



Childsplay presents:

New Kid

By **Dennis Foon**

Directed by **Anthony Runfola**

Scenic Design by **Jeff Lemire**

Costume Design by **D. Daniel Hollingshead**

Sound Design by **Menco Rofinopolis**

Stage Manager: **Gretchen Schaefer**

The Cast

Nick.....	John Moum
Mom.....	Jillian Courtney
Mench.....	Angel Armijo
Mug.....	Adrian Hernandez

School Tour, 2010-2011

Production Support:



Arizona Child Abuse Prevention License Plate Program
 Arizona Commission on the Arts
 City of Tempe Cultural Services
 Gene Nevitt Foundation
 Glendale Arts Commission
 Scottsdale Cultural Council
 Scottsdale League for the Arts

Themes/Curriculum Ties:

immigration/emigration • assimilation • different cultures and customs • stereotypes and prejudice • language and communication • bullies and targets • transcending differences • celebrating diversity

About *New Kid* and Your Theatre Experience

BROUGHT TO YOU BY



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

We meet Nick, the main character, and his mother as they are leaving Homeland for the U.S. His mother is trying to look on the bright side, but it is obvious there is much anxiety for this family about their new life. Mench and Mug are students at Nick’s new school. Mench reaches out in friendship but Mug does not. Mug is a bully, and decides not to accept Nick just because he is a Homelander -- having picked up intolerance and prejudice from his family. Apart from the language, there are many other new things for Nick to learn -- foods, sports, and customs. Soon Nick picks up enough “English” to get along, but his mother has not had the same opportunity to learn the language. She would like Nick to speak Homelander at home, and is not welcoming to his new friend Mench. Eventually, these problems are worked out and even Mug overcomes his prejudice and his personality to accept Nick, at least on the hockey rink. Nick discovers the advantages of speaking two languages. He is able to maintain his respect for his family’s culture and heritage while embracing the best of his new “homeland.”

About the Play

New Kid is designed specifically for Childsplay’s school tour program, and so a few set and costume pieces are used for many functions. The director wanted to emphasize the culture clash between Homeland and the U.S. Homeland may represent a foreign land, but it also could be a symbol of rural America and some of the good things that our U.S. culture is leaving behind in its mad dash to the future.



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.



Themes Related to *New Kid*:

Bullies, Targets and Witnesses:

Bullying is one of the leading social problems facing young people today. It is a form of abuse that can do permanent damage to its target. All children get into conflicts and need to learn how to handle them. However, conflict becomes bullying when:

- It's a repeated and consistent negative behavior.
- There are contrasting feelings between the target and the bully.
- There is an imbalance of power.

Bullying includes verbal and physical abuse, social alienation, and intimidation by peers. While boys are more often the perpetrators and victims of direct bullying, girls tend to bully in more indirect ways, relying more on verbal and psychological techniques than physical intimidation. A girl might, for example, pointedly exclude a classmate from a birthday party or start a hurtful rumor.

Children who are bullied may experience low self-esteem that remains a problem until adulthood. As targets of this aggressive behavior, they may exhibit physical problems, school phobia, and symptoms of aggression. School performance may also decrease.

Children who bully often become adults who bully. Research shows that 60 percent of chronic bullies have a criminal record by the time they reach their twenties. Bullying is linked with other antisocial behaviors such as fighting, vandalism, drug and alcohol abuse, and developing gang alliances.

Bullying knows no social, economic, racial or geographical borders. Bullying tends to start at elementary age, peak in middle school years, and steadily decline by high school age.

Immigration:

New Kid was written and first produced in Canada in the 1980s when Canadian inner cities were dealing with the results of a liberal immigration policy. As is true in the U.S. today, most Canadians had forgotten that they were either immigrants themselves or descended from immigrants, and there was evidence in schools and communities of hatred, prejudice and intolerance towards immigrants and their families.

What is an immigrant? An immigrant is anyone who moves to another country with the intention of settling in it on a long-term basis. While there are, of course, many reasons for immigration, economic, religious and political conditions are the most common motivators. In the U.S., there are four types of immigrants: **legal, refugee, forced and illegal**. The majority are **legal** immigrants, who have gone through the process established by

the government to attain residency and citizenship. They are mostly responding to “pull” factors, making a voluntary decision to move. **Refugees** respond to “push” factors. There are circumstances in their homelands that make it necessary to leave. In 1974-5, the closing days of the Vietnam War, millions of Vietnamese fled to the U.S. Today the U.S. accepts about 100,000 refugees each year. **Forced** immigrants had no choice but to leave their country. The most dramatic example of forced immigration is the African slave trade. Since about 1800, the U.S. has not participated in forced immigration, but millions of Africans were taken from their homes and sold as slaves before the practice was abolished. **Illegal** immigrants have either entered the country without the appropriate papers or have stayed beyond the terms of their visas. Most illegal immigrants are desperate to escape poor economic conditions at home.

Prejudice and Intolerance:

What is prejudice? The dictionary says:

- An adverse judgment or opinion formed beforehand or without knowledge or examination of the facts.
- A preconceived preference or idea.
- Irrational suspicion or hatred of a particular group, race, or religion.

Where does prejudice come from? Most often it is “passed” down from parents to children. Oftentimes prejudicial or stereotypical ideas come from fear and ignorance. Talk about prejudice with your students. What are some examples of prejudice? Have you ever observed prejudice? Do you think that you have any prejudices?

Cultural Diversity and Tolerance:

With our American communities becoming more and more diverse, it is more important than ever to instill in our youth a respect for differences in cultures. Here are some ways to help children become more culturally sensitive and aware:

- Choose books written by or about those of a different culture. Read them aloud and discuss them.
- Invite those of different cultural backgrounds into your classroom and have them talk about their culture. Encourage students to ask questions.
- Confront instances of prejudice and discuss them. Encourage students to speak up if they see someone being treated unfairly.
- Celebrate the various cultures in your class and school. Plan an ethnic festival with food, music, art and dance from various cultures.

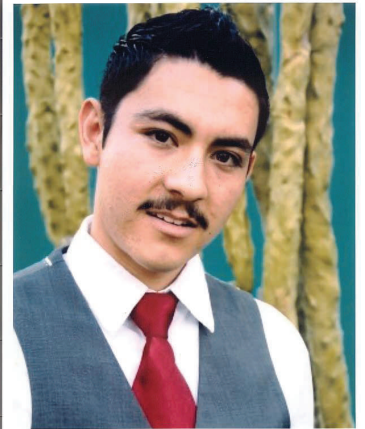


Childsplay's 360° Theatre Resources for Schools
Who's who in *New Kid*
2010-2011 Season
www.childsplayaz.org



Angel Armijo (Mench) is a recent theatre graduate from ASU and this is her first production with Childsplay. She was last seen as Marissa in Comical Blessings production of *For My Good* at ASU Gammage. Other credits include Titania in *A Midsummer Night's Dream* and Evelyn in *The Shape of Things* at Phoenix College.

Adrian Hernandez (Mug) is a recent graduate of ASU with a double major in Theatre and Business Management. Recent stage credits include: *Manzi: The Story of Young Cesar Chavez*, *Lloronas*, *Blood Wedding*, and *Anonymous*. When not working at his other two jobs, you can find him dancing with Scorpius Dance Theatre. He is thankful to have the opportunity to work with such a wonderful company!



Jillian Courtney (Mom) has a BFA from Boston University in Theatre Arts. She has acted and taught in New York, Boston, Tucson and Phoenix. Favorite roles include Lala in *The Last Night of Ballyhoo*, Emily in the world premiere of *Natives*, and Katherine in *The Taming of the Shrew*. She is thrilled to be a part of this wonderful cast and the Childsplay family.

John Moun (Nick) is so happy to be returning this season to Childsplay. He was last seen as Ferdinand in Childsplay's *Ferdinand the Bull*. John is a 5 time arIZoni award nominee for roles in *Godspell*, *Zanna Don't*, *Sweeney Todd*, *Seussical*, and *Parade*. He is also a teaching artist for Childsplay's Academy and Conservatory.





Questions to Ask Before Seeing *New Kid*:

- 1) What is the difference between immigrant and emigrant?
- 2) What does prejudice mean? What are some examples of prejudice? Have you ever observed prejudice? Do you think that you have any prejudices?
- 3) Have you ever been bullied or have you ever bullied someone else? How did it make you feel? Have you ever witnessed someone else being bullied? What, if anything, did you do? What can you do if you witness bullying or become a target yourself? Ask the students to watch for examples of bullying in the play.
- 4) When you hear someone speaking in a language that you don't speak, what are the ways that you can understand or make sense of what people are saying?
- 5) When new kids come to your school, how are they greeted? How should they be greeted? What are ways that you can help them feel welcome?

Questions to Ask After Seeing *New Kid*:

- 1) How do the sets and costumes help to tell the story or reveal information about the characters?
- 2) In Nick's early encounters with Mench and Mug, they attempt to communicate in ways that transcend language. What examples of language without words (universal language) can you think of?
- 3) What are the strategies that Nick and Mench devise at the end of the play for dealing with Mug?
- 4) Would your school be an easy place for a student like Nick to get along in? Why or why not?
- 5) Why do you think the playwright chose to have Nick speak English and to tell the story from his point of view? How would the story be different if Nick was the character who spoke gibberish (or the language that no one understood)?
- 6) Mug and Mench make assumptions about Nick based on the fact that he is from Homeland. This is a form of prejudice. Can you think of an example of someone making an assumption about a person or people from another country? In what other ways do we make assumptions about people (ex. homeless, rich, poor, etc.)? What causes people to make assumptions?
- 7) Talk about the history of the Statue of Liberty (www.statueofliberty.org/Statue_History.html is a good site for information). Read the inscription that is on The Statue of Liberty by Emma Larzarus (a portion of The New Colossus) below:

**Give me your tired, your poor,
your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me.
I lift my lamp beside the golden door.**



Liberty by Emma Larzarus

Talk about it's meaning line by line. Does it have as much meaning today as it did when the statue was first erected?



Minute Activities:

5

◆Write each letter of the alphabet on separate sheets of paper and lay them around the room. Ask students to think about what it's like to be the new kid. Have them wander around the room and write down words that come to mind and begin with the same letter as the one on the paper. After a few minutes, have students begin to read the words out loud as they wander around the room. Talk about images that came to mind as the words were simultaneously spoken.

G3: S1: C10: PO2: Connections between current events and history

◆Perform at least one act of kindness a day for a week (or a month) and keep track of your acts in a journal. Make notes of what you did, how it made you feel and how you think it made someone else feel. Choose one journal entry that you can share aloud with the rest of the class.

Social Studies: G2: S3: C4: PO3, Contribute to your community

◆Using just 5 minutes, pretend to be Nick, writing a letter to a friend in Homeland about the experience of his first days at school in his new country. Let the ideas flow for 5 minutes and then share what you've written with a classmate or the whole class.

Writing: G2: S3: C3: PO2: Friendly Letter

◆Watch a scene from a foreign language movie or television station and try and figure out what is being communicated based on expression, body language, etc. Now, try and listen to a foreign language radio station. What was being communicated in each? Was one easier to understand than the other and if so, why?

Theatre: S1: C2: PO101: Describe characters, their relationships, through movement and gesture

Minute Activities:

15

◆Imagine the class was going to make a movie of *New Kid*. Nick and his family would have theme music, and Mug and Mench would have another kind of music. Decide on which style of music would work for each. Now that you have music, create a series of dance moves for each character. How might Mug dance? What would be a traditional Homeland dance that Nick's mom might perform?

Music: G3: S2: C1: PO1: Perform a dance to a given piece of music that reflects its cultural heritage

◆Using the internet, research the process of becoming a legal resident and then a citizen. Go to www.us-immigration.org to get started.

Social Studies: G3: S1: C7: PO1/PO2, Immigration

◆Use some of the scenes from the play as a basis for improvisations (15 mins each)

1) In groups of three, recreate the scene in which Nick brings Mench home to meet his mother.

2) In pairs, improvise a scene in which two people (A and B) are trying to communicate but do not speak the same language. Choose

a hobby or sport, and have A teach B about the activity using pantomime to communicate. Now reverse the situation, and have B tell A about a homework assignment or project they must do together.

3) In pairs, prepare a short domestic scene between parent and child without using any known language. The scene must be in gibberish, but the meaning must be clear to the audience. After a short period of rehearsal, show some to the rest of the class, and have them guess the content of the scene.

Theatre: S1: C1: PO204: Collaborate in informal performances

Minute Activities:

30

◆Using pictures cut from magazines, have students make a collage of Homeland images (rural, rustic, homemade, old-fashioned, foreign).

Then make a contrasting collage of images of modern day U.S. life (fast-paced, high tech, image conscious, trendy, electronic). Add newspaper words to underscore the meaning. Display the artwork.

Visual Art: S1: C4: PO201: Explain purposeful use of symbols in his/her own artwork

◆Divide into groups to research immigration to the U.S. over the centuries. Assign each group a wave of immigrants (e.g., Puritans, Irish, Italian, Polish, Jewish, Haitians, Mexicans, etc.). Share the research reports with the rest of the class and discuss the contributions of each immigrant group to society.

Social Studies: G5: S5: C1: PO1, opportunity cost for coming to the New World

◆It is not clear from the script why Nick and his family left Homeland. Talk about some of the possible reasons.

Write a newspaper account of the problems the family faced before the play starts, including interviews with Nick and his parents.

Writing: G4: S3: C2: PO3: Newspaper Article

◆The poem 'Jabberwocky' from *Through the Looking Glass* by Lewis Carroll is a wonderful example of the use of gibberish in literature. Like the language of Mug and Mench, 'Jabberwocky' is meant to be understood in part, or guessed at. Read the poem in class. Talk about the nonsense words and the reasons that the gist of the poem is understandable. Write a poem in the style of 'Jabberwocky' using made up words mixed with real ones.

G4: S3: C1: PO2, Poetry



Childsplay's
360° Theatre Resources for Schools
In-Depth Standards Based Lesson Plan for
New Kid
2010-2011 Season
www.childsplayaz.org

Target Grades: 3-6

Lesson Overview: Students will demonstrate their differing opinions on how to celebrate holidays and create their own holiday together.

Length of Lesson: 45-60 minutes

Instructional Objectives:

- Students will express differing opinions on day-to-day activities.
- Students will collaborate to create a holiday of their own making.
- Students will share their own diverse experiences surrounding holidays and celebrations in their lives.

Arizona State Standards:

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

Theatre-Intermediate: S1:C2: PO 202. As a character, play out her/his wants by interacting with others, maintaining concentration, and contributing to the action of classroom improvisations (e.g., scenes based on personal experience and heritage, imagination, literature, and history).

Grade 3- Social Studies: S3:C1: PO 4. Know that people in the United States have varied backgrounds but may share principles, goals, customs, and traditions.

Supplies: none

Instructional Plan:

Warm-up:

Begin the lesson by designating one side of the classroom as the “Like/Agree” side of the room, and the opposite side of the classroom as the “Dislike/Disagree” side of the room. Give the students an opinion statement, such as “Winter is the best season of the year,” and allow students to express their agreement or disagreement with each statement by getting out of their seats and walking to the “Like/Agree” or “Dislike/Disagree” side of the room. Explain that if students are neutral or undecided, they may stand in the middle of the room. If desired, ask a few students to explain why they chose one side over the other, or why they chose the middle.

Other statement ideas (or use your own):

- Pizza is the best food.

-I enjoy playing sports.

-I prefer to live in Arizona more than other places.

-I like/would like to have a dog for a pet.

-Spending time with my family is important to me.

-I am good at reading/dancing/singing.

Be sure to briefly note that, like in *New Kid*, many of the students have some things in common and some things that are different.

Reminder: “Tableau” is a frozen picture.

Target Activity:

Split the class in half and have them find their own space in the room as a group. Tell the class you will call out an event people like to celebrate (or ask for ideas). Each group will create a tableau of this event—one group will show how Americans might celebrate the event, the other will show how someone from Homeland (or perhaps a different country) might celebrate it. Encourage students to show a variety of activities instead of everyone doing the same things, especially since not everyone celebrates events the same way. For example, if you called out “Fourth of July,” students could show people grilling, eating, playing outside games, lighting fireworks, etc. Allow some time for students to prepare the tableaux, then have each group show the other what they came up with. Ask observing students to guess what the activities are that they see. If there is time, go to the students in the tableau and tap them on the head and allow them to say one sentence of what they might be thinking as they are doing the action. After one group has shared, let the other group show their tableau. This activity can be repeated as time allows. Ideas for tableaux: Birthday, wedding, Independence Day, New Year’s.

Assessment:

- Ask students to share what they do to celebrate at home. Note similarities/differences, such as a big meal but different food, or singing but different songs.
- Recall what the characters in *New Kid* had in common and what the students noticed they had in common in the warm-up and in the activity.
- Ask students to point out moments in their group work when they worked well together to create their tableaux.

Extensions:

- Art:** Students will draw a picture of themselves at one of their celebrations or holidays.
- Geography/Social Sciences:** Students will research what country their favorite celebration came from and find it on a map.

Author: Aimee S. Reid, Intern, Childsplay



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



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

Books

The Hundred Dresses by Eleanor Estes

Brooklyn Doesn't Rhyme by Joan W. Blos

Molly's Pilgrim by Barbara Cohen

The Brand New Kid by Katie Couric

Faith and the Electric Dogs by Patrick Jennings

Dreams in the Golden Country:

The Diary of Zipporah Feldman, a Jewish Immigrant Girl by Kathryn Lasky

Morgy Makes His Move by Maggie Lewis

Hannah's Journal: The Story of an Immigrant Girl by Marissa Moss

Immigrants: A Library of Congress Book by Martin W. Sandler

Gila Monsters Meet You at the Airport by Marjorie Weinman Sharmat

Hooway for Wodney Wat by Helen Lester

Stand Tall, Molly Lou Melon by Patty Lovell

The Recess Queen by Alexis O'Neill

"Everywhere immigrants have enriched and strengthened the fabric of American life."
~John F. Kennedy

For Older Readers:

Stick Up for Yourself: Every Kid's Guide to Personal Power and Positive Self-Esteem by Gershen Kaufman

Agnes Parker: Girl in Progress by Kathleen O'Dell

"If we want to have peace in the world, we have to start with the children."
~Gandhi

Interesting Internet Links:

www.bullysafeusa.com/store

www.bullying.org

www.safechild.org/bullies.htm

www.bullybeware.com, to stop the marketing of violence to children

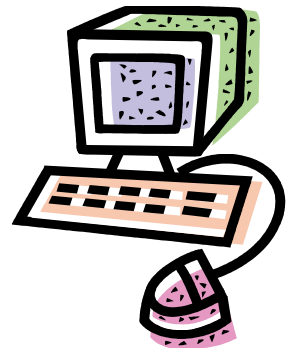
www.nationalsave.org, Student's Against Violence Everywhere; a fantastic site for both students and teachers

www.superiorcourt.maricopa.gov, search "anti-bully" and several links will come up!

www.bullypolice.org, for info on anti-bullying laws in the US and AZ

www.tolerance.org, ideas on teaching tolerance to children

www.census.gov, facts on how people are counted and different facts about our diverse population





Childsplay's 360°
Theatre Resources for Schools
Student Pages for:

New Kid



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Just Like
New
Answers:
1. blue; 2.
threw; 3.
to; 4. you;
5. dew; 6.
two; 7.
too; 8.
through; 9.
blew; 10.

Where in
the World
Answers:
1-K; 2-F; 3-
A; 4-L; 5-E;
6-C; 7-D; 8-
J;
9-H; 10-B;
11-I;

Today you saw a production of *New Kid*, 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 four 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 that were used in the production. Draw pictures to help describe the different costumes and scenery.
- Talk about Nick: in addition to moving to a new school, he had a new language to learn, making it even harder for him to fit in. Do you have any friends who speak a language other than English at home? Ask your friend to teach you some of his or her language (or, if you speak a different language at home try and teach a friend some of your language).
- Talk about bullying: which character is the target of bullying and which character does the bullying? How does the person being bullied deal with the problem?

Anti-Bully Plan:

Being a bully is not cool! Neither is being the target of a bully OR being the witness to bullying. Create an Anti-Bully plan for your school that includes rules to follow as well as consequences for breaking those rules.

Here's a great example to get you started:

1. We will not bully other students.
2. We will help others who are being bullied by speaking out and by getting adult help.
3. We will use extra effort to include all students in activities in our school.

Create posters with the rules and consequences and post in your classroom and/or around the school.

**For more information on
bullying, go to
www.stopbullyingnow.hrsa.gov/kids/**

It's A 3 Letter Word!

NEW and **KID** are three-letter words that go together. How many three-letter words can you think of that make a phrase? Have a contest with a class or family member to see who can think of the most!

Example: HOT DOG

Just Like New!

Fill in the blank with a word that rhymes with **NEW**. Notice how many different spellings there are for these words even though they rhyme. This can make written English especially difficult to learn.

1. On that bright summer's day, sky was a dazzling shade of _ _ _ _ .
2. Sean _ _ _ _ the ball to first base and made the out.
3. As they walked _ _ the store, they talked about what to buy.
4. Ms. Walsh sang "Happy Birthday to _ _ _ _!"
5. The morning _ _ _ made the grass damp to touch.
6. Uncle Anthony bought _ _ _ tickets to the concert.
7. "Do you want to come, _ _ _?" asked Steve.
8. Korbi walked _ _ _ _ _ the doorway and into the theater.
9. Katie _ _ _ her nose noisily.
10. "That can't be _ _ _ _!" exclaimed Detective Withers.

Where in the World...

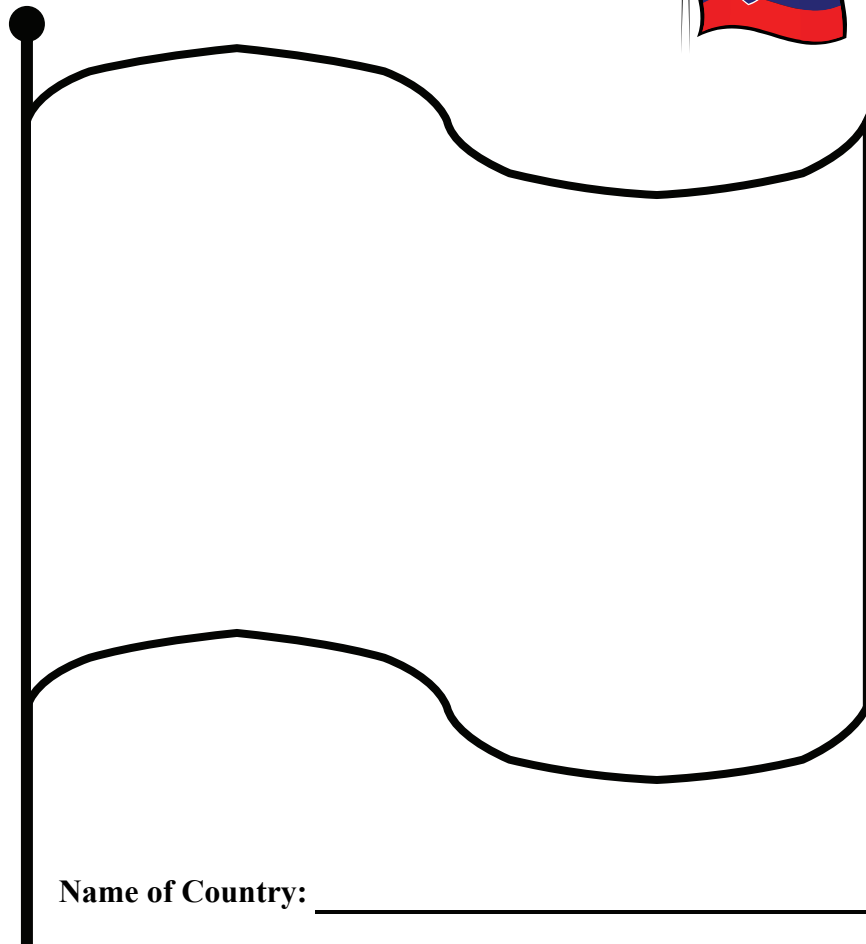
Look in the atlas or online to find out where all these **NEW** places are! Match them with the locations on the right.

- | | |
|----------------------|------------------------------------|
| 1. New South Wales | A. City in Louisiana, USA |
| 2. New Guinea | B. City in Virginia, USA |
| 3. New Orleans | C. Canadian province |
| 4. New Zealand | D. City in Northeast England |
| 5. New Providence | E. Bahamas, West Indies |
| 6. Newfoundland | F. Island in the Southwest Pacific |
| 7. Newcastle-on-Tyne | G. City in New Jersey, USA |
| 8. New Mexico | H. City in Connecticut, USA |
| 9. New Haven | I. City in California, USA |
| 10. Newport News | J. Southwestern state, USA |
| 11. Newport Beach | K. Australian state |
| 12. Newark | L. Country of two islands |



Wave Your Flag!

Nick and his family come from a made-up country called "Homeland." Create a flag that represents your own made-up country. Decide on a name for your country as well as colors and symbols for the flag.



Name of Country: _____