

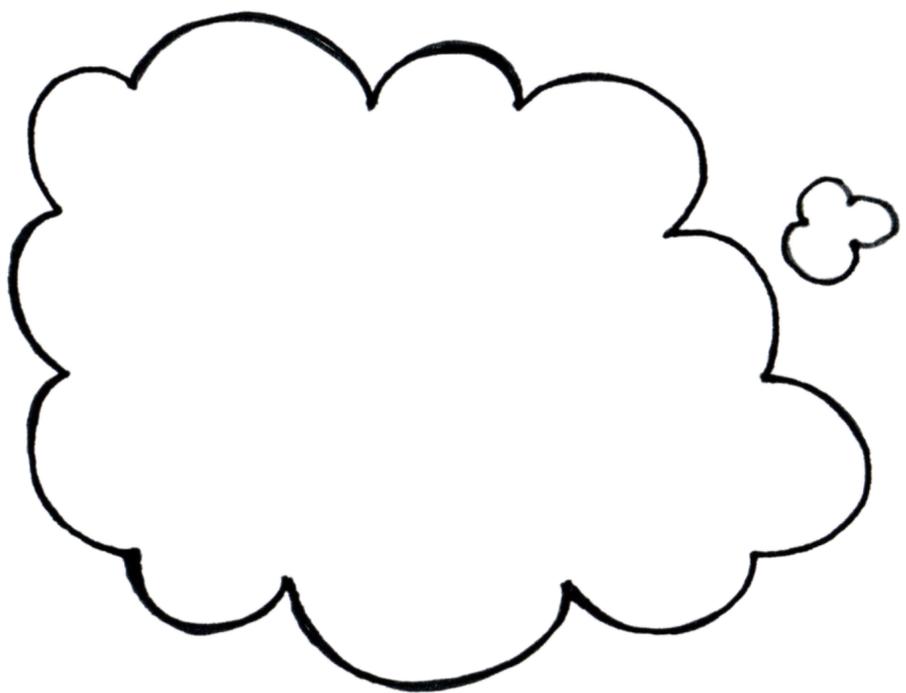
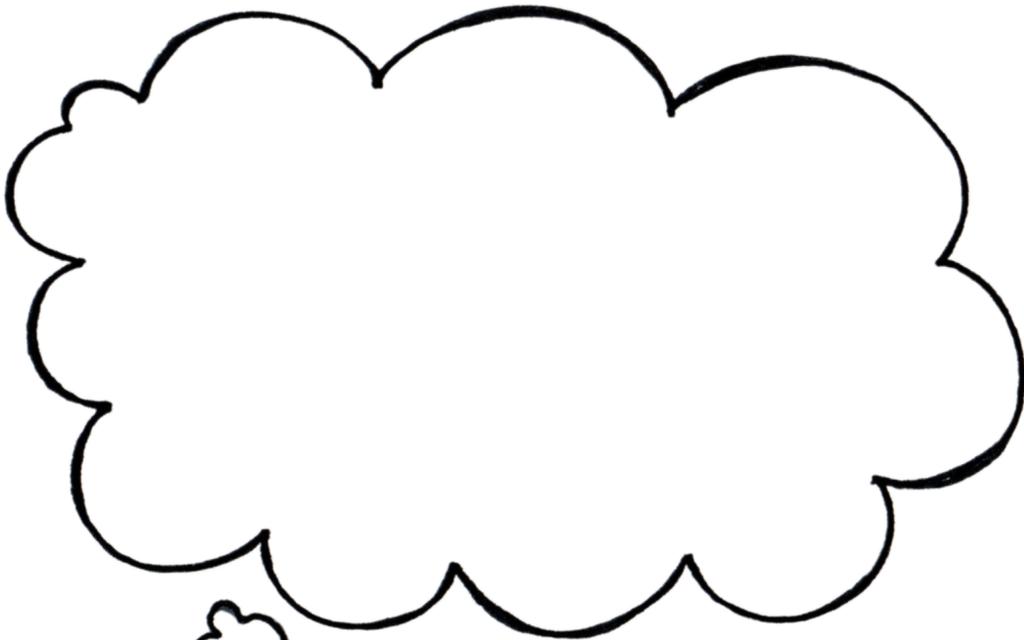
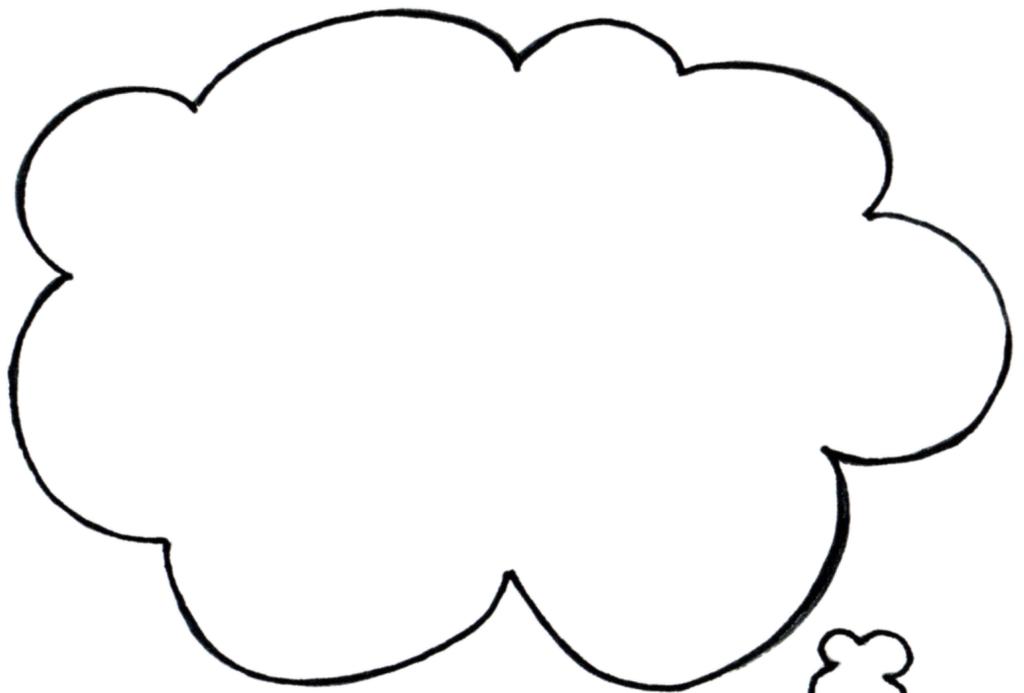
# IMAGINATION

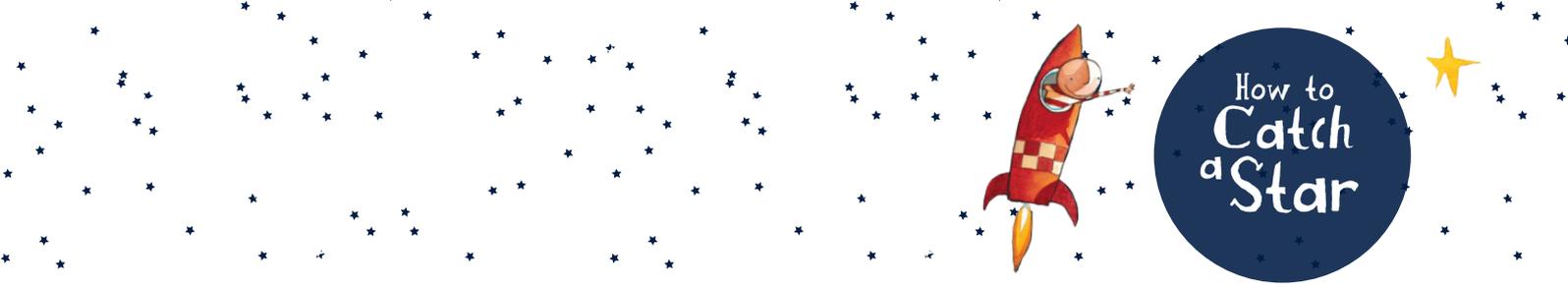
## Lesson Plan

- Using the worksheet provided, ask the children to draw a portrait of themselves in the middle of the thought bubbles.
- Discuss with the class what kinds of activities the Boy imagined that he would do if he had a Star for a friend (have a picnic, play hide and seek etc).
- Ask the children to think about what THEY would do if they had a Star for a friend. Give them a bit of time to daydream (5/10 mins), then ask them to draw their daydreams in the thoughts bubbles.



# IMAGINATION





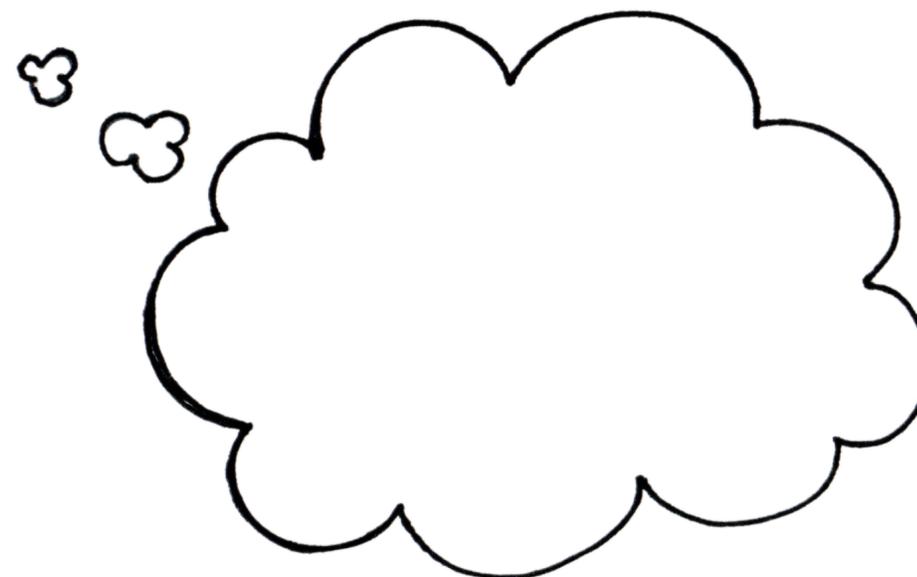
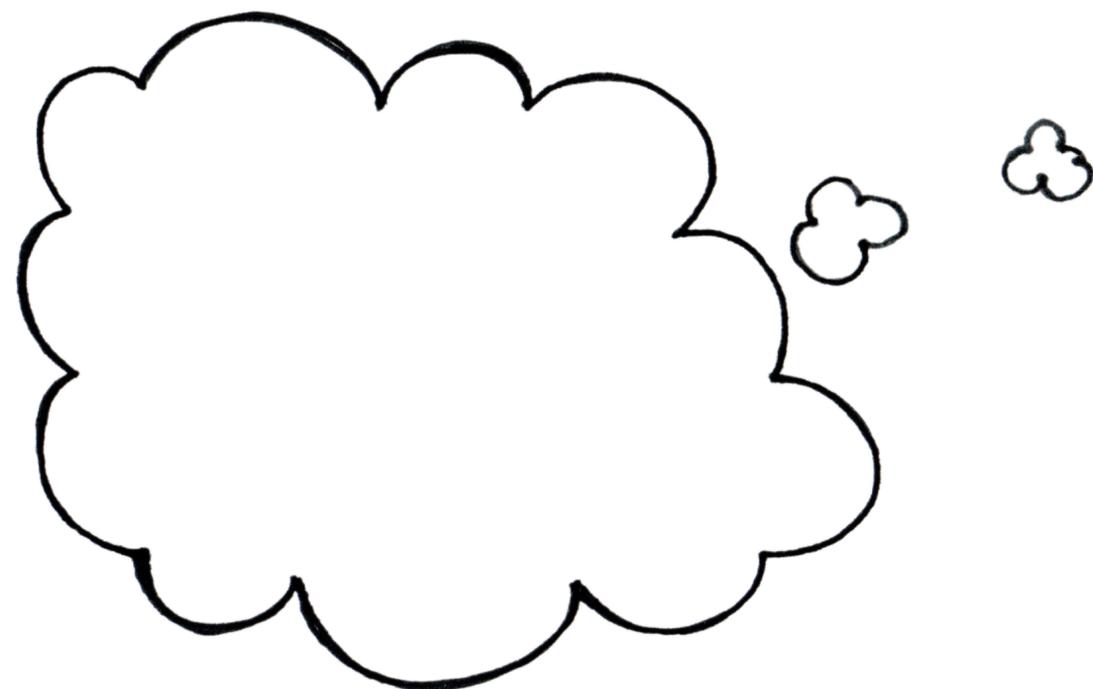
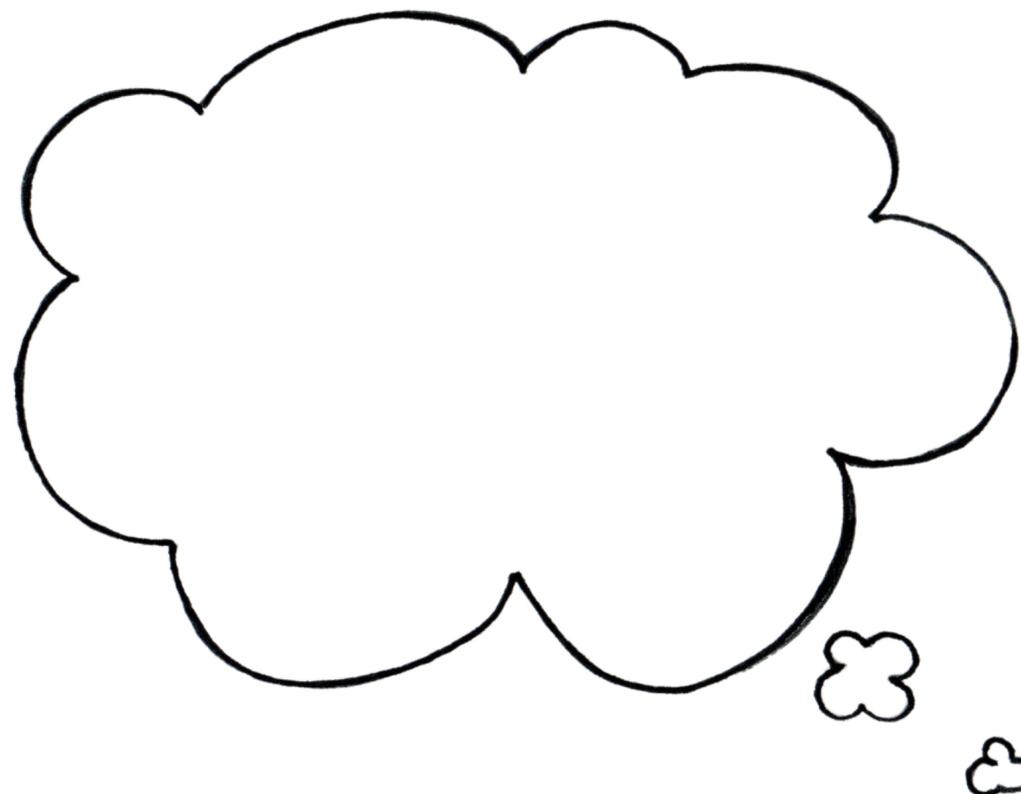
# IDEAS

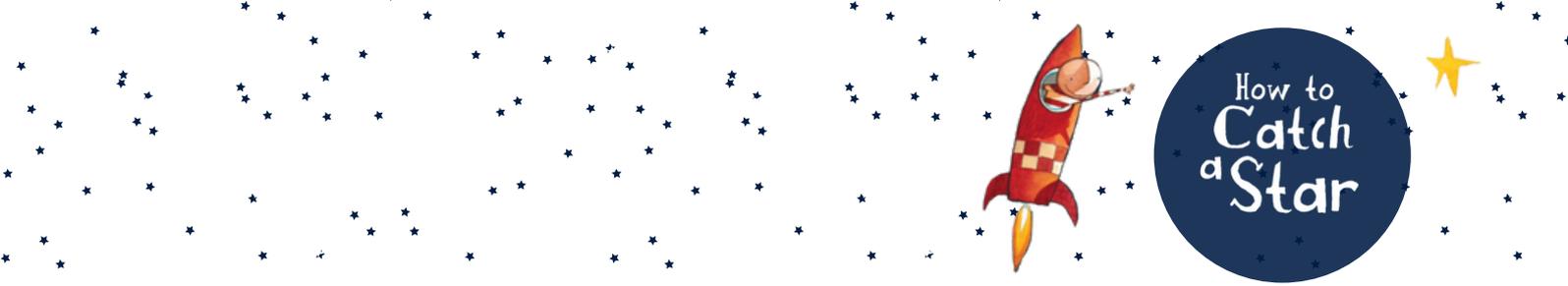
## Lesson Plan

- Using the same worksheet provided for the Daydreaming lesson (a new blank copy), ask the children to draw a portrait of themselves in the middle of the thought bubbles.
- Discuss with the class what kind of IDEAS the Boy had when he was trying to figure out how to get the Star down from the sky (using a tree as a catapult, bouncy shoes etc).
- Ask the children to think of what THEY would do to get the Star down from the sky. Give them a bit of time to think of ideas (5/10 mins), then ask them to draw their ideas in the thought bubbles.



# IDEAS





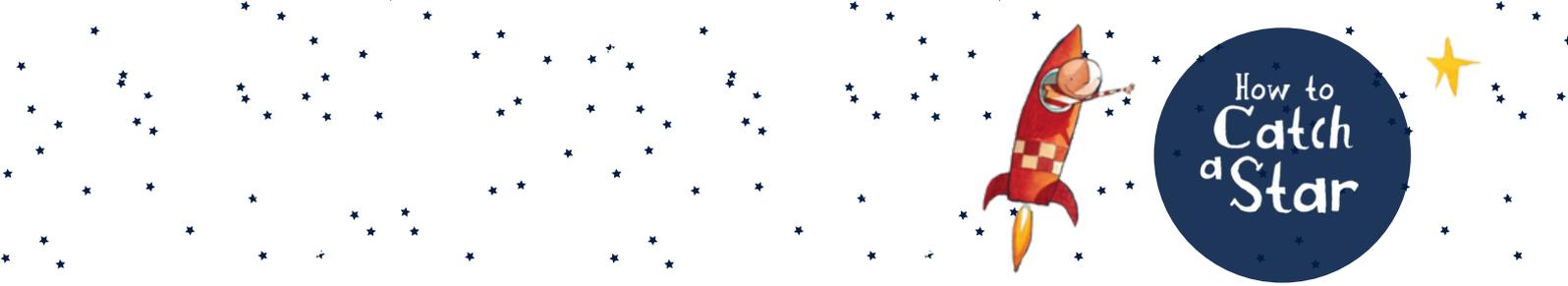
# EMOTIONS

## Lesson Plan

- After watching the show, have a class discussion about all the different feelings or emotions that the Boy felt during the story. What feelings did he feel, when and why? What was happening in the story that made the Boy feel that way? Ask the children for suggestions and list them on the whiteboard.
- Pick four emotions from the list you have made together.
- Using the circles, ask the children to draw a face for each of the emotions that you picked.
- Suggest that they choose a colour that they think fits each emotion, and colour in the face with that colour. No choice is the wrong choice! Use the opportunity to discuss why they chose those colours.
- In the boxes next to each circle you can do two different tasks:
  - a. Ask the children to draw the moment in the How To Catch A Star story when the Boy felt that emotion, next to the face that matches.
  - b. Ask the children to draw a moment in their OWN lives when they felt that emotion, next to the face that matches.

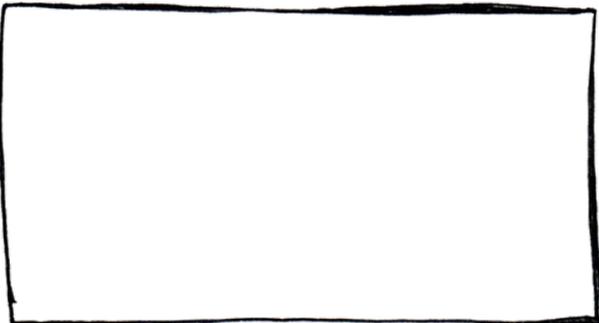
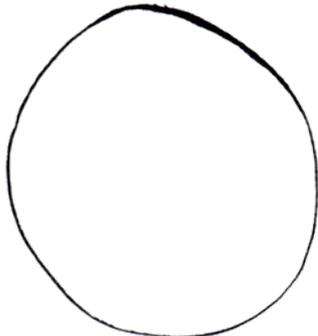
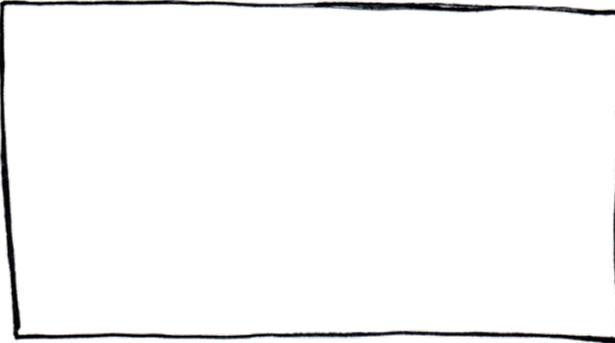
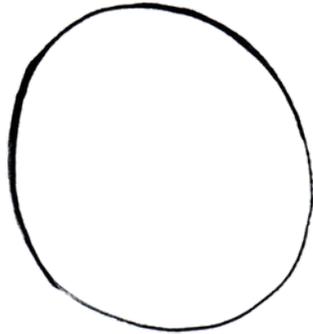
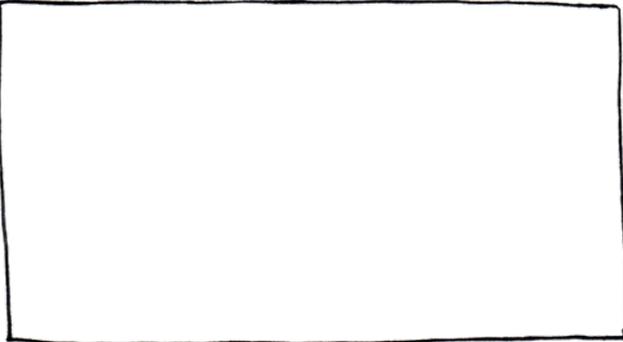
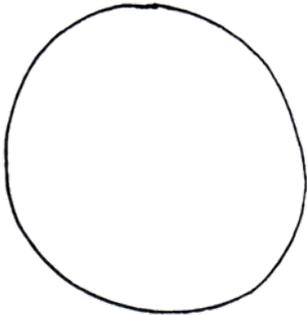
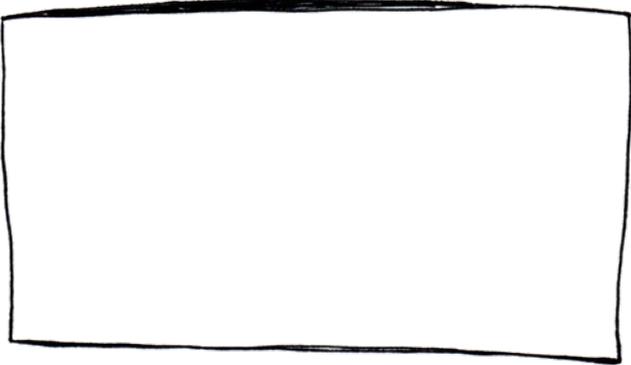
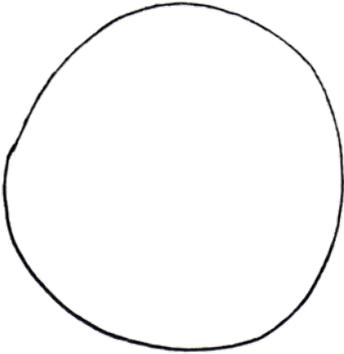
### Examples of Feelings / Emotions in the story:

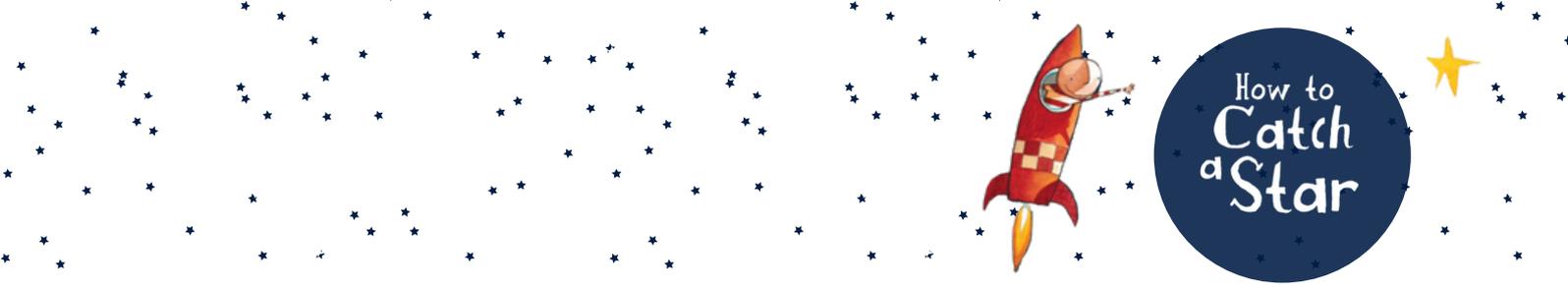
- Excited: When the Boy is sitting on the roof and spots the Star for the first time.
- Frustrated: When his rocket doesn't work.
- Bored: When he's waiting in the park and can't see any stars in the sky.
- Scared: When the Star gives him a fright and he hides behind the tree.
- Happy: When he and the Star are playing chase.
- Worried: When the Star falls into the sea.
- Caring: When the Boy puts a hat and scarf on the Star because the Star is cold.
- Surprised: When the Star bursts out of the wardrobe during hide and seek.
- Sad: When the Star bursts through the roof and is gone.



How to  
Catch  
a Star

# Emotions

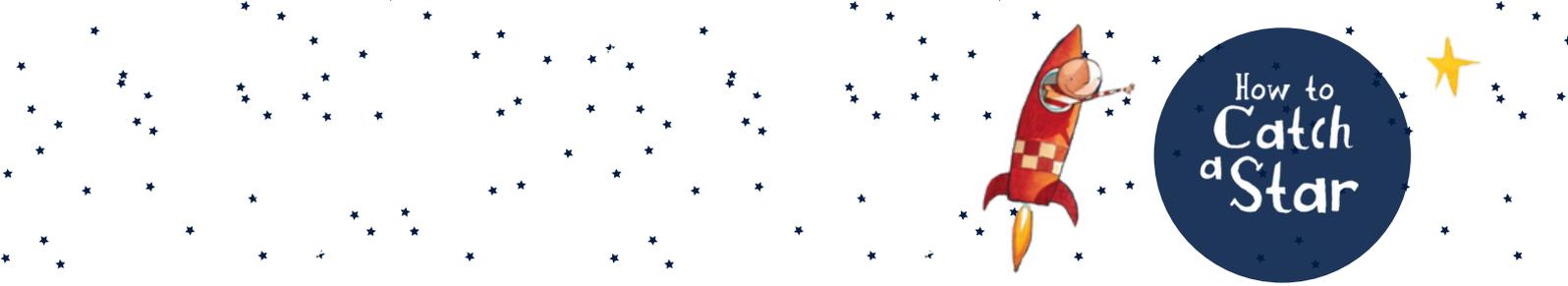




# FAVOURITE THINGS

## Lesson Plan

- Discuss with your class what the Boy's Favourite Thing is (stars) and ask the children WHY they think stars are his favourite thing.
- Ask the children to think about what THEIR Favourite Thing is and draw a picture of it.
- Hang the pictures up on a wall to create a Gallery of Favourite Things.
- Gratitude Exercise: as homework, ask the children to take photos of 3 of their Favourite Things at home, with the help of their parents, and post them to Seesaw.



# MEDITATIVE MUSIC

## Lesson Plan

- In this exercise the children will listen to the music from the show, and draw some expressive art in response to the different elements in the songs, with their eyes closed.
- Give each child a blank piece of paper, A3 if possible. Tape the paper to the table in front of them. Give each child some different colour crayons.
- Dim or turn off the lights in the classroom, and ask the children to close their eyes while you listen to the music.
- Before you listen to the music you can choose to do a little breathing or meditation exercise with the children to ground them.
- Listen to the track once without drawing anything. When it's finished ask the children what kinds of different sounds they heard.
- Pick one of the sounds they heard. Ask them to pick a crayon colour, place it on the paper and to keep it on the paper at all times. Ask them to move it with the music or sound that they're focusing on.
- Before you listen to the music for a second time, ask them to close their eyes again.
- At the end of the track they should have a squiggly line all over their paper, depending on how they interpreted the sound you chose.
- Pick another different sound in the track, a different colour crayon and listen again! Repeat until the paper is full of expressive squiggles.

Meditative Music | Ceol Machnamach

by

Colm Mac Con Iomaire

[https://soundcloud.com/branarteatar/meditative-music-ceol-machnamach/s-hBvNEXqh7i9?utm\\_source=clipboard&utm\\_medium=text&utm\\_campaign=social sharing](https://soundcloud.com/branarteatar/meditative-music-ceol-machnamach/s-hBvNEXqh7i9?utm_source=clipboard&utm_medium=text&utm_campaign=social%20sharing)