

Child's Play Touring Theatre

“The Great Green Adventures of RMan and Earth Kid”



Guide for Teachers

Local sponsors have scheduled Child's Play Touring Theatre to perform for your students in a few months, and we thought you might like to know more about us and what we do. To help you make this a fun and motivational experience, we have provided materials to assist you and your students in the preparation and follow-up of the show.

What is Child's Play Touring Theatre?

Child's Play Touring Theatre is a professional traveling theatre for young audiences that performs stories and poems written by children, transforming young writers' manuscripts into plays, songs, and dances. Every year, the company performs the works of hundreds of young poets, essayists, playwrights and short story writers from classrooms just like yours.

Child's Play combines the imagination of children and the craftsmanship of professional theatre artists. Using characters, narration and dialogue created by young authors, the four actors of Child's Play Touring Theatre add songs, mime, music, sound effects, props and costumes to fashion a complete show. A lively pace, energetic performances, and lots of audience participation keep the children involved throughout the performance.

A Child's Play performance can spark the writing program in your classroom, as well as open doors to discussion, writing, and theatre activities. As children watch our actors performing literature written by other children, they become very excited about their own potential as writers. They say, "I can do that too!"

What can I do to prepare for the show...

1. The best way for you to prepare your students for a Child's Play performance is to let them know that this show is written by kids – kids just like them!
2. Talk about the vocabulary of the theatre. Discuss the roles of the actors, a musical director, the set, a script, etc.
3. Ask how many students have seen a play. Have them share their experiences.
4. Let the children know that they should feel free to clap if they like the actors or something that happens on stage. At this performance, they will be asked to sing along, make movements, or even come up on stage to help the actors.

After the performance...

The performance runs approximately 55 minutes and is comprised of several short plays and songs adapted by the company from children's writings. It is an attempt to give voice to children's thoughts about the challenges the world faces with global warming and other serious environmental issues that need to be addressed.

The show combines whimsy and provocative pieces, backed up by live music, colorful costumes and backdrops based on children's art work.

Below you will find a few suggestions for follow-up activities in your classroom. There are also actual activity sheets included that can be copied and passed out to the children.

“The Great Green Adventures of R-Man and Earth Kid”

One of the major issues discussed in the show is the environment, as presented in the play RMan. At Child’s Play we have found that one of the most important issues to young people today is the fragile state of the world around us.

Sally travels on a journey to the future and sees what will happen if we don’t recycle more effectively and what can happen to some of our most valuable resources today if we don’t take better care of the world around us. Sally has to have the help of a superhero RMan and his sidekick Earth Kid to make her realize that one child can make a difference.

“Down, down, down in the USA, we got a lot of pollution in the world today. Too many things being thrown away. Yeah, yeah! We’ve got to solve these problems. Solve them, right away!”
Todd Long, 4th grade

Young heroes determined to save the planet.

As you prepare your students to see “The Great Green Adventures of RMan and Earth Kid,” begin by using the description to tell the children about the show and the company. Then discuss with them what kind of topics they think will be presented in the performance.

Other activities include:

1. Discuss the current environmental issues and have them brainstorm solutions of every day ways they can help by small changes in their habits.
2. A powerful class project – divide into groups and have each group create a PSA...a public service announcement to crystallize a powerful message in a fun and meaningful way. Have the children act out various scenarios if the world kept getting depleted of its natural resources.
3. Have them make up their own super heroes and create a story about their adventure.
4. Read and discuss with your students the kind of stories and poems they read that address similar environmental issues.

“My advice to a new civilization...”

What if the citizens of another planet came to you for advice on how to run things in a green environment friendly way? What advice would you give?

What, or who do your students think would make people stand up and take notice of the environment around us?

Do they have their own ideas about a recycling superhero or outspoken animal friend?

Discuss how the issue of the environment was presented in the play. Have your students write their own issue-oriented story and act it out in class.

After the show is over have your students talk about their favorite parts of the performance. Why were they their favorites? What made them special? What issues were not addressed in the show that your students thought should be there? How would they handle those issues if they were in charge?

AFTER THE SHOW

“Wrong Here?” A student is given a random “problem” out of a hat (i.e. the sink is clogged, or you can’t find your keys). The student then silently acts out the problem and solves it while the audience tries to guess what’s going on.

“SitProbSol” The first student, or pair of students, establishes a simple situation on stage (.ie. playing at the park). The second set of students enters and creates a problem. (Bullies want the swings.) The final set of students comes in and solves the problem. (The parents call the bullies home.)

“Build What?” As a group students try to build a “fort” using a variety of objects in the class, a parachute or sheet, chairs and, etc. The trick is they can’t talk to one another during the game. That can be a problem. We all face problems in our day to day life, some big and some small. It’s how we react to those problems and set about solving them that can define who we are.

Questions to ask:

What did you learn about the process of recycling and why it’s important?

What elements of “Reduce, Reuse, Recycle” do you think is most important? Why?

The Show talks about Deforestation. Why do you think that’s an issue? What can we do to prevent it from happening?

What are some everyday steps you can take to be more friendly to the environment and reduce the amount of energy you use?

CRITIQUES AND REVIEWS

Encourage your students to become theatre critics. They can write their reviews of our show on the review sheets provided. It can be done as an assignment or just for fun. Think about publishing opposing viewpoints in a school newsletter. And of course, we are always thrilled to receive constructive criticism from our toughest audience! Send stories, drawings, letters, and reviews to:

CHILD'S PLAY TOURING THEATRE

5097 N Elston Ave #203

CHICAGO, IL 60630

WWW.CPTT.ORG

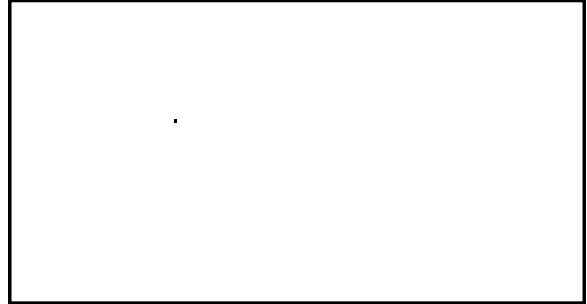
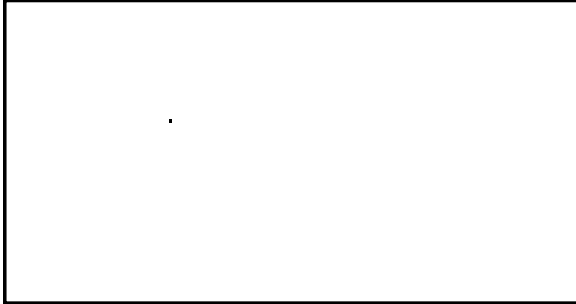
For more information contact Child’s Play at (773) 235-8911

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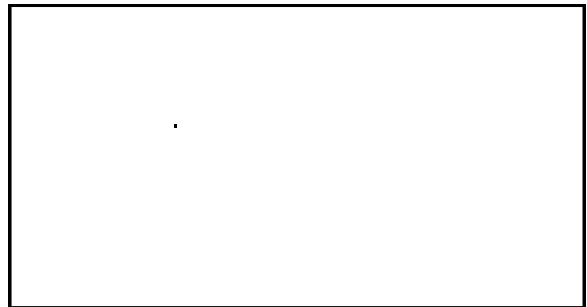
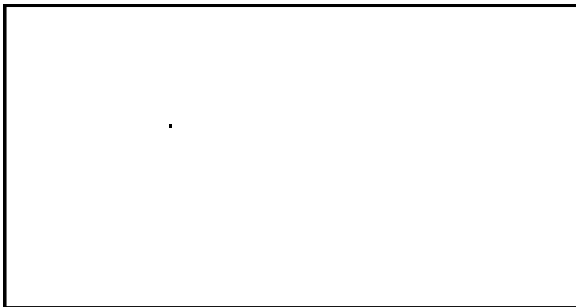
Write a Review

Today we went to a show by Child's Play Touring Theatre. Fill in the blanks to tell all about the show. Draw pictures in the boxes to show what you saw and did.



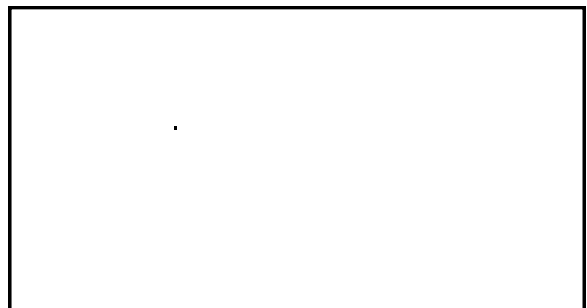
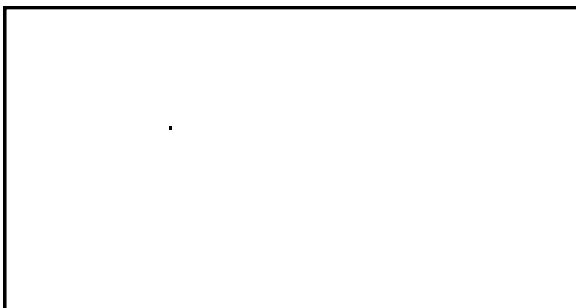
Today went to a _____

One thing I saw was _____



We also saw _____

My favorite person was _____



The part I didn't like was _____

My favorite part was _____

Written and drawn by _____

Write a Review

Today you saw a show by Child's Play Touring Theatre. Now's your chance to review the show! Remember to include some of these elements in your review:

What did you think about the show? What was your favorite part? What was a part that you didn't like? Who was your favorite actor or character? How did you feel about the sets and music? Get a quote from an audience member. Draw illustrations and give it a "caption" (catchy description).

THE CHILD'S PLAY TIMES

(Use other side if needed)

Written by _____