



Childsplay's
360° Theatre Resources for Schools
2010-2011 Season
www.childsplayaz.org

Childsplay presents:

The Imaginators

By **Dwayne Hartford**

Directed by Patricia Black

Scenic Design by Holly Windingstad

Costume Design by Liz Ihlenfeld

Lighting Design by Bill Rios

Sound Design by Sarah Roberts

Stage Manager: Gretchen Schaefer

The Cast

Tim.....	Nathan Dobson
Anne.....	Kate Haas
Nina.....	Elizabeth Polen
William.....	Eric Boudreau

School Tour: January– May, 2011
Tempe Center for the Arts, Studio Theatre,
April 9-17th, 2011

Production Support:
**THE ARIZONA
REPUBLIC**

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

About *The Imaginators* and Your Theatre Experience

BROUGHT TO YOU BY

 **U·S AIRWAYS**

**WHERE EDUCATION AND IMAGINATION
TAKE FLIGHT**

We hope you find this guide helpful in preparing your children for an enjoyable and educational theatrical experience. Please return to www.childsplayaz.org and click on "360° Theatre Resource Center" for additional support materials including pre- and post- show discussion questions, classroom activities that deal with curriculum connections and a full lesson plan.

The Story: The power of imagination comes into play when three children turn their garage into a whole new make-believe adventure and do battle against the child-eating Mooklecratz! Siblings Anne and Tim have just moved into a new neighborhood. Tim is an incredibly imaginative younger brother and Anne is a self-conscious and somewhat insecure older sister who is quite concerned about making friends and being as smart as the "big city" kids. When Nina (that's Nina Frances Elizabeth Vanderhelden), a precocious and clever girl from next door, surprises Tim in the middle of one of his "adventures", the games begin! Nina and Tim have no trouble at all making up stories and playing them out. It is Anne who is apprehensive and would rather work on her computer. Nina coaxes Anne into going on a great make-believe adventure. Using moving boxes and other objects found in the garage, Nina creates the world of Garagenia complete with poetic language, creative images, royalty and monster. The three battle the child-eating monster, the Mooklecratz (which perhaps represents a loss of childhood and imagination) and discover their own strengths and the value of cooperation as they figure out how to defeat the beast. The play encourages children and adults alike never to lose their sense of play and creativity.

*The performance runs approximately 50-55 minutes.

*The actors will conduct a short question/answer session following the performance, if time permits.

Themes/Curriculum Ties:

being new • being an outcast • boredom • discovery • imagination • friendship • poetry • courage • sibling relationships • moving to a new neighborhood • self censorship • overcoming fear • cooperation/teamwork • problem solving • creative play • conformity and nonconformity



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 **Web:** 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:

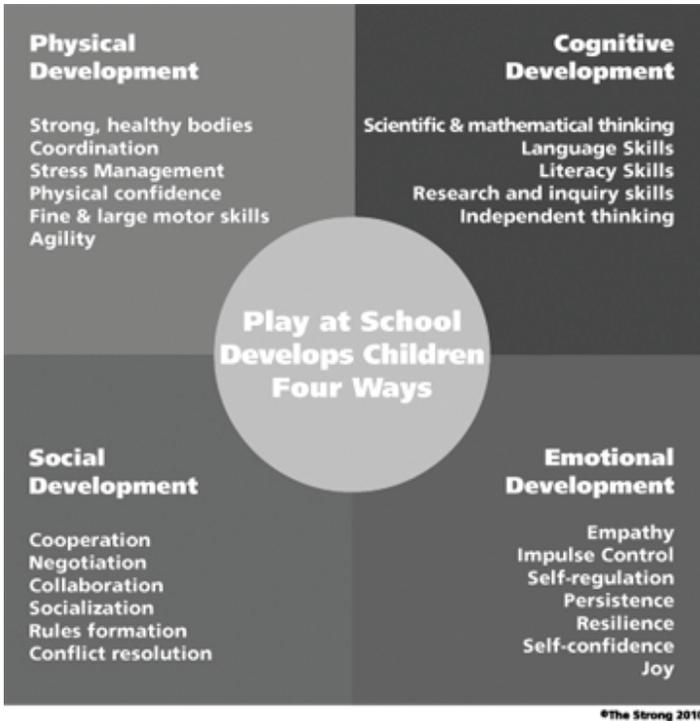
- Use the restroom before seeing the show as we do not have intermission during our school performances.
- Stay seated during the performance.
- Be respectful to the performers and other people in the audience by not talking during the performance. Remember, the actors can see and hear the audience just 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 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.



Things to talk about before seeing the show:

Play!

We all love to play...but did you know that play is actually good for you? Scientists all over the world are studying the effects of play on how we develop friendships, maintain healthy bodies, and even learn in the classroom. "Play" means spontaneous activities that we create on our own or with our friends – it does not mean playing a video game! It turns out that just a few extra minutes of free play each day can improve memory, listening, and problem-solving skills. Playing helps you use higher levels of thinking...it literally makes you smarter! Despite all these great studies, children today spent at least 25% less time playing than their parents did. Try to list three things that you can do as teachers and students to increase the amount of time you play each day.



"You can discover more about a person in an hour of play than in a year of conversation."

~Plato

"The truly great advances of this generation will be made by those who can make outrageous connections, and only a mind which knows how to play can do that."

~Nagle Jackson

"The creation of something new is not accomplished by the intellect but by the play instinct."

~Carl Jung

"Play is hard to maintain as you get older. You get less playful. You shouldn't, of course."

~Richard Feynman, American physicist

Conformity

Have you ever found yourself in a group of people who were all doing or saying something different than you? Did you feel an unspoken pressure to go along with the rest of the group?

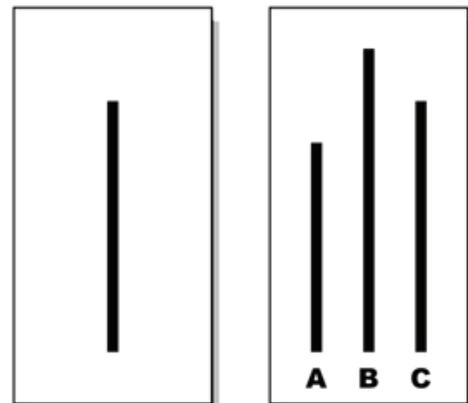
The need for conformity is the desire to go along with the norms of a group of people, in order to be accepted into that group. Different groups have different norms or rules – everything from how you dress, to what language or slang you speak, to what your attitude is towards other kids or adults. Sometimes people are deliberately "non-conformists," asserting their individuality by specifically going against the norms of a group.

You can be both a conformist and a non-conformist at the same time! For example, a rebellious teenager may be a non-conformist within their family (going against their family's norms) while at the same time being a conformist in a particular group of friends at school.

Talk about conformity: What kinds of things do you do to fit in? Clothes? Hairstyles? Slang? How can you assert your own personality within a group? Have you ever doubted your own beliefs because others have disagreed? What did you do?

Asch's Conformity Experiment

Back in the 1950's, a scientist named Solomon Asch wanted to test how much we conform to the opinions of others. He created a simple experiment: give everyone in the room the following two cards, and ask them to say out loud which line from the right-hand card was the same length as the line on the left-hand card:



Seems simple, right? But Asch was tricky. He told everyone in the group to answer "A," then invited his test subject into the room. Even though this new person could see that the real answer was "C," when everyone else answered "A," the test subject also answered "A." Asch repeated this experiment many times with many different questions. Almost 75% of the test subjects gave a wrong answer at least once, conforming to the opinion of the group even though they knew it was wrong. Why do you think they conformed to the group opinion? What thoughts or doubts would have been going through their heads?

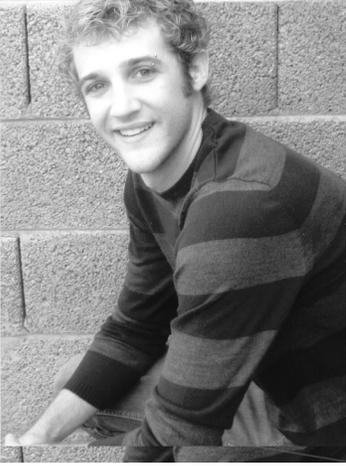
"Be who you are and say what you feel, because those who mind don't matter and those who matter don't mind."

~Dr. Seuss

"Not all those who wander are lost."

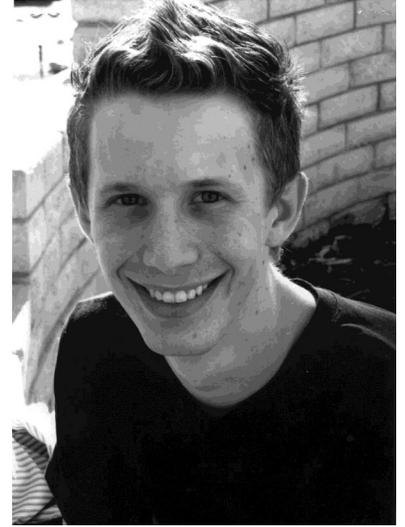
~J.R.R. Tolkien

Who's who in *The Imaginators*



Eric Boudreau (William/Mooklecratz) is originally from Port Angeles, WA and is in his 3rd season as a member of the acting ensemble here at Childsplay. He also is a teaching artist for their Conservatory and Academy courses. Childsplay credits include: *Busytown*, *The Neverending Story*, and *Androcles and the Lion*. Other credits: *Speech and Debate*, *Zanna*, *Don't, Hair*; *The Rocky Horror Show*; *Seussical*; *Parade*, *Little Queen*, *The Quilt-maker's Gift*, and Lisa Starry's *A Vampire Tale*.

Nathan Dobson (Tim) couldn't be more excited to be working with Childsplay this season. He was last seen as Sheldon in *Junie B. in Jingle Bells*, *Batman Smells!* After spending a year at the American Musical and Dramatic Academy in New York, he returned last year performing at Stray Cat Theatre in *Speech and Debate* (Solomon) and *12th Night of the Living Dead* (Sir Andrew) and worked with the *Scripts on Strike* improv troupe at MCC.



Kate Haas (Anne) is thrilled to return for her 4th season as an actor and teaching artist with Childsplay, where she was last seen as Isabella in *Androcles and the Lion*. Previous roles include: The Good Fairy (and others) in *The Neverending Story*, Phoebe in *Miss Nelson is Missing!*, Mother/Grandmother in *A Thousand Cranes*, Miss Pross in *A Tale of Two Cities*, and Mother/Audrey in *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Other favorite roles include: Steph in *reasons to be pretty* and Jill in *Learn to Be Latina* (Stray Cat Theatre), Olive/Agnes in *Times Square Angel* (Nearly Naked Theatre), Judith in *The Ash Girl* (Arizona State University), and Bobby Melrose in *Stage Door* (Paradise Valley Community College). Kate studies at the Megaw Actors Studio and holds a BA in Theatre from Arizona State University.

Elizabeth Polen (Nina) is excited as always to be with Childsplay for her fourth season and third tour! She was previously in *Tomato Plant Girl*, *Miss Nelson is Missing* and *In My Grandmother's Purse*. Her most recent credits include *Twelfth Night* (Southwest Shakespeare), and the new work *It's All Bueno* with Cornerstone Theater in LA. She holds a BA in theatre from Gordon College.





Questions to Ask Before Seeing the Production:

- 1) We all experience fear or excitement about events in our lives. Moving to a new neighborhood, going to a new school, a visit to the doctor's office or even losing the electricity during a storm can all cause anxiety. When have you felt anxious, excited or afraid? Try and identify what makes the characters feel these emotions when you watch the play.
- 2) Everyone has an imagination but some people use it more than others. When do you use your imagination? Do you think people lose their ability to imagine as they grow up? See if you can figure out why the play is called *The Imaginators*.
- 3) We all know how important it is to have good friends and to be able to get along well with others. What are some examples of using teamwork in everyday life? When is it important to cooperate? See if you can identify how the characters in *The Imaginators* use cooperation to solve a problem.
- 4) Where is your favorite place to play, why do you like it, and what do you do there?
- 5) Why are people bossy?
- 6) Have you or anyone you have known ever moved to a new neighborhood or to a new school? What was good about it? What was not so good about it?
- 7) If you and your friends had to play for a day without anything electronic or anything that required electricity, how would you fill the day?
- 8) If you had super powers, what would you want them to be and how would you use them?

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) Nina has a very vivid imagination and tends to stretch the truth or make things up altogether. Was there ever a time that you made something up or stretched the truth a bit?
- 3) Anne has fears about starting at a new school. She is concerned about being as smart as the other kids and about popularity. Have you ever felt popular? Unpopular? What makes someone popular? Being popular isn't always positive; talk about negative ways people become popular.
- 4) Of the many design elements, (costumes, sound, scenery, etc.) which was your favorite and why?
- 5) If you could play any character in the play, which would you choose? Why? Which character can you identify with or understand most?
- 6) Which characters change in the play and how?
- 7) Describe the sibling relationships in the play. What do you and your sibling do together? When do you have conflicts and when do you get along?
- 8) Why do you think Tim invents and keeps telling the story of his deer?
- 9) Why does Nina use poetry so often to communicate?
- 10) Look around your classroom. If you could use one object to help defeat the Mooklcratz, what would it be and how would you use it?



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Childsplay's
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In-Depth Standards Based Lesson Plan
for *The Imaginators*
2010-2011 Season
www.childsplayaz.org

Lesson Title: Monster Mania

Target Grades: 3-4th grade

Lesson Overview:

Just like Nina, Anne, and Tim created the child-eating monster, the Mooklecratz, during this lesson will have students creating monsters and monster poems of their own.

Lesson Length: 50-60 mins

Instructional Objectives:

- Students will use their bodies to collaborate and become one part of a whole object.
- Students will work as a creative team to write a narrative rhyming poem.

Arizona State Standards:

Writing: G3: S3: C1: PO 2, Write in a variety of expressive forms that may include figurative language, rhythm, dialogue, characterization, plot.

Theatre: S1: C1: PO 103, Demonstrate the ability to collaborate while coming to a consensus in the dramatic process.

Vocabulary:

Pantomime using only your body (without your voice) to show an object or an action.

Warm-Up: (10-15 mins)

Parts of a Monster

Divide students up into groups of 3 or 4, to create their own monsters. Ask them to brainstorm what their monster will look like. Is it a big or small monster? Does the monster have a tail? How many eyeballs does the monster have? The students will be creating a monster together, each being a 'part of the whole.' Instruct the students to use their body to become a part of their monster (a tail, an arm, an eyeball) so that when the group stands together they create and move like one monster. Guide the groups to move around the room as their monster, to talk as their

monster, and to try to pantomime a couple normal everyday activities (such as eating breakfast). Now take 2 minutes and have each student come up an action verb or an adjective that describes their part of the monster. After each group has created their monsters have each group share them first silently with the whole class, then have them freeze as their monster and in turn unfreeze to say their word and use their part of the monster's body.

Target Activity: (40 mins)

Narrative Monster Poems

Rhyming and poetry are used by Nina, Anne, and Tim while they are playing in Garagenia. Using the same rhyming scheme as *The Imaginators* (A, B, C, B) have each group write a narrative poem about the monster they just created. Narrative poems usually tell stories, so make sure that each monster poem has a clear beginning, middle, and end.

Guide students to be creative in the subject of their poem.

-Write about who the monster is: What is the monster's personality? Who are the monster's parents? Is the monster good or evil? How old is the monster? Is the monster afraid of something? Is the monster misunderstood?

-Or write about a day in the life of the monster: Does the monster sleep in or go to bed early? What does the monster like to eat? Who are the monster's friends? Did the monster have an adventure with another character? Did the monster do something surprising?

A great example of a narrative poem is "Ickle Me, Pickle Me, Tickle Me Too" by Shel Silverstein.

After each group is finished writing their poem, give the class 5 minutes to come up with a way to share their poem and their monster at the same time. Suggest that the groups use pantomime to animate some of the lines in their poems. Have each group share their monster presentation with the class.

Assessment:

Have a class discussion:

- What was it like to be a part of a creative team, to write a poem together and work together to become one monster?
- How did it feel to move as one monster?
- What is pantomime?
- How did your team collaborate to pantomime actions?



Childsplay's 360° Theatre Resources for Schools
Booklist and Websites for *The Imaginators*
2010-2011 Season
www.childsplayaz.org



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

Books to Check Out:

Imagination

Walter's Magic Wand by Erick Houghton
Harold and the Purple Crayon by Crockett Johnson
The House Across the Street by Jules Feiffer
The Gawgon and the Boy by Lloyd Alexander
Ship Ahoy! By Peter Sis
The Trek by Ann Jonas
Edward in the Jungle by David McPhail
Edward and the Pirates by David McPhail

Friendship

Switchers by Kate Thompson
Can I Play, Too? by Mo Willems
Cat the Cat, Who is That? by Mo Willems
Clementine, Friend of the Week by Sara Pennypacker

Poetry

And to Think that I Saw it on Mulberry Street by Dr. Seuss

Cooperation

Roxaboxen by Alice McClearran
Elvis the Squirrel by Tony Bradman

Overcoming Fears

Willoughby and the Moon by Greg Foley
Wingwalker by Rosemary Wells
Myrtle by Tracy Campbell Pearson
Henry's Show and Tell by Nancy Carlson

Monsters

Go Away Big Green Monster by Ed Emberley
There's a Monster in My Closet by Mercer Mayer
No Monsters Here by Sharon Jennings

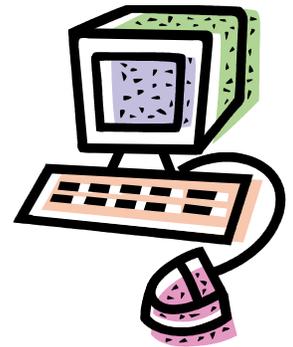
Pretend Play

Sam, Bangs and Moonshine by Eveline Ness
You are Here by Nina Crews
What Shall We Play? by Sue Heap
Mud is Cake by Pam Muñoz Ryan
Maurice Sendak's Really Rosie by Maurice Sendak

Growing Up

Countdown by Deborah Wiles (for older readers)

**All materials are available through
your local library.
Check it out!**



Interesting Internet Links:

www.kidsites.com/sites-edu/animals.htm

Links to many sites dealing with animals and creatures of all kinds

<http://www.squidoo.com/k12interactivepoetry>

Sources to get kids excited about poetry

www.poetry4kids.com

Wonderful source for kids and teachers on all things poetry

www.pbs.org/kratts

Interactive site dedicated to the critters and creatures of this world

www.gigglepoetry.com

More poetry activities

www.npr.org/templates/story/story.php?storyId=76838288

A good article on creative play

[www.nytimes.com/2011/01/06/garden/06play.html?](http://www.nytimes.com/2011/01/06/garden/06play.html?_r=3&pagewanted=1)

[_r=3&pagewanted=1](http://www.nytimes.com/2011/01/06/garden/06play.html?_r=3&pagewanted=1)

An article on restoring creative play

www.thestrong.org

A great site about play



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Student Pages for:**

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Today you saw a production of *The Imaginators*, 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!

- 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.

Create new variations of your (or someone else's) name! Just fill in the blank with a name and then try and pronounce it!

_____ -abulous

_____ -errific

_____ -onderful

_____ -tastic

_____ -licious

_____ -iculous

_____ -pendous

_____ -mongous

Word Scramble Words:

Mooklecratz
Good
Garagenia
Actor
Anne
Friend
Imaginators
Fun
Nina
Lucretia
Childsplay
Timmerific
Poetry
Tail

Unscramble the words... then use all of the words to write a letter to one of the actors in the play. Send them to: New Kid Cast, 900 S. Mitchell, Tempe, AZ 85281 or info@childsplayaz.org

odgo _____ atorc _____

ezaltrcom _____ aranaeggi _____

nane _____ amntraogis _____

inan _____ lpdhlyscia _____

tyerop _____ ierdnf _____

ufn _____ lucitera _____

imteiicrfm _____ itla _____

(The list of words is on bottom of first page)

Find words that rhyme with each word below. The sillier the better. Write a narrative poem (a poem that tells a short story) using as many of the words as you can.

play _____

school _____

funny _____

Mooklecratz _____

imagination _____

Other fun stuff to try:

- Map your own *Garagenia* based upon your own garage or room.
- Nina creates a persona for herself based on who she would like to be. What is the ideal version of you? Create a fantasy name and character for yourself.