

THE GIRAFFE AND THE PELLY AND ME CLASSROOM REFLECTION



ABOUT THIS STAGE ADAPTATION

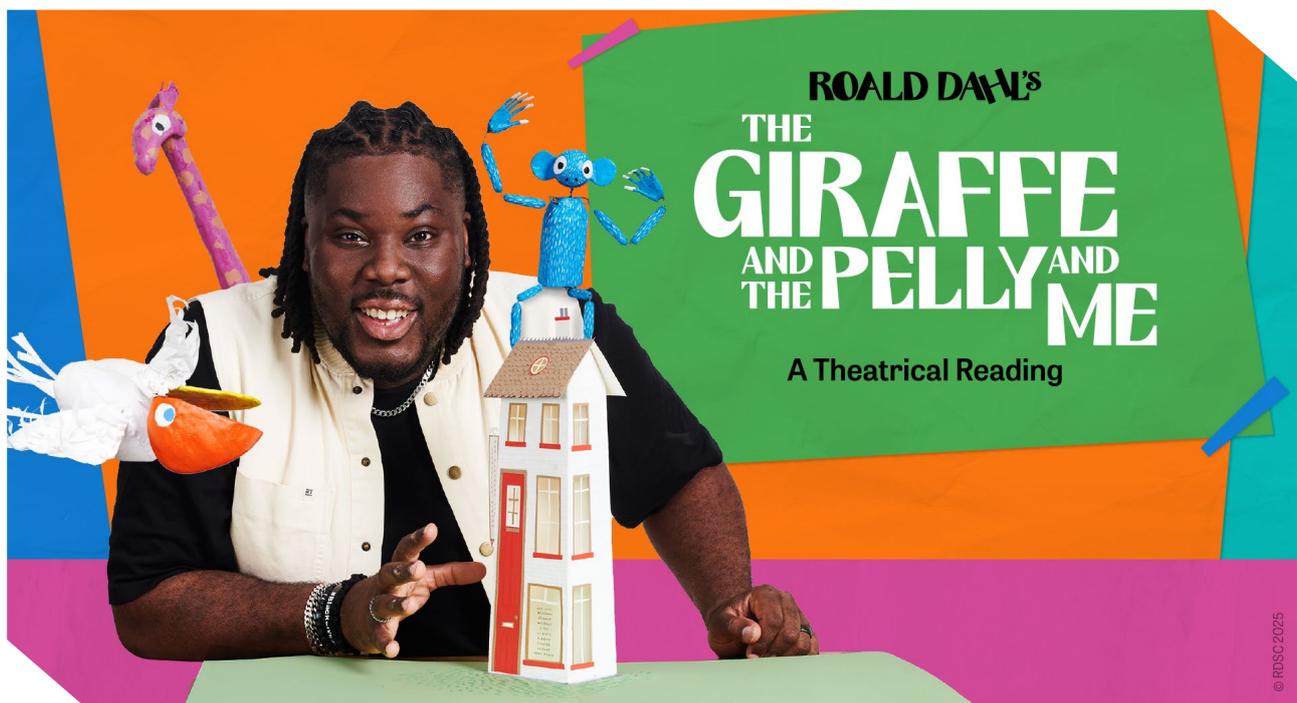
Director's note by Daniel Bailey

"*The Giraffe and the Pelly and Me* is such a brilliant book, full of adventure, friendship and most importantly sweets! This was my first Roald Dahl book as a child and we wanted to bring our child-like imagination to the story, so expect silly antics, sing-a-longs and a celebration of culture!"

This theatrical reading of Roald Dahl's imaginative story is an uplifting and fun adventure about unlikely friendships. This short resource for schools offers some quick and easy activities to reflect on this theatrical reading in class.

THIS STORY IS RELEVANT TO THE FOLLOWING KS1 AREAS:

Friendship / Shared responsibility and communities / ELG – People, culture and communities: Cultural communities / PSHE – Ourselves, growing and changing: Recognising the ways in which we are all unique / Literacy – Reading Comprehension: Learning to appreciate rhymes and poems / Science – Living things and their habitats: Describing and comparing different animals.



CONVERSATION STARTERS

TIME: 20 minutes

SUBJECT AREAS: Drama / English / Speaking & Listening

OBJECTIVE: To reflect on the theatrical reading, adding depth to understanding

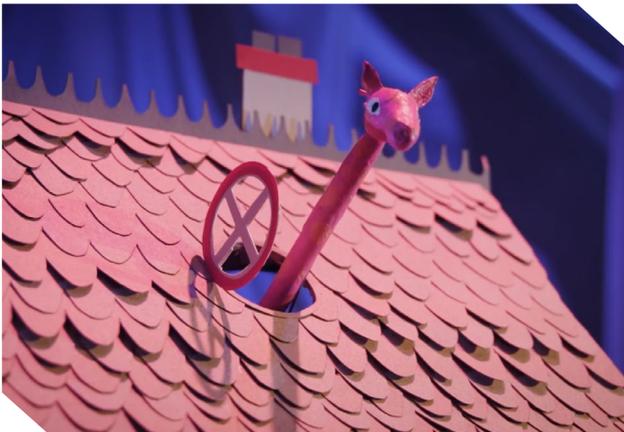
LEARNING OUTCOMES: By the end of the activity, pupils will be able to:

- Articulate their response to the play
- Consider different responses from their peers
- Begin to think about the purpose of theatre

We encourage you to reflect on the production with the children together during carpet time.

Choose all or just a few of the following questions to explore with the class:

- What was your favourite moment in the play?
- Was there anything you did not like or did not understand?
- Choose three words to describe the Giraffe, the Pelly and the Monkey
- If you opened your own sweet shop, what sweets would you sell?
- How did the Duke react when he first met the animals at his house? Did his feelings change by the end of the story? Why?
- How many different animals from around the world do you know? What do you think they eat in their natural habitats? What different environments do you think a Giraffe, and Pelican and a Monkey live in?
- What do you remember about the design? This could be what you saw on the screen and/or the sound and lights. How did it help to create the world of the story? (You might need to explain that the design is the sound, the lights and everything that the actors perform with)
- Would you like to see more stories like this one? What story would you like to see?



CREATIVE ACTIVITY

KS1 LESSON PLAN: ANIMAL POEMS

TIME: 40-50 minutes

SUBJECTS: Science, English, Drama

YEAR GROUP: KS1 (Yr 1-2)

LEARNING OBJECTIVE: To explore animals and their characteristics and use descriptive language and simple rhyme to create and perform a short poem.

CURRICULUM LINKS (KS1):

English – Writing:

- Develop ideas through discussion.
- Use adjectives to describe.
- Compose and rehearse sentences orally before writing.
- Begin to use simple rhyming words and patterned language.
- Form lower-case and upper-case letters correctly (Yr1).
- Use capital letters, full stops, and simple conjunctions (Yr1/2).

English – Spoken Language (KS1 statutory):

- Participate in discussion.
- Use spoken language to develop understanding through imagining and exploring ideas.
- Perform poems with appropriate clarity, volume and expression.

Science – Animals Including Humans:

- Identify and name a variety of common animals.
- Describe and compare animals.
- Know what animals eat (carnivores/herbivores/omnivores).

SUCCESS CRITERIA: By the end of the activity, pupils will be able to:

- Share ideas about different animals in discussion.
- Describe an animal using simple adjectives.
- Include at least one rhyming pair in their poem.
- Write a short four-line poem about an animal.
- Perform their poem clearly and expressively.

RESOURCES:

- Pens and paper. Colouring pencils for any illustrations.
- Visual image cards of different animals (KS1 best practice: supports EAL and lower-attaining pupils).
- Word bank sheets or large paper for class bank.
- Optional: non-fiction books or fact sheets on animals.

CREATIVE ACTIVITY

Starter (10 minutes)

1. Introduce the activity (2 min):

Show 3–4 animal images.

Ask: “*What do we know about these animals?*”

(This activates prior knowledge, supports vocabulary recall.)

2. Generate Animal ideas (3 min):

Collect names of animals on the board/flipchart.

Choose **three class focus animals** together.

3. Build a Shared Word Bank (5 min):

For each animal, ask:

Where does it live? (habitat)

What does it look like? (adjectives)

What does it eat? (simple science link)

What could its magical/funny job be? (creative thinking)

Best practice note: Provide **adjective prompts** (big, tiny, stripy, smooth, fierce, gentle) and **sentence stems** for lower-attaining writers.

Main Activity (25 minutes)

1. Pair work (1 min):

Explain they will make a **four-line poem** about one chosen animal.

2. Planning (5–7 min):

In pairs, pupils decide:

- Their animal
- 1–2 adjectives
- What it eats
- A creative or funny “job”
- A rhyming pair to use somewhere in the poem

(Remind pupils of rhyme through examples and modelled oral brainstorming.)

Support & Challenge:

- Provide **rhyme cards** (e.g., cat/hat, snake/cake).
- GD pupils: include **two** rhyming pairs or one repeated pattern.

3. Writing Their Poem (10–12 minutes):

Each pair writes a **simple poem** with four lines.

Example KS1 pattern (recommended):

1. What the animal looks like
2. Where it lives
3. What it eats
4. What job it has (including the rhyme)

CREATIVE ACTIVITY

Modelled example (teacher writes on board):

*The tiger is stripy and bright,
It prowls in the jungle at night.
It munches its meat with a snap,
And works as a guard with a RAP!*
(This reinforces rhyme and rhythm.)

4. Optional Illustration (2 minutes)

Children add a quick picture to help with performance.

5. Performance Prep (2 minutes)

Pairs practise reading it aloud using:

- clear voice
- Expression
- actions (if they want)

Plenary (5–10 minutes)

Each pair reads or performs their poem to the class.

Ask:

- *Which describing words did we enjoy hearing?*
- *Which rhyming words sounded good together?*
- *What made a poem fun or interesting?*

Celebrate effort, teamwork, and imagination.

Differentiation

- **Support:** Adult or peer support for planning and writing; use drawings instead of writing.
- **Challenge:** Encourage multiple rhyming words in the poem.

Assessment Opportunities

- Listening to group discussions.
- Observation of paired teamwork and participation.
- Checking children's ability to describe and present their ideas clearly.

The Giraffe, and the Pelly and Me is presented by Unicorn Online and the Roald Dahl Story Company.

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Images: Peter Schiazza (p1) and stills from the film (p2).