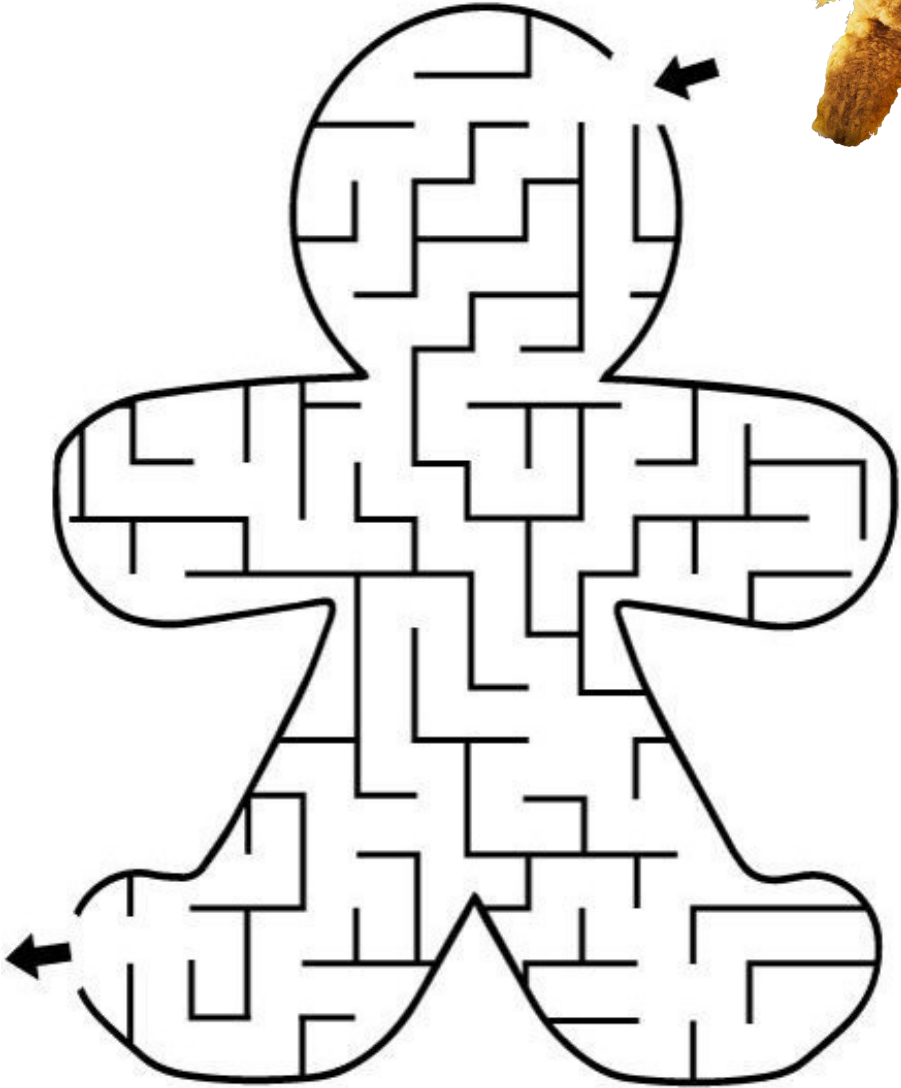
Join them up in the right order to find out who's in the picture.





# GINGERBREAD MAN PUZZLE

Run, run, find your way through this puzzle.



# GINGERBREAD MAN WORD SEARCH

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

OVEN • TICKET • FOX • CHURCH  
GINGERBREADMAN • NELLY  
JOURNEY • RIVER • PLANE • FARMER  
PORTER • CITY • TRAIN • BOAT  
GOOSE

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

NELLY • FOX • JOURNEY • FARMER  
PORTER • TICKET • TRAIN  
GINGERBREADMAN • GOOSE • OVEN  
CITY • BOAT • RIVER • PLANE  
CHURCH



# NO-COOK GINGERBREAD SCENTED PLAYDOUGH RECIPE

You will need:

- 2 cups flour
- 2 tbsps vegetable oil
- 1/2 cup salt
- 2 tbsps cream of tartar
- 1 1/2 cups boiling water
- 1 tbsp ground ginger
- 1 tbsp ground cinnamon
- Food colours
- Plastic gloves



## What you do:

Measure and pour 2 cups of flour into a bowl.

Add 1/2 cup of salt.

Mix in 2 tbsps Cream of tartar, ground ginger, and ground cinnamon. Add 2 tbsps of vegetable oil.

Pour in the boiling water.

Mix all the ingredients together with a wooden spoon until they form the dough.

Divide playdough into 5 small balls.

Press your thumb in to the middle of four of the balls to make small bowls. Drip your food colours in to each bowl.

Put on the plastic gloves and knead the dough until the dye is thoroughly mixed. (This is the messy part. Make sure you are over a sink or have your hands inside a large bucket so that you do not stain anything.)

Place the playdough inside small bags or small plastic containers.

# SHADOW PUPPETS

Using the templates provided, the children can make their own shadow puppets. Pinterest is a great resource for obtaining othershadow templates for other stories you might like to try this at home or in class.

## You will need:

- Shadow
- Template
- Scissors
- Sellotape
- Straws or long wooden
- Sticks
- A wall or screen
- Torch

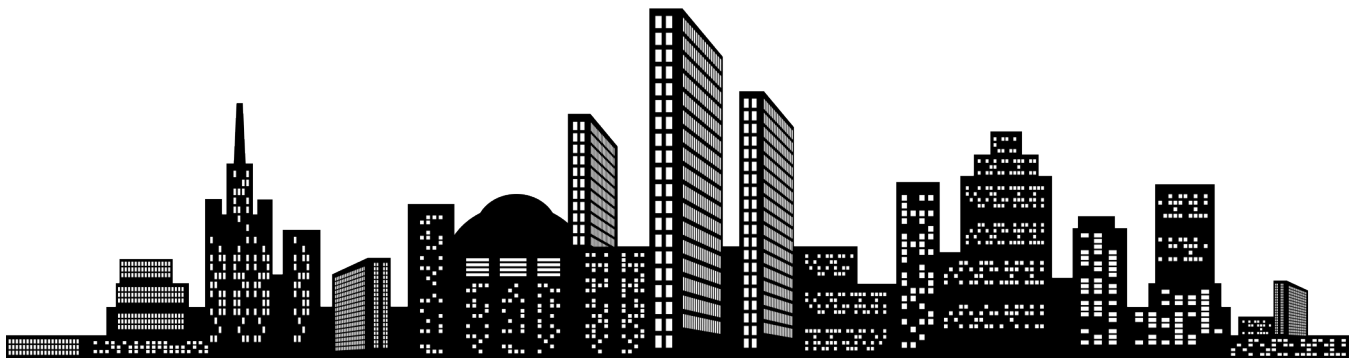
Cut around the templates provided  
Sellotape the card cut out to the stick.

Place the torch behind the template  
against a wall or screen.

Instruct the children to draw around their own shadow using a large piece of sugar paper and  
experiment with how it gets bigger and smallerwith varying degrees of light.







# DRAMA WARM UP

## Exercise 1

Ask the class to mime packing a bag thinking of all the things you might take for a long journey. Once you are ready to set off, start a follow-my-leader across the space, switch directions after each category.

Use breath to make expressive noises (eg. sighs), but mime without words.

Move together through some of the following:

Terrains: mud, water, moon, hot sand

Direction: climbing up, down, going across

Climate: rain, winds, snow

Emotional states: reluctant, lost and searching, afraid, in a hurry, coming home.

## Exercise 2

This game inspires imagination and tests the memory. Stand in a circle. Start by creating a funny face, then turn to your left and they have to take on your face, Then, try passing that face around the circle until it comes back to you very much like Chinese whispers.

## Exercise 3

Sit the children (on the floor is preferable) and make the space individual, isolated, not touching anybody else. Eyes closed and motionless will help to enhance the children's awareness. The leader will act as a guide, giving out suggestions:

Something to: touch, hear (rain), smell, taste and see

Once the exercise is complete, pair the children up so that they can explain any thoughts or feelings experienced.

# DRAMA EXERCISES

## Recreate your own version of the Gingerbread Man story

Taking the traditional tale of the Gingerbread Man, read this version in class asking the children to remember as much as possible. Ask them to draw the story; this way you create a storyboard.

Now, get the children to act out their version of the story adding simple props or costumes you might have in school. For instance, a waistcoat would be perfect for the Gingerbread Man, hat for the cow, or ears for the pig. You can have fun making these.

If they feel brave enough, they could share their little plays with each other or even as part of an assembly.



# THE GINGERBREAD MAN SONG

## Five Little Gingerbread Men

Five little gingerbread men lying on a tray, One jumped up and ran away.  
Shouting, "Catch me, catch me, catch me if you can . . .  
I run really fast, I'm a gingerbread man!"

Four little gingerbread men lying on a tray, One jumped up and ran away.  
Shouting, "Catch me, catch me, catch me if you can . . .  
I run really fast, I'm a gingerbread man!"

Three little gingerbread men lying on a tray, One jumped up and ran away.  
Shouting, "Catch me, catch me, catch me if you can . . .  
I run really fast, I'm a gingerbread man!"

Two little gingerbread men lying on a tray, One jumped up and ran away.  
Shouting, "Catch me, catch me, catch me if you can . . .  
I run really fast, I'm a gingerbread man!"

One little gingerbread man lying on a tray, One jumped up and ran away.  
Shouting, "Catch me, catch me, catch me if you can . . .  
I run really fast, I'm a gingerbread man!" No more gingerbread men lying on a tray,

They all jumped up and ran away.  
Oh, how I wish they had stayed with me to play. Next time I'll eat them before they run away

*Author Unknown*



# GINGERBREAD MAN SONG

(Tune: The Muffin Man)

Oh, do you know the Gingerbread Man, the  
Gingerbread Man, the Gingerbread Man?  
Oh, do you know the Gingerbread Man, Who ran  
and ran and ran?

He said, "Catch me if you can, If you  
can, if you can."  
He said, "Catch me if you can," Then  
ran and ran and ran.

I can run like the Gingerbread Man.  
The Gingerbread Man, the Gingerbread Man.



## EXPLORING MUSIC

In the play *The Gingerbread Man*, music is used to set the mood (background music), to tell the story, and during transitions (movement from one scene to another).

### First exercise:

- Play samples of different pieces of music,
- Encourage children to add dance/movement to their listening experience.
- Make sure students have room to move around.
- Point out different tempos and rhythms to encourage change in dance/movement.

Help students find the beat of a piece by clapping, marching in place, snapping your fingers, or by using a variety of instruments you might have or everyday objects you have to hand.

### Second exercise:

- Why not create your own soundscape or create or soundtrack using the instruments.
- Split the class in two. One group of musicians and one group of actors and try to add both the music and story together to create your unique performance.



# WRITE AND ILLUSTRATE YOUR OWN STORY

In our Gingerbread Man story, he sets off on his adventure trying to escape being eaten while trying to navigate the world around him. As a class, make a picture book about a character who learns something about himself from others. Have everyone draw one picture from the story you create. When you are done, put the pictures together to make your very own book.

Answer these questions as you write your story:

- Who is your main character?
- Who are your other characters (if any)?
- What does your main character want?
- What is keeping your main character from what he or she wants?
- How does your main character tackle the problem?
- How does your story end?
- Did your main character learn anything?



# STORY TELLING

## Exercise 1

Create a visual story box decorated with pictures and objects that tell the children's version of Gingerbread Man, illustrating the characters and their adventures, eg. how the characters greet each other, the way they walk, talk, smell, and look.

As well as the visual emphasis, this actually encourages the students to use their imaginations to create his or her own stories, and then to share them orally with each other. Older children can be encouraged to write down and possibly record their stories.

## Exercise 2

The children think of a character and imagine where they may have come from and where they live. Is it a real place? Or a magical place? What kinds of things happen there? Who else lives there?

Discuss other characters that they may meet and describe their appearance and personality and so forth. Encourage them to describe environments expressively, eg. if there is a dark wood or forest, use a deep, slow voice to build up the tension of what it might be hiding in there. This works both as a discussion piece and as a creative writing exercise.

## Exercise 3

One person begins the tale and stops after a few sentences. The next person picks up the story thread and continues it, then stops. The next person adds to it and so on until the tale comes to a resolution. It doesn't matter if the story has changed completely. This exercise is a way of allowing the members to use their imagination to create new and interesting ways to play with the story.

## Exercise 4

Everyone finds a partner, one is A, the other B. A has four minutes in which to tell part of the Gingerbread Man story they can remember. After four minutes the session leader will ask everyone to stop. A remains seated while B changes places with another B and has only 3 minutes to tell the new A the story they just heard.

Repeat this 2/3 times and the last group tell the class their story of the Gingerbread Man.