



My  
**Big**  
Little  
Sister

## My BIG Little Sister Education Pack

My BIG Little Sister is a play about growing up. Tom's little sister Ruby always wants to have 'grown-up' things and to do 'grown-up' activities; all that freedom sounds like fun. But when Ruby's wish comes true and she wakes up as a REAL grown up, Mum decides to take a well earned break, leaving Ruby in charge.

Suddenly the responsibilities of juggling a job and looking after Tom and Nan don't seem like so much fun. In the end Ruby learns to see the positives of being a child and an adult, and to enjoy growing up at her own pace.

In this education pack you can find ideas for follow up activities related to the characters, themes and events of 'My Big Little Sister'. We hope you find it a useful resource and welcome your feedback at [twpiedpiper@aol.com](mailto:twpiedpiper@aol.com)

### Contents:

- Characters in the play
- Themes / Story of the play
- Big and Little
- Dressing up
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- Drama Ideas
- Songs from the play
- Healthy Teeth
- Toothbrush Painting

Also available on our website are:

The story of 'My Big Little Sister'  
- a 'storybook' version of the play which  
can be read aloud.

[www.piedpipertheatre.co.uk](http://www.piedpipertheatre.co.uk)



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# My BIG Little Sister

### Characters in the play:

**Ruby:** The youngest in the family. Loves dressing up, singing and acting in the schoolplay.

**Tom:** Ruby's big brother. Loves whizzing about on his scooter, playing on his DSI, does not like dressing up.

**Nan:** Nan is mum's mum. She likes biscuits and doesn't like cheese. She has broken her leg and this makes her a bit grumpy.

**Mum:** A dentist who works hard and looks after the whole family. Likes clean teeth, going on holiday, and five minutes peace.

Can children come up with words to describe the characters in the play?

They could try drawing a picture of their favourite character and writing some of their describing words around the picture.

Do the children know anyone who is 'a bit like' one of the characters? Can they explain why they are similar?

### Themes of the play / Story of the play:

What happened in the play and what was the play about?

How many things that happened in the play can the children remember?

What were their favourite bits and why?

If each child wrote a sentence or drew a picture of their favourite moment could the class create a word / picture collage to tell the story of the play and capture the themes?

A story version of the play is available to download, alongside this pack, from our website. You can use this resource to remind the class about the 'story' of the play, and to help with follow on activities.



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# My BIG Little Sister

### BIG or Little

Tom is bigger than Ruby.  
Tom is taller than Ruby.  
Ruby is smaller than Tom.  
Ruby is shorter than Tom.



How many words to describe size can the class think of?

Why not create a 'word-picture' - expressing the meaning of the words in the size that you write them.

Miniscule...

Tiny...

# MASSIVE...

# BIG...

# Enormous...

Teeny...

# HUGE...

# Gigantic...

Small...

Ruby wants to be Tom's BIG little sister - what does she mean?

What do the class think?

She is talking about being grown up but she is also talking about growing taller.

Who is the tallest in the class?

Can the children tell by arranging themselves into height order in a line?

Can the children measure each other's heights using...

String?

A tape measure?

Chalk marks against the playground wall?

Making life-size cut outs of themselves? (Working in pairs on sugar paper, drawing around a partner and cutting the shape out).

Findings could be charted on a class graph.



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# My BIG Little Sister

### Dressing Up

Ruby loves dressing up...but she can't wear what she wants to school, and she definitely can't wear Mum's lipstick!

Do the class ever have times when somebody says 'You can't wear that!' - Why do they think this is?

Some children wear uniform for school.

If your school wears a uniform, does the class like it?

What do the class think are the best / worst things about wearing their uniform?

Why do the class think we wear uniforms?

Why not design a new school uniform...

- Think about
- What different activities will be needed
  - Colour and texture
  - Comfort
  - Any 'special' features that could make life easier!

What does Mum wear to work as a dentist?

Why?

Who else wears uniform?

Why do people wear uniforms / different clothes to do different things.

Can we guess what someone is going to do from their clothes?

In the Role play / dressing up area, why not set up a dentist's surgery?

- Provide a dentist's coat and 'chair'.
- What does a dentist do?
- What advice will the dentist give about looking after your teeth?





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# My BIG Little Sister

## Talking Point

### Growing Up...

At the beginning of the play Ruby wants to be a grown up:

**Ruby:** Miss Philpot wears loads of make-up.

**Tom:** She's a grown-up.

**Ruby:** So?

**Tom:** So grown-ups can do things we can't.

**Ruby:** That's not fair.

**Tom:** And grown-ups have things we can't like mobile phones and cars.....I'd like a mobile phone.

**Ruby:** When I'm grown-up, I'll go to bed whenever I like. I'll stay up until morning. I wish I was a grown-up.

### Discussion

What can grown ups do that children can't and why?

What can children do that grown ups can't and why?

Examples from the play bedtimes, eating what you like, going to school.

At the end of the play Ruby realises there are a lot of things that are good about being a child.

What were they?

Can the children think of any more?

### Compromise:

In the play Ruby wants to play dressing up, Tom wants to play on his DSI, but Mum wants them to play together.

Can the children think of similar situations in their own lives? (in their families, or in the playground perhaps).

What do we do when we want different things?

How do we feel when we can't do what we want?

How can we come to a fair agreement?



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# My BIG Little Sister

## Drama Ideas

### In a Circle...

#### Memory Game:

Can the class remember Ruby and Tom's disastrous trip to the supermarket... they put whatever they fancied in the trolley...fizzy drinks, new clothes, lipstick...

#### PLAY 'I went to the supermarket' game

'I went to the supermarket and I bought...'

Sitting in a circle first child begins: 'I went to the supermarket and I bought...'

then adds an item to the list e.g. bananas.

Second child carries on: " I went to the supermarket and I bought bananas and bread etc.

Year 2 and Year 3 may also be able to use the alphabet with the first child choosing an item beginning with 'a', the next with 'b' etc.

The younger the children, the smaller the circles.

#### Re-telling the story:

Using an item like a bean bag each pupil takes it in turn to re-tell the story of the play, one sentence at a time holding the bean bag when they are 'on', and passing it along to their neighbour as the story passes on.

### On your feet...

#### Movement ideas (can be done to music)

- Imagine waking up as a grown up
- Imagine waking up as a giant
- Imagine waking up as a tiny mouse

Slowly wake up and see the world around you.

Imagine what you will look like and what you will do now you are a grown up / giant / mouse?

Move through the space in your new body how fast will you move, will you take big steps or small steps?



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### Drama Ideas – Putting on a play...

There are more people involved in bringing a Pied Piper play to life than you might think. Writers, Director, Designer, Set and Costume, Musical Director, Actors...

What do they all do?

If the class were writing/designing/directing the play what would they have changed?

The children could try recreating scenes from the play in their own words in small groups.

KS2 Children could try reading and acting out the following extracts from our script in groups one child could act as 'director':

**Tom:** After tea, I wanted to play with my X box but Ruby... Well...

**Ruby:** Look at me Tom. I'm a hairdresser and this is my shop.

**Tom:** Mmm.

**Ruby:** Come and sit down here in front of the mirror so I can do your hair.

**Tom:** No way!

**Ruby:** Please. I need to practice so I can be a famous hairdresser when I grow up.

**Tom:** I'm playing.

**Ruby:** Play with me.

**Tom:** No.

**Ruby:** I don't like my dressing up clothes. They're boring.

**Mum:** You've got lots of lovely things. Look! You could be a pirate.

**Ruby:** I want to be a grown-up.

**Mum:** Or a fairy.

**Ruby:** I want to be a grown-up.

**Mum:** Or a princess? Princesses are grown-up.

**Ruby:** Mmm... All right.

**Mum:** Here's the perfect princess dress.

**Ruby:** And Tom can be my prince!

**Tom:** What!

**Ruby:** Yes!

**Tom:** No! No! I'm not being a prince!

**Mum:** Go on Tom. You'd make a lovely prince!

**Tom:** I don't want to be a prince. I'm trying to play a game.



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### Brush Your Teeth Song

# My BIG Little Sister

Tina Williams

Graeme Du Fesne

♩=100

You brush ev'ry tooth at least twice a

♩=100

If you like sweets and you want to stop de

Chords: G, Am, D, G, C, D

6

day. On ever ry litt le bit to stop tooth de cay. You get in the

cay, then eat them all at once and not seve ral times a day. Clean teeth be fore

Chords: G, G, C, D, G, G

12

gaps to take out bits of food, be cause a smell y mouth can be quite

su gar to keep them ver y white, 'cos if you lose your teeth you'll look a

Chords: C, D, G, Em, A

17

rude!

fright!

Brush on ev ery tooth, brush on ev ery

Chords: D, Am, D, Am, D, Am, D





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22

tooth. Brush them to the top, brush them down be low.

27

Tooth paste on the brush, tooth paste on the brush. Take a

32

lot of care, and please don't rush with the

35

Rinse and spit.  
brush!



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### Pop Star

# My BIG Little Sister

Tina Williams

Graeme Du Fresne

♩=140

I'm Ru by ra ra, —  
I'm Ru by ra ra, — I'm

Em Am<sup>7</sup> B<sup>7</sup> Em

6

I'm a Pop Star, I can sing, ring a ding. I'm Ru by ra ra, — I've  
going to go far, — I can sing, ring a ding. I'm Ru by ra ra, — I'm

Am D B<sup>7</sup> Em

10

got a big car, — I can sing ring a ding. La la la — la la, —  
La dy Ga Ga, — I can sing ring a ding.

+7 Cmaj<sup>7</sup> D G C D



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2

15

la la la la la la la la  
C G C D

19

la la la la.  
Em Em

1. 2.  
1. 2.



## Healthy Teeth

Mum is a dentist and Ruby and Tom have learnt from her how important it is to look after their teeth. We asked the dentists at Hurst Farm Dental Centre for their top tips for healthy teeth...

1. Visit your dentist twice a year.
2. Clean your teeth for two minutes after breakfast and last thing at night and clean them before eating sugary foods.
3. Try to only eat sugary foods and fruit after a meal.
4. It's better for your teeth to eat a bag of sweets in one go than a few at a time throughout the day.
5. Drink water. All fizzy drinks, squash and fruit juice can rot your teeth.



What time should you  
go to the dentist?  
...Tooth-Hurty!

Why did the king go to  
the dentist?  
...To get his teeth  
crowned!





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### Toothbrush Painting

With thanks to Chiddingfold Nursery School.

Early Years can enjoy exploring the theme of teeth and oral hygiene in this group activity...

- Key Vocabulary: teeth, toothbrush, painting, smiles, mirror, torch
- Organisation: 2 adults with a small group
- Adult input and resources: Torch and mirror, bright coloured sugar paper, old children's toothbrushes, white paint & peppermint essence to make it smell like toothpaste.
- Invite the children to come and do a "cave search" and to look at their teeth in the mirror using a torch. If the adult holds the mirror then the child can shine a torch into their mouth to have a really good look inside. Ask them to describe what they see.
- Ask the children to choose a piece of coloured paper and draw a large mouth with lots of teeth in it, with help if required, and encourage them to paint in the teeth using the peppermint scented white paint. Encourage them to use brush strokes as they would if they were really cleaning their own teeth. Discuss the reasons why it is important to clean your teeth and what might happen if you don't.
- Differentiation: If the children don't want to take part but look interested, see if they will join in by looking at your teeth with the torch.

