

Trinity Stars Stage 2 – Activity plan – The Toybox

Stage: 2

Language aims:

- ▶ Toy vocabulary
- ▶ Present continuous form

Performance aims:

- ▶ Improvisation
- ▶ Expressive movement and sound
- ▶ In-group interaction through choral dialogue
- ▶ Use of costume (optional)

A note about timing:

With any improvisation activities, it is hard to be exact about timing as the children may get very involved and want to continue for longer, or may not respond as you expected. However as a rough guideline, you could spend approximately 15 minutes on each activity. With very young learners it is better to do a little and often.

When rehearsing for a performance, spend at least one lesson making sure everyone knows where to move and when.

For Trinity Stars Stage 2, performances should last from 10-20 minutes.

Materials needed:

- ▶ Toys
- ▶ Flashcards
- ▶ Cardboard box
- ▶ Cardboard
- ▶ Ribbon
- ▶ Paper
- ▶ Coloured pencils or pens

Activity

Teaching the vocabulary

1. Teach the new vocabulary in your usual way, using the [flashcards](#) or actual toys.
2. In this lesson we will learn the words:
 - ▶ Doll
 - ▶ Ball
 - ▶ Teddy
 - ▶ Robot
 - ▶ Car

Online resources:

[Toys flashcards](#)

[Toy Song](#)

Game – Tray Game

1. Place the toys on a tray or on a desktop and cover them with a cloth.
2. Ask the children to close their eyes and then secretly remove one toy.
3. Take off the cloth and get them to say which one is missing.
4. You can extend the language in this game by having the same toys in different colours (a red car, a yellow car for example).

Using movement and sound

1. Introduce the idea of depicting the toys through movement by starting with an easy one, a car.
2. 'Drive' around the classroom as if you are a car, making 'vrmm vrmm' noises. If you have a very large class and little space for movement, do this while seated in your chair and then encourage them to do the same.
3. Now show the children a ball and see if they come up with ideas for how a ball moves and what it sounds like.
4. If they don't have ideas of their own, start to bounce up and down and make bouncing noises (boing boing or bounce, bounce for example). As with all improvisation, be led by the children but be ready with your own ideas to lead them to further creativity.
5. Do the same with the other toys:
 - ▶ A robot might march, whirr, speak in a robotic voice.
 - ▶ A doll might cry or say 'Mama, mama'.
 - ▶ Teddies might hug, laugh, dance, sleep.

Game – The funny toy shop

1. Put the children in groups and let them choose which toys they will be by picking a toy or a card from a box.
2. Now help them to arrange themselves in rows, as if they are in a shop, on shelves. Tell them to keep very still until they hear their toy name called out.
3. You can be the shopkeeper. Choose another child to be a customer.
4. Show the 'customer' the toys, group by group. Say, 'Look at the cars'. When you say 'cars' the cars come to life and move and make car noises.
5. As the shopkeeper, you can pretend to be annoyed with the naughty toys and say 'Sssh' to them. When you do this, they must freeze and go back to being inanimate toys again.

Practical activity – costumes

You don't have to use costumes for the Trinity Stars performance but here are some ideas if you would like to do so:

- ▶ **Teddies:** All the children could wear yellow or brown tops and trousers. They could wear loose ribbons in big bows around their necks too.
- ▶ **Dolls:** You can, of course, have boy and girl dolls. The girl dolls could wear dresses and bows in their hair, the boy dolls, could wear smart shirts and trousers.
- ▶ **Robots:** You could use card to make robot control panels and tie two pieces of card with ribbon over the children's shoulders.
- ▶ **Cars:** Make card steering wheels for the children to hold.
- ▶ **Balls:** Make large card circles from coloured card for the children to wear front and back, making them into tabards with ribbons.

Performance

1. Use this script as it is or as a basis for your own ideas.
2. Incorporate musical interludes if you would like to use music in your performance.
3. The script and directions can be found on the next page.

Project ideas

Below are some ideas for projects that could be used with this activity plan:

- ▶ Help the children to cut out large paper dolls and colour them. Paste them on a piece of card. What would they like their dolls to say? Paste coloured 'speech bubbles' by the dolls and help them to write simple phrases, such as 'Hello.' 'I love you.' 'My name is...'
- ▶ Make a classroom toy box. Use a sturdy cardboard box and let the children decorate it, collage style. They could paste pictures from magazines on to it or draw and colour their own. Help them to write the names of toys (cars, dolls etc) on paper and paste them around the box.

The Toybox performance

Divide the speech so that children speak either in groups or as individuals.

Children: *Look at our toys! We've got balls.*

Balls: *Bounce Bounce!*

Children: *We've got teddies.*

Teddies: *Big hug!*

Children: *We've got dolls.*

Dolls: *Mama, Mama!*

Children: *We've got cars.*

Cars: *Vrmm Vrmm!*

Children: *We've got robots.*

Robots: *I am a robot. I am a robot!*

Children: *Goodnight. Goodnight.*

The children curl up as if asleep at the side of the performance area.

Cars: *Let's go!*

Balls: *We are bouncing! Up and down, up and down!*

Robots: *We are marching! Left right, left right!*

Teddies: *We are laughing! Ha ha ha ha!*

Dolls: *We are crying. Boo hoo, boo hoo!*

Cars: *We are driving. Round and round, round and round!*

Sound of alarm clock or clock chiming seven.

Toys: *In the box!*

Toys all freeze and gather in their 'toy box'.

Children act as if they are waking up.

Children: *Where are the toys? They're in the box!*

After a moment, all the children stand in a row, join hands and take a bow.