# MARY SHELLEY

## &

# FRANKENSTEIN

**jumpingducks**

At **JUMPING DUCKS** we recognize the importance of theater and music as a communicative educational activity for teaching English as a second language in primary and secondary schools. It not only enhances language proficiency but also nurtures creativity, boosts confidence, and encourages teamwork. Furthermore, it aligns with the broader educational objectives and sustainable development goals, fostering global awareness and empathy among students.

One of our goals is to provide a wide range of materials for teachers to choose from and use in the classroom. We recommend that teachers introduce the play or workshop to students beforehand, although all materials will be available for teachers to use before and after the show. These materials have been thoughtfully designed to enhance children's participation and enjoyment of our plays and workshops, promote communication in the classroom and during the show, and cover various topics from the Catalan Curriculum (175/2022) and the Sustainable Development Goals outlined by the UN in its 2030 Agenda.

Our materials are categorized by difficulty level and are complemented by a teacher's guide:

- **BASICS OF THE PLAY:** In this section, we equip teachers with essential elements such as the main songs and insights into characters and plot, enabling them to lay a strong foundation for their students' understanding.
- **KEEP LEARNING:** This segment is dedicated to enriching students' vocabulary, bolstering their reading and writing skills, and nurturing their verbal communication abilities. Here, educators will discover worksheets and engaging games uniquely tailored to each play.
- **BIG CHALLENGE:** In this section, we present group or individual projects that encourage critical thinking around the underlying themes embedded within each play. These projects also drive discussions aligned with the Sustainable Development Goals, cultivating a deeper awareness of global issues.

At JUMPING DUCKS, we wholeheartedly embrace the communicative approach as a means to enhance classroom interactions. We are committed to equipping teachers with the tools and resources necessary to empower the next generation to become active, engaged global citizens who foster positive change in the world through the power of theater.

# CONTENTS

## ABSTRACT FOR THE TEACHER

**"Mary Shelley & Frankenstein,"** is a play that happens in two different times.

The first part is set in 1816 in Switzerland, where we meet a girl named Mary Shelley who wants to be a writer. However, it's hard because people in her time didn't think girls should be writers. Mary and her friends try to make up a story together by following five simple rules, such as creating characters and building suspense. The story turns out to be about a lady named Viktoria Frankenstein, who tries to make a robot person called Frankenstein's Monster. However, things don't go as planned, and the Monster looks strange, scaring people. This part of the play explores the themes of being yourself and accepting others, portraying characters who exemplify these qualities even in the face of imperfections. It also provides insights into Mary Shelley's book.

Transitioning to the second part of the play, set in contemporary Barcelona, Frankenstein's Monster has a hard time fitting in. People don't really care about him, and some even make fun of him. This part of the play shows how it's not easy to connect with others in a world where everyone is busy and focused on their phones. It teaches us the importance of being oneself and highlights that what makes people special are their imperfections.

At the end of the play, Mary Shelley's book becomes successful, and it helps people understand that being themselves is what really matters, even if others don't always see it right away. The play is all about understanding who you are and accepting others for who they are.
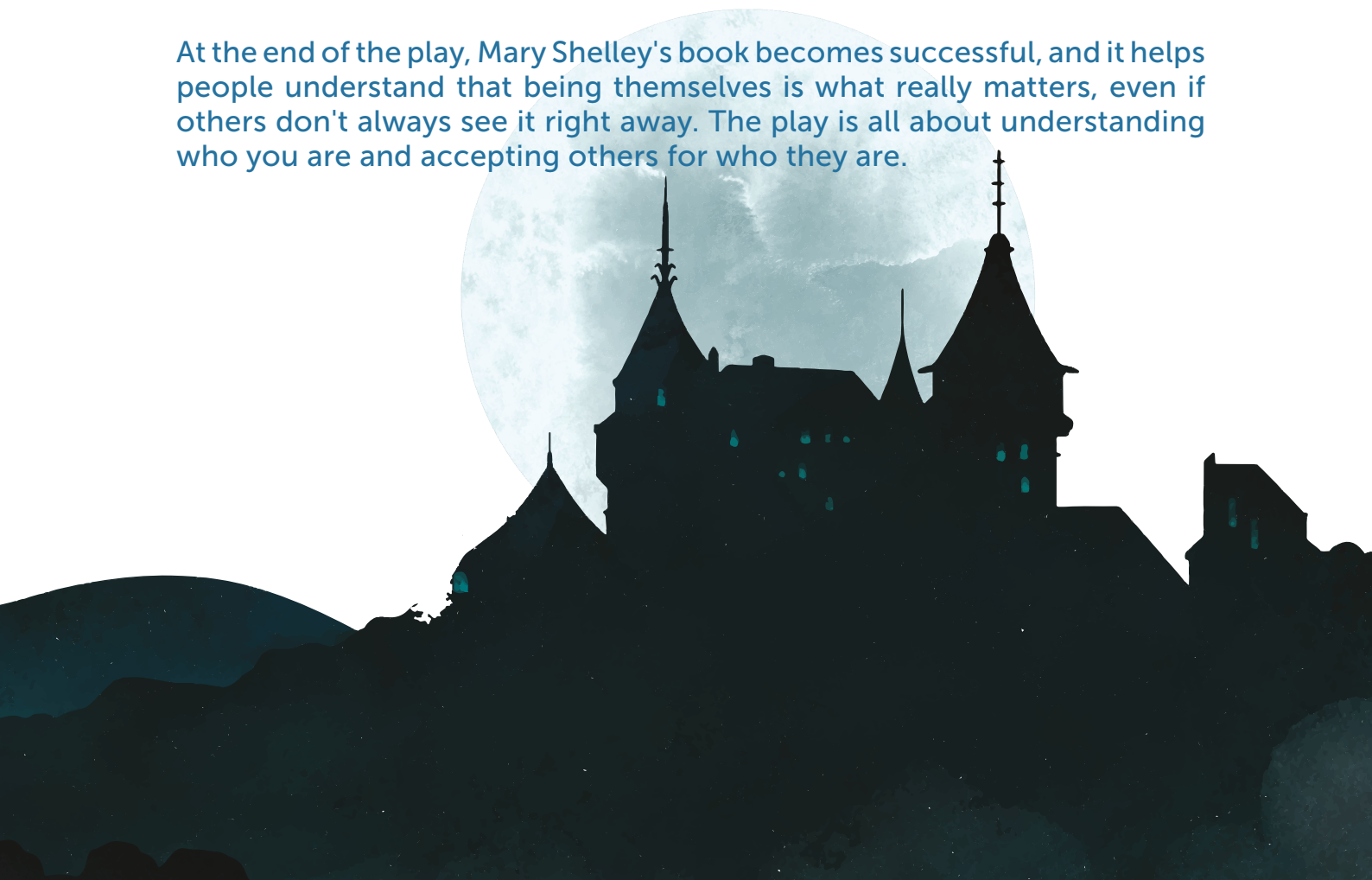
## THE STORY · SYNOPSIS

**Take a moment to explore what the play is all about. Then, read the questions carefully and see if you can answer them to show your understanding of the story.**

"Mary Shelley & Frankenstein," is a play with two different times:

It all begins in 1816 in Switzerland, where we meet Mary Shelley, who wants to become a writer, and her friends. They have a contest telling scary stories. Mary writes about Viktoria Frankenstein, who tries to make an AI robot person using electricity, but things don't go as planned. Frankenstein's Monster looks a bit scary, which frightens people. Mary Shelley explains to the Monster how hard it is for women to be writers during that time.

The second part of the story takes place in contemporary Barcelona, and here is where Frankenstein's Monster has trouble fitting in. People don't really like him, and some even make fun of him. He feels lonely and like he doesn't belong in this new world. To complicate things, he visits a disco club called "The Beach," where people are so immersed in their online profiles that they forget to look at each other and have face-to-face conversations.

But, at the end of the story, things change for good. Mary Shelley becomes a successful writer, and the Monster learns something important: What makes people special is that they're not perfect. They have flaws, and that's okay. The characters, Mary Shelley and the Monster, sing a song about what they have learned in their adventure. Thinking and being true to yourself, even when others want you to be the same. Artificial Intelligence is everywhere, and we must participate in this new reality and decide how we will interact with it.

1. **What is the setting for the play's first part?**
   A. Contemporary Barcelona
   B. 1816 in Switzerland
   C. 1910 in England

2. **Who is Mary Shelley in the play?**
   A. The Frankenstein's Monster
   B.  An AI scientist
   C. A famous writer

3. **Why does Frankenstein's Monster have a hard time in contemporaryBarcelona?**
   A. People are kind and helpful to him
   B. People make fun of him and ignore him
   C. People invite him to parties

4. **What is one major theme of the play?**
   A. Accepting others as they are
   B. Always trying to be perfect
   C. Making fun of people who are different

5. **Where does the second part of the play take place (in the future)?**
   A. In 1816 in Switzerland
   B. Contemporary Barcelona
   C. In 1910 in England

# THE STORY

**Take a moment to explore what the play is all about. Then, read the questions carefully and see if you can answer them to show your understanding of the story.**

"Mary Shelley & Frankenstein" is a play with two different times. It all begins in 1816 in Switzerland, where we meet Mary Shelley, who is a famous writer, and her friends. They try to create a story, and it turns into a tale about Viktoria Frankenstein. She tries to make a robot person called Frankenstein's Monster, but things don't go as planned, and the robot person looks a bit scary, which frightens people. The robot person talks to Mary Shelley about how hard it is for women to be writers during that time, showing that things weren't fair for everyone.

In 2024, the story takes us to Barcelona, and this is where the Frankenstein's Monster has trouble fitting in. People don't really like him, and some even make fun of him. He feels lonely and like he doesn't belong in this new world. To make things more complicated, he visits a place called "The Beach," a disco club where people are so into their online profiles that they forget to talk to each other in person. It's like they're more interested in their screens than in real life.

But, at the end of the story, there's a happy part. Mary Shelley, the writer, becomes successful, and the robot person, Frankenstein's Monster, learns something important. He figures out that what makes people special is that they're not perfect. They have flaws, and that's okay. The characters in the play sing a song about thinking and being true to yourself, even when others want you to be the same. It's a story about understanding who you are and accepting others for who they are. It's a story about being yourself, just as you are."

**1. What is the setting for the play's first part?**
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A. In 1816 in Switzerland
B. Contemporary Barcelona
C. In 1910 in England

# ONCE UPON A TIME

This is the opening song from our musical. In it you will meet the main characters of the story, some clues about the plot and an important message.

Listen to the song and choose the right word in each case. Listen again and enjoy.

**BYRON**
"ONCE UPON A TIME"
IT'S HOW THEY ALL
START / BEGIN / END
IF YOU WANT TO WRITE A STORY
YOU MUST FIND A SCARY/ LOVELY / INTERESTING THEME

**BYRON & CLAIRE**
LOOK AROUND / INSIDE/ OUTSIDE YOURSELF
FIND YOUR BIGGEST
FEAR / DREAM / THEME
THE ONE YOU'D NEVER EVER REVEAL
THAT'S THE ONE THAT'S GONNA WIN

**CHORUS**
CHILLING / CREEPY / DARK STORIES,
DARK / CREEPY / CHILLING TALES,
SCREAMS AND WHISPERS FROM THE DARK.
"ONCE UPON A TIME"
"ONCE UPON A TIME"
AND FREAK THEM OUT!

DIALOGUE

**MARY**
MY NAME IS MARY SHELLEY, THAT'S RIGHT
I WANT TO BE A TEACHER / JOURNALIST / WRITER, NO DOUBT
IT'S HARD TO BE A

WOMAN IN THESE
TIMES / AGES / DAYS
BUT I WILL CHANGE THE RULES, STICK IT OUT

MY FATHER IS A
GLORIOUS / FAMOUS / SIMPLE ANARCHIST
MY MOTHER IS A WRITER, INDEED
SHE FORMED THE FEMINIST PHILOSOPHY / MOVEMENT/ DICTIONARY
IT'S ALL EXPLAINED IN HER BIOGRAPHY...

**CLAIRE & BYRON**
"ONCE UPON A TIME"
"ONCE UPON A TIME"

**MARY**
CHECK IT OUT, CHECK IT OUT!

**CLAIRE & BYRON**
"ONCE UPON A TIME"
"ONCE UPON A TIME"
"ONCE UPON A TIME"

**MARY**
CHECK IT OUT, CHECK IT OUT!
AND THIS IS ME.

DIALOGUE

**CLAIRE**
DO YOU NOW /NO / KNOW HOW TO CREATE A STORY?

THERE ARE FIVE RULES / THINGS / TOOLS YOU SHOULD KNOW BEFORE: WHO ARE THE
PEOPLE / MONSTERS / CHARACTERS AND WHERE'S THE SETTING / PLACE / LOCATION?
THEN YOU'RE READY TO START WITH YOUR WRITING / PLOT / STORY

THERE'S A CONFLICT/ FIGHT / TWIST,
SOMETHING THAT GOES WRONG
SOMETHING THEY SHOULD SOLVE ALL ALONG
ENDING / RESOLUTION/ LEARNING IS WHAT YOU'RE LOOKING FOR
AND THAT'S IT! NOW YOU'RE READY TO GO!

**BYRON & MARY**
"ONCE UPON A TIME"
"ONCE UPON A TIME"
**CLAIRE**
Yeah! Yeah!
BYRON & MARY
"ONCE UPON A TIME"
"ONCE UPON A TIME"
**CLAIRE**
All together!
**ALL THEM**
"ONCE UPON A TIME"
"ONCE UPON A TIME"
AND FREAK THEM OUT

# ONCE UPON A TIME

This is the opening song from our musical. In it you will meet the main characters of the story, some clues about the plot and an important message.

**Listen to the song and choose the right word in each case. Listen again and enjoy.**

*BYRON*
"ONCE UPON A TIME"
IT'S HOW THEY ALL BEGIN
IF YOU WANT TO WRITE A STORY
YOU MUST FIND A SCARY THEME

*BYRON & CLAIRE*
LOOK INSIDE YOURSELF
FIND YOUR BIGGEST FEAR
THE ONE YOU'D NEVER EVER REVEAL
THAT'S THE ONE THAT'S GONNA WIN

CHORUS
CREEPY STORIES,
CHILLING TALES,
SCREAMS AND WHISPERS FROM THE DARK.
"ONCE UPON A TIME"
"ONCE UPON A TIME"
AND FREAK THEM OUT!

DIALOGUE

*MARY*
MY NAME IS MARY SHELLEY, THAT'S RIGHT
I WANT TO BE A WRITER, NO DOUBT
IT'S HARD TO BE A WOMAN IN THESE TIMES
BUT I WILL CHANGE THE RULES, STICK IT OUT

MY FATHER IS A FAMOUS ANARCHIST
MY MOTHER IS A WRITER,

INDEED
SHE FORMED THE FEMINIST PHILOSOPHY
IT'S ALL EXPLAINED IN HER BIOGRAPHY...

*CLAIRE & BYRON*
"ONCE UPON A TIME"
"ONCE UPON A TIME"

*MARY*
CHECK IT OUT, CHECK IT OUT!

*CLAIRE & BYRON*
"ONCE UPON A TIME"
"ONCE UPON A TIME"
"ONCE UPON A TIME"

*MARY*
CHECK IT OUT, CHECK IT OUT!
AND THIS IS ME.

DIALOGUE

*CLAIRE*
DO YOU KNOW HOW TO CREATE A STORY?
THERE ARE FIVE THINGS YOU SHOULD KNOW BEFORE:
WHO ARE THE CHARACTERS AND WHERE'S THE SETTING?
THEN YOU'RE READY TO START WITH YOUR PLOT
THERE'S A CONFLICT, SOMETHING THAT GOES WRONG

SOMETHING THEY SHOULD SOLVE ALL ALONG
RESOLUTION IS WHAT YOU'RE LOOKING FOR
AND THAT'S IT! NOW YOU'RE READY TO GO!

*BYRON & MARY*
"ONCE UPON A TIME"
"ONCE UPON A TIME"
*CLAIRE*
Yeah! Yeah!
*BYRON & MARY*
"ONCE UPON A TIME"
"ONCE UPON A TIME"
*CLAIRE*
All together!
*ALL THEM*
"ONCE UPON A TIME"
"ONCE UPON A TIME"
AND FREAK THEM OUT

## STORY MAP

It's time to explore the story by creating a story map. Read the story again and create one in groups, remember that a story map is an author's roadmap with all the key stops for an amazing story.

# STORY MAP

TITLE _____

AUTHOR _____

**CHARACTERS**

**SETTINGS**
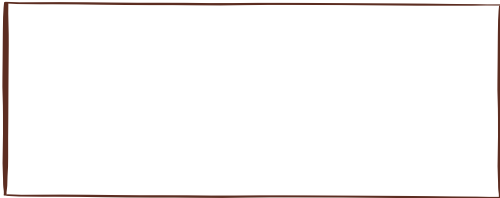
**BEGINNING**

**MIDDLE**

**END**

## STORY MAP

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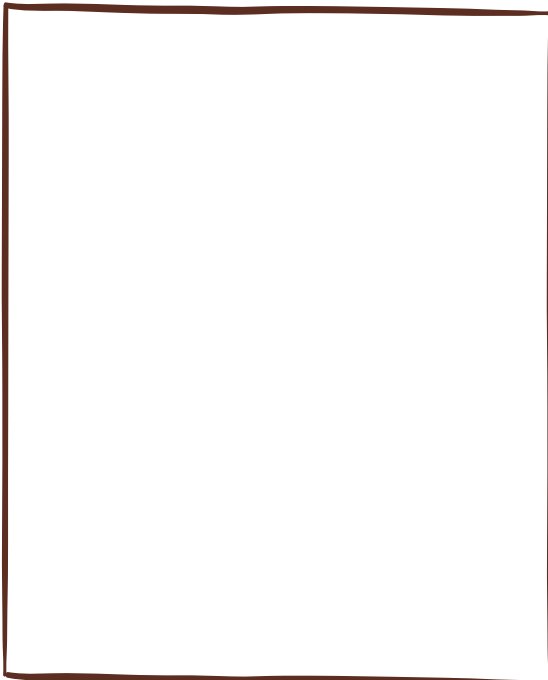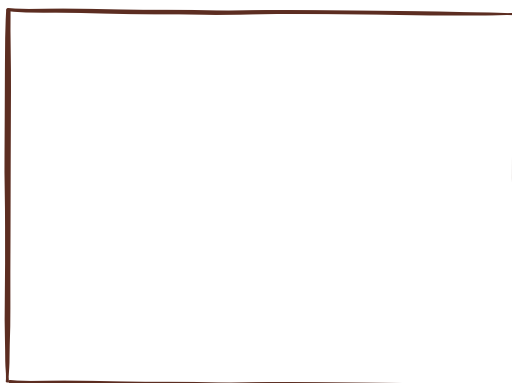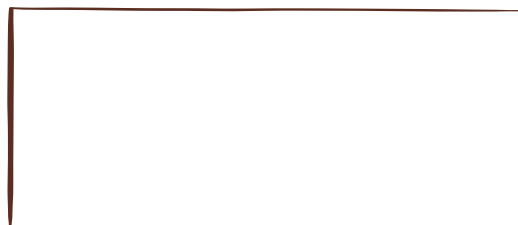
# STORY MAP

TITLE _____

AUTHOR _____

### CHARACTERS

Mary Shelley
Viktoria Frankenstein
Frankenstein's Monster

### SETTINGS

Viktoria's laboratory
"The Beach" disco club
AI development center

### BEGINNING

In 1816 Switzerland: Mary Shelley and her friends try to create a story. It's like a big puzzle.
Viktoria's experiment: She tries to make a robot person, but it doesn't go well, and it's scary.
The monster wakes up: The robot person starts moving but doesn't look right, and this causes a lot of fear and confusion.
Frankenstein's Monster thinks: The robot person starts thinking about who he is and how he's different.

### MIDDLE

In 2024 Barcelona: The robot person goes to a new city and doesn't fit in. People aren't very nice to him.
"The Beach" disco club: This is where the robot person goes, but it's not fun because people are too busy with their phones.

### END

Back to Viktoria's lab: The robot person returns to where he was made, and he thinks about what makes people special.

## MARY'S NOTEBOOK

A notebook is an author's best friend. Mary used it to come up with amazing words to color her horror stories. One of her favorite tools was to use adjectives to make horrendous characters in frightening settings.

**Read the texts and fill in the gaps with a fitting word. You can choose to use dictionaries, thesaurus or AI to come up with original new words.**

Introducing _____ [Monster's Name], the AI marvel! With a body crafted from _____ [Material], this _____ [Adjective] creation has _____ [Number] arms and _____ [Color] eyes filled with [Emotion]. It has _____ [Trait/Adjective] intelligence, _____ [Monster's Name] navigates the world, learning and adapting everytime people use it. It's a fusion of _____ [Noun] and _____ [Noun]! Welcome to the future of technology!

Meet Dr. Victoria Frankenstein, a brilliant and _____ [Adjective] scientist with an obsession with AI. She has _____ [Color or Adjectives] eyes, and she conducts experiments in her _____ [Adjective] laboratory. She likes to investigate _____ [Type of Science]. She's got _____ [Adjective] hair, a face like a _____ [Noun] and is _____ [Adjective] and _____ [Adjective].

Mary Shelle is the _____ [Adjective] and _____ [Adjective] writer behind the classic story of Frankenstein. She was _____ [Adjective] and _____ [Adjective] and her creativity and will made her one of the _____ [Superlative] writers of history. She had eyes like a _____ [Noun] and usually wore _____ [Adjective] clothes. Her [Adjective] story of Frankenstein and his Monster still inspires many _____ [Adjective] artists around the world.

# SONG 2

# FRANKENSTEIN'S MONSTER

This song is the monster's solo. In this song he sings about his feelings, what he wants and who he is.

**Listen to the song and fill in the gaps with the words in the box.**

| OUTSIDE | PERFECT | SEE | ELECTRICITY | HUMAN |
| SCARE | WHY | USED | WRONG | KNOW |
| AI | MONSTER | UNDERSTAND | ENOUGH | |

**CHORUS 1 x3**
WHO AM I?
WHO AM I?
I AM A _____

I WAS CREATED
TO BE A _____GUY
A SCIENTIST
WHO DREAMT ABOUT_____
SHE TOOK THE BEST
PARTS OF SOME _____ BODIES
BUT SOMETHING'S WRONG
YOU SEE... I DON'T KNOW_____

SHE WAS OBSESSED
WITH _____
BRINGING ME TO LIFE
WAS HER PRIORITY
ELECTRIC SHOCKS
WAS WHAT SHE _____ , AND THEN...
LOOK, HERE I AM,
TRYING TO _____ ... What?

**CHORUS x3**

**CHORUS 2 x4**
FRANKENSTEIN
FRANKENSTEIN'S MONSTER

**MARY:** Okay, deal with it, my friend...
Now that we all _____ you're a
monster, let's face it: you have to go out
and scare people!
**MONSTER:** Oh...no...
**MARY:** Yes, you have to.

I WILL GO _____
I WILL DO WHAT YOU WANT ME TO DO

**MARY:** _____ people.
**MONSTER:** Scare people, right.

BUT I'M SURE I'LL FIND
THOSE WHO'LL_____ ME FOR WHO I
AM
I already know that, thank you.

I WILL SHOW YOU
THAT YOU'RE WRONG
IT'S A CHALLENGE
BUT I'M STRONG ENOUGH!

Aaahhhh!

Anyway...
I'M READY TO GO...

**CHORUS 2 x4**

# FRANKENSTEIN'S MONSTER

This song is the monster's solo. In this song he sings about his feelings, what he wants and who he is.

**Listen to the song and fill in the gaps with the words in the box.**

| | | | | |
|---|---|---|---|---|
| OUTSIDE | PERFECT | SEE | ELECTRICITY | HUMAN |
| SCARE | WHY | USED | WRONG | KNOW |
| AI | MONSTER | UNDERSTAND | ENOUGH | |

**CHORUS 1 x3**
WHO AM I?
WHO AM I?
I AM A **MONSTER**

I WAS CREATED
TO BE A **PERFECT** GUY
A SCIENTIST
WHO DREAMT ABOUT **AI**
SHE TOOK THE BEST
PARTS OF SOME **HUMAN** BODIES
BUT SOMETHING'S WRONG
YOU SEE... I DON'T KNOW **WHY**

SHE WAS OBSESSED
WITH **ELECTRICITY**
BRINGING ME TO LIFE
WAS HER PRIORITY
ELECTRIC SHOCKS
WAS WHAT SHE **USED**, AND THEN...
LOOK, HERE I AM,
TRYING TO **UNDERSTAND**... What?

**CHORUS x3**

**CHORUS 2 x4**
FRANKENSTEIN
FRANKENSTEIN'S MONSTER
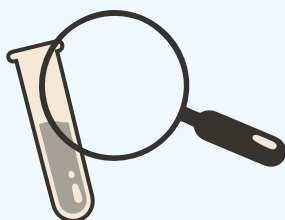
**MARY:** Okay, deal with it, my friend...
Now that we all **KNOW** you're a
monster, let's face it: you have to go out
and scare people!
**MONSTER:** Oh...no...
**MARY:** Yes, you have to.

I WILL GO **OUTSIDE**
I WILL DO WHAT YOU WANT ME TO DO

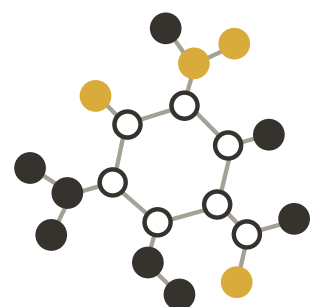**MARY: SCARE** people.
**MONSTER:** Scare people, right.

BUT I'M SURE I'LL FIND
THOSE WHO'LL **SEE** ME FOR WHO I AM
I already know that, thank you.

I WILL SHOW YOU
THAT YOU'RE WRONG
IT'S A CHALLENGE
BUT I'M STRONG ENOUGH!

Aaahhhh!

Anyway...
I'M READY TO GO...

**CHORUS 2 x4**

# BUILDING CHARACTER

Writing great characters is not an easy task but Mary Shelley managed to write some incredible and universal characters in her famous novel Frankenstein.

In pairs choose a character from the story and write a short description. You can investigate their lives or use your imagination. Follow the five tips to make sure you are doing your best!

| MARY SHELLEY | CLAIRE CLAIRMONT | LORD BYRON | THE MONSTER | VIKTORIA FRANKENSTEIN |
|---|---|---|---|---|

# 5 TIPS

## TO WRITE A CHILLING CHARACTER

**01**

**Start from Head to Toe**
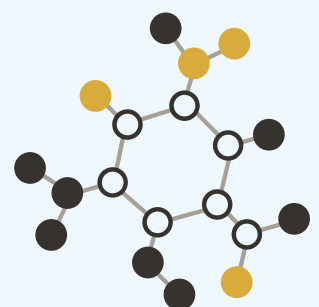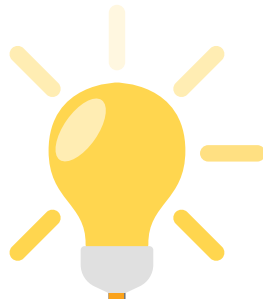Begin by describing the character's head, hair, eyes, and facial expressions. For example, in Roald Dahl's "Matilda," Matilda had straight hair and big, curious eyes that always seemed to be looking for something exciting.

**02**

**Talk About Clothes and Style**
Describe what the character wears. Mention colors, patterns, and any accessories. In J.K. Rowling's "Harry Potter," Harry often wore round glasses and the Hogwarts school uniform, which showed he was a student at the wizarding school.

**03**

**Show How They Move**
Explain how the character moves – do they walk with confidence, skip happily, or slouch? In Roald Dahl's "Charlie and the Chocolate Factory," Willy Wonka moved with a graceful skip, as if he were dancing through the chocolate factory, which made him seem joyful and whimsical.

**04**

**Reveal Inner Qualities**
Discuss the character's feelings and thoughts. Is the character brave, kind, shy, or curious? In Mary Shelley's "Frankenstein," Victor Frankenstein was curious and determined, as he tirelessly pursued his experiments, even though it led to unforeseen consequences.

**05**

**Use Comparisons with Metaphors and Similes**
Introduce metaphors and similes to create vivid imagery. For instance, you could say a character is as brave as a lion like Harry Potter, who faced his fears like a true Gryffindor, or as curious as a cat like Matilda, always hungry for knowledge. Comparisons make the character come to life for kids.

## THE FUTURE IS NOW

Besides cool and relatable characters, every story needs a cool setting! Our story is set in Geneva (Switzerland) in the past and in contemporary Barcelona. Our sets are made by hand 100% by a fantastic artist. Can you design your own Future Barcelona?

In small groups make a presentation with the title OUR FUTURE BARCELONA. Each group can choose to do it by hand (drawing or dioramas) or using AI tools (Canva, Procreate). Then, present your setting to your class.

OUR FUTURE BARCELONA

# THE CITY DOESN'T SEE ME

Once he is in the city, the Monster realises that people only look at their phones and he worries no one will be able to help him. In this song he sings and raps about how he feels.

**Listen to the song and order the verses.**

*MONSTER*

|   |                                      |
|---|--------------------------------------|
|   | WHAT, WHAT CAN I DO?                 |
|   | THEY DO NOT MAKE IT EASY             |
|   | NOBODY'S GONNA FIX ME                |
|   | IF YOU WALK AROUND                   |
|   | THE CITY DOESN'T SEE ME              |
|   | JUST 'CAUSE THE CITY DOESN'T SEE ME  |
|   | I DON'T WANT TO LOSE                 |
|   | BUT I'M NOT GONNA GIVE UP            |

*MONSTER & MARY*
...THE CITY DOESN'T SEE ME

*MARY*
I'm sorry to hear that. Let me help you.

|   |                                   |
|---|-----------------------------------|
|   | YOU HAVE SOMETHING DEEP INSIDE    |
|   | DON'T BE SHY, I'M ON YOUR SIDE    |
|   | PEOPLE RUN STRESSED ALL DAY       |
|   | CITIES CAN BE ROUGH SOMETIMES     |
|   | I CAN FEEL IT, I DON'T KNOW WHY   |
|   | AND THEY HIDE BEHIND THEIR MASKS  |
|   | I'M YOUR DOCTOR, GIVE IT A TRY    |
|   | BLOOK, MY FRIEND, I KNOW IT'S HARD|

*MARY & MONSTER*
I/YOU CAN SEE THROUGH YOUR/MY EYES

**MONSTER RAP**

|   |                                              |
|---|----------------------------------------------|
|   | DON'T BE A STRANGER, COME ON! DO YOU AGREE?  |
|   | NOBODY SMILES, NOBODY'S KIND AND THAT'S NOT NICE |
|   | EVERYONE IS ON THEIR PHONE                   |
|   | WE ARE TOGETHER IN THIS CITY                 |
|   | I LOOK AROUND, LOOK AT THE CROWD, THEY SEEM LOST |
|   | So, I WALK AROUND THROUGH PLAÇA CATALUNYA,   |
|   | WE CAN'T SEE ANY FACES ANYMORE               |
|   | ON MY WAY TO FONTANA ON THE GREEN LINE       |

## CHORUS x2

*MONSTER & MARY*

THE CITY DOESN'T SEE ME
WHAT, WHAT CAN I DO?
NOBODY'S GONNA FIX ME
I DON'T WANT TO LOSE
THEY DO NOT MAKE IT EASY
IF YOU WALK AROUND
BUT I'M NOT GONNA GIVE UP
JUST 'CAUSE THE CITY DOESN'T SEE ME

THE CITY DOESN'T SEE ME
THE CITY DOESN'T SEE ME

*MONSTER*

WHAT CAN I DO?

# THE CITY DOESN'T SEE ME

Once he is in the city, the Monster realises that people only look at their phones and he worries no one will be able to help him. In this song he sings and raps about how he feels.

**Listen to the song and order the verses.**

## MONSTER

| | |
|---|---|
| 2 | WHAT, WHAT CAN I DO? |
| 5 | THEY DO NOT MAKE IT EASY |
| 3 | NOBODY'S GONNA FIX ME |
| 6 | IF YOU WALK AROUND |
| 1 | THE CITY DOESN'T SEE ME |
| 8 | JUST 'CAUSE THE CITY DOESN'T SEE ME |
| 4 | I DON'T WANT TO LOSE |
| 7 | BUT I'M NOT GONNA GIVE UP |

## MONSTER & MARY
...THE CITY DOESN'T SEE ME

## MARY
I'm sorry to hear that. Let me help you.

| | |
|---|---|
| 5 | YOU HAVE SOMETHING DEEP INSIDE |
| 7 | DON'T BE SHY, I'M ON YOUR SIDE |
| 3 | PEOPLE RUN STRESSED ALL DAY |
| 2 | CITIES CAN BE ROUGH SOMETIMES |
| 6 | I CAN FEEL IT, I DON'T KNOW WHY |
| 4 | AND THEY HIDE BEHIND THEIR MASKS |
| 8 | I'M YOUR DOCTOR, GIVE IT A TRY |
| 1 | BLOOK, MY FRIEND, I KNOW IT'S HARD |

## MARY & MONSTER
I/YOU CAN SEE THROUGH YOUR/MY EYES

## MONSTER RAP

| | |
|---|---|
| 4 | DON'T BE A STRANGER, COME ON! DO YOU AGREE? |
| 2 | NOBODY SMILES, NOBODY'S KIND AND THAT'S NOT NICE |
| 8 | EVERYONE IS ON THEIR PHONE |
| 3 | WE ARE TOGETHER IN THIS CITY |
| 6 | I LOOK AROUND, LOOK AT THE CROWD, THEY SEEM LOST |
| 1 | So, I WALK AROUND THROUGH PLAÇA CATALUNYA, |
| 7 | WE CAN'T SEE ANY FACES ANYMORE |
| 5 | ON MY WAY TO FONTANA ON THE GREEN LINE |

## CHORUS x2
### MONSTER & MARY

THE CITY DOESN'T SEE ME
WHAT, WHAT CAN I DO?
NOBODY'S GONNA FIX ME
I DON'T WANT TO LOSE
THEY DO NOT MAKE IT EASY
IF YOU WALK AROUND
BUT I'M NOT GONNA GIVE UP
JUST 'CAUSE THE CITY DOESN'T SEE ME

THE CITY DOESN'T SEE ME
THE CITY DOESN'T SEE ME

## MONSTER

WHAT CAN I DO?

# DETERMINING SHORTEST ROUTE...

AI is all around us and one of the best uses it has is to find where to go and how to get there fast.

Access to a computer or a device with a navigation app, in pairs or small groups, select a place in Barcelona that you would like to give directions to. It could be a famous landmark, a park, a museum, or any other interesting location.

Now, imagine that the school is the starting point. You will give directions from the school to your chosen destination. Now, imagine you are giving directions to Frankentein who wants to go from the school to the chosen place.

**Do you need a little help to give directions?**

**Start** by saying, "Begin at the school."

To indicate **walking direction,** use sentences like "Go straight," "Turn left," or "Turn right."

To describe **landmarks**, say, "You will pass [name of a place or object]" or "Look for [specific building or feature]."

**Finally**, conclude with, "You have arrived at / reached [the chosen place]."

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

# WE LOVE THE DANCE FLOOR

At the club, the Monster discovers that everyone focuses on their cell phone devices.

**Listen to the song and match the beginning of the verse with its ending. Write the numbers.**

**CHORUS x2**

| PEOPLE SAY: | 1 | | BEST FLOW. |
|---|---|---|---|
| GIVE ME YOUR | 2 | | THE DANCE FLOOR, |
| WE LOVE | 3 | | YO-YO. |
| WHEN THEY | 4 | | PLAY OUR SONG. |

AND GO, GO, GO!
GO, GO, GO!

| WE PARTY | 1 | | ALL ALONE. |
|---|---|---|---|
| BUT WE FEEL | 2 | | ALL TOGETHER, |
| IF YOU WANT | 3 | | CHECK YOUR PHONE. |
| DON'T ASK ME, | 4 | | TO KNOW MY FEELINGS, |

| DON'T SPEAK | 1 | | TO ME RIGHT NOW |
|---|---|---|---|
| I'M NOT GOOD | 2 | | NO COMPLICATIONS |
| IF YOU DO | 3 | | I'LL KICK YOU OUT |
| JUST DANCE, | 4 | | AT CONVERSATIONS |

| SEND ME | 1 | | REPLY LATE |
|---|---|---|---|
| I WILL ACCEPT | 2 | | TO KNOW WHO I AM |
| IT'S YOUR BEST CHANCE | 3 | | WAIT |
| TO ASK ME | 4 | | A TEXT |
| I ALWAYS | 5 | | YOU WORRY |
| BUT DON'T | 6 | | ON A DATE |
| JUST YOU | 7 | | YOUR REQUEST ON INSTAGRAM |
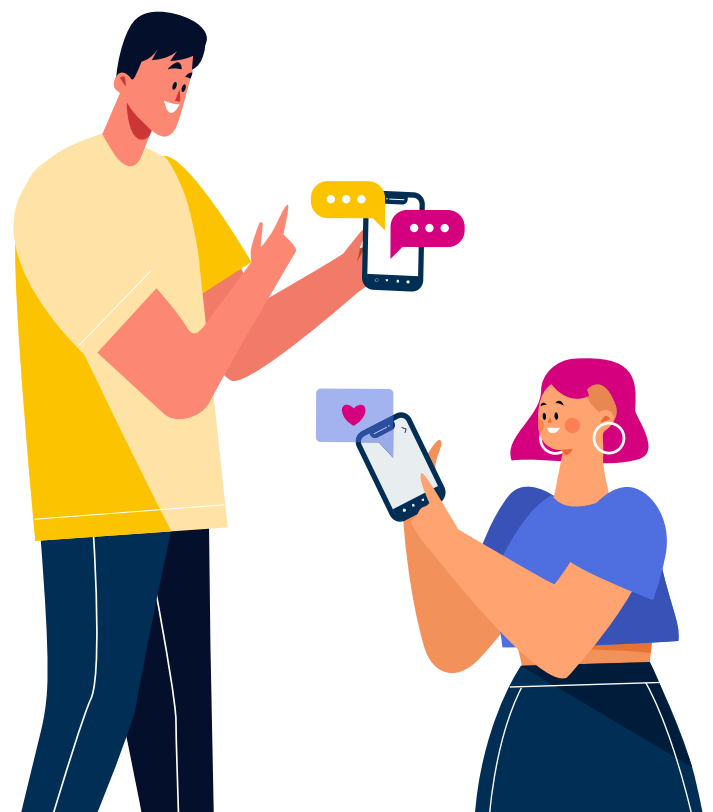
**CHORUS**

AND GO, GO, GO!
GO, GO, GO!

# WE LOVE THE DANCE FLOOR

At the club, the Monster discovers that everyone focuses on their cell phone devices.

**Listen to the song and match the beginning of the verse with its ending. Write the numbers.**

**CHORUS x2**

| | | | |
|---|---|---|---|
| PEOPLE SAY: | 1 | 2 | BEST FLOW. |
| GIVE ME YOUR | 2 | 3 | THE DANCE FLOOR, |
| WE LOVE | 3 | 1 | YO-YO. |
| WHEN THEY | 4 | 4 | PLAY OUR SONG. |

AND GO, GO, GO!
GO, GO, GO!

| | | | |
|---|---|---|---|
| WE PARTY | 1 | 2 | ALL ALONE. |
| BUT WE FEEL | 2 | 1 | ALL TOGETHER, |
| IF YOU WANT | 3 | 4 | CHECK YOUR PHONE. |
| DON'T ASK ME, | 4 | 3 | TO KNOW MY FEELINGS, |

| | | | |
|---|---|---|---|
| DON'T SPEAK | 1 | 1 | TO ME RIGHT NOW |
| I'M NOT GOOD | 2 | 4 | NO COMPLICATIONS |
| IF YOU DO | 3 | 3 | I'LL KICK YOU OUT |
| JUST DANCE, | 4 | 2 | AT CONVERSATIONS |

| | | | |
|---|---|---|---|
| SEND ME | 1 | 5 | REPLY LATE |
| I WILL ACCEPT | 2 | 3 | TO KNOW WHO I AM |
| IT'S YOUR BEST CHANCE | 3 | 7 | WAIT |
| TO ASK ME | 4 | 1 | A TEXT |
| I ALWAYS | 5 | 6 | YOU WORRY |
| BUT DON'T | 6 | 4 | ON A DATE |
| JUST YOU | 7 | 2 | YOUR REQUEST ON INSTAGRAM |

**CHORUS**

AND GO, GO, GO!
GO, GO, GO!
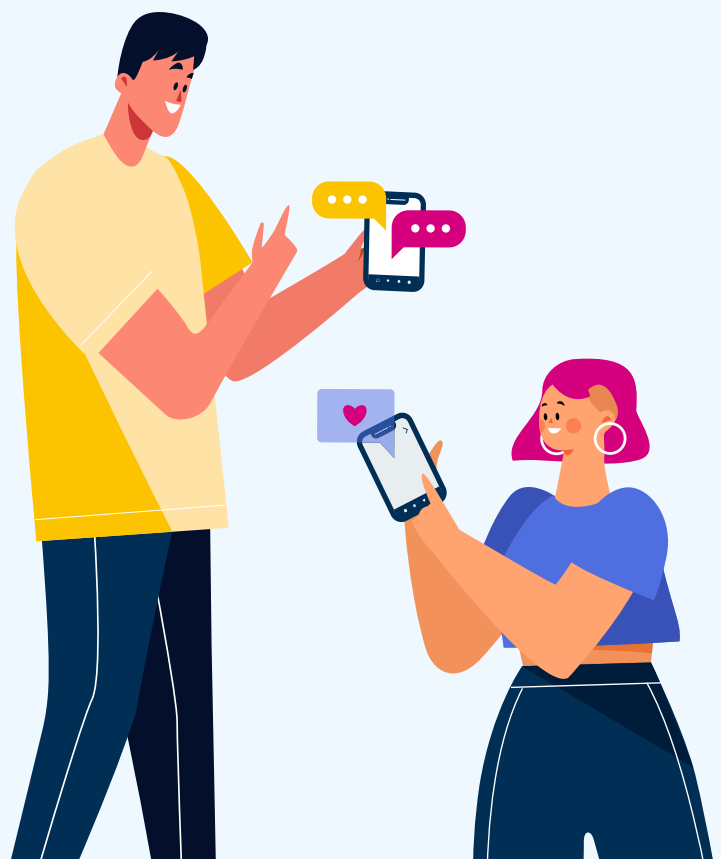
# PHONE LINGO!

In contemporary Barcelona, everyone is stuck to their phones, looking at content, scrolling and texting. Texting brought a new trend to language: acronyms.

**Read the texts and find out the definition of these super famous acronyms, can you decipher all of them?**

OMG! TGIF, guys! School's finally over. BRB, heading to the mall with BFFs. LOL, the teacher thought my answer was TMI. But IDK, maybe she's just SMH at our awesome friendship. G2G, catch you all later!

Ugh, this math HW is driving me crazy. IDC about quadratic equations! SOS, help me out here, BFF! BTW, did you see last night's episode of our fave show? It's my OTP moment! LOL, can't wait for the weekend!

Hey everyone, AFK for a while. I'm having a study sesh with my squad. FWIW, we're tackling the history project. TBH, it's pretty interesting. TTYL, gotta focus! #StudyGoals

Hey! Lunch break now. BTW, I brought some homemade cookies today. IDK if they're any good, but FWIW, I hope you like them! LOL, don't forget, we're meeting at the park after school. BFF, bring your skateboard!
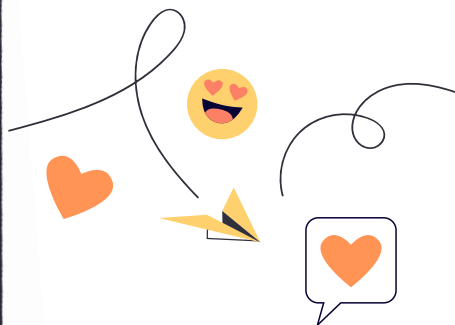
Did you hear the latest gossip? SMH, it's always drama in our class. TMI, but I think it's hilarious. IMO, it's just boring talking. G2G, class is starting. TTYL after school, peeps!

OMG, school dance tonight! Got my outfit ready, it's so cute! BRB, grabbing snacks for the party. BTW, did you see the decorations? It's lit! AFK for a bit, prepping for the dance-off. Wish me luck, guys!

Hey everyone, TGIF! Planning a movie night at my place. BFF, bring the popcorn! LOL, we can watch our OTP series. BTW, my parents are away, so we have the house to ourselves. IDK about you, but I'm excited!

Hey! School's out, yay! TTYL at the usual spot? BTW, I have some juicy gossip. SMH, you won't believe what happened today. Bring your headphones; we can chill and listen to our fave tunes. See you soon, squad!

| | | |
|---|---|---|
| OMG | IDC | TTYL |
| _____ | _____ | _____ |
| TGIF | BFF | BTW |
| _____ | _____ | _____ |
| BRB | G2G | SOS |
| _____ | _____ | _____ |
| LOL | AFK | IMO |
| _____ | _____ | _____ |
| TMI | FWIW | OTP |
| _____ | _____ | _____ |
| SMH | TBH | IDK |
| _____ | _____ | _____ |

## YOU AND I, YOU AND AI

This song by The Monster bears an important message: you have to decide how and when to use AI.

**Listen to the song and fill in the gaps or choose the right word.**

| FAKE | LEARN | SAID | POINT |
|------|-------|------|-------|
| FILTERS | CHOICE | EASY | AFRAID |

*So, you don't need AI developer?*

*MONSTER*
**ALRIGHT / OF COURSE / BECAUSE**
I NEED IT
WE ALL DO
THAT'S NOT THE ____
I SEE IT NOW

NOW I UNDERSTAND THAT I WAS
**AFRAID / SCARED / EXCITED**
HIDING WHO I AM, I'LL BECOME A ____
WE ARE ALL THE SAME,
EVERYBODY **FLIES / FAILS / FILES**
AND THAT'S WHY I'M PROUD
OF WHO I AM
...WHO I AM

CHORUS:
YOU AND I, YOU AND AI
THEY'RE DIFFERENT THINGS
YOU AND I, YOU AND AI
YOU'LL DECIDE WHO'S GONNA
**KILL / LOSE / WIN**

YOU AND I, YOU AND AI
WHEN DOUBT COMES IN
YOU AND I, YOU AND AI
MAKE YOUR ____ AND PICK A TEAM.

SO, MY DECISION IS MADE
I STAND BY WHAT I ____
AI IS GOING TO **STAIN / SLAY / STAY**,
OKAY, BUT ON MY TERMS.

I DON'T WANT TO BE DUMB
WHAT I WANT IS TO ____
UNDERSTAND MY MISTAKES
AND START **ON / OVER / UNDER** AGAIN

I DON'T MAKE UP MY FACE
YOU KNOW ____ ARE FAKE
THIS IS NOT WHO I AM
TALK TO ME FACE TO **FACE / ARM / BACK**

DON'T TAKE THE ____ WAY
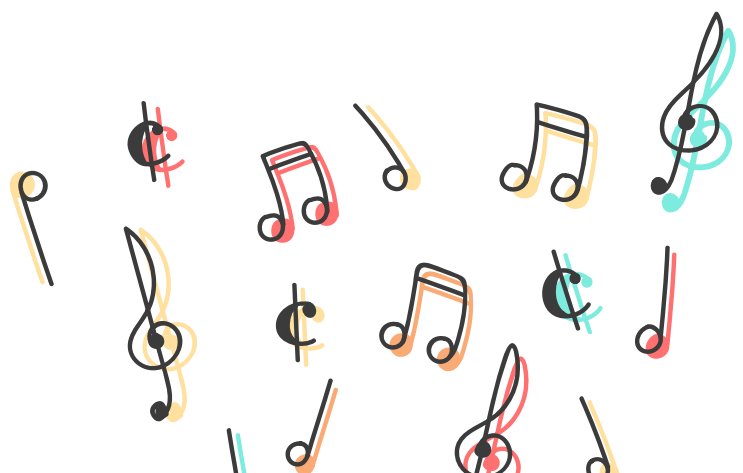YOU **KNEW / KNOWN / KNOW**
WE'RE ALL THE SAME
NO REASON TO BE ____
AND IF YOU DOUBT, REMEMBER:

CHORUS

AND I SAY: YOU AND I

# YOU AND I, YOU AND AI

This song by The Monster bears an important message: you have to decide how and when to use AI.

**Listen to the song and fill in the gaps or choose the right word.**

| | | | |
|---|---|---|---|
| FAKE | LEARN | SAID | POINT |
| FILTERS | CHOICE | EASY | AFRAID |

*So, you don't need AI developer?*

***MONSTER***
**OF COURSE**
I NEED IT
WE ALL DO
THAT'S NOT THE POINT
I SEE IT NOW

NOW I UNDERSTAND THAT I WAS
**AFRAID**
HIDING WHO I AM, I'LL BECOME A FAKE
WE ARE ALL THE SAME,
EVERYBODY **FAILS**
AND THAT'S WHY I'M PROUD
OF WHO I AM
...WHO I AM

CHORUS:
YOU AND I, YOU AND AI
THEY'RE DIFFERENT THINGS
YOU AND I, YOU AND AI
YOU'LL DECIDE WHO'S GONNA
**WIN**

YOU AND I, YOU AND AI
WHEN DOUBT COMES IN
YOU AND I, YOU AND AI
MAKE YOUR CHOICE AND PICK A TEAM.

SO, MY DECISION IS MADE
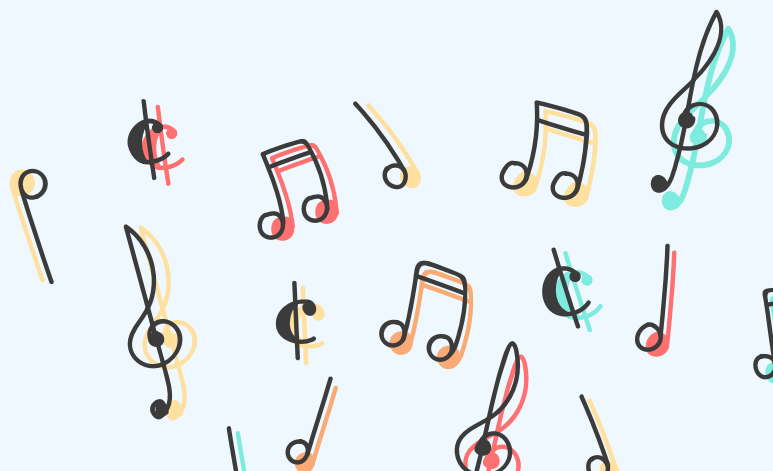I STAND BY WHAT I SAID
AI IS GOING TO **STAY,**
OKAY, BUT ON MY TERMS.

I DON'T WANT TO BE DUMB
WHAT I WANT IS TO LEARN
UNDERSTAND MY MISTAKES
AND START **OVER** AGAIN

I DON'T MAKE UP MY FACE
YOU KNOW FILTERS ARE FAKE
THIS IS NOT WHO I AM
TALK TO ME FACE TO **FACE**

DON'T TAKE THE EASY   WAY
YOU **KNOW**
WE'RE ALL THE SAME
NO REASON TO BE AFRAID
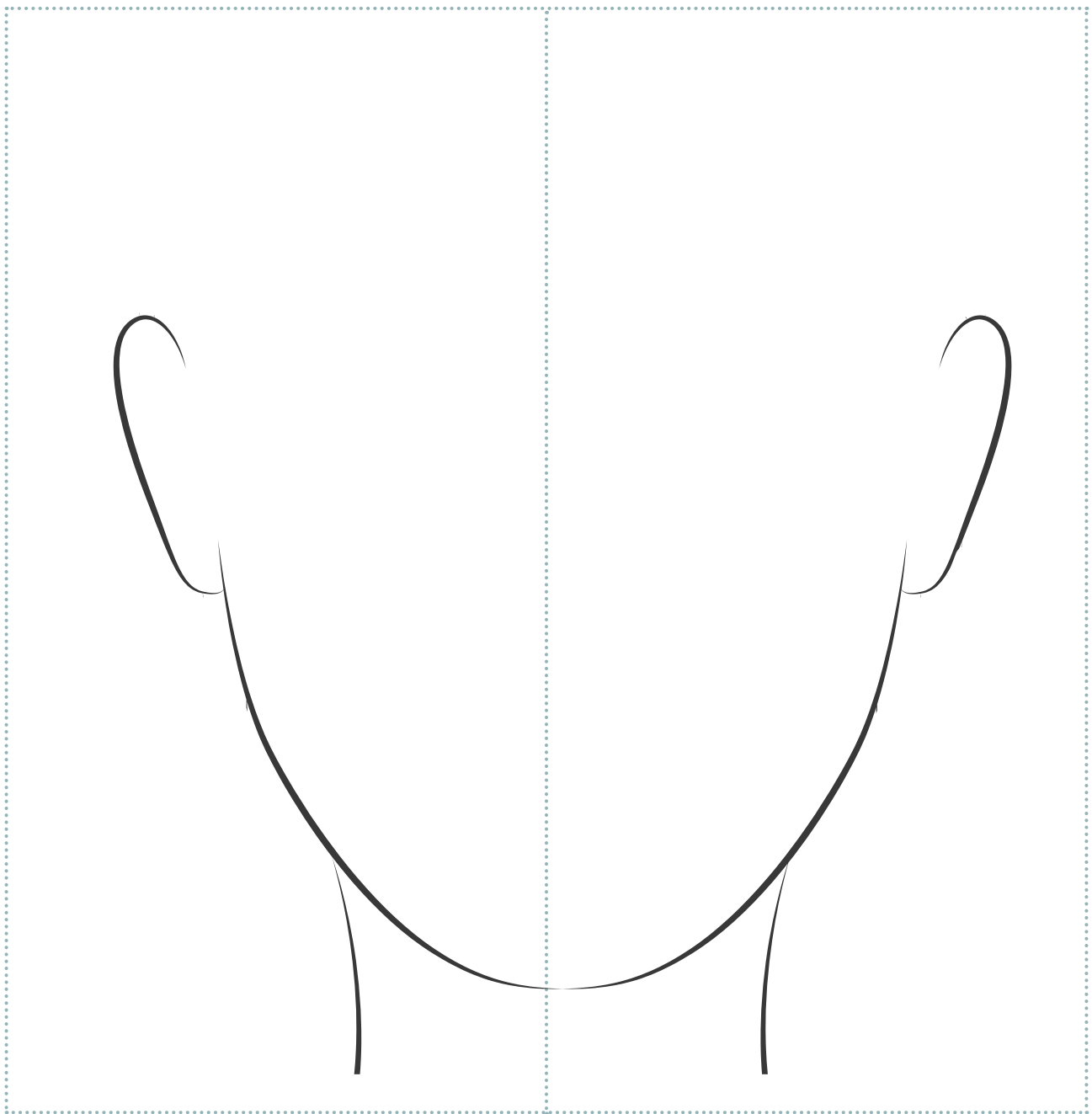AND IF YOU DOUBT, REMEMBER:

CHORUS

AND I SAY: YOU AND I

## A LOOK INSIDE

What we look like outside doesn't always reflect how we feel inside. Inside our minds there is much more. Despite that, our society values appearances a lot.

**Take a look inside and outside of you and make a self portrait. Half of your face showing how you look like and the other half showing how you are inside.**

# INCREDIBLE AUTHORS

The world is full of incredible writers but some of them have difficulties to become published authors. Women have had a hard time in history and some had to write under a pseudonym; a different name. With the help of the computers investigate the names of 10 incredible female authors in history. Have you read any of their books?
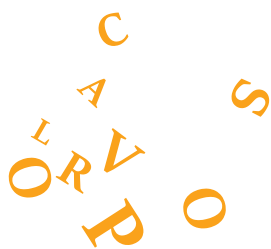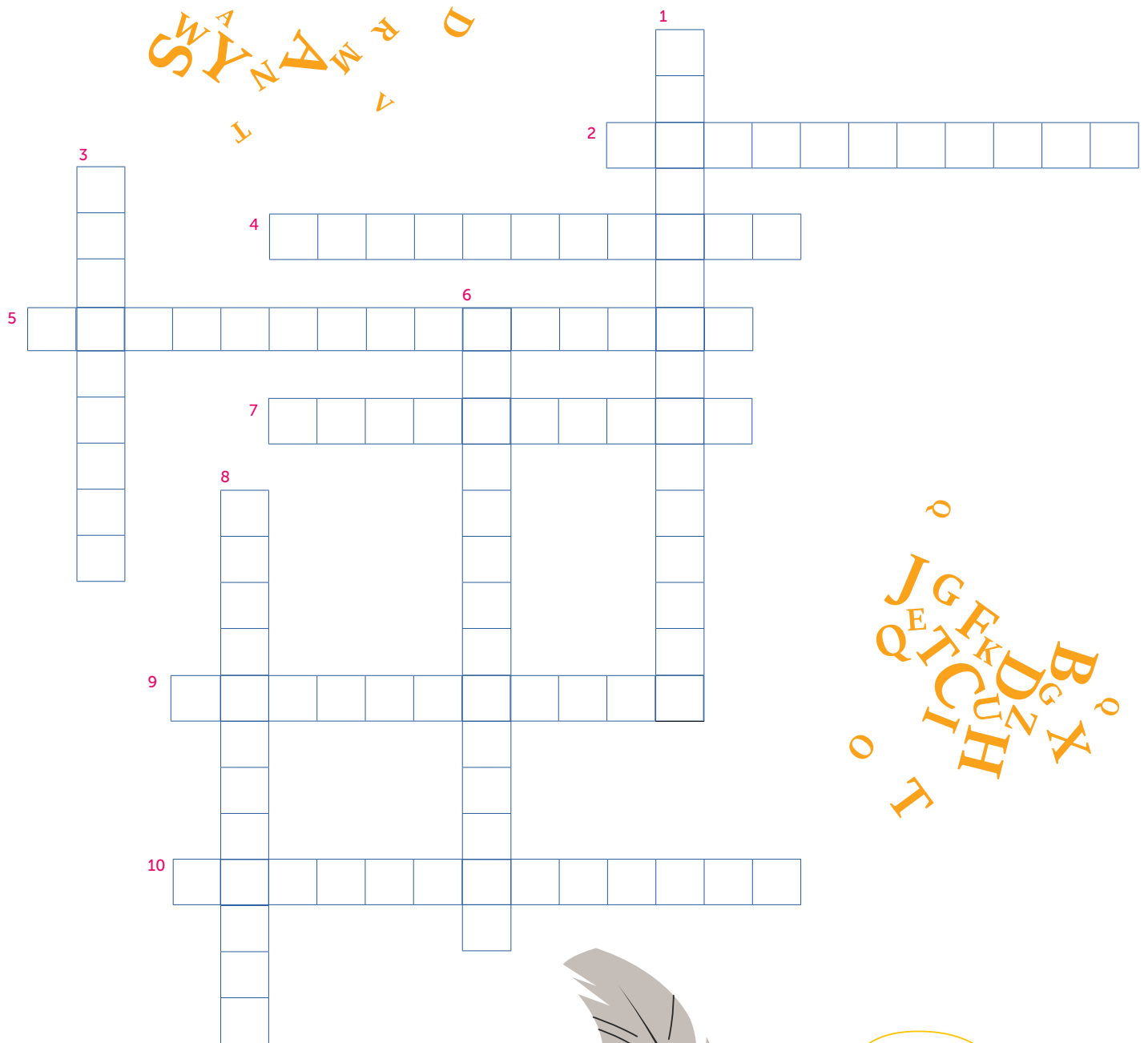
**Across**

**2.** (1928-2014) - She was a prominent American poet, author, and civil rights activist. Her autobiography, "I Know Why the Caged Bird Sings," is a powerful narrative of her life and a testament to her resilience and literary prowess.

**4.** (1797-1851) - best known for her groundbreaking work "Frankenstein; or, The Modern Prometheus." Published in 1818, when she was just 21, the novel explores themes of science, morality, and the consequences of playing god.

**5.** (1832-1888) - The author of "Little Women," she created beloved characters and explored themes of family, feminism, and personal growth in her works.

**7.** (1775-1817) - Her novels, including "Pride and Prejudice" and "Sense and Sensibility," continue to be celebrated for their keen social commentary, wit, and exploration of the lives of 19th-century British women.

**9.** (1818-1848) - As the author of the iconic novel "Wuthering Heights," she contributed to the Romantic literary tradition with her exploration of dark, passionate love and gothic elements.

**10.** (1882-1941) - She was a key figure in the modernist literary movement. Her innovative writing style, exemplified in works like "Mrs. Dalloway" and "To the Lighthouse," revolutionized the novel form and explored the inner lives of her characters.
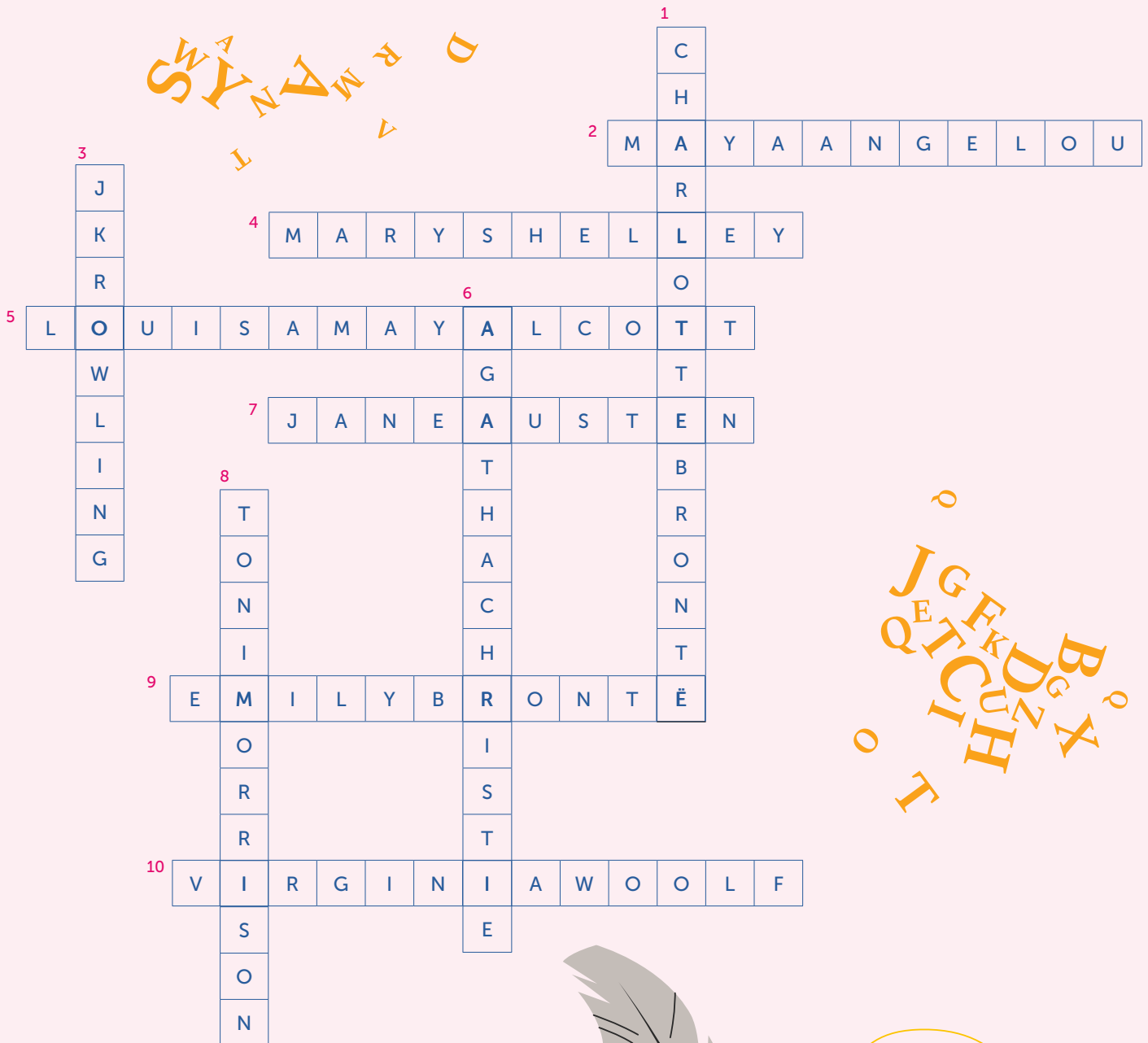
**Down**

**1.** (1816-1855) - She wrote the classic novel "Jane Eyre," which is renowned for its strong-willed, independent female protagonist and its exploration of social class and morality.

**3.** (1965-present) - She created the immensely popular "Harry Potter" series in 1997. A magical world that captivated readers of all ages. Her ability to craft intricate plots, rich characters, and explore complex themes such as friendship, love, and bravery, made the series a global phenomenon.

**6.** (1890-1976) - The "Queen of Mystery," she wrote numerous detective novels, including the famous Hercule Poirot and Miss Marple series. Her works, such as "Murder on the Orient Express," remain popular worldwide.

**8.** (1931-2019) - She was an influential American novelist who explored themes of race, identity, and the African American experience in works like "Beloved," which earned her a Nobel Prize in Literature.

(Crossword puzzle grid, clues not provided)

## INCREDIBLE AUTHORS

**Across**

2. MAYA ANGELOU
4. MARY SHELLEY
5. LOUISA MAY ALCOTT
7. JANE AUSTEN
9. EMILY BRONTË
10. VIRGINIA WOOLF

**Down**

1. CHARLOTTE BRONTE
3. JK ROWLING
6. AGATHA CHRISTIE
8. TONI MORRISON

# YOUR MIND, YOUR STORY

No matter how old you are, we all have stories in our minds. With a bit of imagination, in a stormy night, a young Mary Shelley wrote the amazing Frankenstein's story. What stories are in your mind?

**In teams, write a short story following this simple line. Keep it simple, and nave fun!**

Once upon a time there was a...

WHO IS THE HERO/HEROINE?

who lived in...

WHERE IS THE STORY TAKING PLACE?

Every day...

WHAT'S THE ROUTINE?

Until one day...

WHAT HAPPENS TO OUR HERO'S/HEROINE'S ROUTINE?

Because of that...

WHAT HAPPENS TO OUR HERO/HEROINE?

And because of that...

WHAT HAPPENS TO OUR HERO/HEROINE?

Until finally...

WHAT CHANGES IN OUR HERO/HEROINE?

And ever since that day...

WHAT DOES OUR HERO/HEROINE LEARN?

*write*

# FOR OR AGAINST?

This play was created to ignite discussion and reflection around the use of Artificial Intelligence in our everyday life.

**Read the following prompts and decide which team you belong to FOR or AGAINST and why... Are you ready to debate?**

### Should Students Use Translate Apps When Learning a New Language?

| FOR | AGAINST |

### Should Students Have Unlimited Access to Phones, Tablets, and Computers During School Hours?

| FOR | AGAINST |

### Should Schools Limit Screen Time to Enhance Student Performance?

| FOR | AGAINST |

### Should Schools Implement Strict Policies to Address Cyberbullying?

| FOR | AGAINST |

### Is Social Media a Valuable Tool for Students' Learning?

| FOR | AGAINST |

### Should Schools Ban the Use of Phones, Tablets, and Computers During Meal Times and Breaks?

| FOR | AGAINST |

# FOR OR AGAINST?

This play was created to ignite discussion and reflection around the use of Artificial Intelligence in our everyday life.

**Read the following prompts and decide which team you belong to FOR or AGAINST and why... Are you ready to debate?**

Should Schools Implement Screen-Free Days or Weeks to Reduce Dependency on Digital Devices?

| FOR | AGAINST |
|-----|---------|

Should Students Receive Education on Responsible Digital Citizenship?

| FOR | AGAINST |
|-----|---------|

Should Schools Allow Students to Bring Their Own Devices to Use in Class?

| FOR | AGAINST |
|-----|---------|

# THINK

This is the last song of our musical where the three main characters tell us about what they have learned after all their adventures. What is the moral of the story?

**Listen to the song and fill in the gaps with the right form of the verb in brackets.**

*MONSTER*
YOUR TURN, MARY SHELLEY! HERE
SHE _____ (to go):

*MARY*
IT _____ (to be) HARD, I KNOW
BUT BELIEVE IT OR NOT
IF YOU _____ (to be) BRAVE AND THINK
YOU'LL SHAKE THE WORLD

THEY _____ (to say):
YOU DON'T DESERVE IT
YOU'RE NOT GOOD ENOUGH
IT _____ (to be) BETTER IF YOU QUIT
AND KEEP YOUR MOUTH SHUT

SO I COULD'VE _____ (to stay) QUIET
AND I COULD'VE LOST FAITH
BUT I _____ (to say), WELL, ALRIGHT
I HAVE THE RIGHT TO COMPLAIN

CHORUS:
THINK, THINK
_____ (to raise) YOUR VOICE, DONT
LET THEM WIN
THINK, THINK
IT'S YOUR FUTURE, SO JUMP IN
THINK, THINK
WHO'S THE ONE WHO _____ (to have)
A DREAM?
THINK. THINK
WE _____ (to be) HUMANS, NOT
MACHINES!

*MONSTER*
I _____ (to suppose) NOW IT'S MY
TURN
LOTS OF THOUGHTS IN MY HEAD

BURN
WHERE TO START, I _____
(to not know)
BUT I CAN'T WAIT TOO LONG

THERE _____ (to be) A STORM WHEN I
WAS BORN
IT _____ (to look) LIKE EVERYTHING
WAS WRONG
MARY_____(to send) ME INTO THE
UNKNOWN
SO. I TRAVELED FAR ALONG THE
ROAD
..I TRAVELED FAR ALONG THE ROAD

I _____ (to have) TO FIND WHAT MAKES
THEM SPECIAL

WHO'S THE ONE WHO _____(to have)
A DREAM?
THINK. THINK
WE ARE HUMANS, NOT MACHINES

*VIKTORIA*
THIS IS HOW OUR STORY_____
(to end).
I KNOW I _____(to find) SOMETHING
TO LEARN:
THE FUTURE _____ (to be) RIGHT
AROUND
THE CORNER
_____ (to not wait) TILL IT'S TOO
LATE, SO, PLEASE:

*ALL*
CHORUS x2

THIS IS WHO WE ARE

# THINK

This is the last song of our musical where the three main characters tell us about what they have learned after all their adventures. What is the moral of the story?

**Listen to the song and fill in the gaps with the right form of the verb in brackets.**

*MONSTER*
YOUR TURN, MARY SHELLEY! HERE SHE GOES (to go):

*MARY*
IT WAS (to be) HARD, I KNOW
BUT BELIEVE IT OR NOT
IF YOU ARE (to be) BRAVE AND THINK
YOU'LL SHAKE THE WORLD

THEY SAID (to say):
YOU DON'T DESERVE IT
YOU'RE NOT GOOD ENOUGH
IT IS (to be) BETTER IF YOU QUIT
AND KEEP YOUR MOUTH SHUT

SO I COULD'VE STAYED (to stay) QUIET
AND I COULD'VE LOST FAITH
BUT I SAID (to say), WELL, ALRIGHT
I HAVE THE RIGHT TO COMPLAIN

CHORUS:
THINK, THINK
RAISE (to raise) YOUR VOICE, DONT LET THEM WIN
THINK, THINK
IT'S YOUR FUTURE, SO JUMP IN
THINK, THINK
WHO'S THE ONE WHO HAS (to have) ADREAM?
THINK. THINK
WE ARE (to be) HUMANS, NOT MACHINES!

*MONSTER*
I SUPPOSE (to suppose) NOW IT'S MY TURN
LOTS OF THOUGHTS IN MY HEAD

BURN
WHERE TO START, I DON'T KNOW (to not know)
BUT I CAN'T WAIT TOO LONG

THERE WAS (to be) A STORM WHEN I WAS BORN
IT LOOKED (to look) LIKE EVERYTHING WAS WRONG
MARY SENT (to send) ME INTO THE UNKNOWN
SO. I TRAVELED FAR ALONG THE ROAD
..I TRAVELED FAR ALONG THE ROAD

I HAD (to have) TO FIND WHAT MAKES THEM SPECIAL

WHO'S THE ONE WHO HAS (to have) A DREAM?
THINK. THINK
WE ARE HUMANS, NOT MACHINES

*VIKTORIA*
THIS IS HOW OUR STORY ENDS (to end).
I KNOW I FOUND (to find) SOMETHING TO LEARN:
THE FUTURE IS (to be) RIGHT AROUND THE CORNER
DONT WAIT (to not wait) TILL IT'S TOO LATE, SO, PLEASE:
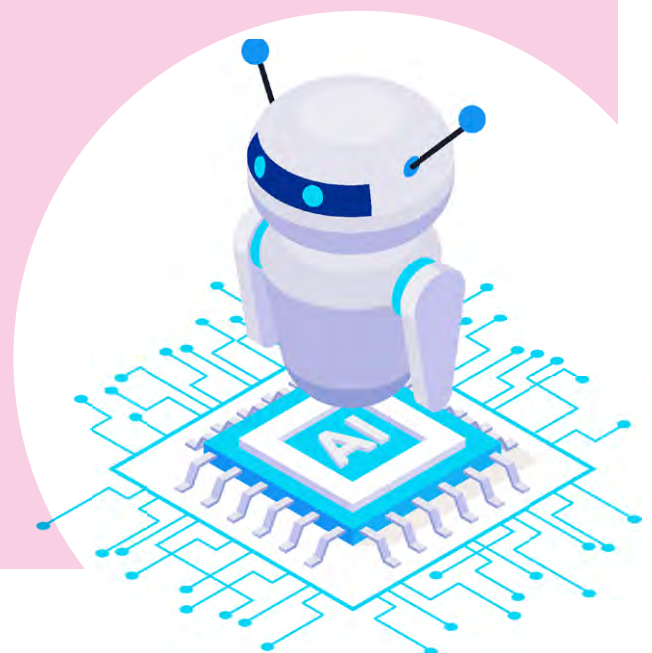
*ALL*
CHORUS x2

THIS IS WHO WE ARE

# IS AI RIGHT?

The following text has been created with AI. In it, there are 7 false statements. Put your detective skills to test and find the 7 AI created mistakes. Can you beat AI?

Let's learn about Mary Shelley and her famous book, Frankenstein! Mary was born in 1785, she was adventurous and loved writing. She met a poet named Percy Shelley, and they fell in love. In 1820, at just 23, Mary wrote Frankenstein, a story about curiosity and science. The book talks about important things like being alone, having big dreams, and treating everyone fairly. Her creation, the monster, has become a symbol of compassion and acceptance, inspiring and scaring many generations.

Mary's life was full of love, sadness, and creativity. She wrote Frankenstein in 1816 on a sunny day at her family's home. Even though it was common for women writers to face problems in the 19th century, Mary bravely published the book with her real name on the first edition. It wasn't an instant success, and they were surprised that a young woman wrote such a great story. Mary showed that anyone, no matter their age or gender, can create amazing stories.

Mary Shelley's determination and creativity inspired many writers. The next time you read Frankenstein, think about the brave young woman who dreamed big and left a special mark with her wonderful story!

## IS AI RIGHT?

The following text has been created with AI. In it, there are 8 false statements. Put your detective skills to test and find the 7 AI created mistakes. Can you beat AI?

Let's learn about Mary Shelley and her famous book, Frankenstein! Mary was born in 1785, she was adventurous and loved writing. She met a poet named Percy Shelley, and they fell in love. In 1820, at just 23, Mary wrote Frankenstein, a story about curiosity and science. The book talks about important things like being alone, having big dreams, and treating everyone fairly. Her creation, the monster, has become a symbol of compassion and acceptance, inspiring and scaring many generations.

Mary's life was full of love, sadness, and creativity. She wrote Frankenstein in 1816 on a sunny day at her family's home. Even though it was common for women writers to face problems in the 19th century, Mary bravely published the book with her real name on the first edition. It wasn't an instant success, and they were surprised that a young woman wrote such a great story. Mary showed that anyone, no matter their age or gender, can create amazing stories.

Mary Shelley's determination and creativity inspired many writers. The next time you read Frankenstein, think about the brave young woman who dreamed big and left a special mark with her wonderful story!

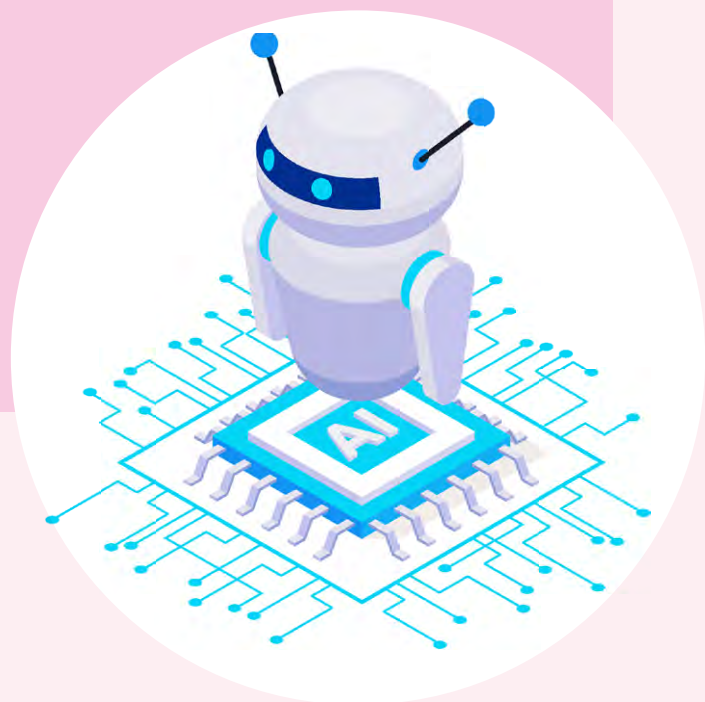**Answers:**
1785 - **1797**
1820 - **1816**
at just 23 - **at just 18**
on a sunny day - **on a stormy night**
at her family's home - **at Lord Byron's summer house**
on the first edition - **on the second edition**
It wasn't an instant success - **It was an instant success**

## 🎵 ONCE UPON A TIME 🎵

**BYRON**
"ONCE UPON A TIME"
IT'S HOW THEY ALL BEGIN
IF YOU WANT TO WRITE A STORY
YOU MUST FIND A SCARY THEME

**BYRON & CLAIRE**
LOOK INSIDE YOURSELF
FIND YOUR BIGGEST FEAR
THE ONE YOU'D NEVER EVER REVEAL
THAT'S THE ONE THAT'S GONNA WIN

**ALL OF THEM**
CREEPY STORIES
CHILLING TALES
SCREAMS AND WHISPERS
FROM THE DARK
"ONCE UPON A TIME"
"ONCE UPON A TIME"
AND FREAK THEM OUT!

**MARY**
It's 1816. A long time ago. He is Lord Byron. She: my stepsister, Claire… And me…you'll see. We are in Switzerland. It's a stormy night: thunder…lightning. Terrifying!

MY NAME IS MARY SHELLEY,
THAT'S RIGHT
I WANT TO BE A WRITER, NO DOUBT
IT'S HARD TO BE A WOMAN IN THESE TIMES
BUT I WILL CHANGE THE RULES, STICK IT OUT

MY FATHER IS A FAMOUS ANARCHIST
MY MOTHER IS A WRITER, INDEED
SHE FORMED THE FEMINIST PHILOSOPHY
IT'S ALL EXPLAINED IN HER BIOGRAPHY…

**CLAIRE & BYRON**
"ONCE UPON A TIME"
"ONCE UPON A TIME"

**MARY**
CHECK IT OUT, CHECK IT OUT!

**CLAIRE & BYRON**
"ONCE UPON A TIME"
"ONCE UPON A TIME"
"ONCE UPON A TIME"

**MARY**
CHECK IT OUT, CHECK IT OUT!
AND THIS IS ME

**BYRON**
No…noooo! No! Stop bothering them with your life story, Mary; we are here to make them scream. To make them scared. We have to create a creepy story, a chilling tale. "Once upon a time, once upon a time". Let's have a competition!

**CLAIRE**
But, excuse me…excuse me… Here! It's me, Claire. To create a story, we need to know the rules, don't we?

**BYRON**
I was just about to tell them. Can I, Claire? Can—

**CLAIRE**
No, you can't. It's my turn!

**BYRON**
Okay…

# ♪ ONCE UPON A TIME ♪

**CLAIRE**
DO YOU KNOW HOW TO CREATE A STORY?
THERE ARE FIVE THINGS YOU SHOULD KNOW BEFORE:
WHO ARE THE CHARACTERS AND WHERE'S THE SETTING?
THEN YOU'RE READY TO START WITH YOUR PLOT

THERE'S A CONFLICT, SOMETHING THAT GOES WRONG
SOMETHING THEY SHOULD SOLVE ALL ALONG
RESOLUTION'S WHAT YOU'RE LOOKING FOR
AND THAT'S IT! NOW YOU'RE READY TO GO!

**BYRON & MARY**
"ONCE UPON A TIME"
"ONCE UPON A TIME"
CLAIRE
Yeah! Yeah!

**BYRON & MARY**
"ONCE UPON A TIME"
"ONCE UPON A TIME"
CLAIRE
All together!

**ALL**
"ONCE UPON A TIME"

AND FREAK THEM OUT!

# ♪ FRANKENSTEIN'S MONSTER ♪

*MONSTER*
WHO AM I?
WHO AM I?
I AM A MONSTER (x3)

I WAS CREATED
TO BE A PERFECT GUY
A SCIENTIST
WHO DREAMT ABOUT AI
SHE TOOK THE BEST
PARTS OF SOME HUMAN BODIES
BUT SOMETHING'S WRONG
YOU SEE... I DON'T KNOW WHY

SHE WAS OBSESSED
WITH ELECTRICITY
BRINGING ME TO LIFE
WAS HER PRIORITY
ELECTRIC SHOCKS
WAS WHAT SHE USED, AND THEN...
LOOK, HERE I AM,
TRYING TO UNDERSTAND... What?

WHO AM I?
WHO AM I?
I AM A MONSTER (x3)

FRANKENSTEIN
FRANKENSTEIN'S MONSTER (x4)

*MARY*
Okay, deal with it, my friend... Now that
we all know you're a monster, let's face
it: you have to go out and scare people!

*MONSTER*
Oh...no...

*MARY*
Yes, you have to.

*MONSTER*
I WILL GO OUTSIDE
I WILL DO WHAT YOU WANT ME TO DO

*MARY*
Scare people.

*MONSTER*
Scare people, right.
BUT I'M SURE I'LL FIND
THOSE WHO'LL SEE ME FOR WHO I AM
CHOIR
YOU ARE A MONSTER
YOU ARE A MONSTER

*MONSTER*
I already know that, thank you.
I WILL SHOW YOU
THAT YOU'RE WRONG
IT'S A CHALLENGE
BUT I'M STRONG ENOUGH!

*SOMEBODY*
Aaahhhh!

*MARY*
This is going to work!

*MONSTER*
Anyway...
I'M READY TO GO...

FRANKENSTEIN
FRANKENSTEIN'S MONSTER (x4)

CHOIR
YOU ARE A MONSTER
YOU ARE A MONSTER (x4)

# ♪ THE CITY DOESN'T SEE ME ♪

**MONSTER**
THE CITY DOESN'T SEE ME
WHAT, WHAT CAN I DO?
NOBODY'S GONNA FIX ME
I DON'T WANT TO LOSE
THEY DO NOT MAKE IT EASY
IF YOU WALK AROUND
BUT I'M NOT GONNA GIVE UP
JUST 'CAUSE THE CITY DOESN'T SEE ME
MONSTER & MARY
...THE CITY DOESN'T SEE ME

**MARY**
I'm sorry to hear that. Let me help you...
LOOK, MY FRIEND, I KNOW IT'S HARD
CITIES CAN BE ROUGH SOMETIMES
PEOPLE RUN STRESSED ALL DAY
AND THEY HIDE BEHIND THEIR MASKS

YOU HAVE SOMETHING DEEP INSIDE
I CAN FEEL IT, I DON'T KNOW WHY
DON'T BE SHY, I'M ON YOUR SIDE
I'M YOUR DOCTOR, GIVE IT A TRY
MARY & MONSTER
I/YOU CAN SEE THROUGH YOUR/MY
EYES

**MONSTER**
So, I WALK AROUND THROUGH PLAÇA
CATALUNYA,
NOBODY SMILES, NOBODY'S KIND AND
THAT'S NOT NICE
WE ARE TOGETHER IN THIS CITY
DON'T BE A STRANGER, COME ON! DO
YOU AGREE?

ON MY WAY TO FONTANA ON THE
GREEN LINE
I LOOK AROUND, LOOK AT THE CROWD,
THEY SEEM LOST
WE CAN'T SEE ANY FACES ANYMORE
EVERYONE IS ON THEIR PHONE

**ALL OF THEM**
THE CITY DOESN'T SEE ME
WHAT, WHAT CAN I DO?
NOBODY'S GONNA FIX ME
I DON'T WANT TO LOSE
THEY DO NOT MAKE IT EASY
IF YOU WALK AROUND
BUT I'M NOT GONNA GIVE UP
JUST 'CAUSE THE CITY DOESN'T SEE ME

THE CITY DOESN'T SEE ME
WHAT, WHAT CAN I DO?
NOBODY'S GONNA FIX ME
I DON'T WANT TO LOSE
THEY DO NOT MAKE IT EASY
IF YOU WALK AROUND
BUT I'M NOT GONNA GIVE UP
JUST 'CAUSE THE CITY DOESN'T SEE ME
THE CITY DOESN'T SEE ME

**MONSTER**
WHAT CAN I DO?

# WE LOVE THE DANCE FLOOR

**ALL OF THEM**
PEOPLE SAY: YO-YO
GIVE ME YOUR BEST FLOW
WE LOVE THE DANCE FLOOR
WHEN THEY PLAY OUR SONG

PEOPLE SAY: YO-YO
GIVE ME YOUR BEST FLOW
WE LOVE THE DANCE FLOOR
WHEN THEY PLAY OUR SONG

AND GO, GO, GO!
AND GO, GO, GO!

**A DANCER**
WE PARTY ALL TOGETHER
BUT WE FEEL ALL ALONE
IF YOU WANT TO KNOW MY FEELINGS
DON'T ASK ME, CHECK YOUR PHONE

DON'T SPEAK TO ME RIGHT NOW
I'M NOT GOOD AT CONVERSATIONS
IF YOU DO I'LL KICK YOU OUT
JUST DANCE, NO COMPLICATIONS

SEND ME A TEXT
I WILL ACCEPT YOUR REQUEST
ON INSTAGRAM
IT'S YOUR BEST CHANCE
TO KNOW WHO I AM
TO ASK ME FOR A DATE
I ALWAYS REPLY LATE
BUT DON'T YOU WORRY
JUST YOU WAIT
JUST YOU WAIT
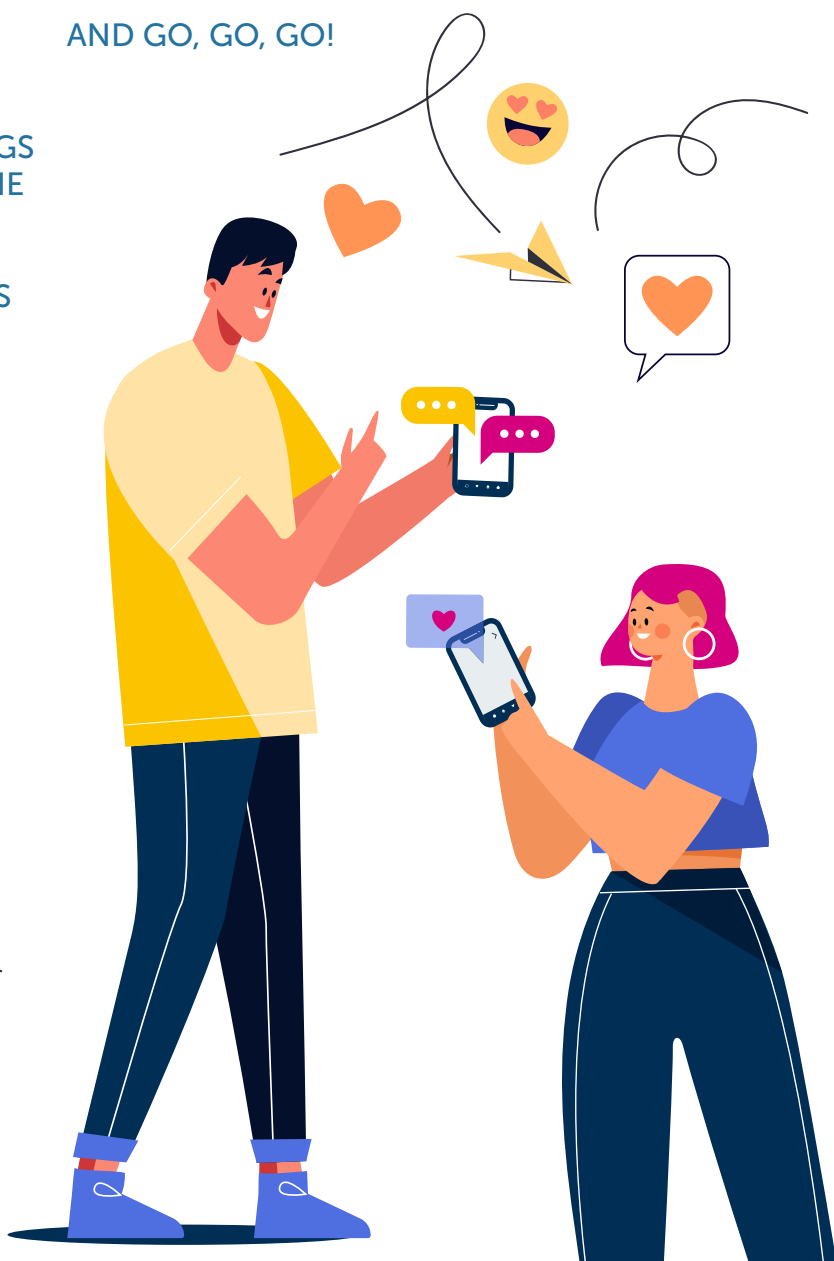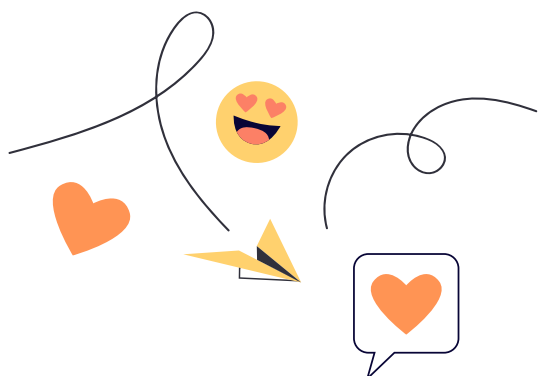
**ALL OF THEM**
PEOPLE SAY: YO-YO
GIVE ME YOUR BEST FLOW
WE LOVE THE DANCE FLOOR
WHEN THEY PLAY OUR SONG

PEOPLE SAY: YO-YO
GIVE ME YOUR BEST FLOW
WE LOVE THE DANCE FLOOR
WHEN THEY PLAY OUR SONG

AND GO, GO, GO!
AND GO, GO, GO!

AND GO, GO, GO!

# ♪ YOU AND I, YOU AND AI ♪

**AI DEVELOPER**
So, you don't need AI...?

**MONSTER**
OF COURSE I NEED IT
WE ALL DO
THAT'S NOT THE POINT
I SEE IT NOW

NOW I UNDERSTAND THAT I WAS
AFRAID
HIDING WHO I AM, I'LL BECOME A FAKE
WE ARE ALL THE SAME, EVERYBODY
FAILS
AND THAT'S WHY I'M PROUD
OF WHO I AM
...WHO I AM

YOU AND I, YOU AND AI
THEY'RE DIFFERENT THINGS
YOU AND I, YOU AND AI
YOU'LL DECIDE WHO'S GONNA WIN

YOU AND I, YOU AND AI
WHEN DOUBT COMES IN
YOU AND I, YOU AND AI
MAKE YOUR CHOICE AND PICK A TEAM

SO, MY DECISION IS MADE
I STAND BY WHAT I SAID
AI IS GOING TO STAY,
OKAY, BUT ON MY TERMS

I DON'T WANT TO BE DUMB
WHAT I WANT IS TO LEARN
UNDERSTAND MY MISTAKES
AND START ALL OVER AGAIN

I DON'T MAKE UP MY FACE
YOU KNOW FILTERS ARE FAKE
THIS IS NOT WHO I AM
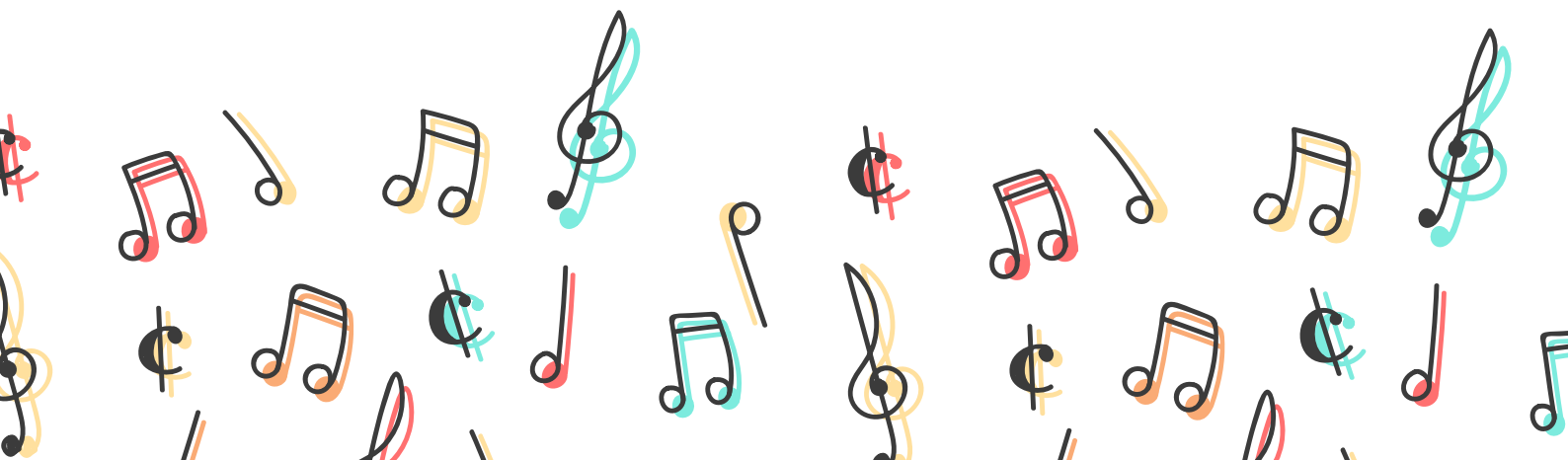TALK TO ME FACE TO FACE

DON'T TAKE THE EASY WAY
YOU KNOW WE'RE ALL THE SAME
NO REASON TO BE AFRAID
AND IF YOU DOUBT, REMEMBER:

**ALL OF THEM**
YOU AND I, YOU AND AI
THEY'RE DIFFERENT THINGS
YOU AND I, YOU AND AI
YOU'LL DECIDE WHO'S GONNA WIN

YOU AND I, YOU AND AI
WHEN DOUBT COMES IN
YOU AND I, YOU AND AI
MAKE YOUR CHOICE AND PICK A TEAM

AND I SAY: YOU AND I

# ♪ THINK – FINALE ♪

**MONSTER**
Your turn, Mary Shelley! Here she goes:

**MARY**
IT WAS HARD, I KNOW
BUT BELIEVE IT OR NOT
IF YOU'RE BRAVE AND THINK
YOU'LL SHAKE THE WORLD

**THEY SAID:**
YOU DON'T DESERVE IT
YOU'RE NOT GOOD ENOUGH
IT'S BETTER IF YOU QUIT
AND KEEP YOUR MOUTH SHUT

SO I COULD'VE STAYED QUIET
AND I COULD'VE LOST FAITH
BUT I SAID: Well, Alright!
I HAVE THE RIGHT TO COMPLAIN

THINK, THINK
RAISE YOUR VOICE, DON'T LET THEM WIN
THINK, THINK
IT'S YOUR FUTURE, SO JUMP IN
THINK, THINK
WHO'S THE ONE WHO HAS A DREAM?
THINK, THINK
WE ARE HUMANS, NOT MACHINES!

**MONSTER**
I SUPPOSE NOW IT'S MY TURN
LOTS OF THOUGHTS IN MY HEAD BURN
WHERE TO START, I DON'T KNOW
I DON'T KNOW,
BUT I CAN'T WAIT TOO LONG

THERE WAS A STORM WHEN I WAS BORN
IT LOOKED LIKE EVERYTHING WAS WRONG
MARY SENT ME INTO THE UNKNOWN
SO, I TRAVELLED FAR ALONG THE ROAD
...I TRAVELLED FAR ALONG THE ROAD

I HAD TO FIND WHAT MAKES THEM SPECIAL
I REALISED THEY HARDLY KNOW
THEY ARE AFRAID OF IMPERFECTION
BUT THAT'S THE POINT: IT MAKES THEM GROW
...IT MAKES THEM GROW

STOP COMPLAINING
STOP PRETENDING
USE NO FILTERS
WITH YOUR LIFE AND:

**ALL OF THEM**
THINK, THINK
RAISE YOUR VOICE, DON'T LET THEM WIN
THINK, THINK
IT'S YOUR FUTURE, SO JUMP IN
THINK, THINK
WHO'S THE ONE WHO HAS A DREAM?
THINK, THINK
WE ARE HUMANS, NOT MACHINES!
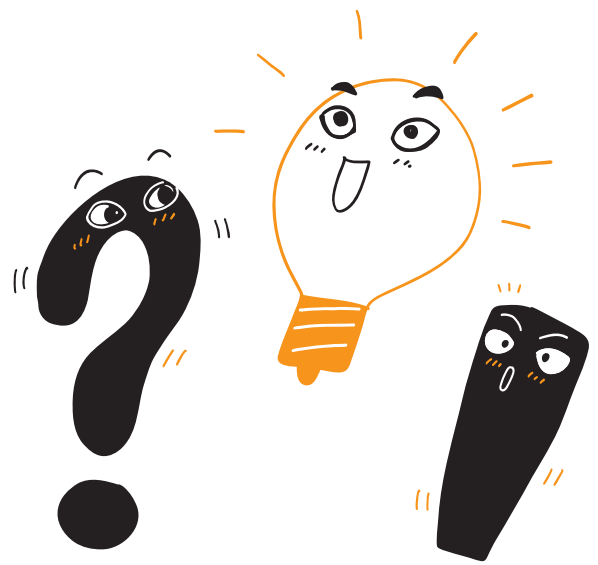
# ♪ THINK – FINALE ♪

*VIKTORIA*
THIS IS HOW OUR STORY ENDS…
I KNOW I FOUND SOMETHING TO LEARN:
THE FUTURE'S RIGHT AROUND THE CORNER
DON'T WAIT TILL IT'S TOO LATE, SO, PLEASE:

*ALL OF THEM*
THINK, THINK
RAISE YOUR VOICE,
DON'T LET THEM WIN

THINK, THINK
IT'S YOUR FUTURE, SO JUMP IN
THINK, THINK
WHO'S THE ONE WHO HAS A DREAM?
THINK, THINK
WE ARE HUMANS, NOT MACHINES (x2)

THIS IS WHO WE ARE!

# TEACHER'S NOTES

## WORKSHEET 1: THE STORY

This engaging exercise delves into a fascinating play's synopsis, allowing students to demonstrate their comprehension skills and, more importantly, unleashing their creativity through the art of comic creation. It's a wonderful opportunity to blend language proficiency with artistic expression!

| | | |
|---|---|---|
| **Skills** | | Speaking<br>Reading<br>Writing |
| **Duration** | | 1 session |
| **Difficulty** | | |
| **Objective** | | • To assess students' comprehension and understanding of the play's storyline<br>• To foster creativity by encouraging them to interpret and depict key moments |
| **Steps** | | 1. Read the synopsis aloud together<br>2. Have the students individually answer the comprehension questions<br>3. Ask them to pair up or form small groups to discuss their answers<br>4. Instruct them to illustrate key moments from the play's synopsis using the provided speech bubbles<br>5. Invite students to share their comics with the class |
| **Materials** | | Worksheet<br>Synopsis<br>Drawing materials |
| **Assessment** | | Check the Answer Key provided<br>Quality and creativity of the comics in portraying key moments from the play.<br>Participation in group discussions and willingness to share their understanding with peers |

# BASICS OF THE PLAY: Teacher's Notes

## SONG 1: MAIN SONG

This song introduces the key characters and themes while emphasizing the importance of finding an intriguing theme for storytelling. The goal is to improve listening skills, vocabulary, and comprehension, all while enjoying the catchy tune.

| | | |
|---|---|---|
| **Skills** | Listening<br>Reading | |
| **Duration** | 20 min | |
| **Difficulty** | | |
| **Objective** | • To improve listening comprehension in English<br>• To enhance vocabulary by associating words with their correct context<br>• To understand the concept of theme and its significance in storytelling | |
| **Steps** | 1. Play the song and ask students to listen carefully and select the correct word<br>2. Replay the song to let students confirm their word choices and enjoy the music once again<br>3. Facilitate a brief discussion about the song and ask students to share their thoughts | |
| **Materials** | Computer with Internet connection<br>The song can be found in our website<br>Worksheet | |
| **Assessment** | Check the Answer Key provided.<br>Assess their comprehension of the song's narrative structure<br>Evaluate their ability to provide insights into the characters' motivations and actions | |

## WORKSHEET 2: STORY MAP

Story maps serve as an essential tool for understanding the key elements of a narrative. In this activity, students will delve deeper into the story by creating one. By working in groups to construct these maps, students not only improve their comprehension and vocabulary but also develop their collaboration skills.

| | | |
|---|---|---|
| **Skills** | Reading<br>Writing<br>Speaking<br>Listening | |
| **Duration** | 1-2 sessions | |
| **Difficulty** | [battery] [battery] | |
| **Objective** | • To enhance reading comprehension by identifying and visualizing key story elements<br>• To foster teamwork and collaborative skills through group work | |
| **Steps** | 1. Explain the concept of a story map to the students: emphasize that it's like a roadmap for a story, but highlighting its key elements<br>2. Divide the class into groups and encourage students to discuss and decide what elements to include<br>3. They can use drawings, labels, and simple sentences to represent each key element<br>4. Each group presents their story map to the class | |
| **Materials** | Worksheet<br>Synopsis<br>Drawing materials | |
| **Assessment** | Asses the ability to identify and accurately represent key story elements<br>Evaluate their presentation skills and how well they explain their interpretations to the class | |

## WORKSHEET 3: MARY'S NOTEBOOK

In this creative activity, students will follow in the footsteps of Mary Shelley by using adjectives to describe and illustrate characters and settings in stories. By drawing representations of these adjectives, students not only strengthen their vocabulary but also enhance their descriptive language skills.

| | | |
|---|---|---|
| **Skills** | | Writing<br>Speaking<br>Reading |
| **Duration** | | 1 session |
| **Difficulty** | | |
| **Objective** | | • To expand vocabulary by using descriptive adjectives<br>• To foster creativity and artistic expression |
| **Steps** | | 1. Explain the importance of adjectives in storytelling and share some examples<br>2. Provide the students with a list of adjectives and discuss what kind of character or setting it might describe<br>3. Tell students to draw the characters or settings that describe the adjectives and come up with new ones<br>4. Have students share their drawings with the class, explaining how their drawings represent the chosen adjectives |
| **Materials** | | Worksheet<br>Drawing materials |
| **Assessment** | | Assess students based on the accuracy of their use of adjectives in describing characters and settings<br>Evaluate the creativity and effort put into their drawings, as well as their ability to explain their choices |

## SONG 2: FRANKENSTEIN'S MONSTER

This song provides insight into the monster's feelings and desires. Students will listen to the song and fill in the missing words, improving their listening skills and expanding their vocabulary. This activity allows students to empathize with the character and explore themes in the play.

| | |
|---|---|
| **Skills** | Listening<br>Reading<br>Speaking |
| **Duration** | 20-30 minutes |
| **Difficulty** | |
| **Objective** | • To enhance listening comprehension by filling in missing words<br>• To build vocabulary by associating words with their appropriate context<br>• To encourage empathy and understanding of the character's emotions and struggles |
| **Steps** | 1. Briefly introduce the activity of filling in the gaps with the missing words<br>2. After listening, review the song lyrics as a class, ensuring that the gaps are filled correctly<br>3. Ask students to reflect on the monster's feelings and tell them how they would feel in a similar situation |
| **Materials** | Computer with Internet connection<br>The song can be found in our website<br>Worksheet |
| **Assessment** | Assess students based on the accuracy of their gap-filling in the song lyrics<br>Evaluate their ability to understand the character's emotions and express their own feelings |

## WORKSHEET 4: BUILDING CHARACTER

In this engaging activity, students will explore the art of character development, drawing inspiration from Mary Shelley's novel "Frankenstein." It encourages creative writing, imagination, and the use of descriptive language.

**Skills**

Writing
Reading
Speaking

**Duration**

1 session

**Difficulty**

**Objective**

• To enhance descriptive writing skills by creating character descriptions
• To expand vocabulary by using specific details to describe characters
• To foster creativity and imagination in character development

**Steps**

1. Explain that in this activity, students will have the opportunity to create character descriptions inspired by Frankenstein
2. Have students choose a character from the provided list
3. Instruct them to start describing their chosen character, following the five provided tips
4. Invite students to share their character descriptions with the class, discussing the unique features and qualities of the characters they created

**Materials**

Worksheet

**Assessment**

Assess students based on the creativity and detail in their character descriptions.
Evaluate their ability to use descriptive language effectively to bring their chosen character to life

## WORKSHEET 5: THE FUTURE IS NOW

In this hands-on and creative activity, students will have the opportunity to design their own future version of Barcelona, inspired by the play's setting. Working in small groups, they will create shoebox dioramas, labeling the key elements of their future Barcelona. This activity encourages collaboration, imagination, and the application of descriptive language.

**Skills**

Speaking
Writing
Listening

**Duration**

1-2 sessions

**Difficulty**

**Objective**

- To encourage creative thinking and imagination through the design of a future city setting
- To enhance descriptive language skills by labeling important elements of the diorama
- To promote collaboration and group work by working together to create the diorama

**Steps**

1. Explain the activity to the students, emphasizing that they will design a future version of Barcelona
2. Instruct each group to design and create their future Barcelona diorama inside the shoebox
3. Each group should label the important parts of their diorama with descriptive language
4. Invite each group to present their diorama to the class

**Materials**

Worksheet
Shoeboxes (one per group)
Art supplies (markers, colored pencils, crayons, scissors, glue, etc.)

**Assessment**

Assess students based on the creativity and level of detail in their dioramas
Evaluate their ability to work collaboratively within their groups

## SONG 3: THE CITY DOESN'T SEE ME

This activity is centered around the third song in the play, where the Monster expresses his feelings about being unnoticed in the city. In this engaging task, students will work on improving their listening skills, ordering sentences to understand the song's message, and expressing empathy towards the Monster's situation.

| | |
|---|---|
| **Skills** | Listening<br>Reading<br>Speaking |
| **Duration** | 20-30 minutes |
| **Difficulty** | |
| **Objective** | • To develop listening skills by ordering the verses of the song.<br>• To enhance reading and comprehension abilities by understanding the song's message.<br>• To promote empathy by discussing the Monster's feelings and situation. |
| **Steps** | 1. Introduce and explain briefly the activity<br>2. Play the song for the students and tell them to order the verses<br>3. Display the correct order and correct the wrong verses<br>4. Conclude by discussing the importance of empathy and understanding others' feelings, just like Mary tries to help the Monster in the song |
| **Materials** | Computer with Internet connection<br>The song can be found in our website<br>Worksheet |
| **Assessment** | Check the Answer Key provided<br>Evaluate their participation and their ability to express empathy and understanding |

## WORKSHEET 6: DETERMINING SHORTEST ROUTE

In this activity, students will use navigation apps to practice giving directions from the school to a chosen destination in Barcelona. This task encourages students to enhance their speaking and listening skills as they work in pairs or small groups to guide "Frankenstein" to a specific location. It also promotes their understanding of directions and landmarks.

| | | |
|---|---|---|
| 🎓 | **Skills** | Speaking<br>Reading<br>Listening<br>Writing |
| ⏱ | **Duration** | 1 session |
| 📈 | **Difficulty** | 🔋 |
| ⚙ | **Objective** | • To enhance vocabulary related to navigation and landmarks<br>• To develop speaking and listening skills by giving and following directions |
| 🔍 | **Steps** | 1. Explain the activity to the students. Emphasize that they will be using navigation apps to give directions<br>2. In pairs or small groups, have students choose a destination in Barcelona<br>3. Students should take notes and develop a set of clear and accurate directions of the shortest route<br>4. Students take turns practicing giving directions to each other in their groups |
| 🗂 | **Materials** | Access to computers or devices with navigation apps<br>Maps of Barcelona (physical or digital)<br>Worksheet |
| 📋 | **Assessment** | Evaluate their use of vocabulary related to navigation and landmarks<br>Consider their ability to follow and understand directions given by their peers |

## SONG 4: WE LOVE THE DANCE FLOOR

In this song, the Monster discovers that people at the club are engrossed in their cell phones. The activity aims to improve students' listening and comprehension skills as they match the beginning of each verse with its ending.

| | | |
|---|---|---|
| 🎓 | **Skills** | Listening<br>Reading |
| ⏱️ | **Duration** | 20-30 minutes |
| 📈 | **Difficulty** | 🔋 |
| ⚙️ | **Objective** | • To enhance listening skills by matching song verses<br>• To reinforce vocabulary and comprehension of the song's lyrics |
| 🔍 | **Steps** | 1. Introduce the activity : they will have  try to match the beginning of each verse with its ending<br>2. Play the song "We love the dance floor for the students"<br>3. Instruct them to complete the activity<br>4. Go over the correct answers with the whole class<br>5. Discuss the themes in the song and the Monster's feelings about people being absorbed in their phones |
| 🗂️ | **Materials** | Computer with Internet connection<br>The song can be found in our website<br>Worksheet |
| 📋 | **Assessment** | Check the Answer Key provided<br>Consider their participation in the discussion about the song's themes related to technology and social interaction |

## WORKSHEET 7: PHONE LINGO!

This activity focuses on decoding popular acronyms used in texting. The aim is to enhance students' understanding of modern communication methods while improving their reading and vocabulary skills

**Skills**
Reading
Speaking
Writing
Listening

**Duration**
30 minutes

**Difficulty**

**Objective**
- To develop reading comprehension skills through decoding text messages containing common acronyms
- To expand vocabulary and understanding of modern communication methods

**Steps**
1. Explain to students that in the future, text messages are commonly filled with acronyms and shortcuts
2. Explain that the activity involves deciphering these acronyms to understand the messages
3. Instruct students to read the text messages and decipher the meanings
4. Lead a class discussion where students share their deciphered definitions

**Materials**
Worksheet

**Assessment**
OMG - Oh My God
TGIF - Thank God It's Friday
BRB - Be Right Back
LOL - Laugh Out Loud
TMI - Too Much Information
SMH - Shaking My Head
IDC - I Don't Care
BFF - Best Friends Forever
G2G - Got to Go
AFK - Away From Keyboard
FWIW - For What It's Worth
TBH - To Be Honest
TTYL - Talk To You Later
BTW - By The Way
SOS - Save Our Souls (often used as a distress call)
IMO - In My Opinion
OTP - One True Pairing (referring to a favorite fictional couple)

## SONG 5:  YOU AND I

This activity is designed to engage students with the song "You and I" from the play. It not only enhances their listening skills but also encourages critical thinking about the song's message

**Skills**
Listening
Reading

**Duration**
20 minutes

**Difficulty**

**Objective**
- To develop listening and comprehension skills by filling in the gaps in the lyrics
- To encourage critical thinking about the song's message

**Steps**
1. Play the recording of the song "You and I" for the students
2. Ask them to listen carefully and fill in the missing words
3. Provide the students with the correct answers and initiate a class discussion
4. Ask students about the message of the song
5. Encourage critical thinking by asking students whether they agree or disagree with the song's message

**Materials**
Computer with Internet connection
The song can be found in our website
Worksheet

**Assessment**
Check the Answer Key provided
Assess their critical thinking skills by evaluating their responses to question

## WORKSHEET 8: LOOK INSIDE

This creative activity encourages students to reflect on the theme of inner feelings and outward appearances. By creating a self-portrait that illustrates the contrast between their external and internal selves, students can express their understanding of this complex topic.

| | |
|---|---|
| **Skills** | Speaking<br>Listening |
| **Duration** | 1 session |
| **Difficulty** | |
| **Objective** | • To develop creative and artistic skills by creating a self-portrait<br>• To encourage self-expression and reflection |
| **Steps** | 1. Begin by discussing the theme of inner feelings and outward appearances<br>2. Show an example of a self-portrait where one half of the face represents the student's external appearance, and the other half represents their internal emotions or thoughts<br>3. Tell them to complete their own self-protrait<br>4. Allow students to share their artwork with the class<br>5. Ask students what they discovered about themselves while creating their self-portraits |
| **Materials** | Worksheet<br>Drawing materials |
| **Assessment** | Assess the quality and creativity of the self-portraits<br>Assess their participation in the discussion and their ability to reflect on the activity's theme |

## WORKSHEET 9: INCREDIBLE AUTHORS

The world is full of incredible writers but some of them have difficulties to become published authors. Women have had a hard time in history and some had to write under a pseudonym; a different name. This activity will provide students the chance to investigate about 10 female authors of English literature.

| | | |
|---|---|---|
| **Skills** | Reading | |
| **Duration** | 30 minutes | |
| **Difficulty** | | |
| **Objective** | • To write a short story | |
| **Steps** | 1. Divide students into small groups<br>2. Instruct students to read the clues and use a computer to find out the names of the 10 authors<br>3. Ask students to help each other investigate and complete the crossword | |
| **Materials** | Computer with Internet connection<br>Worksheet | |
| **Assessment** | Assess each student's participation in the group | |

## WORKSHEET 10: YOUR MIND, YOUR STORY

No matter how old you are, we all have stories in our minds. With a bit of imagination, in a stormy night, a young Mary Shelley wrote the amazing Frankenstein's story. What stories are in your mind? This activity is a cooperative or individual writing activity where students get to be creative following a simple guide.

| | |
|---|---|
| **Skills** | Writing |
| **Duration** | 1 or 2 sessions |
| **Difficulty** | |
| **Objective** | • To write a short story |
| **Steps** | 1. Divide students into small groups<br>2. Instruct students to write a short story following the guide.<br>3. Explain that they will use the frames to keep the story flowing in simple ways.<br>4. In each frame of the guide students should include one idea.<br>5. Ask each group to present their work to the class |
| **Materials** | Computer with Internet connection<br>Worksheet<br>Dictionaries |
| **Assessment** | Assess each student's participation in the group<br>Assess final written and/or oral production |

## SONG 6: THINK

This is the last song of our musical where the three main characters tell us about what they have learned after all their adventures. Students can enjoy it while reviewing verb conjugation.

| | | |
|---|---|---|
| **Skills** | | Listening<br>Writing |
| **Duration** | | 30 min |
| **Difficulty** | | |
| **Objective** | | • To review verb conjugation |
| **Steps** | | 1. Play the song "Think" and encourage them to listen closely to the lyrics<br>2. Ask students to fill in the gaps with the right conjugation of the verbs in brackets.<br>3. Have the students discuss the importance of speaking up when they find injustice around them.<br>4. Ask students how they can apply the message of the song to their own lives |
| **Materials** | | Computer with Internet connection<br>Worksheet<br>The song can be found in our website |
| **Assessment** | | Check the Answer Key provided<br>Assess students' understanding of the concepts showed and their level of participation |

## WORKSHEET 11: FOR OR AGAINST?

This activity provides the opportunity to create a safe debate in the classroom where students can communicate their opinions about topics related to the use of AI, screen-time or the use of devices in the classroom.

| | | |
|---|---|---|
| **Skills** | | Speaking<br>Listening |
| **Duration** | | 1 session |
| **Difficulty** | | |
| **Objective** | | • To debate about AI in schools in a safe context. |
| **Steps** | | 1. Introduce the message behind our musical.<br>2. Introduce the rules for a debate and the themes to debate (teacher may choose which debates to have or ask students to reflect on one topic in small groups)<br>3. Ask students to pick a side: for or against the prompt.<br>4. Ask students to justify their choice and suggest arguments for both sides. |
| **Assessment** | | Assess students' understanding of the concepts showed and their level of participation |

## WORKSHEET 12: IS AI RIGHT?

Sometimes what AI produces has mistakes or inconsistencies. This activity will bring students the opportunity to work cooperatively to fact-check an AI-generated article.

**Skills**
Speaking
Reading

**Duration**
40 min

**Difficulty**

**Objective**
• To use technologies cooperatively to contrast and check a text.

**Steps**
1. Introduce the message behind our musical.
2. Divide students into teams for collaboration.
3. Have teams read the article and/or read aloud.
4. Brainstorm some possible inconsistencies to fact-check.
5. Encourage students to use different websites with possible right information.
6. Ask them to find the 8 inconsistencies and right information.
7. Conclude with a reflection on teamwork and check.

**Materials**
Computers

**Assessment**
1. Mary Shelley was born in 1797.
2. Mary met Percy Bysshe Shelley when she was 16.
3. Mary wrote Frankenstein in 1818.
4. Frankenstein was written during a stormy night.
5. Mary initially published the novel anonymously.
6. The story was conceived in a ghost story competition.
7. The novel explores themes of identity, ambition, and societal prejudice.
8. Mary Shelley's book gained acclaim over time, not instantly.

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