



Childsplay presents:

# *The* BORROWERS

By Charles Way

Adapted from the books by Mary Norton

Directed by **Dwayne Hartford**

Scenic Design by **Carey Wong**

Costume Design by **Rebecca Akins**

Lighting Design by **Jennifer Setlow**

Sound Design by **Brian Peterson**

Stage Manager: **Sam Ries**

## The Cast

Arrietty.....Michelle Cunneen  
Pod.....Jon Gentry  
Homily.....Debra K. Stevens  
The Boy/Uncle Hendreary.....Ricky Araiza  
Mrs. Driver/Aunt Lupy.....Katie McFadzen  
Crampfurl/Spiller/Gypsy Boy.....David Dickinson

**May 1 - 23, 2011**

**Tempe Center for the Arts**

## **Production Support:**

Arizona Commission on the Arts  
Cardon Children's Medical Center  
City of Tempe Cultural Services  
The Flatt Foundation  
Gene Nevitt Foundation  
The Steele Foundation

## About *The Borrowers* and Your Theatre Experience

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**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.

## **The Story:**

Based on the popular book by Mary Norton, *The Borrowers* is about The Clock family, Pod, Homily and their daughter Arrietty, who live under the floorboards and survive by "borrowing" what they need from the "human beans" who live above them. Their world is put in danger when a boy arrives in the house. The boy discovers Arrietty and an unlikely friendship develops. Soon the boy finds the Clock's home by prying up a floorboard. He brings the Clock family presents of furniture from a dollhouse. Mrs. Driver, the housekeeper, spies on the boy and discovers the Clock home. Thinking that they are mice, she orders the gardener, Crampfurl, to fumigate. The Clocks have to leave the house with only the few items that they can carry. They enter the outside world, much to Homily's terror and Arrietty's delight. The Clocks then set off on a journey to find some relatives who had left the house years ago. While learning to live in the outside world, and with the help of another borrower, Spiller, the family discovers strengths and skills they never knew they possessed.

## **Themes/Curriculum Ties:**

page to stage • home • courage • tolerance • overcoming  
pretensions • stuff (what's important to you and why) •  
found objects/transformations • fear • perspective/scale •  
nature/environments • survival skills • coming of age/  
growing up • historical periods • journaling/writing in a  
diary • literacy/reading • following rules •  
conflict resolution



### About Childsplay:

Childsplay is a professional non-profit 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, those hallmarks of childhood that 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 will not be 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 theatre/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.



### Things to Look for in the Play and Questions to Ask After Seeing the Play:

*The Borrowers* takes place in Leighton Buzzard, England in 1899, at the end of the Victorian era. Some things to look for and listen for:

- ~dialects from Great Britain. How do the characters speak differently than we do? Did some of the characters speak differently from other characters in the play?
- ~the use of light and shadow to suggest scale and perspective. What are some examples of this from the play?
- ~the use of shadow puppets to suggest scale and perspective. When were puppets used?
- ~style of clothing and difference between Borrowers and humans. How are the costumes of the Borrowers different from the costumes of the humans? How are they different from the clothes we wear today?
- ~the play takes place in several locations and there is only a minimal set. What were the many locations and how were they suggested?
- ~use of props and set pieces to aid in creating illusion of the borrowers. What are some of the props and set pieces that helped create this illusion?

### About Mary Norton:

Mary Norton, the author of *The Borrowers*, was born December 10, 1903, in London, England. She was educated in a convent school in London and trained as an actress with the Old Vic Shakespeare company in London. She lived in Portugal from 1927 until the outbreak of World War II. While working for the British Purchasing Commission in the United States (1940–43), she published *The Magic Bed-Knob; or, How to Become a Witch in Ten Easy Lessons* (1943) before returning to London to write the sequel, *Bonfires and Broomsticks* (1947). The two stories, which concern the adventures of three children and an amateur witch, were later combined into a single volume, *Bed-Knob and Broomstick* (1957). This was turned into the film *Bedknobs and Broomsticks* in 1971. *The Borrowers* (1952) is considered Norton's most famous book and earned her a Carnegie Medal (a British award for outstanding fiction for children). It quickly became a children's classic. The complete miniature universe that Norton created earned her comparison to such imaginative writers as C.S. Lewis and Lewis Carroll. Four sequels, *The Borrowers Afield* (1955), *The Borrowers Afloat* (1959), *The Borrowers Aloft* (1961), and *The Borrowers Avenged* (1982), tell of the Clock family's continuing struggles to survive after they have been chased out of their home. The Borrowers tales were adapted for television in the early 1970s and again in 1992 and turned into a film in 1997. Norton also wrote *Are All the Giants Dead?* (1975), a humorous story about aging fairy-tale characters. She died Aug. 29, 1992, in Devon, England.

~From [www.britannica.com](http://www.britannica.com)

### The Costume Design:

The costume designer's job is to work closely with the director to imagine and create the look of the characters through clothing, accessories and hair styles. They also provide renderings so the costume shop team can build the costumes according to the designer's vision. Below is a preliminary costume rendering for Arrietty by costume designer Rebecca Akins. Notice the specific details in the notes and the fabric swatches.







## Childsplay's 360° Theatre Resources for Schools

### Who's who and Ask An Actor for

#### *The Borrowers*

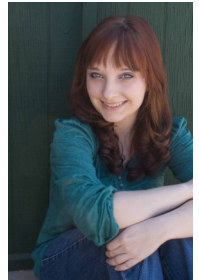
2010-2011 Season

[www.childsplayaz.org](http://www.childsplayaz.org)



**Ricky Araiza** (*The Boy, Uncle Hendreary*) is very excited to be back with Childsplay after a year away to study physical ensemble based theatre at the internationally recognized school Dell'Arte International in Blue Lake, California. He was previously seen in *Ferdinand the Bull* and *The Neverending Story*, among others. Ricky has a B.A. in Theatre from Arizona State University. Ricky has also been seen in numerous other productions around the Valley and is currently apprenticing as a mask maker under local artist Zarco Guerrero. He would like to thank Childsplay for bringing him back under their wing and his mother for her constant support.

**Michelle Cunneen** (Arrietty) is thrilled to return to the Childsplay stage. She was last seen as Bird in the national tour of *Peter and the Wolf*. Other previous Childsplay roles include Cynthia Wainwright in *Getting Near to Baby* and The Childlike Empress/ Night Hob in *The Neverending Story*. She was also seen briefly as May in the 2009 production of *Junie B. in Jingle Bells, Batman Smells!* Michelle performs throughout the community as well. Some favorite roles include Little Sally in *Urinetown* with Tempe Little Theater, Gertrude McFuzz in *Seussical* with Mesa Community College and Vanessa Goldwyn in *Little Queen* with Teatro Bravo.



**David Dickinson** (Crampfurl, Spiller, Gypsy Boy, Egglestina) returns to Childsplay for his third season after appearances in *Miss Nelson is Missing*, *Rock Paper Scissors*, *Honus* and *Me and Androcles and the Lion*. He recently returned to the valley from Europe where he toured the Netherlands and Belgium in *Steen, Papier, Schaar* a co-production of Childsplay, Speeltheater Holland and Oorkaan (Netherlands). Recent valley credits: *This* and *The Busy World is Hushed* at Actors Theatre of Phoenix, *Pygmalion* and *The Merry Wives of Windsor* at Southwest Shakespeare Company. David is a board member of Class 6 Theatre and trains at the Megaw Actors Studio.

**Jon Gentry** (Pod) an Associate Artist with Childsplay, has been a full time member of the acting company since 1982. In 2008/09 season he appeared in *Rock Paper Scissors*. Jon spent 6 months in Europe rehearsing and performing *Steen, Papier, Schaar* (also known as *Rock, Paper, Scissors*, the new Dutch production) with Speeltheater, throughout the Netherlands and Belgium. Favorite Childsplay shows include: Toad in *A Year with Frog and Toad (the first time)* and Benjamin in *The Yellow Boat*. In Phoenix, he has been seen as Max Bialystock in *The Producers*, Tulpolski in *The Pillowman*, Roy Cohn in *Angels in America, Parts One and Two*. He also appeared in *Blue Orange*, *Compleat Wrks of Shspr (Abridged)* (4 times), and *A Funny Thing Happened on the Way to the Forum*. Directing credits include; *In My Grandmother's Purse*, *Stones In His Pockets*, *Belle Of Amherst*, *Rhubarb Jam*, *The Imaginators* (original production), and *Equus*. He has performed with Speeltheater Holland, Actors Theatre of Phoenix, Phoenix Theatre, Mill Mountain Theatre, Seattle Children's Theatre, PCPA Theatre Fest, Southwest Shakespeare and Arizona Jewish Theatre. In October of 2008 he was awarded a Lunt-Fontanne Fellowship by the Ten Chimneys Foundation as one of 10 actors in the United States to participate in the Inaugural Lunt-Fontanne Fellowship Program, with Lynn Redgrave as Master Teacher.



**Katie McFadden** (Mrs. Driver, Aunt Lupy) is an Associate Artist with Childsplay and has been with the company as an actor and teaching artist since 1993. Favorite roles with Childsplay include: Bird/Mouse in *A Year With Frog and Toad*, Mom in *Honus and Me*, The Queen of England in *The Big Friendly Giant*, Miss Nelson/ Miss Swamp in *Miss Nelson is Missing*, Mayzie in *Seussical*, Lilly in *Lilly's Purple Plastic Purse*, Goose in *Charlotte's Web* and Aunt Patti in *Getting Near to Baby*. Other Phoenix credits include *Speech and Debate* for Stray Cat Theatre, *Little Queen* for Teatro Bravo, *The Women* and *Something's Afoot* for Phoenix Theatre, *The Pursuit of Happiness* and *Parallel Lives: The Kathy and Mo Show* for Actors Theatre and *How the Other Half Loves* for Arizona Theatre Company. Katie holds a BFA in Acting/ Directing from the University of Wisconsin, Whitewater and an MFA in Theatre for Youth from ASU. In addition to acting and teaching, Katie also helps create Childsplay's Resource Guides connected to the productions.

**Debra K. Stevens** (Homily) is an Associate Artist who has been with Childsplay since 1982, and has most recently been seen on the Childsplay stage as the Green Dog in *Go Dog Go!* and May in *Junie B. Jones: Jingle Bells Batman Smells*. Last season, she played Sophie in *The BFG* and Ms. Young in *Honus and Me*. Other favorite roles include: Lucy Wainwright in *Getting Near to Baby*, Mme. Defarge in *A Tale of Two Cities*, Charlotte in *Charlotte's Web*, Stacy in *Lost and Foundling*, Nurse and other roles in *Romeo and Juliet*, Annabelle in *Still Life With Iris*, Joy in *The Yellow Boat*, Helen Keller in *The Miracle Worker*, and Emily Dickinson in *The Belle of Amherst*. Debra spoke several of Shakespeare's most famous monologues as the Narrator for Center Dance Ensemble's Hamlet last fall, and portrayed Claire in Nearly Naked Theatre's production of *Fuddy Meers* last spring. Other roles for theatres outside of Childsplay include Essie in *You Can't Take It With You* for Phoenix Theatre. For Actors Theatre she portrayed Nat in *Rabbit Hole*, Sister Woman in *Cat on a Hot Tin Roof*, Maya in *The Archbishop's Ceiling*, and Karen in *Dinner with Friends*. In January, she directed the perfect American play, *The Crucible*, for Mesa Community College. Debra also works extensively in classrooms around the state as an Artist-in-Education. She received a BA in Speech and Theatre from Western Kentucky University and a Master's in Theatre from ASU.



## Ask an Actor

We asked the cast of *The Borrowers*: “If the Clocks lived in your house, what is one unique item they would borrow and how would they use it?”

**Ricky Araiza** (*The Boy, Uncle Henderson*): I think The Clocks might want to borrow my Edward Gorey **Dracula** toy theatre, complete with paper doll cut outs of the cast and sets. They would probably put on productions for each other during rainy days.



**David Dickenson** (*Crampfurl, Spiller, Gypsy Boy, Egglestina*): I think the Clocks would have a field day in my wife's office. She has her sewing machine in there and there is lots of thread, scraps of cloth, pieces of yarn and pins all over the place. If the Clocks wanted to borrow something we wouldn't even notice!!

**Jon Gentry** (*Pod*): My gold Chinese piggy bank (given to me by Debra K. Stevens and Ellen Benton)—I think they could use it as a vacation house to pretend they were travelling to China (it's a rather large piggy bank)...

**Katie McFadzen** (*Mrs. Driver, Aunt Lupy*): If the Clocks lived in my house in this day and age, I think they would love to borrow my laptop or iPod Touch. Can you imagine how fun it would be to watch movies on a laptop if you were tiny? Kind of like the drive in theatre. And with the Touch they could use their feet to play games instead of a finger. The Clocks play Angry Birds....I can see it now...



**Debra K. Stevens** (*Homily*): I have a "Bewitched" salt and pepper shaker set. The salt shaker is a likeness of Elizabeth Montgomery as Samantha Stephens--at least the cartoon version from the TV show opening. I could imagine that Pod may have "borrowed" this shaker for Homily to use as a dress form when she makes clothing for Arrietty and herself.





## Childsplay's 360° Theatre Resources for Schools

### Pre and Post Show Discussion Questions for *The Borrowers*

2010-2011 Season

[www.childsplayaz.org](http://www.childsplayaz.org)



#### **Questions to Ask Before Seeing the Production:**

- 1) What is the difference between borrowing and stealing?
- 2) What makes a place a home?
- 3) If you had to leave your home quickly what would you take with you?
- 4) When you see the play, how do you think they will show the difference in size between humans and borrowers?
- 5) Talk about citizenship. What are some examples of responsible citizenship in school and/or in stories?
- 6) The Victorian Era was during Queen Victoria's reign from 1837-1901. Look at clothing from the period. How is it different from our clothing styles today?
- 7) Fear is a very strong emotion. What causes fear? What are you fearful of?
- 8) What is the difference between emigrating and immigrating? Listen for the word emigrate when you see they play.

#### **Questions to Ask After Seeing the Production:**

- 1) How many characters can you recall from the play? Which actors played more than one role and which roles did they play? What were the problems or conflicts in the play?
- 2) Family myths: the Borrowers find out that Eggletina is still alive after they thought she was dead. Are there any myths in your family (stories about a grandparent or relative that may or may not be true)?
- 3) Arrietty learns that all people are not bad, even though her parents caution her against humans. Do you have any presumptions like this?
- 4) Arrietty disobeyed her father in making friends with the boy. Was she right in making that choice? Why or why not?
- 5) What is the difference between book or school learning and field or street smarts? Which characters have book/school learning and which characters have field/street smarts?
- 6) Homily says that "you never, ever borrow from another Borrower, it isn't ethical." Do you think borrowing from a human is different than borrowing from a Borrower? Which character challenged Homily's definition of that? Do you think it is alright or wrong to borrow things without asking? Why?
- 7) The Borrowers have to make some choices about how to survive. How would you survive if you had to leave your home very quickly and live in the wilderness?
- 8) How do the Borrowers make decisions about what to borrow?



## 5 Minute Activities:

\*The Borrowers get a special feeling when a human is near...Pod feels it behind his knees and Homily feels it in her neck. Choose a place where you might get that feeling. How can you physically show that you are getting the feeling when a human is near? Take turns sharing with your classmates.

**Theatre, S1: C2: PO 104:** Communicate sensory experiences through movement

\*The Borrowers have a lot of rules about how to be safe in a world where everything is much bigger than they are. Create a list of five or more rules that are important for you to live safely in your world.

**Social Studies, G2: S3: C4: PO1:** Discuss examples of responsible citizenship in school

\*Come up with a list of topics connected to the play that you can journal about. Write for at least 5 minutes daily. Here are some ideas to start with:

~What do you do that makes your parents happy?

~How do you feel about losing personal space?

~How did you feel experiencing something for the first time (ex. seeing the Grand Canyon)

~What things make you afraid in your world?

**Writing: G4: S3: C1: PO 1:** Write a narrative based on imagined or real events, observations, or memories.

## 15 Minute Activities:

\*Make a list of simple household items (slotted spoon, blender, coaster, thimble, etc.). Imagining that you are the size of the Borrowers, what could you use the items for?

Choose one of the items from the list that you would like to borrow and create a wanted ad for it. Include in the ad how you will use the item in your home under the floorboards as well as a detailed drawing of the item.

**Writing: G3: S3: C3: PO1:** Write a variety of functional texts

\*The Borrowers borrow everyday objects to use in their home. For example, a champagne cork is used as a chair. The game Object Transformation illustrates this idea. For this game you'll need several everyday objects like a cardboard box, an umbrella, a Frisbee or a plastic cup. Start with one object and say "*this is not a box*" (or whatever the object is).

Then, ask for a volunteer to come up and make the object become something else by doing something with it (for example, sit on the box so we know it's a chair). See how many different ways you can use the object and then take turns with the other objects.

**Theatre: S1: C2: PO 105:** Work cooperatively and follow established safety rules.

\*The Borrowers have to leave their home without warning and must quickly decide what to take with them. Take turns pantomiming the one object you would take with you if you had to leave home quickly.

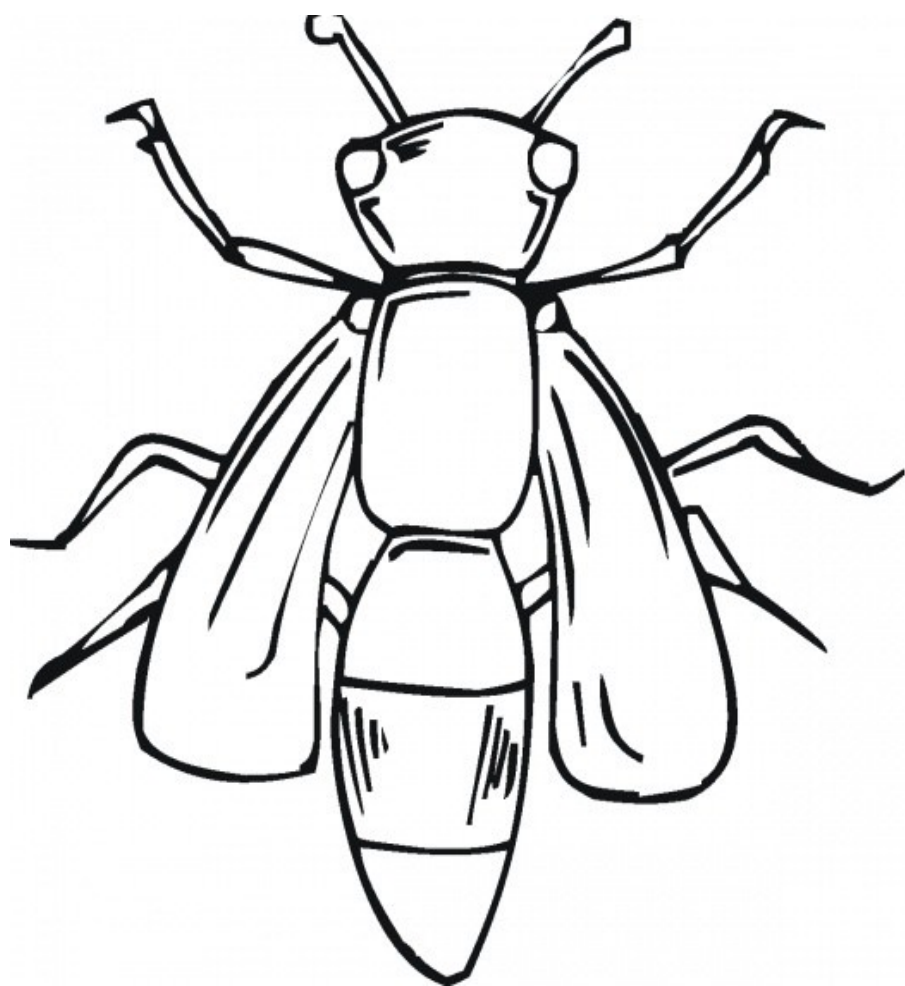
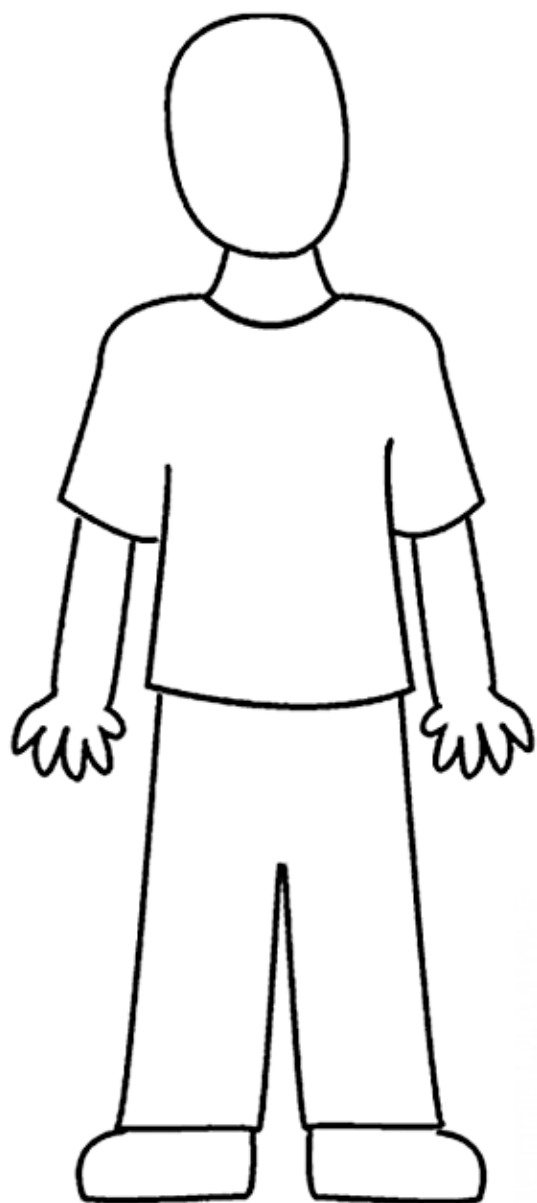
**Theatre: S1: C2: PO204:** Communicate through movement

## 30 Minute Activities:

\*Bring in items that the Borrowers use (from book or play) like a cork, scissors, doll furniture, bolts, cigar box, etc. Choose 5 items. Create a floor plan (as though you are looking down through the floorboards) of the Borrowers home using the 5 items. Create your floor plan in one of two ways: draw items using their actual size or measure each item, write down the measurement in inches and convert the size of the items to this scale:  $1'' = 1/4''$ . **Science: G3: C1: PO 1:** Describe objects in terms of measurable properties using scientific tools

\*In groups of 3 or 4, rewrite the words to a nursery rhyme or song that has something to do with a scene or situation from *The Borrowers*. Pantomime the action while one or two group members read, sing, rap, or chant their creation. Share with the class. **Writing: G4: S3: C1: PO2:** Write in a variety of expressive forms  
**Theatre: S1: C2: PO204:** Communicate through movement

\*Using cardboard, markers, crayons, popsicle sticks or other materials, create a 6 inch tall Borrower puppet (you can use the outlines on the next page as a starting point). In groups of 2 or 3, play a Borrowers scene. Choose a scene from the following list or come up with our own. Rehearse and share it with your class. Scene Ideas: Human and Borrower discovering each other for the first time; Borrower encountering the wasp; human offering Borrower an object for their home.  
**Theatre: S1: C2: PO 202:** As a character play out a classroom improvisation, maintain concentration and contribute to the action.







**The Borrowers Series**

*The Borrowers, The Borrowers Afield, The Borrowers Afloat, The Borrowers Aloft, The Borrowers Avenged*  
by Mary Norton

**Fear**

*Willoughby and the Moon* by Greg Foley  
*Some Things are Scary* by Florence Parry Heide  
*Little Mouse's Big Book of Fears* by Emily Gravett  
*There's a Monster Under My Bed* by James Howe

**Perspective/Scale**

*Drawing: The Only Drawing Book You'll Ever Need to be the Artist You've Always Wanted to Be* by Kathryn Temple

**Nature/Environments**

*Let's Find It! My First Nature Guide* by Katya Arnold

**Accepting Those Who Are Different**

*Faith, Hope and Ivy June* by Phyllis Reynolds

**Journaling/Writing in a Diary**

*Ghost in the Machine* by Patrick Carman  
*Heads or Tails: Stories from the Sixth Grade* by Jack Gantos  
*The Totally Made-Up Civil War Diary of Amanda MacLeish* by Claudia Mills

**Courage**

*Call it Courage* by Armstrong Sperry  
*How Many Miles to Babylon?* by Paula Fox  
*Keep Smiling Through* by Ann Rinaldi  
*Wringer* by Jerry Spinelli  
*Willow Run* by Patricia Reilly Giff

**Following the Rules**

*The Hair of Zoe Fleefebacher Goes to School* by Laurie Halse Anderson  
*Clarice Bean Spells Trouble* by Lauren Child  
*Allie Finkel's Rules for Girls* series by Meg Cabot

**Historical Periods**

*Harlem Summer* by Walter Dean Myers

**Family**

*Bedknob and Broomstick* by Mary Norton

**Found Objects/Transformations**

*Max Found Two Sticks* by Brian J. Pinkney  
*Follow the Line* by Laura Ljungkvist

**Literacy/Reading**

*Zooman Sam* by Lois Lowry  
*Lumber Camp Library* by Natalie Kinsey-Warnock

**Coming of age/Growing up**

*Ninth Ward* by Jewell Parker Rhodes  
*The Water Seeker* by Kimberly Willis Holt  
*After Tupac and D Foster* by Jacqueline Woodson  
*The Wednesday Wars* by Gary D. Schmidt

**Survival Skills**

*Brian's Winter* by Gary Paulsen  
*The Hunger Games, Catching Fire and Mockingjay* by Suzanne Collins  
*The Sign of the Beaver* by Elizabeth George Speare  
*Island of the Blue Dolphins* by Scott O'Dell

**Home**

*Gossamer* by Lois Lowry  
*Mandy* by Julie Andrews Edwards  
*The Doll People* by Anne M. Martin

**Interesting Internet Links:**

[www.kinderart.com/drawing/perspective.shtml](http://www.kinderart.com/drawing/perspective.shtml)

-Lesson plan on perspective drawing

[www.equipped.com/kidprimr.htm](http://www.equipped.com/kidprimr.htm)

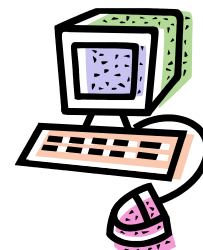
-A kids wilderness survival primer

[www.buzzle.com/articles/writing-prompts-for-kids-in-elementary-and-middle-school.html](http://www.buzzle.com/articles/writing-prompts-for-kids-in-elementary-and-middle-school.html)

-Writing prompts for elementary and middle school students

[www.ehow.com/list\\_6397457\\_victorian-crafts-children.html](http://www.ehow.com/list_6397457_victorian-crafts-children.html)

-Victorian era crafts for kids





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Student Pages for:

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## WORD SEARCH

Find these hidden words in the puzzle to the right. Words can be backwards, diagonal, across, up or down.

ARRIETTY  
BORROWERS  
ETHICAL  
OVERMANTLE

BADGER  
EGGLETINA  
HARPSICORD  
POD

BOBBLES  
EMIGRATE  
HOMILY  
WASP

Today you saw a production of *The Borrowers*, performed by Childsplay. Here are some things to think about and some activities to do now that you've seen the show!

Tell your family and/or friends about the play:

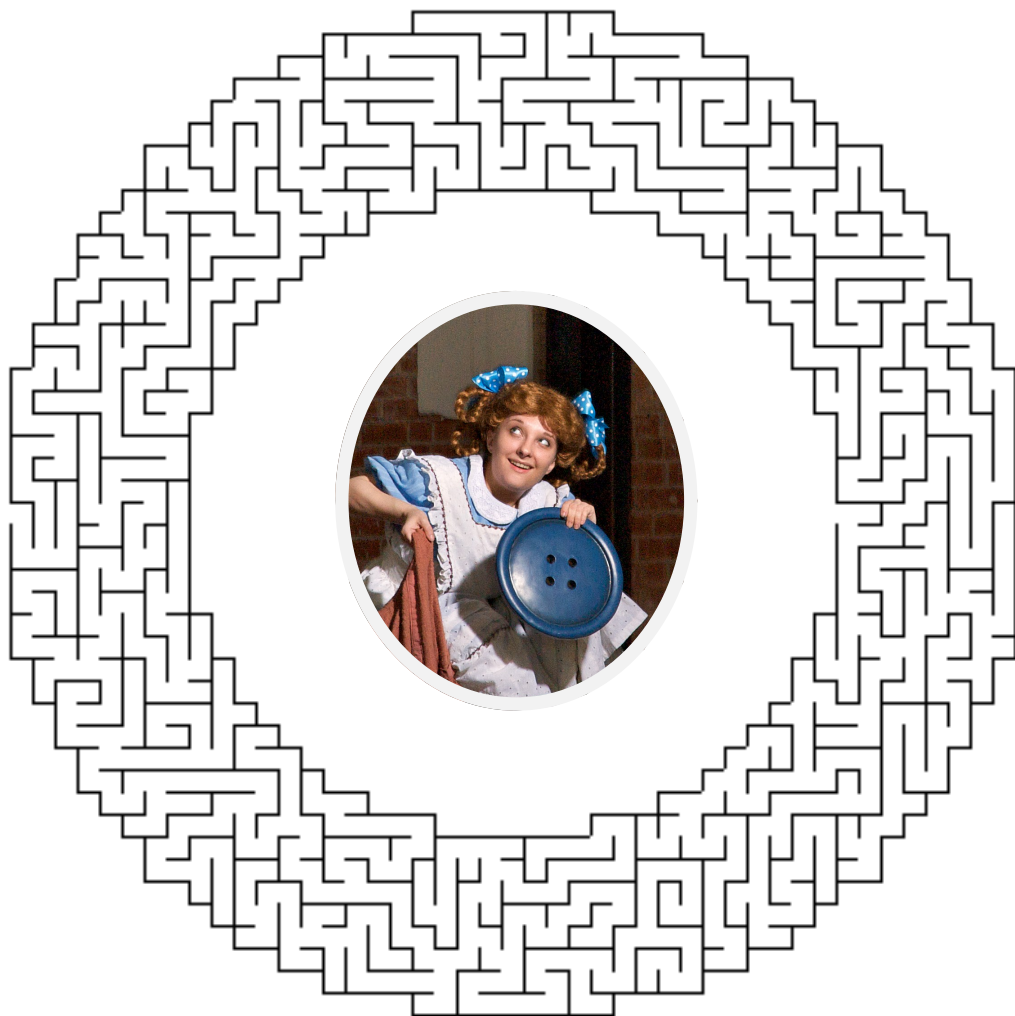
- The play was performed at the Tempe Center for the Arts. Describe the building. What were three cool things you can remember about the building? For more information on the TCA, go to [www.tempe.gov/tca](http://www.tempe.gov/tca).
- Who were the characters? Which character was your favorite and why? What did the characters do? Was there a character that you disliked? Why? What was your favorite part of the play?
- Talk about the costumes, scenery, props, and music and sound effects that were used in the production. Draw pictures to help describe the different costumes and scenery. What was your favorite costume? What was thing about the scenery that you liked?

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

**Help the Boy find Arrietty in the maze!**



**Start here:**



### **Shadows and Silhouettes:**

**Activity:** Light and shadow is used in the play to create the difference in size between the Borrowers and the “human beans.” The closer something is to a source of light, the larger the shadow appears. Play with shadows! With another person, get a flashlight and an object and go into a dark room. One of you can hold the object while the other holds the light. Put the object in front of the light and move it close to and far away from the light. Notice the different sized shadows. Are the edges of the shadow smoother if the object is close to the light or far from it?



**Activity:** The art of silhouette drawing was popular during the Victorian era. To make a silhouette portrait, you'll need a lamp or flashlight, some tape, black paper, white paper and a piece of chalk. Take the black paper and attach it to a wall with tape. Point the lamp or flashlight directly at the paper, then have the subject stand in front of the paper to cast a shadow onto it. Once the person has been positioned properly, take the chalk and outline the person's shadow onto the paper. Then, carefully cut the silhouette out and tape it to the white paper. Frame it if you like!