



SCHOOLS

Produced by Feld Entertainment

Disney
ON ICE
EDUCATION PROGRAMME

Fit to
Dance

SCENARIOS AND HELPFUL GUIDANCE

Here you can find some potential scenarios and helpful guidance you can use with the children to help create their stories and dances! Each of these scenarios is based in a Disney setting.

These are designed to help give examples of how the story and dance could be structured, the settings and characters that could be involved, and the journey the stories could follow.

Don't forget to encourage the children to choose imaginative costumes to bring their magical characters to life!

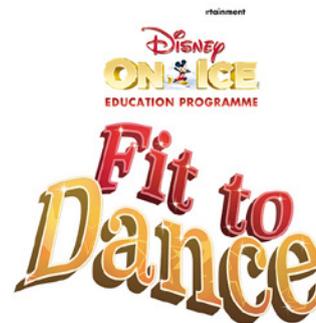
Once a setting has been established, make sure everyone has a character with a name and an action. During the story, they will go on a journey with a beginning, actions, and an ending.

HERE IS AN EXAMPLE:

Begin:	In a clearing doing their action
Action:	Set off to explore, wading through the deep snow
Action:	Pointing at an eagle in the sky
Action:	Dodge the snow falling from the branches
Action:	Tumble down a slope and end up in a big snowball
Action:	Struggle their way out of the snowball
End:	By laughing with relief and hugging each other



SCHOOLS



1. FROZEN

Today's story begins in a forest high on a mountain, with lots of deep snow on the ground. Let's think about who and what might be in the snowy forest.

The children make suggestions, e.g. a princess, a reindeer, a snowman, trolls, wolves, ice salesman etc., but might also be a family pet, themselves, a best friend etc. Be prepared!

WHO DO YOU WANT TO BE IN THE STORY?

The children choose a character - it's fine if more than one child wants to be the same one!

WHAT IS YOUR CHARACTER'S NAME?

The children choose a name. This can be made up or their favourite Disney character's name!

WHAT IS YOUR CHARACTER LIKE?

The children think briefly about some key identifiers, e.g. I'm a brave princess with a bow and arrow and a blue cloak, or I'm a snowman with a carrot nose, or I'm a hairy black dog that loves to dig in the snow.

One day everyone decides they are going to explore a new part of the snowy forest and set off on an exciting adventure. They have to wade through the thick snow. Let's think about what they might see on their journey.

The children think about what things they might see on their adventure - beautiful snowdrifts, green trees with snow on them, high mountains and dark caves. Eagles, reindeer etc., maybe even wolves and trolls. What colours can they see? What can they hear, smell, taste?

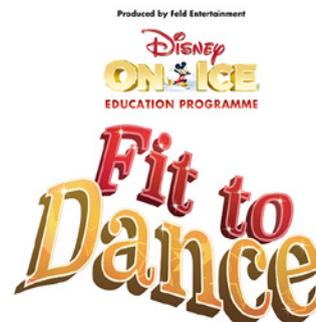
As they walk through the forest they have to dodge the snow that falls off the branches, jumping out of the way.

Suddenly the snow they are walking on gives way and they slide down the mountainside turning into a snowball! It stops and they have to dig themselves out with their hands!

Phew! That was a narrow escape! They laugh and hug each other and tramp through the snow back home. That's enough adventure for one day!

Possible dance actions might include:

- wading through the snow
- pointing at things, showing each other
- jumping out of the way of the snow falling from the branches
- sliding down the mountainside and holding hands to help each other
- digging themselves out of their snowball
- hugging and celebrating their escape.



2. PETER PAN

Today's story is set on an imaginary island called Neverland, where children never grow up! Let's think about who might live in Neverland.

The children make suggestions, e.g. Tinker Bell, Captain Hook, Tick-Tock the crocodile, mermaids, Native Americans etc., but might also be a family pet, themselves, a best friend, a time traveller etc. Be prepared!

WHO DO YOU WANT TO BE IN THE STORY?

The children choose a character - it's fine if more than one child wants to be the same one!

WHAT IS YOUR CHARACTER'S NAME?

The children choose a name. This can be made up or their favourite Disney character's name!

WHAT IS YOUR CHARACTER LIKE?

The children think briefly about some key identifiers, e.g. I'm a small fairy, or I'm a large pirate with a sharp hook, or I'm a young boy dressed in a green outfit.

On a hot summer's day, the group are swinging through the jungle in Neverland, when they come to a boat moored on the beach. They see lots of wonderful new things, such as mermaids swimming around the boat, and venture nearer to take a look. What other things do you think they might see?

The children think about what things they might see on their adventure - birds flying in the sky, snakes in the jungle, crocodiles in the water etc. What colours can they see? What can they hear, smell, taste?

All of a sudden, a group of angry pirates comes shouting and charging from the ship, with swords and weapons in their hands. The group spin round and try to flee, but the fairies know that their magic pixie dust will save the day. They sprinkle it over the group, which now enables them to soar and fly across the sky and away from the pirates.

Once safely back on land and in the jungle, they laugh and hug each other. That's enough adventure for one day!

Possible dance actions might include:

- swinging on vines in the jungle
- pointing at things, showing each other
- spinning around

- running away from danger
- soaring and flying across the sky
- hugging and celebrating their escape.



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3. THE LITTLE MERMAID

Today's story happens under the sea, in a magical kingdom. Let's think about who lives under the sea.

The children make suggestions, e.g. a mermaid, fish, crab, shark etc., but might also be a family pet, themselves, a best friend, a time traveller etc. Be prepared!

WHO DO YOU WANT TO BE IN THE STORY?

The children choose a character - it's fine if more than one child wants to be the same one!

WHAT IS YOUR CHARACTER'S NAME?

The children choose a name. This can be made up or their favourite Disney character's name!

WHAT IS YOUR CHARACTER LIKE?

The children think briefly about some key identifiers, e.g. I'm a mermaid with a long green tail that sparkles, or I'm a small bright yellow fish, or I'm a hairy black dog that can swim underwater.

One day a mermaid and a fish decide they are going to explore a new part of the seabed and set off on an exciting adventure. They see lots of wonderful new things, swimming and swirling along. What things do you think they might see?

The children think about what things they might see on their adventure - beautiful coral and seaweed, old shipwrecks, lovely coloured shells, dark caves etc. What colours can they see? What can they hear, smell, taste?

The mermaid sees a lovely coloured shell on the sand and swims over to it. She picks it up and carries it to her friend to show him.

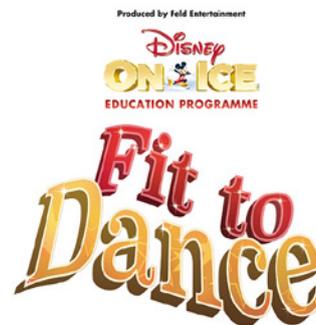
Suddenly the blue sea turns darker! The water starts to swirl around them, pulling them and pushing them all over the place. It's a whirlpool and it's trying to pull them down to the dark deep water where they must never go. They try their hardest to swim away and even hold hands to help each other.

At last they get to the edge of the whirlpool and can swim away to safety. Phew. That was a narrow escape. They laugh and hug each other and swim away back home. That's enough adventure for one day!

Possible dance actions might include:

- swimming along
- pointing at things, showing each other
- picking up a shell
- battling the whirlpool

- holding hands to help each other
- breaking free of the force
- hugging and celebrating their escape.



4. THE LION KING

Today's story is set in Africa, in the Serengeti. Let's think about who lives on the African plains.

The children make suggestions, e.g. a lion, zebra, butterfly, hyena, etc., but might also be a family pet, themselves, a best friend, a time traveller etc. Be prepared!

WHO DO YOU WANT TO BE IN THE STORY?

The children choose a character - it's fine if more than one child wants to be the same one!

WHAT IS YOUR CHARACTER'S NAME?

The children choose a name. This can be made up or their favourite Disney character's name!

WHAT IS YOUR CHARACTER LIKE?

The children think briefly about some key identifiers, e.g. I'm a golden lion with a big mane, I'm a large warthog with big tusks, or I'm a small black dung beetle, or a grey laughing hyena.

One day the group decide they are going to explore a new part of the Serengeti and set off on an exciting adventure. They see lots of wonderful new things, running fast, jumping over rocks and climbing trees. What things do you think they might see?

The children think about what things they might see on their adventure - animals drinking at a watering hole, a giraffe reaching for leaves at the top of a tree, a family of lions sleeping with cubs playing nearby etc. What colours can they see? What can they hear, smell, taste?

A large warthog sees a small baby wildebeest all alone and not with its family. He walks towards it to check the wildebeest is OK.

Suddenly out of nowhere a million wildebeest come running towards them on their annual migration! The group have to duck left and right to avoid the herd and they then spot a break where they can run to the side and out of the stampede. The children link arms to help each other escape the danger.

Once out of danger, they laugh and hug each other and skip back to their camp. That's enough adventure for one day!

Possible dance actions might include:

- jumping over rocks
- pointing at things, showing each other
- moving left and right
- linking arms to help each other

- running to the edge of the stampede
- hugging and celebrating their escape
- skipping back to camp.