



TIME OUT | SUNDAY EXPRESS | WHATSONSTAGE

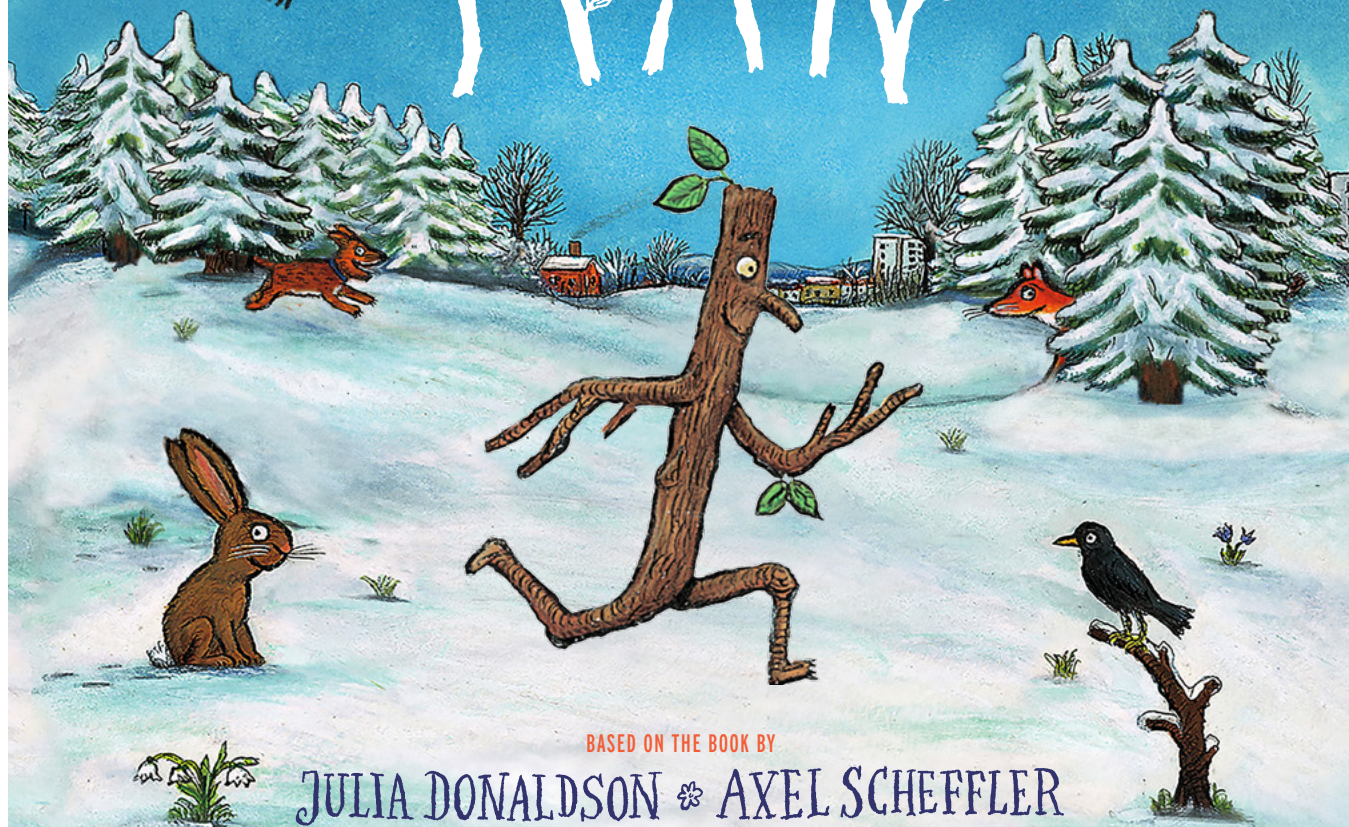
'MORE **FUN** THAN YOU CAN **SHAKE** A STICK AT!'

DAILY MAIL

FRECKLE PRODUCTIONS PRESENT

STICK MAN

LIVE
ON STAGE



BASED ON THE BOOK BY

JULIA DONALDSON * AXEL SCHEFFLER

EDUCATION PACK

Stick Man © 2009 Julia Donaldson and Axel Scheffler. Published by Alison Green Books, an imprint of Scholastic Children's Books.


FRECKLE
PRODUCTIONS
FRECKLEPRODUCTIONS.CO.UK

NOTES FOR TEACHERS

FRECKLE PRODUCTIONS

Founded in 2017, Freckle Productions is an independent theatre company that works with a wide range of collaborative artists to create a wide variety of high-quality theatre for children and families.

Freckle Productions are the producers and creators of six Julia Donaldson and Axel Scheffler titles: *Stick Man*, *Tiddler & Other Terrific Tales* (a medley of *Tiddler*, *Monkey Puzzle*, *The Smartest Giant in Town* and *A Squash and a Squeeze*), *Zog*, and the sequel, *Zog and the Flying Doctors* and *The Baddies*.

The company is run by Jennifer Sutherland.

THE BOOK

Stick Man is based on the best-selling picture book by author Julia Donaldson and illustrator Axel Scheffler. Donaldson and Scheffler are the award-winning creators of many modern picture books, including *The Gruffalo* which is in 75 languages.

Award winning *Stick Man* was first published in 2008. On Christmas Day 2015, *Stick Man* premiered on BBC One in the UK with an all-star voice cast including Martin Freeman. The film aired with 9.27 million viewers and 41% audience share, making it one of the most watched programmes that day.

THE STORY

What starts off as a morning jog becomes quite the misadventure for Stick Man: a dog wants to play fetch with him, a swan builds a nest with him, and he even ends up on a fire! How will Stick Man ever get back to the family tree?



NOTES FOR TEACHERS CONTINUED

THE SHOW

This is Freckle Productions 17th year of bringing Julia Donaldson and Axel Scheffler's *Stick Man* to the stage. The show will be back in 2026 with a Christmas season in London and Sheffield.

The show has a cast of three actors, including Stick Man, Stick Lady Love and an Actor Musician who plays multiple characters and an array of instruments throughout the show. *Stick Man* was originally adapted for the stage by Sally Cookson, who has taken Julia Donaldson and Axel Scheffler's book as a starting point for the show.

Some of Julia's words are spoken on stage and some are represented in song and action rather than words. Benji Bower has composed the delightful music for the show and the design by Katie Sykes brings Axel Scheffler's illustrations to life.

For more information about the show, photos and videos visit StickManOnStage.com



Photography © Mark Senior

3-5 YEARS HOME LEARNING

CHANGING SEASONS

OBJECTIVES

- To be able to explain differences between seasons and ways that humans and animals adapt to different environmental conditions
- To use the story of *Stick Man* to support development of own narratives
- To explore the properties of different materials

RESOURCES

- *Stick Man* by Julia Donaldson and Axel Scheffler
- A range of materials to make a stick family, such as
 - lolly sticks, wooden pegs, pipe cleaners
 - kitchen roll tubes, googly eyes, scraps of different fabrics, wool
 - felt and coloured paper
- Natural materials such as different leaves, pine cones, teasels, twigs, etc.
- Resource Sheet 1: What do sticks do?

OUTCOMES

- Children have used different materials to create stick characters
- Children have created their own stick family, which they can use in their play to support the development of new narratives.



3-5 YEARS HOME LEARNING CONTINUED

INTRODUCTION

With your child, look closely at the picture of the family tree where Stick Man and his family live. Ask: What's it like? Do you think the family tree might be home to anyone else as well as the Stick family? Discuss other kinds of animals, birds and insects that might live in or around different parts of the tree.

As you read the book, draw your child's attention to what time of year it is at different points in the story, looking closely at the pictures. For example, at the start of the story it is spring - the leaves are green and there is blossom on the branches. Later it must be summer, as it is hot enough for people to be swimming in the sea and playing on the beach. Later, the leaves on the trees have turned brown in the autumn, and gradually the children in the pictures begin to be wrapped up in warmer clothes to indicate that winter is coming. Talk to your child about how the creatures around the tree might change at different times of the year - for example when might there be baby birds? When might there be lots of bees and butterflies? Why is that?

MAIN TASK

Show your child the pictures of the Stick family from the title and end pages of the *Stick Man* book. Provide a range of materials and fabrics so they can make their own stick families. You could collect twigs to use, or provide lolly sticks, pegs and pipe cleaners. Alternatively, you could start with kitchen roll tubes, adding googly eyes, scraps of fabric, wool, felt and coloured paper to bring the stick family to life.

Challenge your child to think of the different clothes they might try to make for their stick people, depending on what time of year it is. Ask: Why do we wear thick coats in winter? How do they help keep you warm? What might Stick Man want to wear to go swimming? Would you make a swimsuit from wool? Why not? Encourage your child to talk about the choices they have made in creating their stick characters and clothes - explaining what motivated them to select particular materials.

Having created their stick characters, encourage your child to think about what activities their sticks could do in different seasons. Discuss, for example - would they go outside and pick flowers in the winter? You may wish to use Resource Sheet 1: What do sticks do? to provide some stick activity suggestions for each season, which your child can act out through role-play with their stick characters.

EXTENSION

Cut down some sticks down to the same length and ask your child to use them to measure different distances in and around the home and garden. How many stick lengths is it from the fridge to the table? How long is the door or fence?

3-5 YEARS HOME LEARNING CONTINUED

CURRICULUM LINKS

EARLY YEARS COMMUNICATION & LANGUAGE

- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give attention to what others say and respond appropriately.
- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

EARLY YEARS PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

- Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need any help.
- Children talk about how they and others show feelings. They work as part of a group and understand and follow the rules.

EARLY YEARS MATHEMATICS

- Children solve problems, including doubling, halving and sharing.
- Children use everyday language to talk about size and distance to compare and to solve problems. They explore characteristics.

EARLY YEARS UNDERSTANDING THE WORLD

- Children know about similarities and differences in relation to places, objects, material and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

EARLY YEARS EXPRESSIVE ARTS & DESIGN

- Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

3-5 YEARS HOME LEARNING CONTINUED

RESOURCE SHEET 1: WHAT DO STICKS DO?

Use your stick characters to act out these activity ideas. Can you think of more?

Spring

- Butterfly paintings
- Practising bird songs
- Planting seeds
- Tree climbing
- Minibeast hunting



Summer

- Picking flowers
- School trip to the seaside
- Making daisy chains
- Pond swimming
- Tree-top picnic



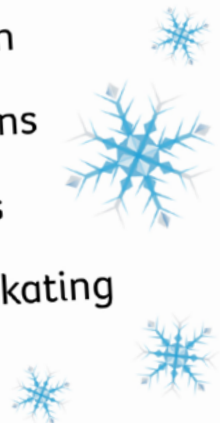
Autumn

- Counting leaves
- Harvesting vegetables
- Conker collecting
- Decorating pine cones
- Wind races



Winter

- Sledging on old bark
- Building snowmen
- Snowflake patterns
- Feeding the birds
- Frosty morning skating



5-7 YEARS HOME LEARNING

NO ORDINARY STICK!

OBJECTIVES

- To create a short narrative inspired by the text

RESOURCES

- *Stick Man* Julia Donaldson and Axel Scheffler
- Resource Sheet 1: A Cartoon Strip
- A range of everyday objects such as a hairbrush, a skipping rope, a shoe, an umbrella, a tray, a tea towel, etc.

OUTCOMES

Children can create their own ideas for *Stick Man* adventures and can communicate the ventures via cartoon strip style storytelling.



5-7 YEARS HOME LEARNING CONTINUED

INTRODUCTION

Together with your child, read the story of *Stick Man* and make a list of all the things he is used for, from a flag pole to a sword, to a pen to a boomerang. Encourage children to imagine they were Stick Man and consider the positives and negatives of his many uses.

*You may wish to link this to the story of *Superworm* (also by Julia Donaldson and Axel Scheffler) in which the main character is again used for many purposes, drawing attention to the fact that Superworm is happy with his multi-uses, whilst Stick Man is frustrated by it.

Provide your child with a range of different props such as a hairbrush, a skipping rope, a shoe, an umbrella, a tray, a tea towel, etc. Ask them to pick up each object, one at a time, and mime using it for a different purpose. For example, a tray could be a sledge, a hair brush could be a microphone, a skipping rope could be a belt, etc. Brainstorm ideas together, encouraging your child to think of as many alternative uses for each object as possible.

MAIN TASK

Inspired by the drama activity in the lesson introduction, ask your child to think about what else you might use a stick for - challenge them to think of something that wasn't featured in the story. Create a new list of alternative uses.

Model how to turn one of these new stick uses into a simple cartoon strip narrative. You may wish to display Resource Sheet 1b: A Cartoon Strip and follow the prompts on the sheet to demonstrate how to use the repeating language from the text.

On their own copy of Resource Sheet 1a: A Cartoon Strip (or version 1b, with scaffolding), encourage your child to choose one of the ideas from the list of stick uses and create their own cartoon strip. As well as completing the accompanying text, they could add speech or thought bubbles to their pictures.

EXTENSION

Can your child create a whole book called 'The Further Adventures of Stick Man' by creating multiple cartoon strips, each showing Stick Man being used in a different way?

5-7 YEARS HOME LEARNING CONTINUED

RESOURCE SHEET 1A: A CARTOON STRIP

Create your own cartoon strip to tell another part of Stick Man's story.
What happens to him this time? How does he escape? Remember to include
speech bubbles in your cartoon.

5-7 YEARS HOME LEARNING CONTINUED

RESOURCE SHEET 1B: A CARTOON STRIP

Create your own cartoon strip to tell another part of Stick Man's story.
What happens to him this time? How does he escape? Remember to include
speech bubbles in your cartoon.

Stick Man is	Here comes a

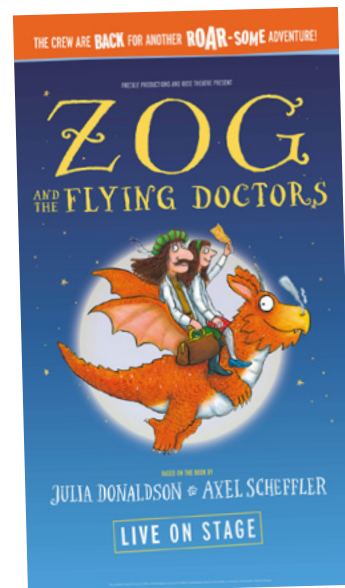
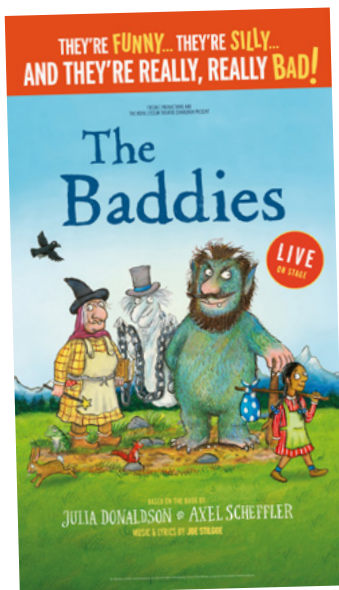
Stick Man beware of the		

I'm not a		
I'm Stick Man,		

5-7 YEARS HOME LEARNING CONTINUED

NO ORDINARY STICK: CURRICULUM LINKS**YEAR 1 ENGLISH - PUPILS SHOULD BE TAUGHT TO:**

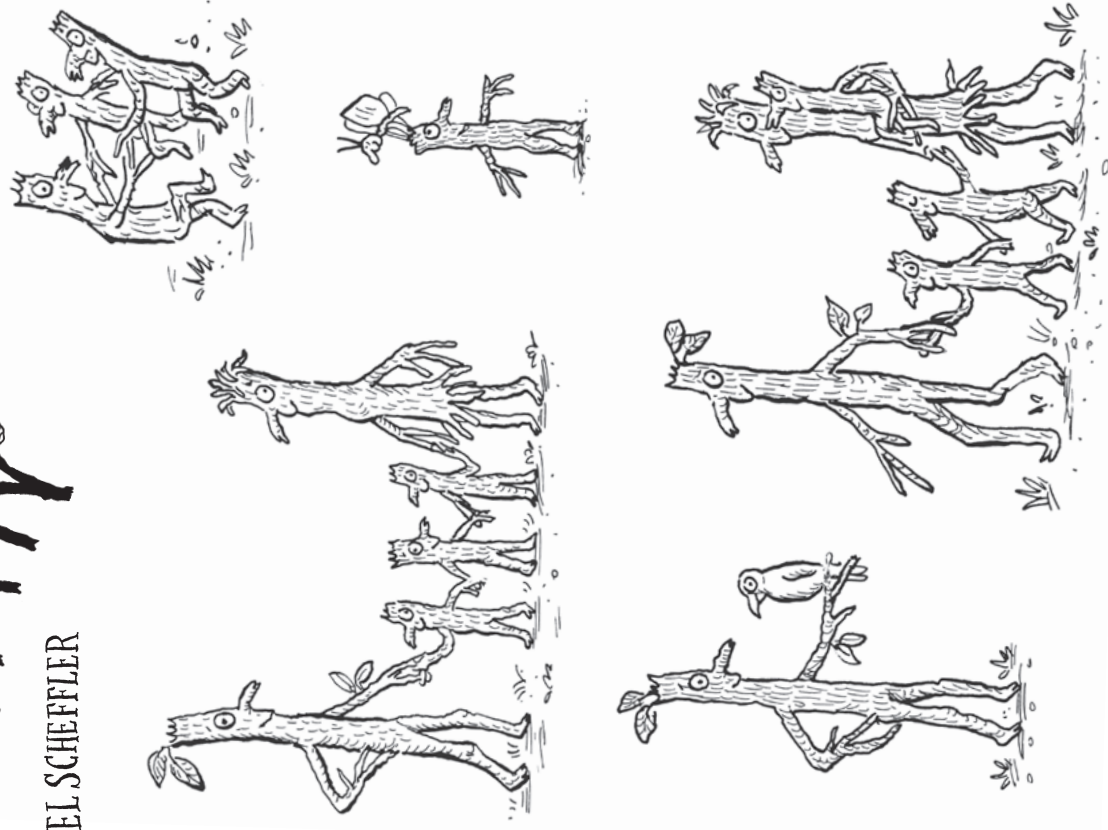
- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, and by being encouraged to link what they read or hear to their own experiences.
- Write sentences by saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives and re-reading what they have written to check that it makes sense.

HAVE YOU CHECKED OUT THESE OTHER FRECKLE SHOWS?

COLORING
SHEET

STICK MAN

JULIA DONALDSON & AXEL SCHEFFLER



STICKMANONSTAGE.COM