

DRAMA & THEATRE

CHALLENGE KIT



This kit was created to assist you in completing the *Drama & Theatre Challenge Kit* program. Included are facts, crafts, recipes, activities and information.

Detailed Outline

Page 5: **PATCH REQUIREMENTS** is the section of the booklet that details what needs to be accomplished in order to earn each patch.

Page 6-18: **TEACHING PAGES** contain information that can be used to teach the subject being discussed. In this case the topics are:

- ❖ Origins of Western Theatre
- ❖ English, French & Aboriginal Theatre in Canada
- ❖ Genres & Styles of Drama
- ❖ Careers in Theatre
- ❖ Artist Profiles

Page 19-31: **CRAFTS PAGES** detail ideas for crafts that pertain to the subject matter. Includes:

- ❖ Costumes
- ❖ Props
- ❖ Musical Instruments
- ❖ Puppets

Page 32-36: **RECIPE IDEAS** give suggestions about what kind of food would go well with the theme. Some recipes included are:

- ❖ Quick & Easy Snacks
- ❖ Chocolate Fondue
- ❖ Veggies & Guacamole Dip
- ❖ Tortilla Pizza
- ❖ Tangy Mini Cupcakes
- ❖ Sweet Potato Fries

Page 37-48: **GAMES AND ACTIVITIES** are pages filled with fun events for any group to do. The games and activities are divided by age levels:

- ❖ 5-6 Year Olds
- ❖ 7-8 Year Olds
- ❖ 9-11 Year Olds
- ❖ 12-17 Year Olds

Page 49-58: **PUZZLE PAGES** test your mind's skill and endurance with:

- ❖ Props & Costumes Word Search
- ❖ Genres & Styles of Theatre Crossword
- ❖ Message Before a Play
- ❖ Canadian Celebrity Matching Game
- ❖ The Case of the Background Scenery
- ❖ The Making of "Shooting Star" Mad Libs
- ❖ Puzzle Solutions

Page 59: **BIBLIOGRAPHY AND CREDITS**

Page 60: **FEEDBACK FORM**

Patch Requirements

TO EARN THE PATCH

- Sparks (5-6 yrs) need to complete 2 requirements from the list.
- Brownies (7-8 yrs) need to complete 3 requirements from the list.
- Guides (9-11 yrs) need to complete 4 requirements from the list.
- Pathfinders (12-14 yrs) and Rangers (15-17 yrs) need to complete 6 requirements from the list.

DRAMA & THEATRE PATCH

1. Discover the origins of how western theatre began and how it is influenced in Canada today.
2. Learn about the various genres of theatre and the plays which are most famous within those genres.
3. Explore the numerous careers that you could pursue in the field of theatre.
4. Create musical instruments such as a Drum, Tambourine, Cymbals or Guitar and start your own musical band.
5. Design interesting props (such as a Handprint Bouquet) and costumes (such as a Cape) and put on a play for your friends and family.
6. Make two of the finger food recipes and enjoy them together.
7. Use your imagination to present a Paper Bag Skit or a news report in the activity This Just In.
8. Test your observation skills by playing the Spy Game, Double Charades or Object Memories.
9. Solve the crime in Who Did It? Investigate the Crime Scene!
10. Sharpen your acting and role playing skills by becoming a toy in the Magic Toy Shop or exploring a profession in A Day in the Life of...
11. Groove to the steps of the Cha Cha Slide and teach your friends too!
12. Unscramble the names of famous theatre playwrights to reveal the Message Before a Play.
13. Play the Canadian Celebrity Matching Game and see if you recognize some of these famous Canadians.
14. Read the Canadian Theatre Artist Profiles to discover amazing famous Canadian artists, their body of work, and major contributions to the theatre industry.
15. Make the various kinds of puppets such as Origami Dolls or Paper Bag Animals and put on a fun puppet show for your unit!
16. Complete any activity from this kit that is not mentioned above.

Careers in Theatre

Job Descriptions



Director – works to put all theatrical aspects together in order to put on a successful play

Set Designer – uses props and creates backgrounds to bring scenes to life

Actor – uses physical and emotional characteristics, along with skills such as singing, dancing, stage combat, etc. to identify a character that he or she is portraying

Costume Designer – creates and designs appropriate ensembles for each individual character of a cast

Talent Agent – represents actors/actresses by matching their talents with roles

Make-up Artist – enhances the physical appearance of a character by applying different types of make-up

Special Effects Technician – creates sounds and visual effects to make scenes more spectacular

Hairdresser – styles a character's hair appropriately to fit the role, the setting of the play, and the time period

Theatre Critic – reviews plays and provides their expert opinions to the public through TV and radio presentations and newspaper and magazine articles

Professional Singer – entertains others with their appealing singing voice on and off the stage

Entertainment Lawyer – protects the rights of companies, unions, and artists and uses his or her expert knowledge of the law and persuasion to help their clients achieve their objectives

Playwright – writes and rewrites the scripts that are used for productions

Musician – entertains others with their knowledge of and ability to play music; may potentially compose a background score or themed music for productions

Sound Technician – uses his or her knowledge of sound to make a production audible

Lighting Technician – assists in all the lighting that goes on during the play; helps to create a specific mood and setting for each scene

Technical Director – is in charge of all lighting, sound, and stage crews, but has no say in regards to the actors

Publicity Crew – uses different advertising techniques to entice an audience

Stage Manager – is in charge of the actors including all legal responsibilities; takes over the production after opening night

Producer – works closely with the director to develop ideas on how to make the production successful and is also responsible for managing the finances and budget for the production

QUICK FACT:

Established in Montreal in 1960, the National Theatre School of Canada (NTS) offers professional training in English and French in a setting that unites all the theatre arts: acting, playwriting, directing, set and costume design, and production. Notable alumni of NTS include: Colin Fox (actor), John Juliani (director), Sandra Oh (actress), and Hannah Moscovitch (playwright).

Costume Crafts

Crown of Diamonds

Image Source: Enchanted Learning
Crown of Diamonds: <http://www.enchantedlearning.com/crafts/valentine/crown/>
Macaroni Necklace: <http://www.enchantedlearning.com/crafts/macaronibeads/>

MATERIALS:

- ❖ Paper plate
- ❖ Colourful construction paper
- ❖ Paint, markers or crayons
- ❖ Scissors
- ❖ Glue
- ❖ Glitter (optional)



INSTRUCTIONS:

1. Cut a vertical slit through the centre of the paper plate, leaving about an inch at the edges of the plate. Cut three more slits (1 horizontal and 2 diagonal slits).
2. Bend the triangles formed by the cuts upwards, forming the crown shape.
3. Paint the crown yellow. Let the paint dry. You can also use markers or crayons to colour the crown.
4. Cut 8 diamond shapes out of the colourful construction paper.
5. Glue the diamonds on the tips of the triangles of the crown.
6. Decorate the crown with glitter.



Cape

MATERIALS:

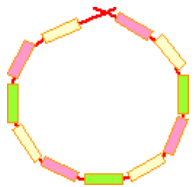
- ❖ Disposable/plastic square-shaped or rectangular table covers (multiple colours)
- ❖ Markers
- ❖ Scissors

INSTRUCTIONS:

1. Cut the plastic square-shaped or rectangular table covers in half or according to the size of the individual participants.
2. Using markers, create a design or draw symbols on one side of the plastic table cover.
3. Wrap the table cover around the shoulders, making sure that the design is visible on the back.
4. Tie the corners of the table cover across the chest or loosely around the neck.

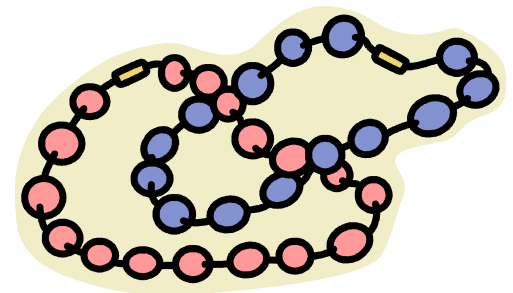


Necklace



MATERIALS:

- ❖ Yarn
- ❖ Uncooked, tube-shaped colourful macaroni
- ❖ Scissors
- ❖ Tape



INSTRUCTIONS:

1. For each necklace, cut some yarn long enough to make a necklace (15 cm – 30 cm).
2. Wrap one end of the yarn tightly with tape to make it easier to string the macaroni.
3. String one piece of macaroni through the yarn and tie it to one end (keeps the other beads in place).
4. String the macaroni through the yarn leaving a few inches so that the necklace can be tied off. Use patterns of colours (e.g. red, yellow, green, red, yellow, green, etc.).
5. Tie the ends of the yarn together and wear the necklace.

Musical Instruments Crafts

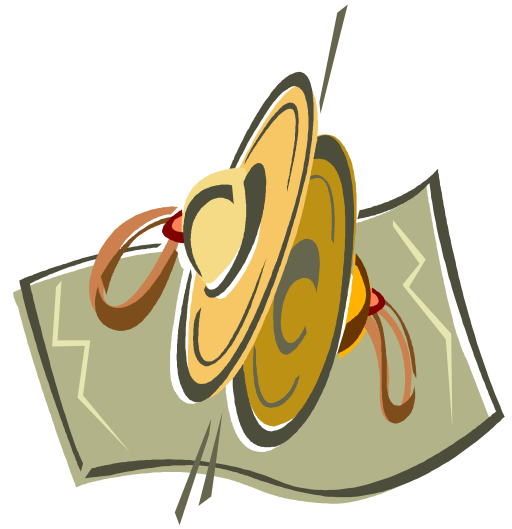
Cymbals

MATERIALS:

- ❖ Matching pot covers (2 per person)
- ❖ Yarn or ribbon

INSTRUCTIONS:

1. Tie the ribbon or yarn around the handles of the pot covers.
2. To play, strike the pot covers together.



Drum

MATERIALS:

- ❖ Empty oatmeal box with cover
- ❖ Yarn
- ❖ Pen
- ❖ Pencils (2)
- ❖ Spools (2)
- ❖ Construction paper
- ❖ Crayons
- ❖ Glue (optional)



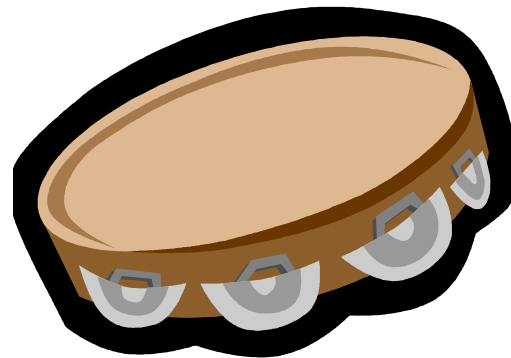
INSTRUCTIONS:

1. Before beginning, decorate the oatmeal box with construction paper or crayons for a colourful effect.
2. Place the cover on the box.
3. Use a pen to make a hole in the centre of the cover and in the centre of the bottom of the box.
4. Through these holes, pull a piece of yarn long enough to hang around a participant's neck.
5. For the drumsticks, place the spools at the ends of the pencils and secure with glue if necessary.
6. Beat to play.

Tambourine

MATERIALS:

- ❖ Heavy duty paper plates (2 per tambourine)
- ❖ Stapler
- ❖ Scotch/clear tape
- ❖ Hole puncher
- ❖ String
- ❖ Jingle bells
- ❖ Crayons



INSTRUCTIONS:

1. Staple two paper plates together, facing each other. Cover the staples with scotch tape.
2. Using a hole puncher, make holes around the plates.
3. Tie jingle bells to the holes with string.
4. Decorate the tambourine with crayons.
5. Shake to play.



Games & Activities for 7-8 Year Olds

Everyday Olympics

Objective:

Turn ordinary activities into extraordinary Olympic feats!

Skills Developed:

- ❖ Encourage creative thinking
- ❖ Role Playing
- ❖ Body movement
- ❖ Communication



Divide the large group into smaller groups of five members each. In each small group, ask participants to designate one judge, two competitors, and two on-the-field reporters. Within each group, invite participants to come up with an everyday activity such as “taking out the garbage” or “folding laundry.” Invite the competitors to turn these ordinary activities into incredible feats by acting out the activity as if they were in the Olympics. Give the competitors one minute to carry out their activity at the same time while the judge observes. Have the two field reporters provide commentary as the competitors perform the feat. The judge decides the winner of the everyday Olympics. Have participants take turns playing different roles within their respective groups and acting out at least three different everyday activities.

Spy Game

Objective:

Become a spy agent but beware of other agents that are spying on you!

Skills Developed:

- ❖ Encourage creative thinking
- ❖ Discretion/control
- ❖ Spatial awareness
- ❖ Observation skills
- ❖ Confidence



All participants spread out in the room. Each participant mentally selects someone in the unit they would like to follow around the room. Participants follow their chosen individual very cautiously and discreetly so that the individual cannot identify their spy. At the same time, participants must also try and figure out who or if someone is following them. After spying for five minutes, have the participants form a circle. In the circle, ask each participant to name who they think was spying on them. If the participant is able to guess correctly, they have very good spying/observation skills. If they do not guess correctly, that is fine. Ask the next person to guess who might have been spying on them, until everyone has had a turn to guess their spy. Then, go around the circle a second time asking participants to reveal who they were spying on so that everyone gets to know their spy.

Games & Activities for 9-11 Year Olds



A Day in the Life of...

Objective:

Enact a day in the life of your chosen professional!

Skills Developed:

- ❖ Thinking
- ❖ Role Playing
- ❖ Public speaking/presentation skills
- ❖ Physical movement
- ❖ Communication
- ❖ Confidence



Divide the large group into smaller groups of 3-5 members each. Each small group chooses an occupation/profession they would like to explore (e.g. movie star, politician, teacher, etc.). Within their groups, participants think about the daily activities of the occupation they have chosen and come up with a dramatization of a day in the life of their chosen professional. After rehearsing for 10-15 minutes, each group must present their dramatization in front of the larger group.

Object Memories

Objective:

Test memory skills by remembering all of the objects on the table!

Skills Developed:

- ❖ Thinking/Concentration
- ❖ Observation skills
- ❖ Memory skills

Materials:

- ❖ Large table
- ❖ Assortment of 10-20 small objects (e.g. notebook, cup, photo frame, marker, hat, cereal, etc.)
- ❖ Dark coloured bed sheet or table cover
- ❖ Pen and paper (for each participant)



Place the assortment of objects on a table and cover them with a big, dark coloured bed sheet or table cover. Make sure participants cannot see which items are on the table beforehand. Have participants stand around the table with bed sheet/table cover on. When participants are ready, pull off the sheet, and say “Go!” Give participants one minute to look at all of the objects on the table. Participants are not allowed to touch any of the objects and they cannot talk aloud during the minute of looking. After a minute, cover the table again and say “Stop!” Have the participants write down as many objects as they can remember seeing on the table. The participant with the best memory wins!

Change the level of difficulty by removing some or adding more objects to the table, putting multiples of the same object, grouping objects in corners, or colour-coordinating the objects.