

Teacher's Notes

Activity 1

Activating previous knowledge about the Robin Hood legend

Language: you may use the mother tongue

Materials: flashcard of Robin Hood, a map of British Isles, quiz

1. Show Robin Hood picture.
2. Ask children what they know about Robin Hood. (who he was, where he lived,).
3. Hand out the quiz. (Worksheet 1)
4. Ask children to tick (✓) the correct option.

KEY

The capital of England is	London. Manchester. Liverpool.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The river that goes through London is the	Clyde. Thames. Tyne.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
The Queen of the United Kingdom is	Margaret. Diana. Elizabeth II.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
The British flag is called the	Stars and Stripes. Union Jack. United Kingdom.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
The British flag is	red, blue and yellow. blue, red and green. white, red and blue.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Elizabeth II lives in	Downing Street. Buckingham Palace. Windsor Castle.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>

Nottingham is a

forest.
city.
lake.

X

Sherwood is a

forest.
mountain.
river.

X

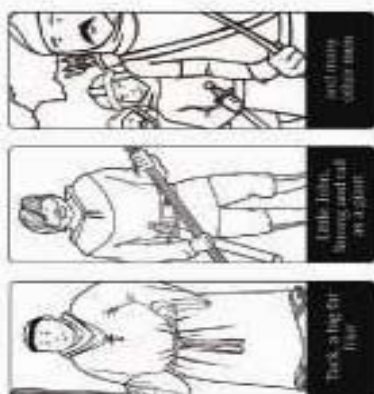
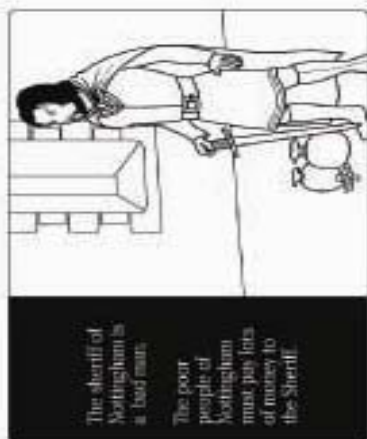
Activity 2

The Story of Robin Hood

1. Show the pictures and tell Robin Hood's story. Use the pictures to teach new vocabulary. e.g. Point to the picture showing a "sword" and say the word.

You can use the pictures as a power point slide show or you can print the pictures from the slide show and show them to the class on A4 sheets.

2. Hand out the text (the comic strip – see below, or use A4 sheets) and read it aloud. Print out the slide show pictures as A4 sheets. These can be used for other activities, such as colouring in the characters or scenery.



Follow up

Children can suggest an ending for the story

Some examples:

- a. And so Marian joins the gang... and fights with the men too.
- b. But one day King Richard is back.
- c. No more fun for Prince John and the Sheriff of Nottingham.
- d. Robin and Maid Marian live happily ever after in Robin's rich house.
- e. Another idea?

Activity 3

Finding the way to Robin's den (Worksheet 2)

Language: Prepositions

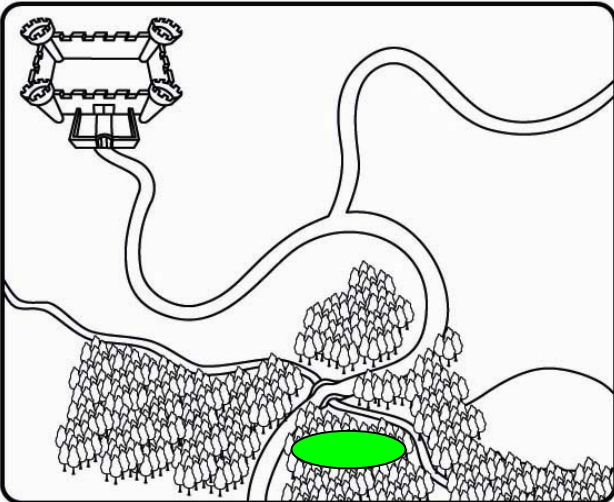
Materials: Worksheet 2

Tell the children that they must help Lady Marian to find Robin's den!

Give children the map with the instructions. Children draw the route according to the instructions given.

Finding the way "Can you find the way to..."

Draw the route according to the instructions given.




Instructions

You're at the entrance to the garden of Marion's castle. Go down the garden path. Open and close the gate.

Keep walking down the winding road into the dark wood. Cross the bridge over the deep icy stream. Go straight ahead through Sherwood forest.

Robin's den is on the left side of the hill.

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Activity 4

Introduction to the Rap

1. Ask children to listen to Tony Mitton's [rap](#) – (chapter 2).
2. Draw children's attention to rhythm and rhyme. (Worksheet 3)

Ideas for exploring rhyme:

Teacher (or children) cut up words and definitions, then match (see Worksheet 3). After doing this, they put the rhyming words together. They then read the text and use the words to complete rap gap-fill. Then listen and check answers.

Alternatives: This can be used as a worksheet, in pairs or groups of three or four, children discuss and draw a line matching word with definition.

Give children word worksheet without definitions. Children check in dictionaries and write definitions. (Can be done in small groups as a race – emphasise they need to consider the context of the word to help them choose the correct definition.)

Now this young maid
we're meeting **now**,
when Robin saw her
he said "**Wow!**
Ain't she gorgeous?
Ain't she **fine**?
I hope one day
that she'll be **mine**."

Lady Marian
was her **name**,
but being a lady
wasn't her **game**.

Her dad was a fine
and fancy **lord**,
but castle life
had left her **bored**.

To sit and sew
just wasn't **fun**.
She wanted to fight
and ride and **run**.
So she ran away
to live in the **wood**.
And that's how she met with
Robin **Hood**.

Other words you may want to clarify with children, try to elicit meanings, use mime etc. to guide them to the correct answer.

young maid gorgeous fancy sew

3. Hand out copies of the rap poem and listen again.
4. Ask children to perform the rap (in group, in pairs...)

Activity 5

1. Elicit from the children personal information about Marian and Robin (age, where they live, what they like doing – whole class or small group activity) written record on board.
2. Write a short description of Marian and Robin, describing their appearance and personality features.
3. Ask the class to do peer correction. Teacher goes around checking and helping children.

Activity 6

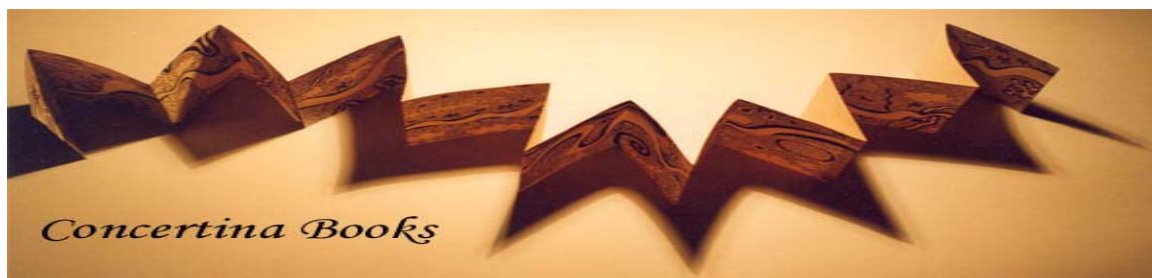
1. Ask children to compare Tony Mitton's Marian to the one in films / books they've seen or read.
2. Whole class or in small groups, children try to imagine what Robin's first impressions and thoughts about Marian might be, what Marian's first impressions, thoughts about Robin might be.
3. Divide the class into groups and ask each one to imagine the dialogue between Maid Marian and Robin when they first meet – perhaps Robin is trying to ask Marian for a date. Is Marian interested? Perhaps he wants her to join his band of outlaws. Does Marian think this sounds exciting, boring? Why does she want /not want to join? How will Robin try to persuade her? Elicit possible scenarios from children.
4. Ask children to role play their dialogues.

Activity 7

Making a match box book

Materials: empty match boxes, glue, gift-paper, scissors, colour pens, sequins, A4 sheets.

Preparation: You need a long sheet of paper to fold into a concertina.



1. Ask children to write or copy their favourite part of the story on the inside pages, using the two end as covers. They can also draw pictures.
2. Ask children to decorate the match boxes with the suggested materials.
3. Fold the book together and put it inside the box.

Activity 8

Children can draw puppets and different backdrops in order to act Robin Hood's puppet show. **(Cross curricular link – Art)**

Rehearse the performance in small groups.

The puppet show could take place by the end of the school year/term.

The children could invite other classes to watch the play.

Activity 9

A scroll book (Worksheet 4)

Materials: 2 pencils, a sheet of paper (A4), colour pencils, pen, scissors, glue

Instructions:

1. Roll one end of the sheet of paper around one of the pencils.
2. Glue the piece of paper so the pencil does not fall.
3. Roll the other end of the paper around the other pencil and glue again.

**Procedures:**

1. Ask children to make a scroll book of the story.
2. Suggest a set of pictures with an appropriate caption for each one.
3. Alternatively, suggest choosing characters and draw them.

Example: Ask children to make a scroll book of the story or for Robin or Marian including physical description and some personality characteristics, list of crimes, reward offered and draw picture.

4. The children will choose from the activities suggested and do them on the sheet of paper.
5. After children have finished making their scroll book, display them in class.

Activity 10

Divide the class into groups and ask them to design a "Wanted Poster" for one of Robin Hood's characters: Robin Hood, Lady Marian and Friar Tuck. This will contain a description and a picture.

Activity 11

Wordsearch (Worksheet 5)

Hand out worksheet 5 and ask children to find the 22 words hidden in the word square. The words go ↓, →, ←, ↔, and ↘

Nouns	Adjectives	Verbs
King	Rich	Fight
Sword	Poor	Like
Giant	Greedy	Hide
Gang	Big	Pay
Boss	Fat	Hunt
Tricks	Strong	Dance
Fun	Tall	play
outlaw	lovely	

Answer Grid

F	A	B	R	I	C	H	C	G	D	B	I	G	E	F	G
I	H	J	L	M	O	P	R	R	Q	S	T	N	U	V	V
G	X	Z	A	C	D	S	R	E	D	O	P	O	Q	R	S
H	T	G	U	V	X	S	C	E	A	B	A	R	D	E	F
T	B	A	C	S	W	O	R	D	T	X	Z	T	A	L	L
O	D	N	M	N	O	B	P	Y	Q	R	S	S	T	U	V
X	Z	G	N	I	K	E	A	F	G	H	I	J	L	G	O
M	N	O	P	Q	R	P	O	O	R	D	E	F	G	I	H
D	I	A	C	D	X	O	U	M	Z	O	A	P	L	A	Y
P	A	N	F	N	F	A	T	N	U	H	Z	O	P	N	R
S	T	N	U	V	X	Y	Z	A	B	C	D	E	F	T	G
H	I	J	C	M	L	L	M	N	O	L	P	Q	R	S	U
C	H	I	D	E	L	E	I	T	R	I	C	K	S	D	H
K	L	W	V	Y	Z	D	F	A	M	K	N	R	T	S	S
A	X	O	U	T	L	A	W	B	C	E	D	E	F	G	M
J	L	D	F	Y	W	P	T	D	G	H	P	A	Y	R	I

Across the curriculum:

Science - Plants that grow in a forest

History - Changes in jobs and fashion

Life in medieval times

Arts and Handicraft - Layout of a castle

Citizenship - Developing awareness of the value of helping other people/ crimes