

DUFFLEBAG THEATRE

TEACHERS' STUDY GUIDE WITH IRP LINKS

Bi-lingual shows
available!

ABOUT THE PERFORMANCE

DuffleBag Theatre adapts fairy tales and classic stories using members of the audience in the main parts thereby creating a spontaneous and energizing theatre experience for audiences of all ages. No one is chosen ahead of time, so when a show begins, the narrator invites an unsuspecting audience member on stage to play one of the main parts. They are given a costume, props, and guidance from the narrator as they perform on stage with the DuffleBag actors.



Improvisation is the key to DuffleBag Theatre because whatever the audience cast members do is incorporated into the show. Since the whole audience participates during the show as well, the results are captivating and hilarious. With DuffleBag Theatre, adults enjoy the performances just as much as the kids do!

ABOUT DUFFLEBAG THEATRE

The "nearly world-famous" DuffleBag Theatre has been performing since 1992 starting at the London International Children's Festival, in London, Ontario, Canada. Now based in Toronto, DuffleBag performs over 600 shows a year, across Canada, the U.S., and internationally. **Marcus Lundgren** is the Artistic Director, and **Rod Keith** is the General Manager.

There are over **15 different shows** in the company's current repertoire, from fairy tales (like *Beauty and the Beast*, *Cinderella*, *Snow White* and *Rumpelstiltskin*), and classic stories (such as *Robin Hood*, *Peter Pan*, and *The Three Musketeers*), to Shakespeare adaptations (like *Romeo & Juliet* and *MacBeth*), and holiday-themed shows, (such as *A Christmas Carol* and *'Twas the Night Before Christmas*.)

DuffleBag also offers bilingual productions, performed in both French and English, of beloved stories *Cendrillon* (*Cinderella*), *Les Trois Mousquetaires* (*The Three Musketeers*), *Le Petit Chaperon Rouge* (*Little Red Riding Hood*), *Blanche Neige* (*Snow White*) and *La Belle et la Bete* (*Beauty & the Beast*), and *Une Visite du Pere Noel* (*'Twas the Night Before Christmas*.)

All are performed with the same sense of fun, innovation, and participation that audiences (nearly) the world over have come to expect!

THEMES:

- *Comedy*
- *Conflict Resolution*
- *Classics*
- *Communication*
- *Creativity*
- *Drama*
- *Imagination*
- *Improvisation*
- *Language Arts*
- *Narrative*
- *Spontaneity*
- *Storytelling*
- *Teamwork*



Activities

PRE-SHOW

K-1 (25 MIN)

WHAT HAPPENED? (IRP link: Drama Skills -*re-tell known stories in the correct sequence*)

Pick a well-known short fairytale that everyone present in the class knows. Or read one to the students first. Then have students re-tell the story (verbally) in the correct sequence of events. Then assign each student one of the events in sequence that they will draw. Then as a group they will present the story using their pictures – one by one in correct sequence for the teacher.

GRADE 2-3 (30 MIN)

BEGINNING, MIDDLE AND END (IRP link: Drama Skills- *tell stories that have a beginning, middle and end*)

Choose a fairytale everyone knows and have students identify the elements that comprise the beginning, middle and ending. Divide the class into three groups called: *beginning, middle, end*. With a large art paper have each group write & draw their part of the story. After, compare and discuss if the parts are intact and correct.

GRADE 4-7 (20—25 MIN)

CREATE A DRAMA (IRP link: Drama Skills - *use drama structures to tell stories*)

Using answers from the pre-show discussion below, take turns being the storyteller while others act it out.

K-7 DISCUSSION (10-15 MIN)

FAIRYTALES/FOLKTALES (IRP link: Drama Skills - *exploration & imagination*)

1. What are some common objects that often appear in Fairytales/folktales? (magic beans, wands, bowls of food, rings etc.)
2. Who are some familiar characters? (king/queen, prince/princess, peasant boy/girl, fisherman and wife, magic person: fairy, wizard, etc.)
3. What are some common settings of some familiar tales? (Forest, poor cottage, palace, shore of lake, cave, mountain, etc.)
4. What are some common challenges/problems in the story? (lost and looking for home, making wishes, journey to fulfill a promise, quest, etc.)

POST-SHOW

K-7 (10-15 MIN)

TABLEAU CHALLENGE (IRP link: Drama Skills - *improvisation, collaboration and physical control*) In one whole group or in groups of 6-8 – the teacher gives an instruction: “Show me a supermarket in 20 seconds” All students must immediately work together to create a “frozen picture” of a scene in a supermarket. (other suggestions: the beach, enchanted forest, a circus)

PROPS AND COSTUMES (observation and discussion) Dufflebag performers often use props and costumes to create characters and to tell the story. Sometimes the same prop/costume is used to represent more than one object, (a saucepan can be used for cooking and then placed on the head to become a helmet.) **Discuss** with students which objects in the play were used this way. How did you know what the prop was supposed to be? What is the hardest part about using props in this way?

“ANYTHING BUT...” (imagination and exploration) The class sits in a circle. The teacher puts an object (a marker, a ruler etc.) in the middle of circle. One by one students enter circle and use the object as “anything but what it is”. For example a marker becomes a toothbrush or a telescope. The fewer words used the better as the idea is to perform without explanation. Others guess the object.



PROLOGUE
Prologue to the Performing Arts