Overview

Learning objective
• To use imaginative and empathetic skills

Learning outcome
• To create a play entitled Behind the Scenes at the Factory.

Book reference
• Pre-reading up to and including chapter 24: Veruca in the Nut Room.

Cross-curricular link
• Literacy, Drama, Art.

Resources
• Pictures of squirrels with the characters.

Starter

• Show the children pictures of the squirrels with Veruca Salt.
• Pairs add speech and thought bubbles to the pictures and write inside the speech and thought bubbles what the squirrels might be thinking and saying.

Spoilt!

Silly!
Main teaching activity

• The class makes a list of the minor characters in the story: the Oompa-Loompas, the squirrels, the cows that give chocolate milk, and so on.

• Pairs discuss the following questions, answering as if they were the characters above:
  - How do you feel about working in the factory?
  - What do you think of the golden ticket winners?
  - Who do you think should run the factory after Willy Wonka?

• A volunteer sits in the hotseat as one of the minor characters, and the rest of the class ask questions.

• In pairs, discuss what the factory might look like behind the scenes, away from the eyes of the golden ticket winners. Is it messy? Dirty? Lavish? Use word banks or thesauri to describe the conditions.

Group or independent activity

• Divide the children into groups.

• The children take on roles of the minor characters. In role, the children discuss:
  - What it’s like to have Willy Wonka as a boss.
  - What to make of the golden ticket winners.
  - Who should win the factory at the end of the visit.
  - The best thing about working in the factory.
  - The worst thing about working in the factory.
  - Their favourite room in the factory.

• Working in these groups, the children create a role play and/or write a script entitled Behind the Scenes at the Factory. This can be an exclusive news report in which a reporter goes undercover at the factory and carries out secret interviews with the Oompa-Loompas, squirrels, cows, etc, and so on.
**Plenary**

- The children perform their role plays to each other.

**Other activities**

- Write a diary entry for an Oompa-Loompa (or other minor character).
- Write a newspaper report containing an ‘exclusive personal interview’ with an Oompa-Loompa (or other minor character).
- Create a collage or picture of an Oompa-Loompa, showing how he feels on the inside and how he feels on the outside. Write words and draw pictures on the inside and the outside of his body to reflect this.
- Create a storyboard showing the squirrels and Oompa-Loompas with other characters, using speech and thought bubbles to show what the characters are all saying as well as really thinking.