

Carlo Collodi's

PINOCCHIO

Adapted by Harry Standjofski. Directed by Dean Patrick Fleming
Resource Guide by Toni Hakem

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Pinocchio

Playwright - Harry Standjofski

Director - Dean Patrick Fleming

Cast

Meilie Ng

Alain Goulem

Warona Setshwaelo

Amanda Kellock

Antoine Yared

Production

Set design - Ana Cappelluto

Costumes - Cathia Pagotto

Lighting - Thomas Godefroid

Production Manager - Diana Daly

Technical Director - Mathieu Gauthier



Geordie Productions Theatre Rules and Etiquette

Please discuss the following Geordie Productions Theatre Rules prior to attending the *Pinocchio* performance:

- Because of union rules and safety issues, no cameras, cellphones, video cameras or other recording devices are permitted during the performance.
- No food or drink is allowed in the theatre.
- Please listen to and respect the instructions given by Geordie personnel and the theatre ushers. It is also important to communicate these rules to your group, especially in cases of emergencies.
- The show will begin at the scheduled time. If a group arrives late, the group will be seated at the back of the theatre so as not to disturb the rest of the audience and the performance.
- Please have your students remain seated throughout the performance. If you must take students out of the theatre, please do so quickly and quietly so as not to disturb those around you.
- After the show, please have your group stay in their seats until your school is called on to exit. Our procedures are designed for the safety of your students, so please help us keep everyone safe by exiting as orderly as possible.



Unit 1: Theatre Preparation

Unit 1: Theatre Preparation is a pre-play unit that gives students the opportunity to learn about theatre etiquette and theatre roles in challenging and fun ways.

The QEP subject areas (and select competencies) relevant to the activities in this unit are:

- Cross-curricular competencies
- English, Language Arts
- Arts Education, Drama
- Arts Education, Visual Arts
- To cooperate with others
- To use language to communicate and learn
- To invent short scenes
- To produce media works in the visual arts

THEATRE ETIQUETTE

Students may be unaware of how disturbing they can be when they talk, eat, or rustle in their seats during the show - not only to other audience members, but to the actors on stage that can see and hear them out in the audience.

Audience reaction strongly affects the actors and the quality of the performance on stage. We certainly do not want a passive audience; actors need your response and feed on your laughter, your applause etc... When appropriate, such reactions **fuel their fire** – but that response must be in co-operation with the action on the stage or it is off-putting and distracting to the performers.

To help students understand appropriate audience behaviour(s), place them in small groups, and ask them to role-play specific theatre behaviours (positive and negative). Make sure that each student has a chance to play the role of **actor** and of **audience member**. When complete, reconvene as a class, and ask students to describe their experiences when dealing with audience behaviours.

Some questions to help prompt discussion:

- When you played the role of actor, how did you feel when an audience member responded appropriately?

- When you played the role of actor, how did you feel when an audience member displayed negative behaviours?

Extension Activity: Expectations

Have each student write a short story or create an art piece about their expectations of *Pinocchio*. They may choose to focus on the actual experience of going to a live theatre production instead of the play itself.

WHAT MAKES A PLAY?

Before attending Geordie Productions performance of *Pinocchio* ask your students what they already know about theatre.


Some questions to help prompt discussion:

- Has anyone attended a play before? If so which one? Did you enjoy it?
- What makes theatre unique compared to film or television?
- What goes into making a play?
- What are the various roles and characteristics of live theatre?

Extension Activity: Know your theatre

Discuss the various theatre roles and characteristics with your class. Some of them are:

Actor/Actresses	Director
Designer	Ensemble
Props	Playwright
Stage Crew	Stage Manager
Costumes	Rehearsal
Script	Stage
Curtain Call	Stage Left
Stage Right	Understudy



Before attending the viewing of *Pinocchio* ask your students to pay attention to the various roles and characteristics while at the play.

When you return from the play, have students write a short essay on their favourite area of theatre (writing, scenery, acting, props, costumes, direction etc...). In order to successfully complete this assignment students will have to conduct research on their chosen area.

For younger students

Ask students to draw a picture of their favourite area of theatre and to write a short paragraph explaining their choice.



Unit 2: Who is Pinocchio?

Unit 2: Who is Pinocchio? is another pre-play unit, that is designed so that students can become re-acquainted with the story of *Pinocchio*. There are also activities about fairy tales, the background of *Pinocchio*, and Italy; all which play vital roles in students having a better understanding of *Pinocchio*.

The QEP subject areas (and select competencies) relevant to the activities in this unit are:

- Cross-curricular competencies
- English, Language Arts
- Geography, History and Citizenship Education
- Arts Education, Drama
- Arts Education, Visual Arts
- To use information
- To represent his/her literacy in different media
- To use language to communicate and learn
- To interpret change in a society and its territory


PINOCCHIO'S ADVENTURES

Geordie Productions' version of *Pinocchio* (written by Harry Standjofski) is an adaptation of the children's story book *The Adventures of Pinocchio* written by Carlo Collodi (real né Carlo Lorenzini 1826-90) and published in 1883. Carlo Lorenzini was an Italian journalist, who chose the pen name of Carlo Collodi after the name of the little Tuscan village that his mother was born in. *The Adventures of Pinocchio*, were first published as a series in *Il giornale per i bambini* (The Children's Magazine) as *Le avventure di Pinocchio* (1881-1883). The series ended on a cliff-hanger and due to public outcry, Collodi then wrote *The Adventures of Pinocchio* as a book which became a big hit and from there it spawned movie versions, adaptations, plays etc...

(Some information taken from: <http://www.online-literature.com/collodi/>)

To introduce *Pinocchio* to your students ask them the following:

- Has anyone read *Pinocchio* before? Can you tell me what the story is about?
- What do you remember about it?



As a class (and before attending Geordie Productions' *Pinocchio*) read the original version of *Pinocchio* (or a version of *Pinocchio* that is not the Disney version).

Some suggested versions of *Pinocchio*:

Collodi, C. & Harden, E. (Translator) (1996) Puffin Classics *Pinocchio*

Collodi, C. & Staino, F. (2012) *The Adventures of Pinocchio*

Before you begin (and as a class) research Carlo Collodi and *The Adventures of Pinocchio*. With the research complete, ask students to write a short biography on Carlo Collodi before moving on to reading the original story.

After reading the story, discuss it and its themes.

Some questions to help prompt discussion:

- What is *Pinocchio* about?
- Is *Pinocchio* a fairy tale?
- What are some of the themes in *Pinocchio*?
- Do you like Pinocchio (the character)? Why or why not?
- Is there anything about the story that you didn't understand?

PINOCCHIO IN 21ST CENTURY POPULAR CULTURE

As a class, discuss and brainstorm examples of *Pinocchio* (and its themes) in popular culture (i.e. in movies, television shows/characters, comics etc...). With the discussion complete, ask each student to research one example where *Pinocchio* has influenced popular culture. They can use one of the examples that were discussed in class or another example that they may have. Each student will share their research with their fellow students and explain how the story of *Pinocchio* is still relevant in today's world.

CLASSIC FAIRY TALES

Explain and discuss with your students the definition of 'fairy tale' and how the story of *Pinocchio* is a fairy tale.

Some questions to help prompt discussion:

- Do you understand the definition of 'fairy tale'?
- Name some fairy tales that you have read.
- Do you know who wrote them?
- Which is your favourite? Least favourite? Explain.

With the discussion complete, ask students to now choose their favourite fairy tale and to research its origins and meaning. You can ask students to either present their fairy tale and research to the class or to write a short paper.

Regardless of the medium, they should focus on the following:

- A summary of the fairy tale and its author(s)
- Why it is their favourite fairy tale
- How it fits into the definition of a fairy tale
- The origin and meaning of the fairy tale


Some suggested reference materials:

Loewen, N. (2009) *Once Upon a Time: Writing Your Own Fairy Tale*

Rosinsky, N.M. (2009) *Write Your Own Fairy Tale*

Extension Activity: What happens next?

Ask each student to consider what would happen next in their chosen fairy tale. What would the next day in that character's life be like? What would happen a year later in their chosen fairy tale?



Once each student has given this some thought, ask them to create a short comic strip on 'what would happen next'.

Online programs that can help students create their comic strips:

Bitstrips: <http://www.bitstrips.com/>

Comic Lab: <http://webcomicbookcreator.com/>

VIVA ITALIA!

The story of *Pinocchio* takes place in **Italy** in the year 1883. Discuss Italy with your students. Begin by asking your class if anyone can identify Italy on a map. Once it has been correctly identified, continue the discussion.

Some questions to help prompt discussion:


- Has anyone ever been to Italy? Where in Italy? Did you enjoy it?
- What do you know about Italy?
- Is anyone Italian? Can you share any Italian traditions or customs that you and your family have?

As a class, research some basic information about Italy (history, geography etc...) and discuss the findings.

Next with students in small groups ask them to continue to research Italy.

Some areas for them to focus on:

- What was life like in Italy in 1883? What about in 2012? Compare and contrast some of the differences and similarities
- Italian culture – food, music, art, clothing etc...
- What other famous children's books or stories have come out of Italy?
- Interesting facts about Italy
- Geography of Italy (specifically the locations Pinocchio's adventures take place at)



- Famous Italians

Some suggested reference materials:

Blashfield, J. (2008) Enchantment of the World: Italy

Kalman, B. (2011) Spotlight on Italy

Olson, N. (2005) Italy: A Question and Answer Book

Weil, A. (2012) Italy in Our World

Extension Activity: Tour of Italy

If students are interested in learning more about Italy, take the theme to the **next level** by studying and researching its extensive culture. Brainstorm with your students how they would like to take this theme to the next level.

Some ideas:

- Turn your classroom into an Italian restaurant and make Italian food
- As a class learn a few words or phrases in Italian
- Study the history of Italy from Ancient Rome to the Renaissance by choosing specific moments in history and asking students to develop short plays on them
- Students can explore Italian architecture and create their own versions of famous buildings/sites by using any art supplies available to them
- Turn your classroom into a museum by asking students to bring in copies (or their own versions!) of their favourite Italian pieces of art
- Play classic Italian music while students create art, maybe it will inspire them!



Unit 3: Exploring Pinocchio

Unit 3: Exploring Pinocchio, is the first of three post-play units. The activities in this section relate directly to the play, giving students a chance to further explore their understanding of it through play/character analysis, and discussions on the themes and concepts found in *Pinocchio*.

The QEP subject areas (and select competencies) relevant to the activities in this unit are:

- Cross-curricular competencies
- English, Language Arts
- Arts Education, Visual Arts
- To exercise critical judgment
- To write self-expressive, narrative and information-based texts

PINOCCHIO – THE PLAY


After attending Geordie Productions theatrical version of *Pinocchio*, discuss it with your students.

Some questions to help prompt discussion:

- Did you enjoy the production of *Pinocchio*?
- What was your favourite moment in the play? Least favourite? Explain.
- Who was your favourite character? Why?
- Do you agree with Pinocchio's actions?
- Was the play similar to the book? Did you notice any differences?
- What are some of the themes from the play?
- Why was it so important for Pinocchio to become a real boy?

After discussing the play, brainstorm *Pinocchio* related-project ideas with your students. For each idea that comes up, discuss the project and its various components.

When the brainstorming is complete, ask each student to choose one project that they would like to produce. Discuss with your students your expectations in terms of curriculum,



goals, and how their projects may go about meeting these expectations. Once students understand what is expected of them, they will then write up a proposal page outlining the project, including a deconstruction of each task and associated deadlines for your approval.

With their project approved, they can now go about producing it. Each student should also include at least one written piece that demonstrates their understanding of the play, a character from the play, a theme from the play etc...

Depending on the nature of the projects, it may be fun to share them with the class.

PLAY SUMMARY

Ask students to write a review or summary of the play *Pinocchio*. Instead of writing a standard review, ask them to be creative in how they approach this.

Some ideas:

- Choose a character from the play and write a journal entry from their perspective
- Create a promotional campaign for the play (including posters/pamphlets, press release etc...)
- Write a letter to Harry Standjofski or Geordie Productions
- Write a newspaper human interest story about one of the characters in the play
- Design a timeline for the story or for Pinocchio's adventures
- Write a parody of the play (using humour or mimicking the play in an exaggerated or obvious manner)
- Write a pitch for the play to be turned into a movie including casting information
- Create a comic book

Extension Activity: Pinocchio inspired activity sheets

Please refer to **Appendix A** for *Pinocchio* inspired activity sheets that you can print out for your students. The first three activities are designed for younger students, and the three that follow are designed for older students.



PINOCCHIO CONCEPTS

As a class, discuss the following **themes and concepts** from *Pinocchio*:

- Identity
- Security and love
- Peer Pressure
- Learning from mistakes
- Conscience
- Balance/moderation

Ask students:

- How does each concept fit into the story? How do they relate to *Pinocchio*?
- What do these concepts mean to you?
- Can you think of any other themes and concepts? Explain.

After the discussion, ask students to choose **one** of the following questions to write a short essay on:


1. Choose one concept or theme as discussed in class and write an analysis about how it fits into the play *Pinocchio*. Did Pinocchio need to overcome this in order to grow? Was he seeking it in order to grow?

- OR -

2. Choose one concept as discussed in class, and write what it means to you personally. Do you need to overcome it in order to grow? Why is it important to you?

Extension Activity: Make a video!

With students in small groups, assign each group one of the concepts or themes as discussed in class. Each group will be tasked with researching their assigned concept or theme and then making a video about it. For instance, a group may be assigned **balance/moderation** and may choose to make a video asking people what it means to them and why having balance/moderation in one's life is important (or not).



Their videos can be fictional, ethnographic, documentary-style, animated etc... as long as it focuses on the concept/theme and their research. Each group will also be responsible for writing a short research report documenting their research and sources.

PINOCCHIO – A CHARACTER STUDY

When we first meet Pinocchio, his character is very much flawed. Even though he wants to be good, he is easily swayed by temptation and is selfish, naïve and even greedy.

As a class discuss Pinocchio’s character. Begin by discussing how he is at the beginning of the play, and slowly move the discussion into how he becomes a more well-rounded character who works hard and cares deeply for Geppetto, regretting his past mistakes. Throughout the discussion, write down the specific traits of his personality.

When the discussion is complete, place students in small groups and assign each group one of Pinocchio’s character flaws. Each group will be asked to prepare a short skit based on Pinocchio’s character flaw and showing how he overcame it. For instance, if a group is assigned **temper tantrums**, they could show how he didn’t listen to Geppetto about not getting too close to the fire, and when he woke up in the morning his legs had burnt and he had a fit. He overcame this when he realized that he had to work hard to help Geppetto recover, and that listening to others was important.

Before students prepare their skits, there’s one twist. They need to set their skit in modern times; anything in the 1900s and beyond will do the trick!

Extension Activity: Do I want to be Pinocchio?

Ask students to write a short paper explaining why they would or would not want to change positions with Pinocchio.



CHARACTER ANALYSIS

Discuss and analyze the rest of the characters from the play with your students:

- Geppetto
- Cricket
- The Fox and the Cat
- Lampwick
- The Blue Fairy
- Carlo

Some questions to help the discussion get started:

- Describe each character.
- What was their relationship to Pinocchio?
- How did Pinocchio react to them when he first met them?
- What was their role in helping Pinocchio become a real boy?
- Did any of these characters hinder Pinocchio's growth? If so, how?
- How did Pinocchio overcome the obstacles he dealt with? Did any characters help him?

Ask each student to take on the character of Pinocchio and to choose one character from the play whom they will write a letter to. Their letter will be written from Pinocchio's perspective and in it they will thank and explain to the character how they helped him to overcome his character flaws and grow up into a real boy.

Extension Activity: If they were alive today...

Students will choose one character from the play (a different one than previously selected) and will answer the following:

- If their character were living today, what would s/he be like? For instance, what kind of clothes, books, music etc... would s/he select? Why do you think this?
- What would s/he be doing with his/her life in the year 2012? Describe and explain.



Unit 4: Focus on the Creative

The activities in Unit 4: Focus on the Creative, are designed for students to tap into their creative energies and ideas while still continuing to explore *Pinocchio*.

The QEP subject areas (and select competencies) relevant to the activities in this unit are:

- Cross-curricular competencies
- English, Language Arts
- Arts Education, Drama
- Arts Education, Visual Arts
- To use creativity
- To use language to communicate and learn
- To interpret short scenes
- To produce individual works in the visual arts

MAKE A PUPPET!

Ask students to create a puppet. Here's **the catch** – they cannot use standard materials, such as socks, felt or old clothing. Geppetto used a block of wood to create Pinocchio, how creative will their puppets be?


Tap into their creative minds by brainstorming ideas, asking students to bring in odd objects from home or show them examples of puppets made from different types of materials. If time permits, have each student share their puppet with the rest of the class, explaining the materials they used, and what inspired them to use such materials.

Extension Activity: Puppet Improvisation

With students in pairs, ask them to improvise a scene based on one of the themes/concepts from *Pinocchio*, using their puppets.

While they are working on their improvisation, ask them to experiment with the following:

- Movements
- Interactions
- Communications
- Style (comedic, dramatic etc...)



If time permits they can share their improvised scenes with the class or perhaps you can have a discussion on the types of experimentations the students did (i.e. What types of interactions worked best with your puppets? Which worked the least?)

MAKE A BOARD GAME!

Pinocchio goes on many different **adventures**, from the puppet theatre to following the Fox and the Cat so they can plant a 'money tree' to Toyland to even being swallowed by a whale! Discuss his many adventures with the class and ask your students to come up with some other adventures that they could see Pinocchio taking.

With students in small groups, ask them to create a *Pinocchio* board game. The game can be based on Pinocchio's adventures, the ones brainstormed in class or simply inspired by the play.

Each group should be responsible for coming up with a creative way to make their board game.

Suggested ideas for materials:

- Flat piece of cardboard (or wood) to build the game
- Small toys for game markers
- Construction paper to create the cards
- Make your own dice
- Paints
- Coloured pencils

Some suggested online resources:

How to create a board game for kids:

http://www.ehow.com/how_5397785_create-board-game-kids.html

How to make your own board game:

<http://www.wikihow.com/Make-Your-Own-Board-Game>



ONCE UPON A TIME...

Now that students are even more familiar with *Pinocchio*, continue the fairy tale discussion from earlier on.

Some questions to help prompt discussion:

- What is a fairy tale?
- What elements are found in fairy tales? Are these found in all fairy tales?
- How is *Pinocchio* a fairy tale? Or perhaps it isn't? Discuss.
- What other stories or fairy tales begin with "Once upon a time...?"
- What types of characters are in fairy tales?
- What types of settings or themes are in fairy tales?

The play starts off with the line "Once upon a time..." as so many fairy tales do. Using that line as a starting point, ask students to write their own fairy tale. Their story does not have to be very long; it just needs to begin with "Once upon a time..." and must incorporate some of the elements of a fairy tale as discussed in class.


Extension Activity: Bring your fairy tale to life

Ask students to create a diorama based on the village in their fairy tale or one of the scenes in their fairy tale.

WRITE PINOCCHIO'S NEW ADVENTURES

As a class, go over the following writing genres and styles:

- Nursery Rhymes
- Poetry
- Personal narrative
- Mystery
- Humor
- Biography

- 
- Nonfiction
 - Informational
 - Scary stories
 - Speeches
 - TV script
 - Satire

One way to introduce these genres to your students is to show a book cover on each genre and have students guess which genre it belongs to. Or as you introduce the genre, ask students to name a book they've read that fits into the specific genre.

Once you are certain that students have a firm grasp on the genres/styles of writing and before you move on to explaining the activity to your students, remind them of all of the adventures that Pinocchio found himself on. From being in a puppet theatre, to almost turning into a donkey in Toyland to ending up in the stomach of a whale, discuss these and the concept of 'adventure' with your class.

For this activity, each student will choose four genres/styles of writing and for each one they will create their own, original Pinocchio adventure. They can write from any point in Pinocchio's life, as a puppet, as a boy, as an adult etc... Their story must fit the genre they choose, so you may need to give them access to the library or internet in case they need to research their genres a bit more. Each genre will have its own adventure and can be as creative and imaginative as they want.

Extension Activity: Plan your escape

When Pinocchio and his father get swallowed up by the whale, he thinks of a plan for their escape. If you were in Pinocchio's shoes, what would your plan have been to escape from the whale's belly? What things might you need for your plan to work? Your plan can be as complicated or as simple as you wish.

Taken from: <http://www.chicagoshakes.com/main.taf?p=2,62,3,1,14>



Unit 5: Focus on the Concepts

Unit 5: Focus on the Concepts takes students deeper into *Pinocchio* and some of its concepts/themes. Students will have the chance to explore the following concepts: growing up, life lessons/advice, and responsibility.

The QEP subject areas (and select competencies) relevant to the activities in this Unit are:

- Cross-curricular competencies
- English, Language Arts
- Arts Education, Visual Arts
- To construct his/her identity
- To use language to communicate and learn
- To produce media works in the visual arts

ADVICE TO PINOCCHIO

As Pinocchio is learning to grow up, a lot of people in his life try to teach him some life lessons and give him advice. One way this is done, is through the use of sayings and expressions. Some that you may have heard in the play are:

"Why do you think you can't enjoy your work as well as your play?"

"You can't ever take food for granted. Maybe you'll have to go out and look for it."

"...go to school or you'll end up a dummy."

"And you'll have to learn to have a heart if you ever want to be more than just a dumb plank."


"Being a kid stinks. Everyone's always yelling at you, giving you 'advice' and 'warnings'..."

"You're a real puppet; someone else always pulls your strings. You have no mind of your own. A real boy knows his own mind."

Discuss these with your students and ask them if they remember any from the play.

Some questions to help prompt discussion:

- What do these lines of advice mean?

- 
- How do they relate to Pinocchio and his journey?
 - Can you relate to any of these lines of advice? Explain.
 - Can you think of any others from the play? Please share.

Ask each student to choose one of the lines of advice discussed in class and to create a poster for it. Their poster can focus on their interpretation of the line of advice, or how it relates to Pinocchio and his journey.

Once they have completed their posters, return as a class to discuss advice they have received from parents, friends, adults etc... As you have this discussion, write down on a whiteboard or flip chart what your students tell you.

Some questions to help prompt discussion:

- Can you think of any advice you have received from adults?
- Any common or clichéd sayings and expressions? Please share.
- How does it make you feel being told these things?
- Do you agree or disagree with any one of them?

When the discussion is complete, ask students to brainstorm their thoughts and opinions on the discussion. Leave your notes up for their reference.

Each student will now make a Word Cloud based on their individual brainstorming. Ask students to share their posters and Word Clouds with the class.

Some suggested online resources:

Wordle: <http://www.wordle.net/>

Tagxedo: <http://www.tagxedo.com/>

ABCya: http://www.abcya.com/word_clouds.htm

Tagul: <http://tagul.com/>

GROWING UP

As a class discuss the concept of 'growing up' and how it relates to *Pinocchio*.

Some questions to help prompt discussion:

- Discuss 'growing up' and the future. What did that mean to Pinocchio?
- Why was it so important for him to become a real boy?
- What does growing up mean to you?
- What about your future?

Ask each student to interview up to five people who are older than they are to find out what they thought about their future when they were their age (i.e. in elementary school). Before they are able to conduct their interviews, work with them to develop questions to ask their subjects.

Some areas they may wish to ask about:

- What age was considered 'old' to you when you were my age?
- What type of job did you want to have as an adult, when you were my age?
- What did you dream about in regards to your future, when you were my age?
- Did any of these things come true?
- What advice do you have for me on this topic?

When their interviews are complete, ask each student to write a summary of their findings. With their summary written, they will then record it and share the audio recordings with their fellow students. Depending on the software they use, they may also need to add in some images or video.

Some suggested online audio recording software:

Blabberize: <http://blabberize.com/>

Audacity: <http://audacity.sourceforge.net/>



Extension Activity: My future

Each student will use blabberize or a program of your choosing to record a short story about how they envision their future, their plans and what growing up means to them.

Note: When using blabberize, students will also need to include images.

An alternative to this, would be to have each student create a Word Cloud about their future, their plans and what growing up means to them.

RESPONSIBILITY

As a class, define and discuss the concept of 'responsibility'.

Some questions to help prompt discussion:

- What does responsibility mean to you?
- What types of responsibility are there (for self, family, others, environment, community etc...)? Any others?
- Have you ever been responsible for something? Explain.
- Is responsibility only for adults, or is it important for kids as well? Why or why not?

Ask each student to choose one type of responsibility and to act on it. For instance, if **responsible to the community** is chosen, they may wish to volunteer at a community organization.

When complete, each student will choose any medium (written, audio, video, poster, Word Cloud etc...) they wish to describe their experience. They should include a description of what they did, why they chose that type of responsibility and how it made them feel. Ask them to share their final results with the class.

Appendix A

Pinocchio Word Search

Find the words listed below. With the remaining letters, solve the mystery word!

Y E K N O D
E L A H W F
N P X T I A
N O A B O I
F C S C O R
C H I E O Y

BOY

CAT

DONKEY

FAIRY

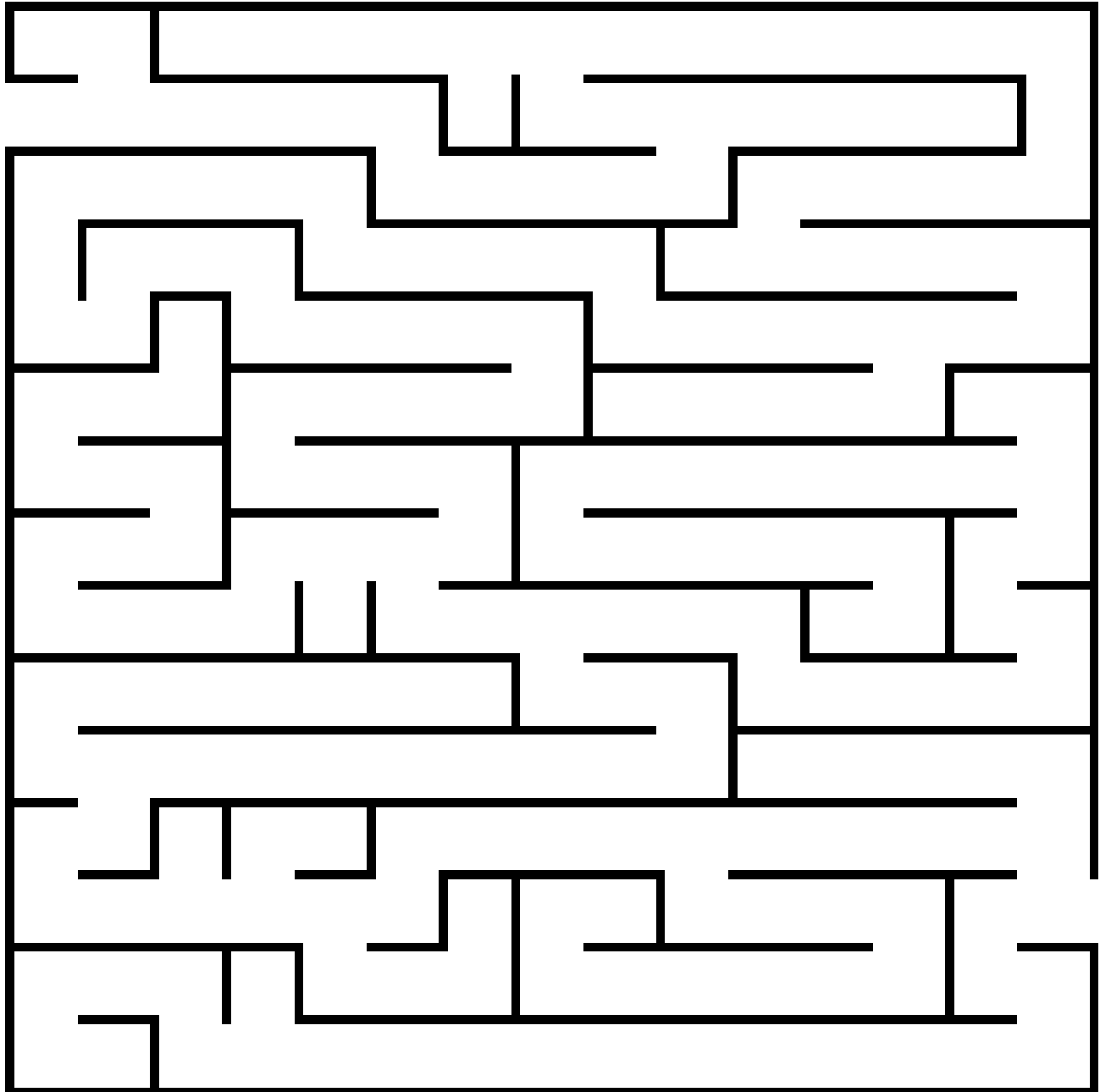
FOX

NOSE

WHALE

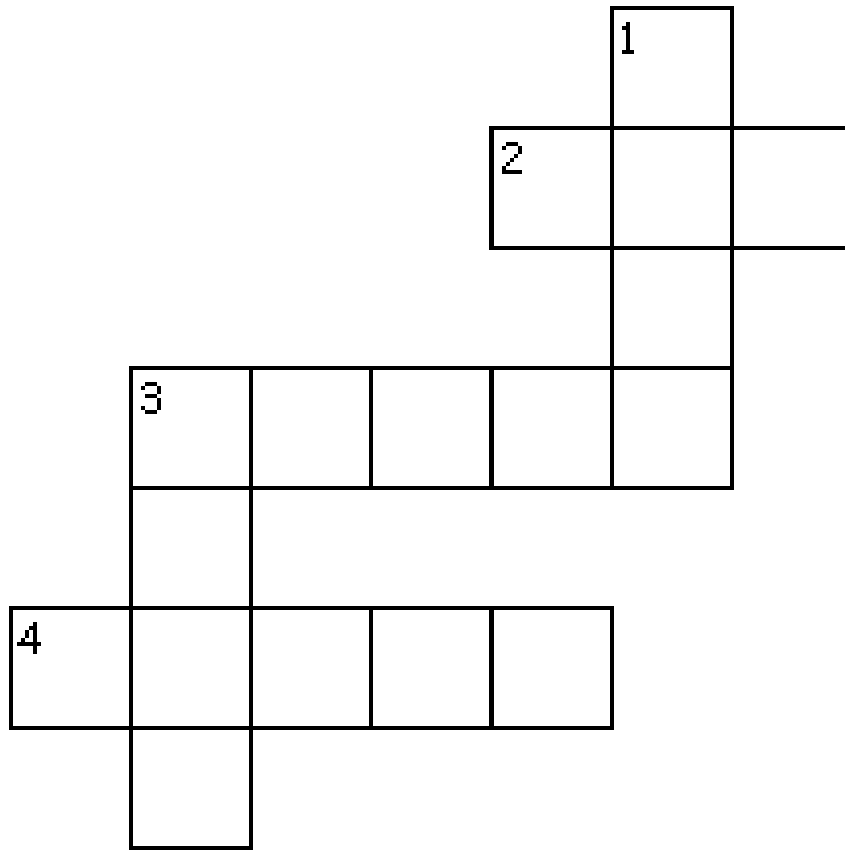
Pinocchio Maze

Help Pinocchio get home



Pinocchio Crossword

Use the clues below to fill in the crossword.



Across

2. More than anything, Pinocchio wants to be a _____
3. Pinocchio finds Geppetto in a _____
4. Pinocchio hid these, to grow a money tree

Down

1. Pinocchio's _____ grows when he lies
3. Pinocchio is made of _____

Pinocchio Word Search

Find the words listed below. With the remaining letters, solve the mystery word!

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

BOY

CAT

CRICKET

DONKEY

FAIRY

FOX

LAMPWICK

NOSE

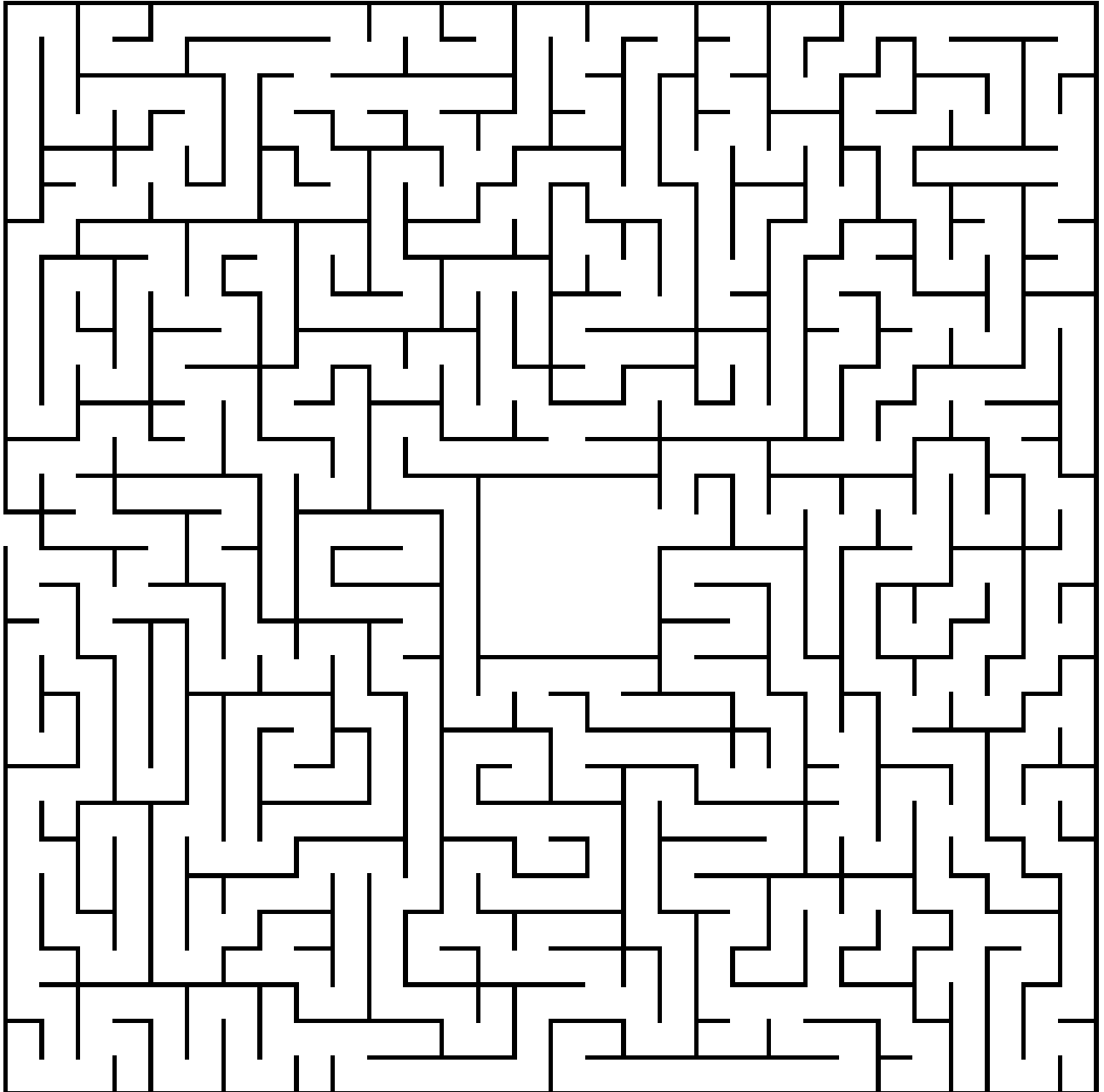
PUPPET

TOYLAND

WHALE

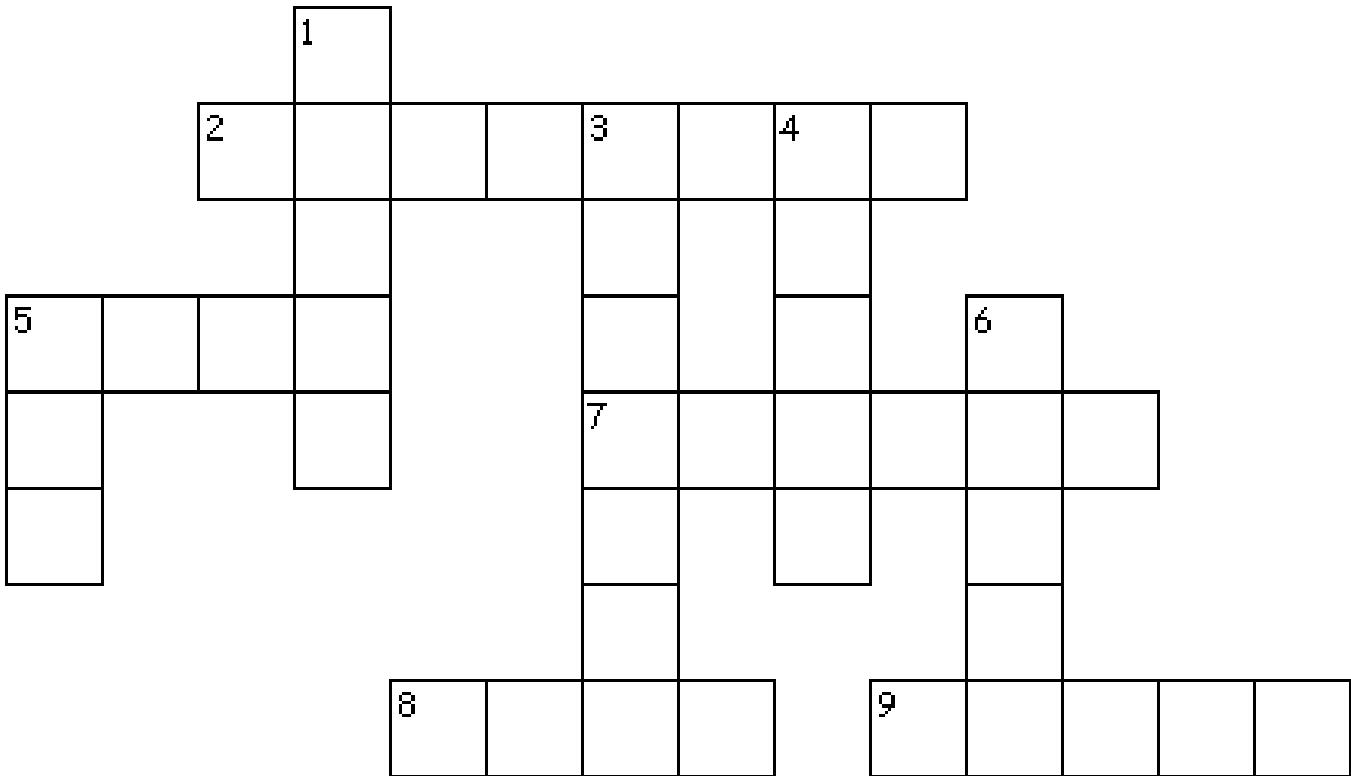
Pinocchio Maze

Help Pinocchio get home



Pinocchio Crossword

Use the clues below to fill in the crossword.



Across

- 2. Pinocchio's friend
- 5. Colour of the fairy's hair
- 7. In Toyland, kids turn into a _____
- 8. Pinocchio's _____ grows when he lies
- 9. A type of mammal

Down

- 1. Geppetto makes a jacket for Pinocchio out of this
- 3. The Field of _____
- 4. Pinocchio hid these, to grow a money tree
- 5. More than anything, Pinocchio wants to be a _____
- 6. Even Pinocchio's _____ are wooden