

Rock PAPER SCISSORS



Written and Directed by

Corey Madden and Laural Meade

Set and Prop Design by **Keith Mitchell**

Sound Design by **Bruno Louchouarn**

The Cast

Ollie. **Jon Gentry**

Yuki. **David Dickinson**



Production support:

Scottsdale Cultural Council

Arizona Commission on the Arts

The Phoenix Suns

Phoenix Office of Arts and Culture through appropriations from the Phoenix City Council
City of Glendale/Glendale Arts Commission



Welcome to Childsplay's Resource Guide for Teachers and Parents

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 use education standards.

The Story:

Rock Paper Scissors is a performance event that follows the adventures of two people who, unfortunately, have no sense of adventure. Ollie, an old misanthrope who is stuck in an analog world of order and habit, encounters Yuki, a violently aggressive young teen with a bad habit for all things digital. Neither have a sense of the worth or potential of their own imaginative power. In the course of a single afternoon, they leave behind their technological pastimes – television and video gaming – to finally discover, develop, and fantastically explore their imaginations and creativity.

The performance is entirely non-verbal. Instead of spoken communication the piece relies on highly expressive physicality, inter-active sets and props, and fully underscored music and sound to express story, character, tone and theme. The primary outlet for the characters' growing imaginations is the creative possibility of plain white paper. By sculpting, cutting, tearing, bending, and playing with paper Ollie and Yuki not only discover their own creativity, they develop into master story-tellers and true artists right before our eyes. They fight, they play, they act in ways large and small, grand and picayune – all in service of creating and completing a fantastic adventure. Ultimately, *Rock Paper Scissors* explores the intersection between the visual and performing arts, while it tracks how we can transcend both our analog and digital trappings to re-discover our greatest human attribute – the imagination.

Curriculum Connections:

Storytelling, old vs. new, transformation, clowning, creating art with paper, non-verbal communication, gaming, imagination, generations

Things to Talk About and Do :

Theatre Etiquette:



It's helpful to review the rules of theatre 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 you 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.
- Use of cell phones (including text messaging), cameras or any other recording device is *not allowed during the performance at any time!*
- Following the performance (time permitting), the actors will give the audience an opportunity to ask some questions. The Q & A usually lasts about five to ten minutes.

THE INSPIRATION



"We've pawned off the task of imagination to commercial manufacturers of marketing and entertainment.

They feed us an endless stream of stock imagery and flashy distractions—"content" that comes predigested and does little or nothing in the way of encouraging us to form our own mental images, ideas, or stories. With this type of passive consumption, a person's imagination is no less an overfed and undernourished couch-potato than her body. The fate of the imagination seems to be governed by an old adage - if we don't use it, we may lose it."

--Jeannine Ouellette

"The Death and Life of American Imagination"

Pre-Show Questions:

What does imagination mean to you? When do you use your imagination?

What is the difference between analog and digital?

What do you do with your time when you can't play on the computer or watch TV?

What are different ways we can communicate? List as many as possible.



Generations: What can you learn from your grandparents about what life was like for them as young people and what can you teach them about what life is like for you as a young person?

Create a list of rules for respecting your surroundings and others property and personal space



Activities to Try:

Writing:

- What would you do if you had no technology (nothing requiring electricity or batteries) for 24 hours? Write a narrative that explains what you would do hour by hour.
- Write a short story that takes place in the world of your favorite video game. Remember to create characters, locations and conflict and make sure the story has a beginning, middle and end.

Theatre/Creative Drama:

- In pairs, create a short scene that uses text or IM "speak." Share with the class. Was it difficult or easy to understand the scenes?

- Choose a story with a simple plot (*The Three Pigs*, for example). Divide into three groups. Each group must tell the story in a different way:

- non-verbal telling (use only body and imagination)
- using objects to tell the story (in addition to body and imagination)
- using dialogue, act the story out

Share with the class and discuss the differences and similarities in the telling of the story. Which one did you like the best and why? Was one more difficult or easy to understand? Why?

- Object Transformation: For this game you'll need several everyday objects like a cardboard box, 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 the object can be used. Try it again with a different object.

Post-Show Questions:



Re-tell the story that you saw in the play. How were the actors able to communicate the story without using language? Give examples from the play.

What do the characters discover about themselves and each other throughout the play? Are they different at the end of the play?

How is the game *Rock Paper Scissors* different from a video game? How is it the same?

THEME 1: Communication

Post show

Activity: What did you say?

Questions:

Only the names of the characters were spoken in Rock Paper Scissors, other than that no language was used to tell our story. How did you know what was going on? How did the actors communicate/tell the story to you?

Activity:

Divide students into pairs. Give them a situation (ex; ordering food at a fast food restaurant) Have them write 6 lines of dialogue (so 3 lines each). Then use three different techniques for acting the scene. Have the student's **1)** read the lines as written; **2)** do the scene using gibberish (ex: in clicks, in ubbie dubbie, saying only "peanut butter peanut butter," etc); and **3)** do the scene using pantomime/physical actions only, no words.

Note: this gives an opportunity to discuss intonation, connotation and denotation.

Alternative: to save time you can use a pre-written scene

Activity: Third Times A Charm!

Questions:

Yuki tried several times to get through the window, through Ollie's door, and to get his way in other situations throughout the play. With each new try Yuki used a different tactic. What are some tactics that you use to persuade other people?

Activity:

Have students pair up, with each person on either side of a 'door.' Using different tactics (i.e. flattery, intimidation, begging, etc.) have one student knock and try to get the

other to let them into the room, each time being unsuccessful. Teach students about the Rule of Thirds and suggest this as an outline for their own improvisations

Notes:

The Rule of Thirds: Most comedy routines use the rule of thirds as a guide for each comedic idea. Just like in the play when Yuki tried to get into Ollie's house through the door, actors perform the same action 3 times each with a new tactic and reaction. After the third time the comedic 'scene' is through and the play goes on to a new problem.

Cross curricular connections:

- Non-verbal communication
- Intonation
- Problem solving skills
- Persuasive writing

THEME 2: Comedy

Pre show

Introduction:

(to read aloud or for your knowledge)

Commedia dell'arte is a form of improvisational comedic theatre that uses well rehearsed jokes and physical gags. This style originated in Italy in the 16th century and is associated with slapstick and harlequins; the predecessor to the modern clown. Rock Paper Scissors uses physical comedy to communicate to the audience.

Discussion Questions:

Who are some of your favorite comedians? What are some different types of comedy that you know of?

Post show

Activity: Stuck on You

Question:

Can you describe one of the problems (or conflicts) between Ollie and Yuki? How did they solve it?

Activity:

Divide students into pairs. Have them greet each other with a handshake. When they try to leave they discover their hands are stuck together. They need to invent three different approaches to get unstuck. How do they solve their problem?

Note:

Discuss the fact that there are many ways to try to achieve an objective, and review some of Yuki's tactics. This is a good opportunity to discuss comic timing and rhythm and the fact that comic action often happens in threes. (the rule of thirds).

THEME 3: Transformation

Post show

Activity: Object Transformation

Questions:

What materials did we use to make the set of Rock Paper Scissors? What other things was the paper transformed into? (i.e., napkin, band aide, etc)

Activity:

Divide the class into two circles. Define pantomime and clarify that the students should use the shape of the paper to suggest an object and use pantomime to demonstrate what the object is. Using rolled up paper, in the shape of a tube, pass the paper around the circle.

Alternative:

Use a plain piece of paper and let them shape it as they wish and then use that shape to show an object. (this takes more time)

Supplies Needed:

One piece of paper rolled up and taped into a tube.

Activity: Transformation of Routines

Questions:

Before Yuki arrived, Ollie was very set in his routines. What were the repeated routines that you saw in the play? What routines do you have?

Activity:

In pairs, using only physical action, no words, show how Ollie would have done something alone (watch TV, do his work, etc). Now one student adds themselves into the action and shows what Yuki would have done to interfere with Ollie's routine. The situation can be switched to have Yuki perform a routine action with Ollie interrupting.

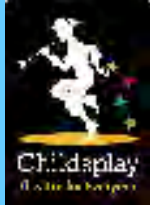
Resources...

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.

We love to hear from our audience members!



Email us at:

info@childsplayaz.org

Check out our web site:

www.childsplayaz.org

Phone: 480-921-5700

Our new home is The Sybil B. Harrington Campus of Imagination and Wonder at Mitchell Park
900 S. Mitchell
Tempe, AZ 85281

Want Some Drama in Your Classroom?

If you would like help incorporating drama into your curriculum by having Teaching Artist come into your classroom, Childsplay can help. We offer a variety of artist-in-residence and teacher training experiences. We can also help with pre- and post-show activities related to the production. For more information, contact Patricia Black at:

pblack@childsplayaz.org or
480-921-5750

Booklist

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



Paper, Scissors, Sculpt!: Creating Cut-and-Fold Animals by Ben A. Gonzales

Not A Box by Antoinette Portis

Great Big Book of Children's Games by Derba Wise

What Can You Do With A Paper Bag? by Metropolitan Museum of Art NY

Websites of Interest:

<http://electronics.howstuffworks.com/question7.htm>

-difference between analog and digital

www.worldrps.com

-world rock paper scissors society, game instructions, strategies and more

www.straightdope.com/columns/read/1936/whats-the-origin-of-rock-paper-scissors

-history of the game

www.origami-club.com/en

-paper folding patterns

<http://www.papertoys.com/>

- paper sculptures and toys