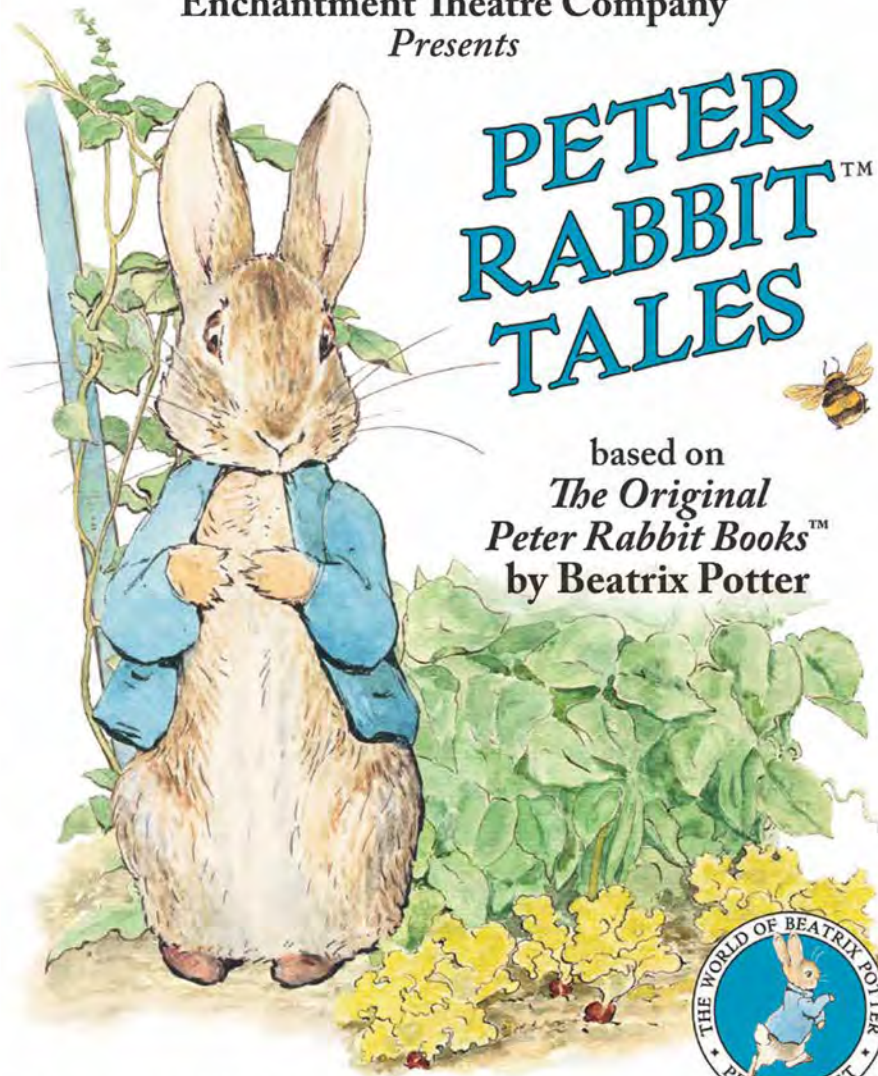




Enchantment Theatre Company
Presents

PETER RABBIT™ TALES

based on
The Original
Peter Rabbit Books™
by Beatrix Potter



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2019-2020

FIELD TRIP EDUCATOR GUIDE

Pre-Show Activity 1

Classroom Activities

UNDERSTAND THE STORY

- Read *Peter Rabbit™ Tales* show synopsis.
- Discuss students' reactions to the story and characters.

QUESTIONS FOR CLASS DISCUSSION:

1. Who is the main character of this story? Who are some of the other characters?
2. What are some words to describe Peter at the beginning of the story? Explain.
3. What are some words to describe Tommy Brock and Mr. Tod at the beginning of the story? Explain.
4. Why is Peter afraid?
5. Why do you think Peter went into Mr. McGregor's garden even after he was warned by his mother?
6. Why is Benjamin mad at his father?
7. What animal scares Peter and Benjamin while they're in Mr. McGregor's garden?
8. Can you define what a "flashback" is? Can you give examples of this device from other stories you've read or films you've seen?
9. Which animals help Peter and Benjamin find Tommy Brock's trail?
10. What does Tommy Brock do at Mr. Tod's house?
11. Why does Flopsy decide to join the search?
12. What do Peter and Benjamin do to get into Mr. Tod's house?
13. Why does Peter run away?
14. How does Peter rescue the baby bunnies?
15. How do you think Peter feels at the end of the story? Did?



Peter escapes Mr. McGregor

Pre-Show Activity 2

Prepare for the Play

Enchantment Theatre Company's production of Peter Rabbit™ Tales is an adaptation. That means that Enchantment Theatre Company read the three "rabbit tales" and then had to come up a way to combine the tales and make the story come to life on stage!

QUESTIONS FOR CLASS DISCUSSION:

1. Define "adaptation" with your class. (Synonyms: adjust, modify, convert, transform).
2. There are a number of cartoon adaptations of Beatrix Potter's tales. Have any of the students watched the current "Peter Rabbit" Nickelodeon cartoon series or the British animated series, "The World of Peter Rabbit and Friends"? The creators of these cartoon series had to adapt the stories when they created their cartoons.
3. If the students are familiar with either cartoon series, what's different about the adaptations than the story you read in class?
4. Ask your class to identify some fairy tales that they know (*Cinderella*, *Beauty and the Beast*, *Pinocchio*, etc.). Find a story with which most of the class is familiar and discuss all the different adaptations of that story.
 - a. How many of you have seen a movie, play, ballet, or cartoon of the Cinderella story?
 - b. How many have you have read the story in a book?
 - c. What was different about these adaptations? What was similar?
 - d. Do you know which adaptation came first?
5. Have you ever read a book and then seen the movie adaptation of that book? How were they alike? How were they different? Which did you prefer and why?
6. The performers will be acting out the story of Peter, Benjamin and their family.
 - a. What do you imagine the play will be like? What will it look like/sound like?
 - b. How do you think watching the play will be different from reading the story?
7. Define the following (reference About the Play page): masks, mime, music, puppets, scenery. You will see all of these during the play.



Tommy Brock snoring in Mr. Tod's bed

Pre-Show Activity 2

Explore Imagination

When you hear a story read to you, you imagine what the characters look like and what they're doing. You use your imagination to create the story in your mind. When Enchantment created its adaptation of the Peter Rabbit stories, the artists and designers who worked on the show used their imaginations in the same way. They asked themselves: How can we bring the drawings to life on stage? What will Peter Rabbit look like? How will we show that Mrs. Tiggy-Winkle is a hedgehog? What kind of masks will the characters wear? What about their costumes and props? Which characters will be puppets, which will be actors? How will we create Mr. McGregor's garden? How will we show Peter and Benjamin making a tunnel under Mr. Tod's house? What will the music sound like?

Having an active imagination can help you in many ways.

1. Have you ever used your imagination to solve a problem or find your way out of a difficult situation?
2. Have you ever used your imagination to make something ordinary become more exciting (for example, pretending that the jungle gym is a rocket ship)?
3. Have you ever had a dream or a daydream that seemed so real you almost believed it really happened? Have students share stories in pairs or with the class.
4. Can you think of a time that your imagination "played a trick on you" and you imagined something scary was happening that turned out to be something different (for example, you thought you heard a burglar in the house but it turned out to be a mouse)? Have students share stories in pairs or with the class.
5. Have you ever used your imagination to make up an original story or play?



Mrs. Tittlemouse



The Garden at Little Ees Wyke, painted by Beatrix Potter in 1902. By kind permission of the Linder Collection

The Garden at Little Ees Wyke, painted by Beatrix Potter in 1902. By kind permission of the Linder Collection

Pre-Show Activity 2 (part 2)

Use Your Imagination

- 1. Simple Shape:** Draw a simple shape on the black board (for example, triangle) and ask students to look closely. If we use our imaginations, what can this simple shape become? Does it resemble anything (for example, a mountain, a triangle instrument, a rooftop, a clown hat, a slice of pie, etc)? Have students come up to the board and add details to the shape to create some of these images. Repeat the exercise with other shapes.
- 2. Simple Shape Group:** To follow up with a group shape activity, put students together in small groups and give each group one large sheet of white paper and several basic shapes cut out of colored paper. Ask the students to lay the shapes on the paper in different combinations to create pictures (for example, a half circle under a triangle to create a sail boat, a triangle over a square to create a house). When the group is happy with its picture, have them glue the shapes into place.
- 3. Scribble:** Ask students to scribble on a sheet of paper with their eyes closed. After a few seconds have everyone open their eyes and look closely at the scribbled page. Ask students, “What does your scribble look like? Can you find an image in the design?” Instruct students to take a crayon or marker and trace the outline of the image they see. Then, ask them to add details to turn their scribble designs to create complete pictures.
- 4. Group Draw:** To follow up with a group drawing activity, put students together in small groups and give each student a sheet of paper and a different color crayon or marker. Ask the students to start drawing a tree. After a short time (5-10 seconds), ask everyone to put their markers down and pass their paper to the left. Each student should end up with a new tree. Ask the students to pick up their markers and add on to this new tree. After another 5 seconds, ask the students to put down their markers. Repeat these steps until everyone gets back the tree they started.
- 5. Take a Walk:** Take your class for a walk through the school or outside. Ask them to imagine they are ... and let that change the way they walk:
 - a. Old Mr. Bouncer walking slowly with his cane.
 - b. Peter Rabbit hopping nervously in the woods.
 - c. Mr. Tod, the fox, following Flopsy Bunny.
 - d. Tommy Brock, the badger, sneaking into Mr. Tod's house.
- 6. Games and Activities for Younger Children:** Visit the Peter Rabbit website at www.peterrabbit.com for additional activities geared to pre-K through first grade.



Tommy Brock