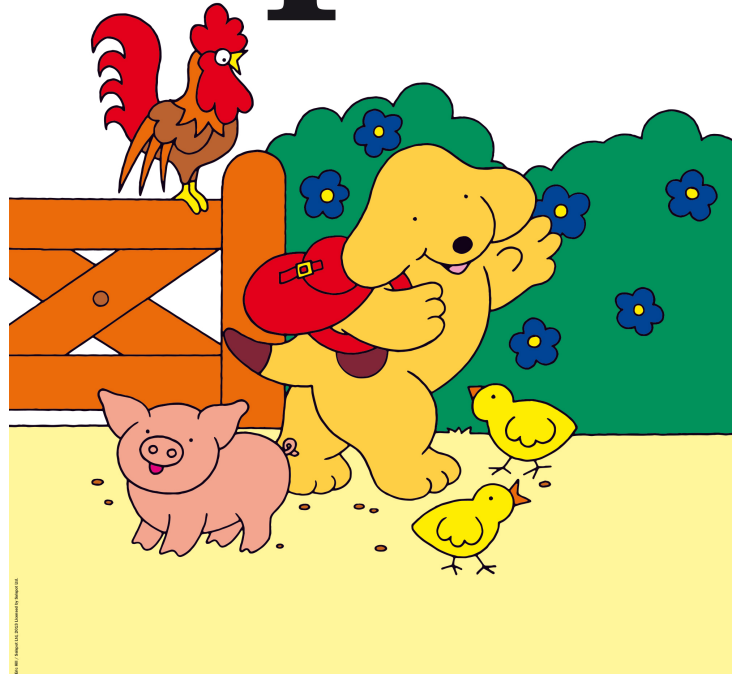


CLASS STUDY GUIDE

Spot



Pre-show Activities

On the farm

IN-CHAIR ACTIVITY – 5-10 MINUTES

Objective: Warming up the students' imagination by naming items (of bedoel je animals?) at a farm.

Discussion: In the play, Spot has a lot of animal friends at the farm. If you had a farm, which animals would you want to see on your farm? Why?

Modeling: Start by answering the question yourself. Begin your answer with an introduction "Hi my name is..." and the students will all greet you, "Hi ____!" After the greeting, answer the question. For example, you might say, "if I had a farm, I would want to have some chickens and a lot of cows"

Activity: Go around the classroom, giving each student the chance to answer the question. Make sure to ask the students open-ended questions to get them to think harder about their answer: "Why do you want cows and chickens at your farm?"

Side Coaching: Which animals do you love the most? Why?

Theater Etiquette

IN-CHAIR ACTIVITY – 5-10 MINUTES

Objective: Getting students to actively explore the rules of theater etiquette.

Discussion: How should you behave when you see a play? Is it the same way you should behave when you watch a movie or play during recess? Do you think it is okay to laugh during a play when you think it is funny?

Brainstorm: As a class, create a list of good and bad theater behaviors. Write the list on a board.

Modeling: Invite one student to sit in front of the class and act out one of the poor behavior scenarios, for about ten seconds. Ask the class to discuss what was inappropriate about the behavior. Next, ask the student to change his/her behavior and portray proper theater behavior, for about ten seconds.

Activity: Select various good and bad theater behaviors from the list and ask students to act them out individually from their seats. After each scenario has been acted out, initiate a discussion about that specific behavior. When is it appropriate to behave like this? How would you react if other audience members around you would do this? Conclude the activity with having the entire class act as a good theater audience.

BEHIND THE SCENES

Exploring the Job of a Puppet Designer

Make your own puppet!

OUT-OF-CHAIR ACTIVITY – 20-25 MINUTES

Objective: Try to get students to understand why the makers use puppets and not real animals.

Discussion: The puppets are played by actors who put their hand in the head of the animals. But are the puppets fake? Or are they real? And how can they talk?

Preparation: Gather art supplies, such as paper, socks (different colors), knots, glue and a marker. The students need all of this to make their own puppets.

Activity: The students are going to make their own puppets, similar to what Kathelijne does. When the puppet is finished the students have to give the puppet a voice.



A Spotlight on Puppet Design

An interview with Puppet Designer Kathelijne Monnens

Q What makes the use of puppets in a show so much fun?

A Even though puppets are inanimate objects made of cloth, they seem to live which makes them very endearing. They take you to a magical world where it is allowed to say what you want. Puppets have the freedom to say and do more than what humans are allowed to by society. Everything is magnified with puppets; there responses, their emotions and what they say. That's what makes using puppets in a play so funny and at the same time confrontational and gripping

Q Where do you get your inspiration from for these shows?

A In the case of Spot I get my inspiration from the story books. I place all the story books around me and make copies for on the wall of my studio. This way I see Spot, father Sam and Helen all around me and inspire me to make 3D tangible puppets out of the 2D pictures.

Q How do you make a puppet?

A I always start with the head. I make that the puppet players can easily get their hands in and out of the head and that they can easily open and close the mouth, to create the illusion of speech. When the head is the way I feel it is supposed to be, I start with the body. When it comes to the body it is very important that the limbs move smoothly, such as Spots knees, ankles, neck and tail. Moreover, I try to make the puppet out of materials that are as weightless, durable, supple and smooth as possible.

Q Where do you make your puppets?

A I make my puppets in the attic of my house. The attic is very large and has high ceilings, which allows me to store vast amounts of materials and work on different puppets at the same time. When I look out the window of the attic, I see pastures and trees. Sometimes I see a cow graze by. The attic is very spacious and relaxing.

Q Which puppets from the show is your favorite?

A I love Spot with his short legs, because he is so brave and decisive. I like Sam a lot, Spots dad, because he's so sweet and caring. I think Helen is very beautiful with her round tummy, because she's very emotional, which makes her very funny.

Q What makes your job of puppet designer so much fun?

A When the puppet is finished and I hand it over to the puppet player I see the puppet come to life. That remains a magical moment every single time. It is very special to make puppet from scratch which subsequently stars in a show. That's what makes it so much fun for me to make puppets; every puppet with it's own unique nature and set of skills.

Pre-Show Activities

The story line of the play

IN-CHAIR ACTIVITY – 15-20 MINUTES

Questions for the students: what was the play about? What did you like about the play? Which characters did the story entail? What did you like the most about the play?

Animal Sounds

OUT-OF-CHAIR ACTIVITY – 20 MINUTES

Students will work together to imitate and recognize animal sounds.

For example: what sound does a cow make? And what sound does a chicken make? How does a dog sound?

Next the students will split into smaller groups and imitate different animals amongst each other. The students have to guess which animals each student is imitating. For example: a dog walks on four legs, but a chicken walks on two.

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