

# The Big Friendly GIANT

By **Roald Dahl**  
Adapted by **David Wood**

Directed by **David Saar**

Scenic Design by **Carey Wong**

Costume and Puppet Design by **Rebecca Akins**

Lighting Design by **Rick Paulsen**

Original Music by **Christopher Neumeyer**

Sound Design by **Anthony Runfola**

Stage Manager: **Samantha Ries**

## THE CAST

Gizzardgulper, Meatdripper,  
Headmaster, Mr. Tibbs.....Andrés Alcalá  
Boncruncher, Mary, Queen  
of Sweden, Rebecca.....Laura Berger  
Bloodbottler, Dad, Head of the Army.....Jon Gentry  
The BFG.....Dwayne Hartford  
The Queen of England, Childchewer,  
Miss Plumridge.....Katie McFadzen  
Sophie.....Debra K. Stevens  
Flechlumpeater, Sam,  
Head of the Air Force.....D. Scott Withers

**April/May 2010, Tempe Center for the Arts**

### **This production is supported in part by:**

Arizona Commission on the Arts  
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**Welcome to Childsplay's  
Resource Guide for  
Teachers and Parents**



**WHERE EDUCATION AND IMAGINATION  
TAKE FLIGHT**

We hope you find this guide helpful in preparing your children for an enjoyable and educational theatrical experience. Included you'll find things to talk about before and after seeing the performance, resource materials and classroom activities that deal with curriculum connections and a full lesson plan.

### **The Story:**

Sophie, an orphan girl, finds herself whisked away by a giant as she looks out her dormitory window one dark night. The only reason the giant snatched her is because he was afraid that if she told anyone about him, the "human beans" would have a giant hunt and put him in a zoo! Luckily for Sophie, this is the Big Friendly Giant and he never eats "human beans," only the horrible vegetable "snozzcumbers." He's a gentle, thoughtful, vegetarian giant. But the other mean giants eat people. Sophie soon learns that the BFG spends most of his time collecting and spreading good dreams by blowing them from a trumpet into the windows of boys and girls. Sophie and the BFG soon discover that the other giants are planning to go to England and eat children who live in orphanages. They enlist the help of the Queen of England who calls out her army and air force to capture the bad giants and put them in a zoo. The Queen invites Sophie to live with her and asks the BFG to promise and visit each year on Sophie's birthday. Through the use of puppets and masks, this wonderful story of an unlikely friendship unfolds: Sophie finds a friend she can count on and the BFG finds a friend who can accept him for who he is.

### **Themes/Curricular Ties:**

**Monarchies/royalty ♦ Unlikely friendships  
♦ Courage ♦ England ♦ Puppetry ♦  
Perspective/size/relativity ♦ Fantasy ♦  
Page to stage ♦ Roald Dahl ♦ Dreams ♦  
Bullying**



### About Childsplay:

Childsplay is a non-profit professional theatre company of adult actors, performing for young audiences and families.

**Our Mission** is to create theatre so strikingly original in form, content or both, that it instills in young people an enduring awe, love and respect for the medium, thus preserving imagination and wonder, the hallmarks of childhood, which are the keys to the future.

### What We Do:

In addition to our weekend public performances, we also offer three theatre experiences for our school audiences: Field Trips, School Tours and Artist in Residence Programs. Field trip performances, where students come to the theatre and see a production, can be booked by contacting Beth Olson at 480.921.5757. School Tour Performances, where we come to your school or other location and perform, can be booked by contacting Jaime Fox at 480.921.5751. Artist in Residence Programs, which can be individually designed to meet the needs of your school or can be based on one of our many existing formats (page to stage, creating original work, use of drama to teach curriculum), can be booked by contacting Patricia Black at 480.921.5750



### Our Home:

The Sybil B. Harrington Campus of Imagination and Wonder at Mitchell Park (formerly Mitchell School) is where you'll find our administrative offices, costume shop, prop shop, rehearsal spaces, and Academy classrooms. We love to hear from our audiences. Send your letters and reviews to:

**Address:** 900 S. Mitchell, Tempe, AZ 85281

**Phone:** 480-921-5700

**Email:** [info@childsplayaz.org](mailto:info@childsplayaz.org) **Web:** [www.childsplayaz.org](http://www.childsplayaz.org)

**We perform at the Tempe Center for the Arts**  
**700 W. Rio Salado Parkway**  
**Tempe, AZ 85281**

### Theater Etiquette:

It's helpful to review the rules of theater etiquette before seeing a show, especially since this may be the first live theater experience for some of your students. Please take a moment to discuss the following pointers prior to seeing the performance:

- Use the restroom before seeing the show as we do not have intermission during our school performances.
- Stay seated during the performance.
- Be respectful to the performers and other people in the audience by not talking during the performance. Remember, the actors can see and hear the audience just like the audience can see and hear them.
- Appropriate responses such as applause or laughter are always welcome.
- Food, candy, gum and beverages are not allowed in the theater/during the performance.
- Use of cell phones (including text messaging), cameras or any other recording device is not allowed in the theater/during the performance at any time.
- Following the performance (time permitting) there will be a brief question/answer session where audience members will have an opportunity to ask the actors questions about the production.



### About the Author: Roald

**(ROO-ahl) Dahl** was born in Llandaff, South Wales, to Norwegian parents Harald and Sofie (Hesselberg) Dahl. After graduating from Repton School in 1933, he went to work for the Shell Oil Company of East Africa until World War II started in 1939. He then served in the Royal Air Force as a fighter pilot. In 1940 Dahl's plane was hit by machine gun fire, and he was severely injured. It took him six months to recover. Dahl was then reassigned to Washington, D.C., and it was there that a meeting with C.S. Forester drove him to writing. He started writing short stories. For 15 years he wrote for adults, but thinking of his children, he began writing longer and funnier stories, which he published from 1960 on. His first two children's books, *James and the Giant Peach* (1961) and *Charlie and the Chocolate Factory* (1964) were, and still are, tremendously popular. He wrote many other books, making him one of the best-known writers for children all around the world. He was married to actress Patricia Neal for 30 years and together they had five children. In 1983, they divorced and he married Felicity Crosland. Roald Dahl was given the World Fantasy Award in 1983. He died on the November 23<sup>rd</sup>, 1990.

**Read *The BFG*:** Read the book as a class in one (or more) of the following ways: by reading aloud to the class, by assigning students different chapters to read aloud, or getting the book on tape and listening to it as a class. You could even compare/contrast with the video version of the story.

**About Dreams:** Where do dreams come from? Why do we have dreams? There are many different ideas about dreams and why they occur. Early impressions of dreams were that they came from some greater power or divine intervention. Modern theories suggest that dreams are a reflection of our subconscious thoughts and feelings. Different cultures have various beliefs about dreams. Native Americans, for example, share the tradition of dream catchers. These spider web-like trinkets are said to catch bad dreams before they can get into your head. The BFG collects dreams and blows them through a trumpet into the thoughts of sleeping children. His focus is on pleasant dreams but as we all know, nightmares are all too common, especially in children. Talk about dreams with your class. Ask children to share dreams, both pleasant and scary, with the class.

**Page to Stage:** *The BFG* was adapted for the stage by playwright David Wood. Reading the book, it's hard to imagine how it could be translated to the stage because of the fantastic images and ideas. The scenic designer, costumer designer, lighting designer, and sound designer all work together to create the world of the play.

Here are costume and mask design renderings for the giants and the Queen of England (by Rebecca Akins)



### About Puppets and Masks:

Puppets can be made out of just about anything. A doll can become a puppet just by manipulating its limbs and having its eyes focus on whomever or whatever it's

talking to. Puppets can be as small as a finger puppet or so large that it takes more than one puppeteer to make it come to life. Puppets can be on sticks or rods, shadow puppets (light is used to project the puppet's shape onto a wall or screen), marionettes (puppets with strings), finger puppets, glove puppets (one character per finger or hand) and just about anything else that can be given life by the puppeteer. When you watch the play, notice how the actors manipulate the puppets or bring them to life. Notice how your focus as an audience member remains on the puppet even though you can often see the actor.

When an actor wears a mask, they must assume that the mask becomes their face. The mask needs to be brought to life in much the same way as the puppet. Actors focus on communicating through body language and movement when wearing a mask because their facial expressions can no longer be seen. The masks in *The BFG* were designed to be worn on top of the actor's head (like a helmet). This type of mask ends up being an extension of the actor's body and the actor must learn to use the mask as if it is his/her own head. The actor learns how to focus the eyes and give the mask expression through movement.

## Questions to Ask Before Seeing the Production:



Katie McFadzen as the Queen of England

1) Not all the characters in the book are in the play.

Make predictions about which characters you think will be in the play and why.

2) The play takes place in several locations including the Queen's palace and Giant Country. What do you think the scenery will look like?

3) What do you think of when you

hear the word giant? In the book, the giant is 24 feet tall. How do you think the giant will appear in the play?

4) When you see the play you will hear the actors use dialects from various parts of England. Why do people from different countries or even different parts of the same country sound different when they are speaking the same language? Can you think of examples of different dialects in the United States?

5) The other giants don't like the BFG because he is different than they are— he doesn't eat "human beans." Have you ever felt dislike toward someone who is different than you are? Why do you think you felt that way? Sometimes fear and ignorance can cause people to make unfair judgments about others. Can you think of other examples of fear or ignorance causing dislike or hate in our world?

6) The Giant blows dreams into children's heads. What was one of the best dreams you've ever had? What was the worst? Do you remember your dreams clearly?

7) What does friendship mean to you? What are the qualities of a good friend? In the book and in the play, Sophie and the Giant become "unlikely" friends. What does this mean? Do you have any "unlikely" friends?

## Questions to Ask After Seeing the Production:

1) All plays have three P's: *People* in a *Place* with a *Problem*. Where does the play take place? Who are the people? What are the problems?

2) Why do you think the author Roald Dahl used so many made up words in his story? What are some of the made up words the BFG uses?

3) How is the play different from the book? How is it the same?

4) Sophie goes to the Queen of England to ask for help. Who would you ask for help if you were facing a very serious situation?

5) The other giants are downright nasty to the BFG. What choices could he make to stand up to their bullying? What choices can you make when someone is nasty to you?

6) Was the giant a hero? Why or why not?

7) In what ways is Sophie brave? Are there other characters who show bravery?

8) What do Sophie and the BFG have in common? How are they different from one another?

9) Which characters were left out of the play? Why do you think the playwright made the choice to leave certain characters out?



Dwayne Hartford as The BFG

## Classroom and Homework Activities Connected to Arizona Education Standards:

### 5 Minute Activities:

1) What if you were a giant? With a partner, take turns measuring each other's height in inches. How tall would you be if you were 2 times taller than you are? 3 times taller than you are? 4 times taller than you are? Convert all of your answers in feet and inches. **Math: G2: S1: C2: PO13, Multiplication**

2) The BFG uses all kinds of interesting made up words that have some sort of meaning like "disgusterous" instead of disgusting. Go through the book and write down at least three of these words. Then write down the definitions of the words. **Grade 4: Writing: Strand 2: Concept 4: PO 4: Use literal and figurative language in a variety of ways (i.e. creating new words) although may be inconsistent or experimental**

3) Create your own made up word complete with a definition. Write it down on a strip of paper that can be glued or taped to a page in your own Roald Dahl classroom dictionary. **Grade 4: Writing: S2: C4: PO4: Use literal and figurative language in a variety of ways (i.e. creating new words) although may be inconsistent or experimental**

4) Gizzardgulper, Meatdripper, Bonecruncher, Bloodbottler, Childchewer, and Fleshlumpeater are names of the giants in the play. Talk about the names and the images they bring to mind. Make up your own giant name and write it on a name tag that you can stick on your shirt. Address each other by these names for the rest of the day. **Grade 4: Writing: S2: C4: PO1: Use a variety of specific and accurate words that effectively convey the intended message**

### 15 Minute Activities:

1) Make Your Own Froboscottle. Mix a little green food coloring with cream soda in a soda bottle (or other container). Make your own label complete with warnings and ingredients (for ideas on warnings and ingredients look at real labels on products) and attach it to the bottle. Careful of whizzpopping!

**Grade 4: Writing: S3: C3: PO1: Write a variety of functional text (i.e. labels)**

2) Draw a map of the places in the play. Where is Giant Country in relationship to London and Buckingham Palace where the queen lives? Where is Sweden on the map? Draw pictures to help identify each location. Look at real maps for ideas on how to use scale and on how to create a symbol key. **Grade 5: Social Studies: S4: C1: PO3: Identify the location of significant geographic features from content studied on a physical or political map**

3) Create a formal invitation from the Queen of England to Sophie and the BFG inviting them to an awards ceremony at which the BFG will receive his Medal of Gigantic Courage. Write it with your best penmanship on decorative paper. Embellish with royal designs. Display in your classroom.

**Writing: G3: S3: C3: PO2, Invitations**

4) Using colored pencils, crayons and/or markers, draw a picture of a bad dream and a picture of a good dream and list at least five words that describe each dream.

### 30 Minute Activities:

1) In the play, "snozzcubmers" are horrible tasting vegetables and "froboscottle" is a beverage consumed in Giant Country that produces quite a bit of gas. Write and perform a commercial for either of these products. Decide to whom you are trying to sell and how you will try and sell your product. Watch real commercials to get ideas. Share your commercials with your class. Record them if you can. **Grade 5: Writing: S3: C4: PO1: Write persuasive text (i.e. advertisements) that attempts to influence the reader**

2) Collect a variety of glass jars (from jam, olives, salsa, etc). Soak them so the labels come off and create your own individual Dream Jar. Decorate it with glitter, ribbon, buttons, words, etc. Then think of happy dreams and write them down and put them in the jar. Designate one jar to be the classroom dream jar. Have each student put one of their dreams in the classroom jar. Take turns pulling out a dream a day and share with the class. **Grade 4: Writing: S3: C1: PO1: Write a narrative based on imagined or real events, observations, or memories.**

3) Find out facts about the Queen of England and the British Monarchy! Assign groups to research different areas of the Queen's life on the internet (the Queen's official site is [www.royal.gov.uk](http://www.royal.gov.uk)): her family, what a workday is like, her different homes (Buckingham Place, Windsor Palace, etc.), her pets, her hobbies, the palace art collections and what her formal costumes are like. Create a presentation with your group and have a Royal sharing day. Why not serve tea and scones?



## Lesson Plan

### **A Picture of the Mind: Dreams and Nightmares**

**Target Grades: 1-5**

#### **Lesson Overview:**

This lesson gives students the opportunity to explore their imaginations and creative thinking through the physicalization of dreams and nightmares.

**Length of Lesson:** 60 minutes

#### **Instructional Objectives:**

- Students will become familiar with the drama strategy of tableaux.
- Students will experience their own creative thinking and creative writing in the creation of a new world through pictures and words.
- Students will use their observation skills to distinguish between situations that have a positive connotation and negative connotation.

#### **Arizona State Standards:**

**Theatre-Beginning: S1:C3:PO 101.** Describe and/or document the setting/environment of a story to be dramatized (e.g., through words, drawings, technical elements).

**Theatre-Beginning: S2:C4:PO 106.** Describe how place and time affect characters and story in class improvisations, scripts, and productions of theatre and/or other media.

**Grade 3-Writing: S3:C2: PO 2.** Write an expository paragraph that contains: a topic sentence, supporting details, relevant information

**Grade 3-Writing: S3:C1: PO 1.** Write a narrative based on imagined or real events, observations, or memories that includes: characters, setting, plot, sensory details, clear language, logical sequence of events

#### **Supplies:**

paper, pencils, markers, crayons

## Instructional Plan

**Warm Up:** Introduce the concept of dreams and how dreams can be good or bad (a nightmare). Ask students

to draw a picture of a world that they have dreamt of or one that they could create in class. Make sure that they use plenty of details when drawing their picture and give their world a name. The BFG's world is called Giant Country because giants live there. For older students, ask them to think of and write down conventions or rules of that world (in *The BFG* the bubbles in their fizzy drink go down instead of up). After students finish their drawings, divide them into groups of four and have each member explain their dream world to the other members in their group.

**Target Activity:** After each member has shared their world with their group, have them choose one world and think of a dream or a nightmare that might occur there. For example, in Giant Country both bad and good things happen to Sophie; she has fun drinking fizzy drinks and making “whizzpoppers” with the BFG, but also nearly gets eaten by a child eating giant. Once the groups have decided on a dream or nightmare, they will create a tableau, or a frozen picture with their bodies. Another way of explaining tableau would be if someone took a snapshot of the dream or nightmare while it was happening; what would that picture look like? Create that picture using everyone in your group. Tell students to make the tableau as clear and interesting as they can so that people can understand what is happening. Share these tableaux with the rest of the class. Ask them to guess whether the action in these tableaux are dreams or nightmares.

#### **Assessment:**

- After each group performs, ask students to talk about the elements of the tableaux: how did they know if they were dreams or nightmares?
- Allow students to share ways in which the tableaux could have been modified to make it change from a dream to a nightmare or vice versa.

#### **Extensions:**

- Have students write a story about a dream or nightmare that could happen in their dream world. For those more comfortable with drawing, have them draw three pictures representing the beginning, the middle and the end of the story. Have them create all the characters and action through pictures.
- Have students create a dream journal in which keep track of dreams they have had or where they can write down ideas for dreams they would like to have.

**Author:** Rachel Hamilton, Teaching Artist

# The Big Friendly Giant Booklist

Prepared with the help of Tim Wadham, Member, National Board, Association for Library Service to Children

## Monarchies/Royalty

*Princesses are People Too: Two Modern Fairy Tales* by Susie Hoch Morgenstern

*Princess Penelope* by Todd Mack



## Unlikely Friendships

*The Twits* by Roald Dahl

*Eggs* by Jerry Spinelli

*Bread and Roses, Too* by Katherine Paterson

*An Unlikely Friendship: A Novel of Mary Todd Lincoln and Elizabeth Keckley* by Ann Rinaldi

## Courage

*Call it Courage* by Armstrong Sperry

*Testing the Ice: A True Story About Jackie Robinson* by Sharon Robinson

*Have Courage* by Odo Hirsch

## England

*Danny the Champion of the World* by Roald Dahl

*The Fantastic Mr. Fox* by Roald Dahl

*Golden and Grey* by Louise Arnold

*Tunnels* by Roderick Gordon and Brian Williams

*The Dark is Rising* by Susan Cooper

## Puppetry

*On Stage: Theater Games and Activities for Kids* by Lisa Bany-Winters

*Mozart the Wonder Child: A Puppet Play in Three Acts* by Diane Stanley

*The Magician's Boy* by Susan Cooper

## Fantasy

*The Witches* by Roald Dahl

*Charlie and the Chocolate Factory* by Roald Dahl

*Charlie and the Great Glass Elevator* by Roald Dahl

*James and the Giant Peach* by Roald Dahl

## Roald Dahl

*Boy: Tales of Childhood* by Roald Dahl

*Going Solo* by Roald Dahl

## Dreams

*Esio Trot* by Roald Dahl

*The Dream Stealer* by Sid Fleischman

*Gossamer* by Lois Lowry

## Bullying

*Matilda* by Roald Dahl

*Roxie and the Hooligans* by Phyllis Reynolds Naylor

*Golden and Grey* by Louise Arnold

*The Monster's Ring* by Bruce Coville

*Young Samurai: The Way of the Warrior* by Chris Bradford

## Approaching Authority

*Matilda* by Roald Dahl

*The Loud Silence of Francine Green* by Karen Cushman

*The 1960's: The Rebels* by Dorothy Hoobler

## Interesting Internet Sites:

[www.roalddahl.com](http://www.roalddahl.com)

~the official Roald Dahl Web Site

[www.royal.gov.uk](http://www.royal.gov.uk)

~the official site of the British Monarchy

[www.unwords.com](http://www.unwords.com)

~an online dictionary of made-up words and definitions

<http://loiswalker.com/puppets.html>

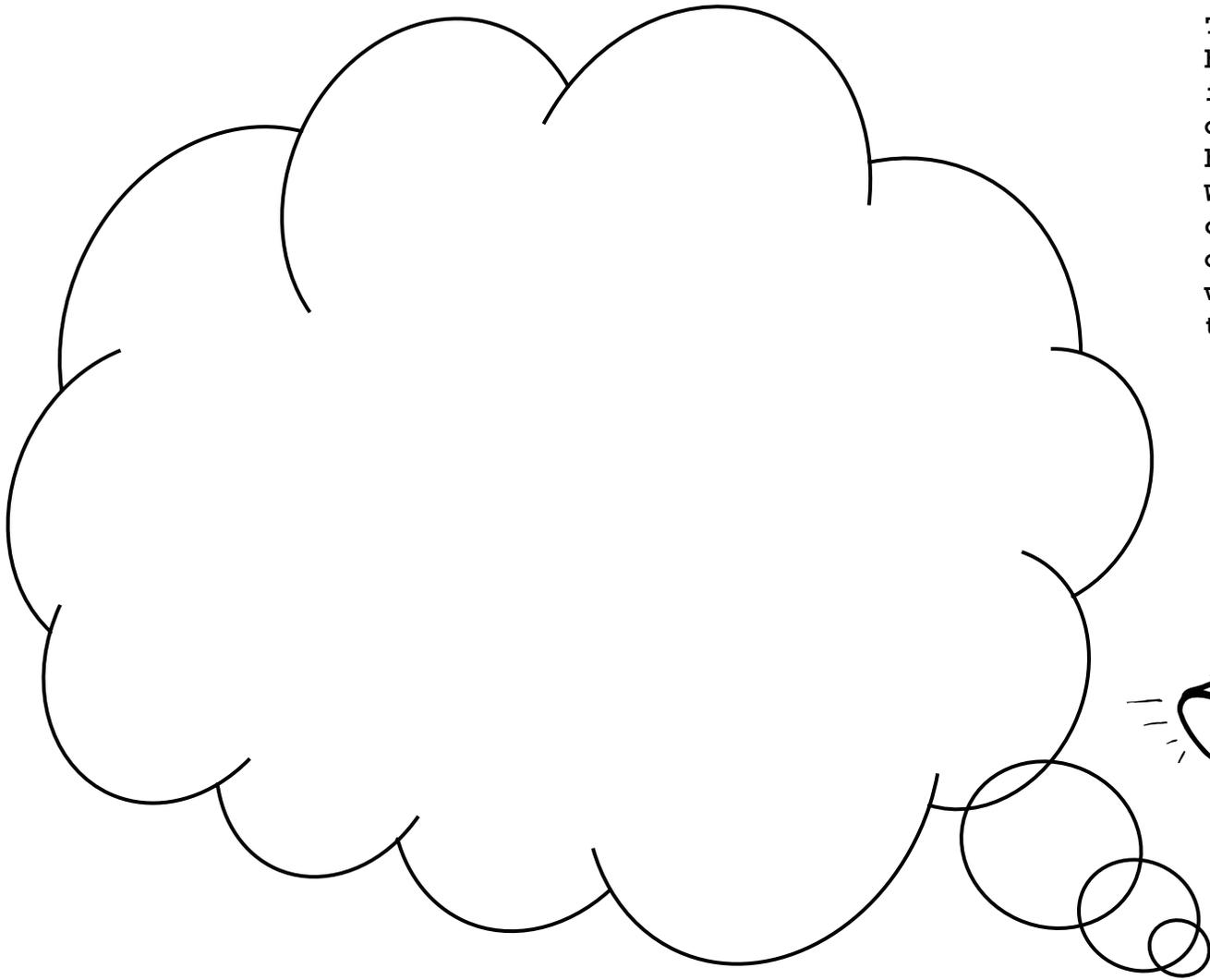
~easy pattern for making marionette puppets

[http://familycrafts.about.com/od/puppets/Puppet\\_Craft\\_Projects.htm](http://familycrafts.about.com/od/puppets/Puppet_Craft_Projects.htm)

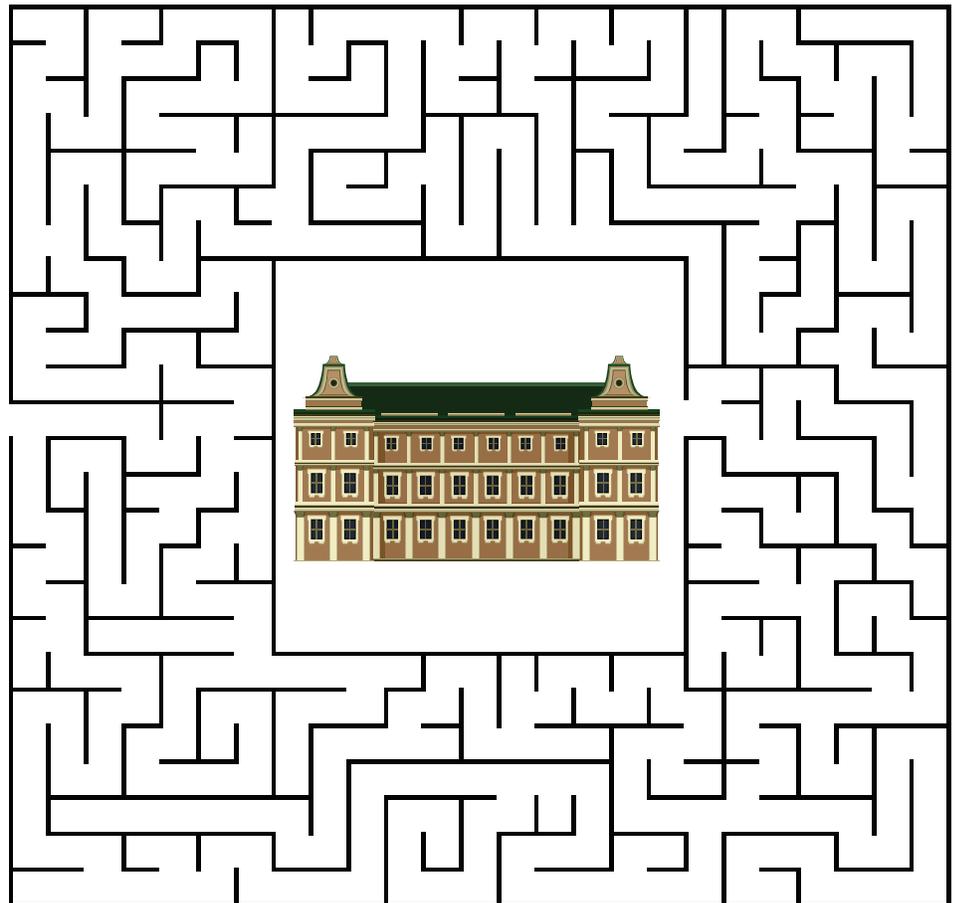
~lots of puppet craft ideas from about.com



The BFG puts  
happy dreams  
into chil-  
dren's  
heads.  
Write about  
or draw a  
dream you  
would like  
to have!



Get Sophie and  
The BFG to the  
Palace!



FIND THE HIDDEN WORDS!

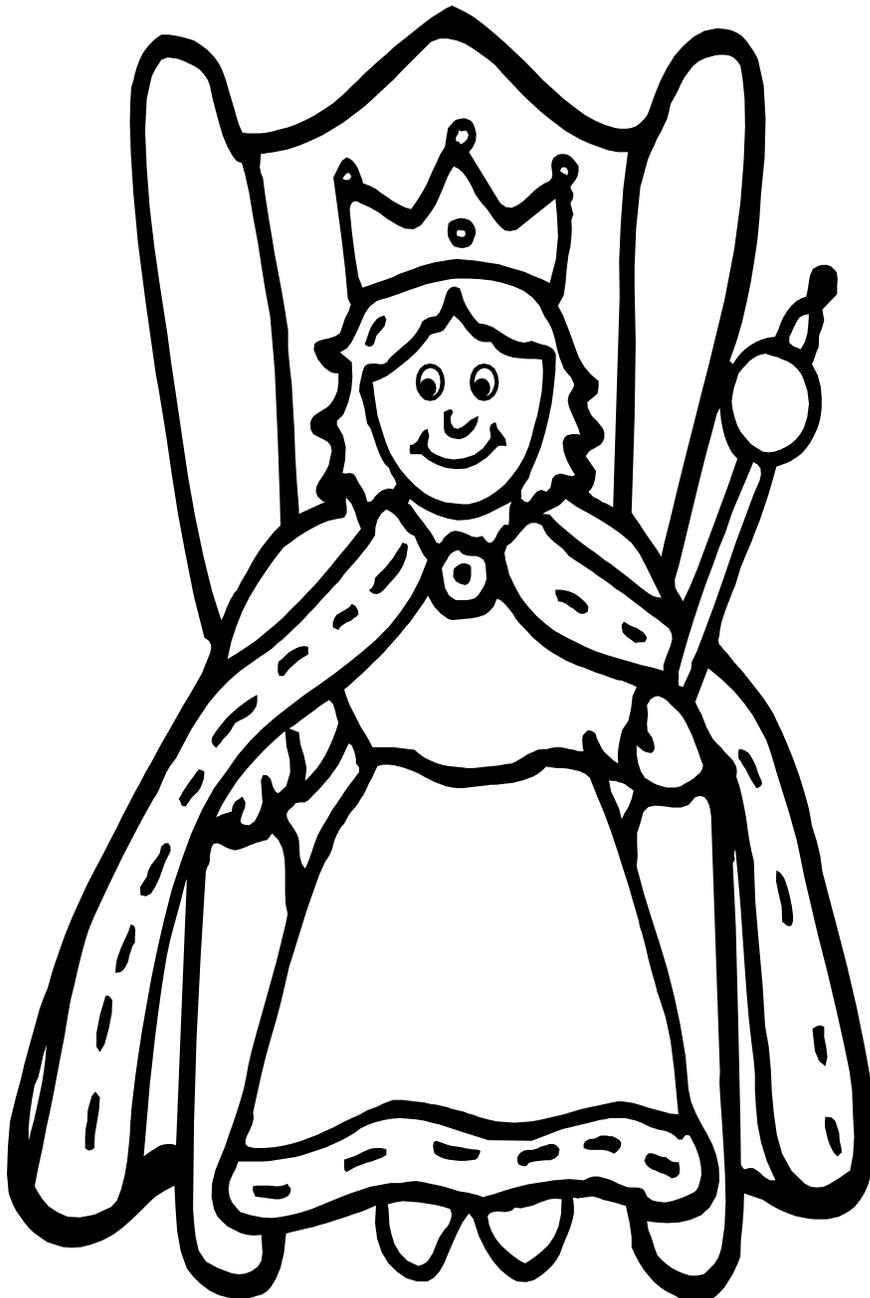
Words can be found up and down, across, diagonally or backwards!



- |          |             |
|----------|-------------|
| BIG      | CHILDSPLAY  |
| COSTUME  | DAHL        |
| DREAM    | FANTASY     |
| FRIENDLY | GIANT       |
| ORPHAN   | PUPPET      |
| QUEEN    | ROALD       |
| SWEDEN   | SNOZZCUMBER |

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

Color the Queen and her Corgi



According to [www.royal.gov.uk](http://www.royal.gov.uk), the Queen of England has five corgis and four dorgis [corgi-dachshund crossbreed] corgis being Emma, Linnet, Monty, Holly and Willow; dorgis are called Cider, Berry, Candy and Vulcan. What would you suggest the Queen name her next dog?

Hello, my name is \_\_\_\_\_

