



Goldilocks Drama for Junior Infant/Pre School Children

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You will need:

The story book of Goldilocks and the Three Bears

A hat/wig or costume piece for being Goldilocks.

Note: This lesson can work well if you have a role play area in the classroom set up as The Three Bears' cottage. It's not important to read the story beforehand but it helps if the children have general knowledge of the story. The activities are deliberately simple as they need to be for children of this age group. If children are capable they will engage a lot verbally and perhaps extend the content but if they aren't they can still participate and the teacher can limit the verbal element to the level described here. Children can also participate just on an imaginative, nonverbal level.

Building up WHO we are:

The teacher says to the class "Today we are going to pretend we be the bears. Maybe you are Daddy Bear? Can you say "Hello, I am Daddy Bear", in a deep voice? Or "Hello, I am Mummy Bear", or "Hello, I am Baby Bear". Model voices and posture for children where necessary, but allow them to have their own ideas where possible. Go through this a few times so children have a chance to enjoy changing voice and body language to become someone else. Children can choose to be any bear as the session progresses.

Building up WHERE we are:

Teacher pretends to yawn and stretch, then says to children "Well, good morning bears, we have a lot of work to do to. Who wants to make porridge? Who wants to make the beds? Who wants to sweep the floor? Who wants to make tea? Who wants to tidy the kitchen?" Depending on their age/ability, children might select these tasks and work independently or you could model and work as a whole group. Spend some time at this activity as children will start to think of new ideas of what to do in the house and speak to each other in role, especially if you are doing so too

Dilemma: (Something needs to happen in Drama to deepen children's engagement)

Teacher leaves the cottage and says "Bye Bears, I'm just going out to the woods, see you later." Wait a short time, then put on a hat/wig to symbolise you are now going to pretend to be Goldilocks. Re-enter the Drama/Play space and say "Oh hello, is this the Three Bears' cottage?"

Pretend to eat some porridge, mess up the beds, break chairs or disrupt the house in some way!
Use the language of the story, such as Too Hot, Too Cold, Just Right!

Solving the Problem: Discussion in Role

Teacher returns and says *“Well..was Goldilocks here again?!”* and encourages the children to explain what happened. Suggest that the children ask for an apology and decide with them what they will say.

Teacher Narration:

The teacher asks *“Is everybody ready to go through the woods to Goldilocks’ house? Put your coats on. And your hat...Let’s put on a tie too...Or a dress? Off we go”*. Then the teacher describes what they see in the woods as they walk: Eg.: *“Put your hands up and feel the leaves on the trees...bend down and swish the grass...do you see any animals? I see a bird there, give him a wave. Do you think this is the right way?”* (Children could also be the trees and animals in the wood.)

Phoning Goldilocks’ Mum or Dad:

Ask children to stop for a rest (and perhaps pretend to have a small picnic). Say it might be a good idea to phone Goldilocks and say we’re on our way. The teacher, using a mobile phone, pretends to speak with her Mum or Dad:

Hello, is Goldilocks there? Oh you’re Goldilocks’ Mum. Yes we’re the bears, we’re coming to visit Goldilocks...She can’t come out to play?...She’s very bold?...She keeps going into other people’s houses and she doesn’t ask...Yes...But maybe if she just says sorry?...She can’t come out to play until next week?!!!

Encourage the children to help you speak to Goldilocks’ Mum/Dad. They might defend her or emphasise her bad behaviour.

Teacher in Role: Confronting Goldilocks:

The teacher goes into role again as Goldilocks and the children ask her to apologise. She explains that she was very hungry and tired as she was walking in the woods and got lost and she is really sorry that she made a mess in the house and ate their food. She is also upset that her Mum and Dad are cross because it keeps happening. She asks if they could explain/show her path through the woods so she won’t get lost and if they could be friends.

Extension Activity:

The children can write a party invitation to Goldilocks, now that they are all friends, or her letter of apology to the bears. They can also plan and have the party.

Note: *When I have done this lesson sometimes the children have decided to call the police, to go looking for Goldilocks in a taxi and to invite her and her family over for tea after the apology. This is great as it introduces new characters and situations and means that children are building narratives. All the teacher has to do is continue facilitating the developing story.*

