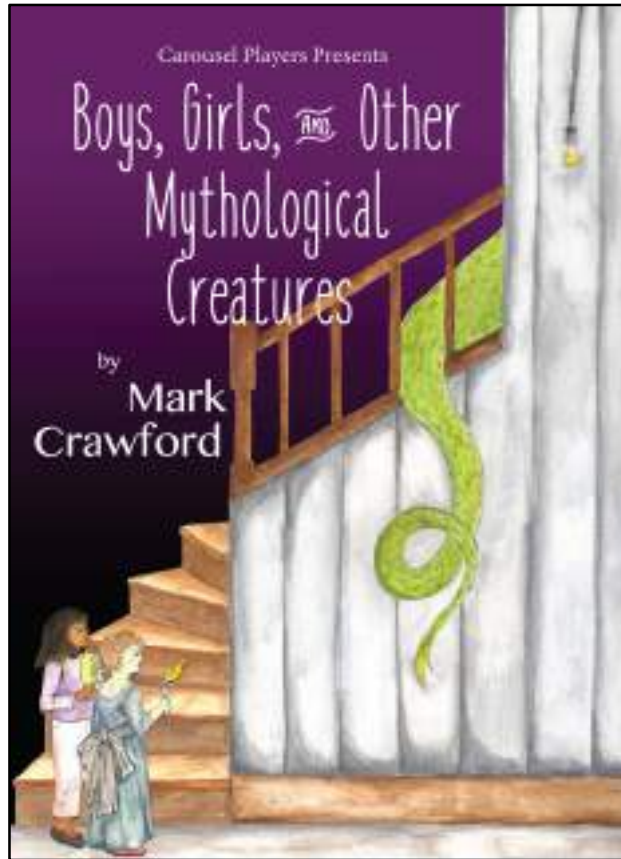


# Carousel Players

... THEATRE YOU NEVER OUTGROW ...



**Touring to Schools April & May 2017**  
**Teachers' Study Guide for Grades 1 – 4**  
**By Cyrissa Chong, Lindsey Crawford, Shannon McAleer**

Community Partners

Meridian™

PLAYLINKS

ONTARIO POWER  
GENERATION

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**Themes:** Imagination. Friendship. Self-Expression. Gender.  
Bullying. Social Studies

You can download this study guide at [www.carouselplayers.com](http://www.carouselplayers.com)

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# Carousel Players

... THEATRE YOU NEVER OUTGROW ...

## OUR COMPANY

Carousel Players is an award-winning professional theatre company for young audiences. We are committed to the development of new work and the production of theatre that entertains and challenges our audiences. We present inspiring and creative plays for children aged 5 to 15 years in theatres, schools and other performance venues. We ensure that our performances, summer theatre school, and outreach programs can be accessed by all children and families regardless of their socio-economic background. We believe live theatre develops artistic awareness, learning skills and a sense of well-being in children.

## OUR HISTORY

Carousel Players is a non-profit charitable organization founded in 1972 by the late Desmond Davis, a professor of Drama at Brock University in St. Catharines. Des and his wife Faye came to Canada from Australia and created a theatre to serve youth in Niagara. The name for the company is inspired by one of Canada's oldest carousels in nearby Port Dalhousie, where you can still enjoy a ride for just a nickel.

Throughout our 45 year history, over 2.8 million students, teachers and families have seen our productions. We regularly perform in schools across Ontario, and have toured to theatres in London, Toronto, Orangeville, Port Hope and Midland. We have also toured nationally to theatres and festivals in Ottawa, Montreal, Winnipeg, Calgary and Vancouver. Our award-winning plays have toured as far away as England and Japan.

Artistic leaders of the company are Duncan McGregor (1980-1990), Pierre Tetrault (1990-1998), Kim Selody (1998-2006), Pablo Felices-Luna (2007-2014) and Jessica Carmichael (February 2015- Present).

### Carousel Players Staff

Jessica Carmichael (Artistic Director), Jane Gardner (General Manager), Kate Leathers (Production Manager), Lauren Hundert (Outreach & Marketing Manager) Alan Dyer (Bookkeeper).

### Carousel Players Board of Directors

Carolyn Mackenzie (Chair), Corey Miles (Treasurer), Jenniffer Anand, Sande Farrauto, Sarah Lynch, Paddy Parr, Keith Tait, David Thomas.

## Carousel Players acknowledges the support of our generous funders



Special Thanks to the HWDSB Foundation, Knights of Columbus Chapter 1652, and the Rotary Club of Niagara Falls Sunrise for sponsoring In-School performances.

# *Boys, Girls, & Other Mythological Creatures*

by **Mark Crawford**

Director – **Jessica Carmichael**

Set, Props & Costume Designer – **Brian Dudkiewicz**

Sound Designer – **Sam Ferguson**

Simon- **Matt Pilipiak\***

Abby- **Cynthia Hicks\***

Zach- **Drew O'Hara\***

Stage Manager – **JoAnna Black\***

Study Guide by **Cyrisa Chong, Lindsey Crawford, Shannon McAleer**

Cover Design by **Clelia Scala**

\* Member of Canadian Actors' Equity Association

## THE CHARACTERS

**Simon** is 8 years old. Simon has a magical world to escape to in their basement.

**Abby** is 8 years old. She just changed schools and cities. She likes to read.

**Zach** is 13 years old. He is Simon's older brother. He has just started baby-sitting after school.

## THE PLAYWRIGHT



**Mark Crawford (Playwright)** has performed with Carousel Players in *Peg & the Yeti* (including a tour to Manitoba Theatre for Young People and Northwestern Ontario), *Bluenose*, and *Danny, King of the Basement*. He has performed at theatres across the country. Most recently: *It's a Wonderful Life* (Sudbury Theatre Centre); *The Winter's Tale* and *Measure for Measure* (Groundling Theatre). As a writer, his plays for grown-up audiences are *Stag and Doe*, *Bed and Breakfast*, and *The Birds and the Bees*. This spring, *The Birds and the Bees* plays at Prairie Theatre Exchange in Winnipeg and Mark performs in *Bed and Breakfast* at Centaur Theatre in Montreal.

## ABOUT *BOYS, GIRLS, & OTHER MYTHOLOGICAL CREATURES*

Deep in Simon's basement is a secret world of imagination and adventure—where a young prince can transform into mythological creatures! Simon invites new neighbour Abby to help save a princess in a battle against a fire-breathing dragon. Meanwhile, in reality, Simon's older brother Zach's not so sure about all this dressing up and fairy tale business...A thoughtful and hilarious new play about our ability to transform!

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\*Assessment tool available at [www.carouselplayers.com](http://www.carouselplayers.com)

## REFERENCES

The study guide creators used the following sources to develop these lesson plans:

- 1) Boys Like, Girls Like: <https://humaneeducation.org/wp-content/uploads/2013/09/BoysLikeGirlsLikeKidsLike813.pdf>
- 2) King Lion's Court: <http://www.childdrama.com/lplion.html>
- 3) I am Walking: <http://www.childdrama.com/iamwalking.html>
- 4) Castle Connect the Dots: <http://www.connectthedots101.com/worksheet/5490-Olavinlinna-Castle-dot-to-dot>
- 5) Cereal Box Draw Bridge: <http://momfilter.com/kid-diy/cereal-box-castle>

## CONTACT US

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**Assessment tools available on Carousel Players’ website:**  
[www.carouselplayers.com](http://www.carouselplayers.com).

## Pre-Performance Activities

### BOYS LIKE, GIRLS LIKE, KIDS LIKE

#### Curriculum Connections: Physical Education and Language Arts

**Purpose:** Gender and identity are important topics in the play. This activity encourages students to explore and discuss gender roles in a critical way. It identifies and aims to distinguish the many gender biases and stereotypes that occur in our society.

**Materials:** large chart paper, markers, sticky notes, scissors, glue/tape.

**Preparation:** On one piece of large chart paper, create a two-circle Venn diagram labeled “Boys Like” on one side and “Girls Like” on the other side. Make sure that the two circles are significantly overlapped. On another piece of chart paper, simply write “Kids Like” at the top. For younger students, prepare multiple sticky notes with one activity or object on each (examples: dolls, cars, dresses, climbing trees, skateboarding, movies, etc.). Ensure that the number of sticky notes you prepare is the same as (or a multiple of) the number of students.

#### Procedure:

- Hand out 1-3 sticky notes to each student. Tell students to write down an object or an activity that boys or girls like. In the case of younger students, these activities will already be written on the sticky notes.
- With the Venn diagram posted at the front of the classroom, have students come to the board and put their sticky notes in the section of the Venn diagram where they believe it should go (example: a student who wrote “dolls” would likely place that under “Girls Like”). Be sure to inform students that the middle of the diagram is for things that both boys and girls like.
- After all sticky notes have been put on the board, facilitate a discussion on each of the sticky notes. For each sticky note on either side of the Venn diagram, ask students if it is possible for the other gender to like that as well (“Can a boy like dolls too?”). Give students examples of how each is possible, pulling examples from the media if possible. The goal at this point is to move all the sticky notes into the middle of the diagram.
- Once all sticky notes are in the center of the diagram, cut out the center of the diagram and glue/tape it to another chart paper that says “Kids Like” at the top. Alternative: simply cross out “Boys Like” and “Girls Like” and write “Kids Like” at the top of the Venn diagram.





## KING LION'S COURT

### Curriculum Connections: Language Arts, Physical Education and Dramatic Arts

**Purpose:** A main topic in the play is friendship. This activity focuses on the different traits that make a good friend.

**Materials:** masking tape (optional).

**Preparation** (optional): On the floor of the classroom, use masking tape to separate part of the classroom. This will represent the King's Court.

### Procedure:

Tell/remind students that the lion is the king of the jungle. Explain that all good kings have people around him, called courtiers, who support the king in his kingdom. Ask students what traits the courtiers should possess (examples: brave, loyal, kind, etc.)

- After each trait, ask students what animal can represent that trait (examples: dogs are loyal; elephants are strong). Continue this discussion until many traits and animals have been discussed.
- The teacher should then act as King Lion, searching for animals to join his/her court. Students move around the room pretending to be a specific animal. One at a time students approach the King and request to be in the court. Students say what animal they are and what traits they possess that makes them a good courtier. If the King agrees, the animal (student) is welcomed into the King's court. All students should eventually be welcomed into the court.
- After all students have joined the court, the King will lead a parade of the King's court. Each student follows the King as he/she walks around the room, acting like their animal in regards to how it moves and the noises it makes.



## I AM WALKING LIKE...

### Curriculum Connections: Dramatic Arts and Social Studies

**Purpose:** In the play, Simon takes on the role of various mythical creatures as he tries to find his “true self”. This activity provides students with a similar opportunity that Simon has, except they will have the chance to explore how various characters from the medieval period walk.

**Materials:** open space, cards with scenarios written on them.

**Preparation:** Prior to starting the activity with the students, you will want to make cards with various scenarios on them such as:

- “I am walking like a villager who needs to herd some cattle.”
- “I am walking like a king who is about to give a speech to the kingdom.”
- “I am walking like a queen who is attending a royal court meeting.”
- “I am walking like a prince/princess who has gone on a royal hunt in the forest.”
- “I am walking like a jester who just had an unsuccessful performance.”
- “I am walking like a knight who has just returned from a long journey.”

### Procedure:

1. Before you begin the activity, explain to students the role of various members of a medieval court:
  - A villager was often a royal subject of the royal family and would work the land.
  - The king would typically rule the land and declare various laws for the kingdom.
  - The queen would typically help the king with royal affairs, and in rare cases would rule over the land in the absence of the king.
  - The prince/princess was the heir to the throne, often in training for the role as the future king/queen.
  - The jester often was the entertainment for the court, coming in to perform during royal dinners or parties.
  - The knight was given the task to protect the kingdom and ensure that the laws were upheld.
2. Once students have received an explanation on the various roles in the court, have the students move into an open space and begin walking around quietly and in neutral position.
3. As students are walking around, read out the cue cards with the various scenarios on them one at a time. Between cards, scaffold students so that they are walking how you have asked them to walk and that they are really walking in role. The walk should be different from the neutral walk. It may be easier if between each card students are asked to get back into a neutral walk to “shake off” the pervious walk before starting a new walk.
4. After students have walked like the various members of a court, debrief and ask them:
  - What did you find was different between each walk and why?
  - Was it challenging to switch between the different walks?
  - What did you learn from walking like the different characters?
  - Which character from a medieval court do you feel best represents you or was the easiest to walk like?

**Activity Extension:** Once students have a good understanding of the various walks, give a scenario and have the students choose whom they would like to walk as. Possible scenarios can include:

- “... trying to find buried treasure.”
- “... going to a market festival.”
- “... getting ready to explore a new land.”

## “I AM” POEM

### Curriculum Connections: Language Arts and Visual Arts

**Purpose:** In the play, the main character Simon is tasked with finding his “true self”. He does this by acting as various mythical creatures until he finds out who he really is. The purpose of this activity is for students to think about who they are and what makes them unique.

**Materials:** Worksheet, writing tools.

### Procedure:

1. Introduce the activity by telling the students that each of them is unique and that we all are special in our own way, just like the characters in “Boys, Girls, and Other Mythological Creatures”.
2. Give students the handout and ask them to fill in the blanks to the writing prompts.
3. After, ask the students to draw a picture of themselves in the space provided and to decorate the page.
4. Ask the students if anyone would like to share their “I Am” poem.
5. Display their work in the room as a reminder for students that they are unique.

\*Assessment tool available at [www.carouselplayers.com](http://www.carouselplayers.com)





I Am....

A Poem by: \_\_\_\_\_

I am \_\_\_\_\_.

My favourite colour is \_\_\_\_\_.

My favourite food is \_\_\_\_\_.

My favourite animal is \_\_\_\_\_.

My favourite activity is \_\_\_\_\_.

My family is made up of \_\_\_\_\_.

I would describe myself as \_\_\_\_\_.

I am \_\_\_\_\_.

## CASTLE TO FOREST

(Ship-to-shore adaptation)

### Curriculum Connections: Physical Education

**Purpose:** Students become familiar with the settings within the play. This game is an elimination game, but can also be just for fun without elimination.

**Materials:** Safe, open space with four walls.

### Procedure:

- Tell the students they are in the setting of the play.
- The four walls of the gym (or classroom) are: the Basement, Upstairs, Castle and Forest.
- When you call one of these settings, all of the students must run to the location. The last student to arrive at the location is out.
- Once students understand the locations, you can start adding in actions in between running to each wall. The following is what you say as the facilitator and the actions that go with it.
  - o “King is coming”: Down on one knee (like a knight)
  - o “Draw your Bow”: Draw an imaginary bow and arrow
  - o “Strength in Numbers”: Find a partner or group of three
  - o “Dragon Fire”: Drop to the floor
- Once students understand all the different actions, you can start eliminating students as they play. The last person to do the action or reach the specific wall is out (this is an optional part of the game).



## BLOB TAG

### Curriculum Connections: Physical Education

**Purpose:** Simon felt his strongest when his brother and Abby believed in him. This activity emphasizes the concept of strength in numbers and working together to include everyone.

**Materials:** Safe, open space

### Procedure:

- Two students start as the “blob.” Have the students hold hands and run around the room trying to tag people.
- As students are caught, they hold hands and the blob gets larger and larger.
- Encourage the blob to work together and “trap others” to join their blob.
- The last two players standing begin the next game as the blob.

# Post-Performance Activities

## MY SAFE SPACE

### Curriculum Connections: Visual Arts, Language Arts and Math

**Purpose:** Everyone should have a place where they feel completely safe. This is a place that should be overflowing with care and acceptance, while being free of judgement and other negative feelings. Simon's safe space is in his basement. This activity helps students think of places where they feel safe, as well as encourage them to think about people with whom they feel safe.

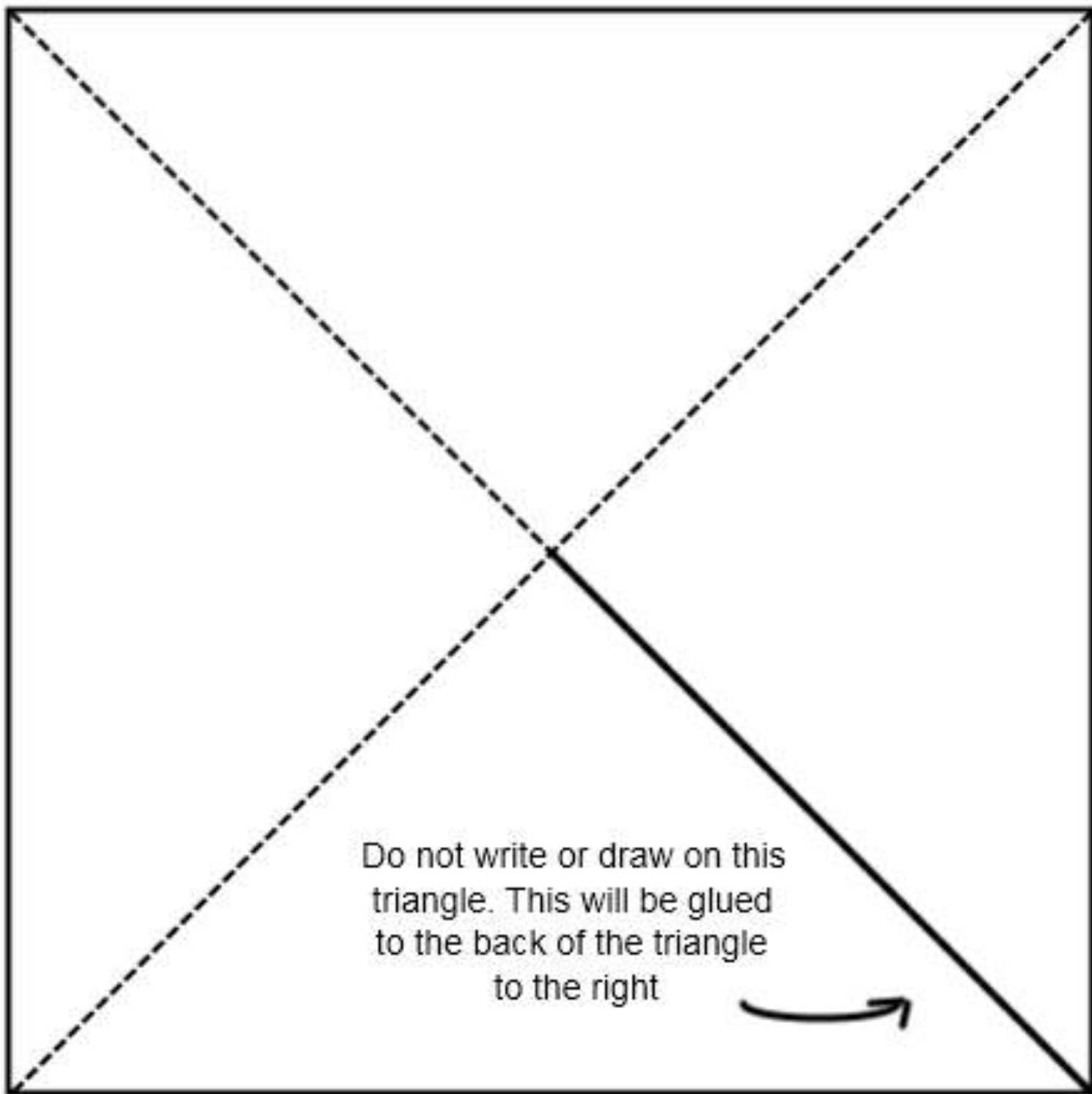
**Materials:** square pieces of paper (see diagram printout), scissors, writing/drawing utensils (pencil crayons, markers, crayons, etc.)

**Preparation:** Print out one diagram for each student. For younger students, cut and fold each diagram but do not glue together.

### Procedure:

- Students should brainstorm places where they feel safe (examples: home, bedroom, basement, etc.) and people with whom they feel safe (examples: mom, dad, grandma, best friend). After some time to brainstorm, students should choose three of them to use for the activity.
- Each student should receive a diagram. Each of the three triangles will represent one of their choices in step 1. Students should fill in each triangle with writing and/or drawings that represent that triangle's safe space or person. Make sure students rotate their diagram as they fill out each triangle so that the bottom of their drawing is on the outer edge of the square (this is for the next step).
- After students are finished, glue together as indicated. This will make a triangle-based pyramid that the student can stand up, displaying their safe spaces/people on each side of the 3-dimensional figure. Tell students that the triangle is the strongest geometric 2-D shape, and that their creation should remind them of some of the places and people that make them feel safe and strong.





Do not write or draw on this triangle. This will be glued to the back of the triangle to the right



— Cut

- - - - - Fold



## CASTLE CONNECT THE DOTS

### Curriculum Connections: Math, Language Arts and Social Studies

**Purpose:** Students will construct King Zachariah's castle using a connect-the-dots activity. Students use addition and subtraction to make their way through the activity and then solve a word puzzle.

**Materials:** Connect-the-dots castle activity (one per student). Choose one of the two versions depending on your class (the second version contains less math problems).

### Procedure:

- Give each student an activity sheet.
- Students should follow the letters of the alphabet to construct the castle. Students should solve each math problem before moving on to the next dot.
- After completing the connect-the-dots activity, students should use their answers to solve the word puzzle. The answer of each math problem corresponds to the letter of the attached dot. Students should fill out the letters to solve the word puzzle.  
(Answer: "I am my true self!")

\*Assessment tool available at [www.carouselplayers.com](http://www.carouselplayers.com)







## BEAN BAG ARCHERY

### Curriculum Connections: Physical Education and Math

**Purpose:** In the play, Simon and Abby try archery. Although this activity is not archery, it is a physical activity where students are required to aim for a specific target. Students will also use math to add their points.

**Materials:** hula hoops, bean bags, masking tape.

**Preparation:** For each group of students, put a piece of masking tape on the floor. This will represent the line that students should remain behind while throwing. Set up three hula hoops per group that are a distance from the line.

### Procedure:

- Split students into groups depending on your class size and the amount of available equipment (recommended: 3-6 students per group). Each group should have a station set up as explained in the preparation section above.
- In each group, students will take turns standing behind the line and throwing bean bags. Students should be trying to land their bean bags into the hula hoops. Each hula hoop is worth a different amount of points. From the closest to farthest away from the throwing line, the points should be 1, 2, and 3, respectively (these point values can be altered, making the math at a different level to account for older students).
- After each student has taken their turn throwing all the bean bags (recommended: 5-15 depending on class size), the student should add up his/her points before gathering the bean bag for the next student's turn.
- There will be a winner in each group. Optional: have one final round of all the winners from each group to obtain a class winner.

**Modification:** All three hula hoops can be worth the same amount of points to account for different abilities in your classroom. You may also choose to remove the points all together.





## TRUE SELF COLLAGE

### Curriculum Connections: Visual Arts and Media Arts

**Purpose:** In the play, Simon discovers his true self. This activity is for students to express their true self in the form of a collage. This activity is designed in a way so that only the individual who makes the collage can truly understand who their true self is. This is so students can feel comfortable with what they put on their collage even if their ideas are private.

**Materials:** computers or iPads, printer, Bristol board, glue, scissors, markers, construction paper.

**Preparation:** A computer lab containing a printer should be booked to use during class time.

### Procedure:

- Write the following questions on the board (or display on projector):
  - o “What/Who do I love absolutely?”
  - o “What do I consider my greatest accomplishments?”
  - o “What would be my purpose if I knew no one would judge me?”
  - o “If there were no limits to what I could have or could want in my life, what would that be?”
  - o “If I had all the money in the world, what would I do?”
- Give students a moment to think about some of the answers to the above questions. If they would like, students can write down some of their answers.
- Explain to the students that they will be making a collage for their true self that will be based on some of their answers to the above questions. In order for some mystery, tell students that they are only allowed to use pictures on their collage. The only words on their collage should be “My True Self”. This allows students to be open and comfortable putting whatever they desire on their collage.
- Using computers or iPads, give students plenty of time to search and choose pictures to use for their collage. Students should choose 15-20 pictures. Assist students in printing their pictures.
- Once students have all their pictures printed, they can start making their collage. Provide each student with a Bristol board for their collage. Students can make their collage using any of the provided materials.
- Display your students’ collages in your classroom to remind them to be and to love their true selves.

**NOTE:** this activity will likely be done over multiple classes.

\*Assessment tool available at [www.carouselplayers.com](http://www.carouselplayers.com)



## MYTHICAL CREATURE LABORATORY

### Curriculum Connections: Language Arts, Social Studies and Visual Arts

**Purpose:** Simon, Abby and Zach play multiple different mythical creatures. However, each of these mythical creatures is unique to what these three characters feel a mythical creature looks like. In this activity, students are encouraged to look into what mythical creatures look like in other cultures and design one based on what they have researched.

**Materials:** Internet access, pens/pencils, art supplies, worksheet.

### Procedure:

- Explain to students that every culture has their own mythical creature and folk lore, expanding on the idea that while Simon was trying to discover his “true self” he turned to mythical creatures that are familiar to him, to base what his potential “true self” would be.
- Have each student in the class choose a country and research what mythical creatures exist in that culture. This will give the students an idea of the diversity in mythical creatures and also differences in cultures.
- Have the students then draw, based on what they have researched and the play, a mythical creature of their own. Encourage students to use various art techniques for their drawing (ex. shading, pencil crayons, marker etc.).
- Instruct the students to write about the following:
  - o What is the name of the creature?
  - o Where is it from? (Can be a real place or imaginary)
  - o Description of any special abilities, hobbies, what it eats, etc.
- Encourage students to present their mythical creature to the class.

\*Assessment tool available at [www.carouselplayers.com](http://www.carouselplayers.com)





## HANDS ARE FOR HELPING

### Curriculum Connections: Language Arts, Physical Education, Math, and Visual Arts

**Purpose:** In the play, Simon embarks on a journey to discover his “true self” with the help of Abby and Zach. By the end of the play, Simon successfully finds his “true self” and begins to accept who is and what makes him unique. In this activity, students will have a chance to create a piece of artwork that demonstrates some of the things that make them unique.

**Materials:** Plain white paper, art supplies.

#### Procedure:

- Hand out to students one piece of paper and ensure that they have enough art supplies for the activity.
- Tell the students that when given an instruction, they are to draw what you say on the piece of paper. At the end of the activity, students are encouraged to show their work to their peers.
- Some instructions to call out to the students:
  - o Draw a triangle for every sibling you have.
  - o Draw a square for every pet you have.
  - o Draw a circle for every place you have travelled to.
  - o Draw a heart for each member of your family and for each of your friends.
  - o Trace the hand you write with and on each finger write down an activity you like to do.
  - o Draw your favourite food.
  - o Write your name in your favourite colour.
- Once the students have completed their artwork, have them write a sentence somewhere on the image of how they plan to be a “helping hand”.
- Display artwork in the class.

## PAPER BAG DRAGON

### Curriculum Connections: Dramatic Arts, Language Arts and Visual Arts

**Purpose:** In the play, Simon, Abby and Zach all create and become creatures of characters that they envision. At the end of the play, there is a fire-breathing dragon. In this activity, encourage the students to create their own version of a dragon by using the supplies provided. The goal is for students to think about what they would want to look like if they could transform into a dragon.

**Materials:** Example of a paper bag dragon, brown paper bags, pipe cleaners, glue, tape, pens, pencils, other art supplies.

#### Procedure:

- Show students an example of a paper bag dragon and explain how the paper bag dragon is a representation of someone.
- Hand out the supplies and instruct the students to create a paper bag dragon that would represent them.
- Encourage the students to share with the class why the paper bag dragon represents them.

**Activity Extension:** Once students have created their paper bag dragon, have them write a short story about an adventure their paper bag dragon would go on, with them as the dragon.

\*Assessment tool available at [www.carouselplayers.com](http://www.carouselplayers.com)



## DEAR DIRECTOR LETTER

### Curriculum Connections: Language Arts and Dramatic Arts

**Purpose:** In this activity, the students are to write a “Dear Director” letter, where they are able to critique and review the show. Students are expected to practice their critical thinking skills by writing about what they liked or did not like in the show.

**Materials:** Paper, pencils/pens, art supplies.

#### Procedure:

- Review with the class what the show was about and encourage a class discussion about what they thought of the show. Students may need to be reminded of what the show was about and the role of the director.
- Invite the students to write a “Dear Director” letter where they are encouraged to write about what they liked about the show or did not like. You may need to give them writing prompts such as:
  - o What did you think of the characters? Can you relate to them?
  - o What did you think about the different mythical creatures that Simon, Abby and Zach transformed into?
  - o Did you like the play, why or why not?
- Once students have written their letter, you may encourage them to draw a picture of their favourite part of the play or decorate their letter.

\*Assessment tool available at [www.carouselplayers.com](http://www.carouselplayers.com)

## NATURAL VS ARTIFICIAL LIGHT

### Curriculum Connections: Science and Visual Arts

**Purpose:** In “Boys, Girls, & Other Mythological Creatures”, Simon feels most himself when it is dark. The sun demonstrates natural light (day), whereas in Simon’s basement, lightbulbs are an unnatural light source. This activity uses the motif of light and dark and builds it into the Science curriculum of understanding natural verses artificial night.

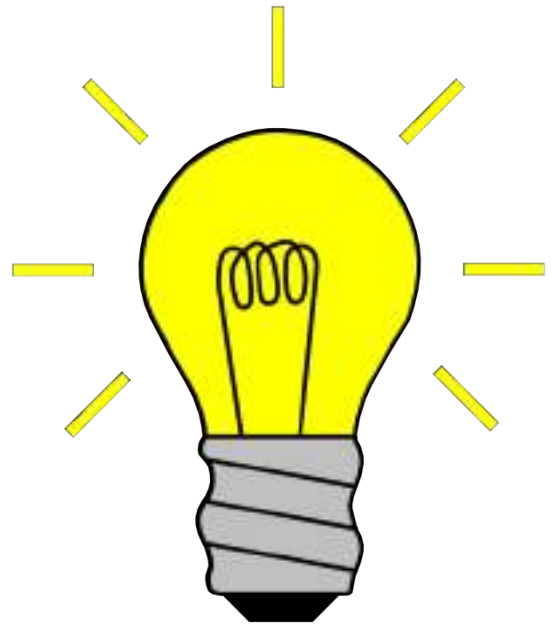
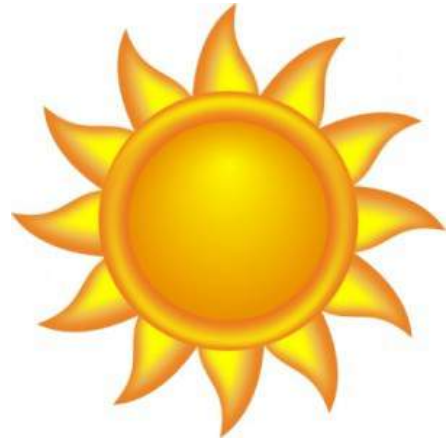
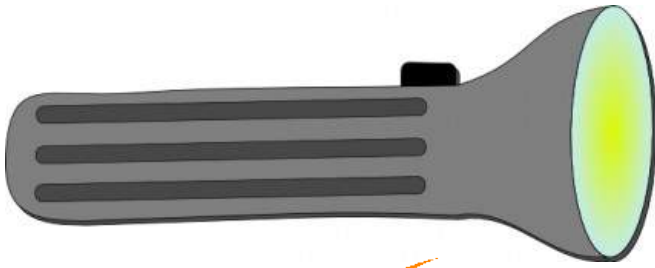
**Materials:** Poster (large sheet of paper), print outs (provided), glue, scissors

#### Procedure:

- Scaffold students while making a list of different things that emit light
- (i.e. firefly, candle, light bulb, lightning, shooting star, flashlight, sun).
- Once the list is created have students cut out the printouts provided.
- Give each student a poster and have students clearly label two sections: Natural Light, Artificial Light.
- Have students separate the items from those that produce artificial light verses natural light.
- Have students glue items onto their posters under the correct category.
- Present posters around the room.

\*Assessment tool available at [www.carouselplayers.com](http://www.carouselplayers.com)

CLIP ART FOR NATURAL VERSUS ARTIFICIAL LIGHT



## PLAY SHARE CIRCLE

### Curriculum Connections: Language Arts, Dramatic Arts and Physical Education

**Purpose:** Students can share their understanding and knowledge to solidify important ideas from the play. This activity emphasizes relationship building and building a safe environment within the classroom.

**Materials:** None.

#### Procedure:

- Divide students into two circles, an inner circle and an outer circle.
- Students will face a partner and answer a question. Tell students the specific question they will be discussing.
- Give students approximately two minutes to discuss the question with their partner.
- Have the inner circle rotate clockwise (1 to 3 spots to mix it up).
- Give students another question to discuss.
- Repeat this as many times as you would like.

#### Some questions ideas:

- What makes Abby a good friend?
- When was a time you felt strong?
- When was a time you helped a friend?
- Have you ever fought with a sibling or friend?
- Where is a place you feel safe?
- What was your favourite part of the play?
- Who was your favourite character and why?
- Was Zack a bad brother? Why or why not?
- How can you be a good family member?
- What do you do to be a good friend?

\*Assessment tool available at [www.carouselplayers.com](http://www.carouselplayers.com)

## DRAGON SOUNDSCAPE

### Curriculum Connections: Music and Dramatic Arts

**Purpose:** Simon's brother pretended to be a dragon. What does a dragon sound like to your students? The purpose of this activity is to have students express their idea of what a dragon sounds like.

**Materials:** Various instruments and/or any objects that make sound

#### Procedure:

- Start in role and tell students there is a dragon that is said to live nearby.
- Have students pick out an instrument/object.
- Have students ask themselves whether their instrument/object creates a soft or loud sound.
- Have students organize themselves in a circle that goes from softest to loudest.
- Begin the dragon soundscape starting with the soft instruments, moving to the loud ones.
- Ask students to close their eyes and imagine the dragon.
- Have students reflect on the sounds they heard:
  - o Which sounded most like a dragon? Explain the dragon you pictured.
  - o What instruments were the softest? Loudest?
  - o Why did you choose your instrument?

## CEREAL BOX DRAW BRIDGE

### Curriculum Connections: Science and Social Science

**Purpose:** Abby must make it back before King Zachariah's draw bridge closes. Using a pulley-like system students can create a draw bridge of their own and decorate their castle.

### Materials:

- 1 cereal box (per student or group)
- Colored tapes (duct tapes, masking tapes) if available
- Scissors
- Single-Hole punch
- Yarn or string (about 1 yard per student/group)
- Decorative materials (construction paper, tape, markers, stickers)

### Procedure:

- Start with box facing upright and forward.
- Cut off the top of the box leaving it open.
- Cut down the front edges of the box to create a flap, leaving the bottom intact. This will act as the bridge.
- Punch a hole in the top left and right corners of the front (cut out). Also punch a hole in the left and right corners of the back of the box.
- Feed the yarn through the holes in back left to the front left, and then front right to back right (refer to pictures below).
- Tie knots at the end of the strings so they stay intact.
- Cut the top of the box/flap to have turrets (cut squares into top of box).
- Decorate castle/drawbridge as desired.

