



Spring 2011

Dear Educators,

Thank you for bringing your students to our final KidSeries production of 2010-11, *Arnie the Doughnut*. We are delighted you have chosen Lifeline Theatre, and we hope your experience here will be fun, entertaining, and educationally rewarding.

Enclosed here is our Study Guide for the play. The guide includes a thorough play synopsis, cast bios, writing and drama activities, discussion topics to prepare your class for the field trip, and a number of easy-to-copy worksheets for your class, which are best used **after** your field trip as a way to bring the learning back to the classroom. Last year, we made big changes to the format of the guide, and it has been wonderful to receive your positive feedback. We hope you will continue to find the packet beneficial towards enhancing your Lifeline experience and allow you to integrate the play's themes with your classroom teaching.

Last but not least, towards the back there is a teacher comment form and student review sheet, ready for copying. Your feedback is invaluable to helping improve our materials. If you would like the form electronically, just email me at lea@lifelinetheatre.com and I'll send it to you. We'd also love to receive your student reviews, as we take to heart their response to the show. **When you send back these response forms, you will be entered in a drawing for free tickets to other plays at Lifeline.**

Right beside the study guide, we have enclosed a few materials about other education programs we offer here, including **NEW on-site and at-school mini-residencies as optional add-ons to your matinee field trip**. If you are interested in learning more about these programs, do not hesitate to call me at 773-771-4477 x706 or send an email. We aim to meet your goals.

Thank you again for your support of Lifeline Theatre, and we'll see you at the show!

Sincerely,

Lea Pinsky, *Education Director*



KidSeries Productions 2010-11

Companion Guide for Teachers

FALL: Click, Clack, Moo: Cows That Type

WINTER: Somebody Loves You, Mr. Hatch

SPRING: Arnie The Doughnut

Lifeline Theatre * 6912 North Glenwood * Chicago, Illinois 60626 * 773-761-4477

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ABOUT LIFELINE KIDSERIES PRODUCTIONS

Lifeline Theatre's KidSeries is committed to bringing children's literature to the stage to entertain, educate and empower both youth and adults. Our goal is to help students develop greater appreciation of literature and theatre as art forms, to excite kids about reading, and to teach them about various subjects within each individual show. We encourage you to use this study guide to enrich your students' experience of Lifeline's KidSeries and enhance the educational value of the performance you attend.

HOW TO BE PREPARED AUDIENCE MEMBERS

Before the Play: Discuss Appropriate Behavior

Discuss with your students proper theatre etiquette. For example, it's okay to clap and laugh, but it's not okay to talk to your neighbor. Have students compare and contrast the difference between watching a movie and watching a play. Ask if students have been to a play before. If so, what play? What was the experience like? What do they think this particular experience will be like? If the students have not been to Lifeline before, have them think about what they might expect: a big theatre or a small one, many seats or only a few, young actors or older ones, etc.

After the Play: Reflect on the Experience

Ask students if they enjoyed the play. Based on this experience, would they like to see other plays? If they've seen plays before, how did this play compare? Was it better? Funnier? More enjoyable? What happened that they were expecting to happen? What happened that they weren't expecting? How was seeing a play a different experience than seeing a movie?

Have the students write a review of the play. Use the attached form or have them write a paragraph or two on their own. Encourage the students to be specific about why they enjoyed a certain part of the play. If they liked a scene because it was funny, have them explain *why* it was funny to them, what the characters *did* or *said* that was funny, etc. Have the students draw a picture or make a collage of their favorite scene or character. Have them show their picture to the class and explain why that scene or character was their favorite. We invite you to send the reviews and pictures to Lifeline – we enjoy reading them and learn from student feedback.

TRADITIONAL PLAYS VS LITERARY ADAPTATIONS

Lifeline Theatre's KidSeries productions are *often* musical adaptations of picture books and short stories for children. We encourage you to discuss the elements of each version and compare/contrast the two both before and after you see the play.

Before the Play: Get to Know the Original Story

Read the story to your students, or have them read the book themselves, before the production. After reading the book, discuss it with your students, using these questions as launch pads:

- Who are the characters in the story?
- What happens in the beginning of the story? The middle? The end?
- What is your favorite part of the story? Why?
- Who is your favorite character? Why?

- Is there a character in the story you don't like? What makes you dislike this character?
- What do you think you will see on stage as the actors tell this story?
- How might the play be different from the story? How might it be the same?

Beginning, Middle and End

To encourage sequential thinking, have students act out the beginning, middle and end of the story. Split the students into three groups (or more, depending on the number of students in your class) and have one group enact the beginning, have the next group enact the middle, and the final group the end. Have the students watching the performances help the group to remember any parts they may have left out. Give the groups the chance to redo their performances, including any elements suggested by their classmates.

After the Play: Compare/Contrast the Story to the Play

- How were the book and the play different?
- How were the book and the play the same?
- What elements of the play surprised you, based on your knowledge of the book?
- Which did you enjoy more, reading the book or watching the play?
- What was your favorite part of the play? Was that your favorite part of the book too?
- Were there any characters in the book that were not in the play?
- Were there any characters in the play that were not in the book?
- Some parts of the play are different from the book. Why do you think the playwright added or subtracted certain parts?

JOBS IN THE THEATRE: BEHIND THE SCENES

Before the Play: Prepare Your Students to Observe All the Roles

When we create a play at Lifeline, we have a community of artists working together to make a complete production. Ask students to be particularly observant during the performance for the parts of the show that are done by the various people listed below:

Playwright/Adaptor/Author - writes the play

Composer - writes the music for the show

Lyricist - writes the words (or "lyrics") for the songs in the play

Director - directs the play: makes decisions about costumes, lights, sets, etc.

Choreographer - creates and teaches the actors the dances in the show

Lighting Designer - designs and hangs the lights for the show; designs lighting changes

Set Designer - designs and builds the scenery and props for the show

Sound Designer - designs and records the sound effects for the show

Costume Designer - designs and makes the costumes for the show

Stage Manager - helps the director during rehearsals; sets props and scenery before each show; runs the sound and lights during the performance

Actors - perform the play

After the Play: Discuss the Students' Observations

Ask the students about what they noticed about the "behind-the-scenes" jobs:

- How did the costume designer make the actors look like the characters they were playing?
- What about their costumes helped you to know what kind of people or animals they were?
- Did you have a favorite costume in the show? Which one? Why was it your favorite?

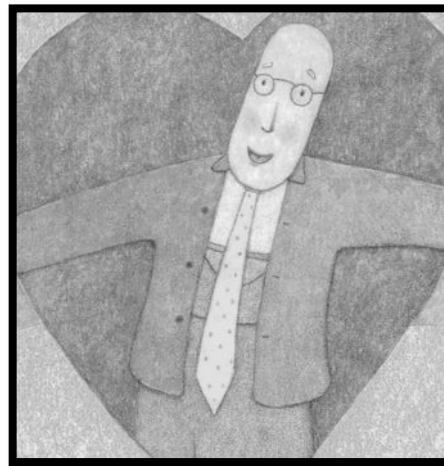
- If there were animal costumes, how did the costume designer create them so that they would look more like animals than people?
- What are some of the locations the play took place in?
- How did the set designer make the settings look realistic?
- What sound effects did you hear in the play? How did those sound effects help you to know what was happening in the play?
- Why do you think the composer chose the styles of music he did? What sorts of music would not make sense with the story?

ABOUT THE ACTIVITY ENCLOSURES

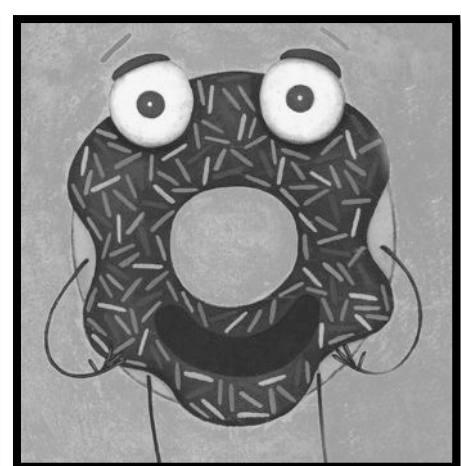
The enclosed educational activity sheets are beneficial to deepening your field trip experience at Lifeline Theatre. Please let us know what parts are helpful to you and where you would like additional materials. There is a teacher feedback form and student survey to copy for your class, and we hope you will take the time to let us know what you thought of both the show and the study guide. We do this work for you and your students, and we want to make it work!



**CLICK, CLACK, MOO:
COWS THAT TYPE**
Oct 16- Dec 5, 2010



**SOMEBODY LOVES YOU,
MR. HATCH**
Jan 8- Feb 27, 2010



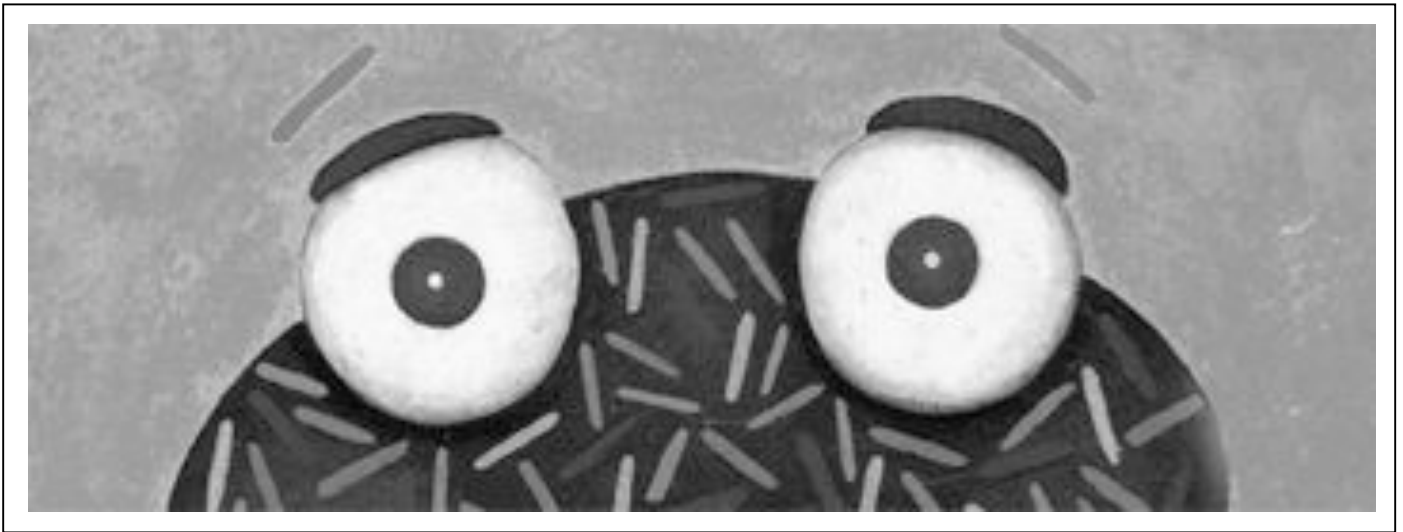
**ARNIE THE
DOUGHNUT**
Mar 19- May 15, 2010

KIDSERIES SEASON 2010-11

Lifeline Theatre's programs are partially supported by Alphawood Foundation; The Arts Work Fund; Elizabeth F. Cheney Foundation; The Chicago Community Trust; CityArts 3 grant from the City of Chicago Department of Cultural Affairs; Gaylord and Dorothy Donnelley Foundation; The Richard H. Driehaus Charitable Lead Trust; Lloyd A. Fry Foundation; Illinois Arts Council, a state agency; MacArthur Fund for Arts and Culture at Prince; The Albert Pick, Jr. Fund; The Rhoades Foundation; The Polk Bros. Foundation; S&C Foundation; Taproot Foundation; and the annual support of businesses and individuals.

a closer look at

ARNIE THE DOUGHNUT



Based on the whimsical children's book by Laurie Keller
Adapted by Frances Limoncelli ★ Music composed by George Howe
★ Directed by Elise Kauzleric ★

CONTENTS

Synopsis of the Play

Activity: Design Your Own Doughnut Top (an art activity)

Activity: My Dream Pet (a creative writing exercise)

Activity: All About Dogs (a science/social studies lesson)

Activity: Everybody Gets Scared Sometimes (a personal writing exercise)

Further Classroom Adventures: Drama Games relating to *Arnie the Doughnut*

Student Review Sheet: **complete to receive DISCOUNTS to our shows!**

Teacher Comment Form: **complete to receive FREE tickets to our shows!**

SYNOPSIS OF THE PLAY

The play opens at a colorful and fun downtown bakery. It is morning. Doughnuts have been put on display for the day, and we meet some of them-- French Cruller, Jelly Doughnut, Powdered Doughnut, through a cheery opening song. We also meet Arnie, a chocolate covered doughnut with sprinkles, who has just been made. The other doughnuts give their birthday wishes to him and welcome him to the bunch. They explain to him that it's "show time" now, to put themselves on display so people can buy them. Arnie is very excited.

Mr. Bing, a regular customer, enters the bakery. He usually orders a plain doughnut, but the day has been full of strange turnarounds already, and as it happens, the bakery is out of plain doughnuts! As he looks at the selection to make his decision, all the doughnuts scramble to be seen and get chosen. To everyone's surprise, he points directly at Arnie. Together they leave the bakery, and Arnie is eager to see where the adventure with Mr. Bing will take him.

Throughout the bumpy ride in the car home, Arnie wonders what will happen next. Finally, they arrive at Mr. Bing's home at the Cozy Confines Condo Community. In contrast to the energy, color and chaos of the bakery, people here seem stressed. Everywhere there are signs saying "don't do this" and "no doing that". There is also a "no dogs allowed" sign on the grass. Two women are working in the garden and sharing their complaints about the ultra-strict condo board president, Mrs. Plute, who enforces all the no-fun rules.

Home with Mr. Bing, Arnie has been placed on a plate and is anxiously anticipating what will happen next. He has no idea. Mr. Bing approaches him, picks him up, and begins to put him in his mouth. Arnie screams-- the last thing he imagined is that he was going to be eaten! Mr. Bing tries to calmly explain to him that he has a doughnut every day, and Arnie is shocked! He calls the bakery to tell the owner his predicament, and the owner affirms that yes, doughnuts are to be eaten. It seems that all the other doughnuts are aware of this, and are okay with it—Arnie is alone in his confusion and upset.

Arnie tells Mr. Bing he can go ahead and eat him, but Mr. Bing doesn't feel right about it anymore. Arnie is relieved, and now full of energy, suggests they go on an adventure, or throw a party, or just do something fun! Mr. Bing would like to do all of those things, but because Ms. Plute has made such strict rules for the condo association, it's never possible to do anything really fun or different.

Just then, Ms. Plute walks by, and hearing Mr. Bing inside, knocks on the door to complain about the door decoration he has hung. She sees Arnie, who greets her. Mr. Bing tells her of his situation that morning, and she sings to him in reply that doughnuts are for *eating*, and if not, *throw it away*. She leaves.

Mr. Bing and Arnie brainstorm: there has to be a way that Arnie can stay with him that doesn't break the condo rules. They sing and dance and think of all kinds of ideas, but can't settle on anything—and sadly, decide that it might be best if they part ways and Arnie find a new home.

Arnie starts to leave, leaving Mr. Bing distraught. As Ms. Plute commends him on his decision to send the doughnut away, his eyes fall upon the "No Dogs Allowed" sign hanging in the courtyard. But it doesn't say no doughnuts AS dogs! And Arnie would make the perfect pet dog. He chases after Arnie and brings him back. Excitedly, he gets approval with the other condo members that it is okay, and they all agree YES. Together, the neighbors decide to start making Cozy Confines a more accepting place to live on the whole.

DESIGN THE DOUGHNUT TOP!

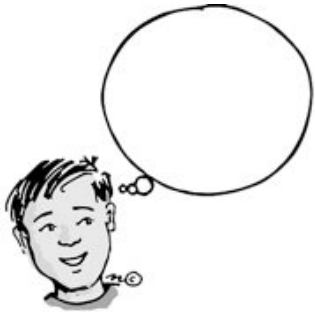
In the story of *Arnie the Doughnut*, there are all kinds of doughnuts, with all kinds of toppings. Design your very own doughnut below. If you want, give it a name and say how much it costs!



This doughnut's name is _____.

It's favorite hobby is _____.

MY DREAM PET!



In *Arnie the Doughnut*, Mr. Bing finds his DREAM PET in Arnie. If you could have any pet in the world, what would you choose? Let's pretend it has magical powers—what would they be? What things would your pet like to eat, and do in its free time? What kind of adventures would you go on together?



Fill in the story below, using your imagination...

If I could have any pet in the world, it would be a _____,
(kind of animal)
and its name would be _____.
(pet's name)

It would be magical, with these special powers:

(what kind of powers it would have)

Every morning when my pet wakes up, it would eat

_____,
(its favorite food)

and every night before it's time for bed, it would like to

_____.
(favorite game or activity)

If we went on an adventure, we would travel to _____,
(where you would go)

where we would _____.
(what you would do)

Everyone there would say to us, " _____!"
(what people would say to us)

and we would smile, and say " _____."
(what we would say to them)

ALL ABOUT DOGS AND DOG SAFETY

From the American Veterinary Medical Association

In *Arnie the Doughnut*, Mr. Bing decides to keep Arnie as a house pet like he would a keep a dog. Dogs do lots of other things for people besides being pets. Let's learn how other kids of dogs are helpful in the world.



Eager to Help

SUGGESTED GRADE LEVEL 2

<p>Objective</p> <p>Materials</p>	<p>To learn the many ways in which dogs are trained to help people and society.</p> <p>Activity Sheet: Helping Hounds.</p>
<p>Activity Procedure</p> <p>National Standards:</p> <p>Science 4.3 Life Science</p> <p>English 12.3 Evaluation strategies 12.4 Communication skills 12.5 Communication strategies 12.6 Language structure</p>	<ol style="list-style-type: none"> 1. Ask students to name ways that dogs help people. Point out that some dogs serve as guide dogs for the blind, hearing dogs act as the "ears" for people who cannot hear, and therapy dogs help people who are sick feel better. 2. Distribute copies of the Activity Sheet and ask students to work singly or in pairs to complete it. Discuss the answers as a class. (Answers: herding dog, guide dog, therapy dog, police dog, rescue dog)
<p>Art/Language Arts</p> <hr/> <p>Social Studies/ Language Arts</p> <hr/> <p>Social Studies</p>	<p>EXTEND THIS LESSON</p> <p>Ask students: <i>If you could be a helping dog, which kind would you be? Why?</i> Have students draw a picture of the dog performing one of its tasks. Then have them write one or two sentences that describe the job performed and why it is important. Invite students to share their pictures and descriptions with the class.</p> <p>Ask students: <i>What other animals can be trained to help people? How do they help?</i> Point out that cats sometimes live in nursing homes to keep residents company. In the past, horses pulled loads and were used for transportation but now often help children in equine-assisted therapy programs. Ask students to use the Internet or library resources to learn more and report their findings to the class.</p> <p>Invite the owner of a guide dog or search-and-rescue dog to visit the class and talk about their dog's training and the work it does to help people. Ask the speaker to explain how the dogs are selected and trained. Also have the owner explain to students what they should do if they meet a working dog in public.</p>



Helping Hounds

Do you know how dogs help people? Fill in these blanks to learn more about the jobs that different dogs do to help. Read the description. Then write the name of the job on the line.

1. I help farmers keep sheep and cattle in groups.

Write my job here. _____

2. I help people who can't see by helping them avoid dangers.

Write my job here. _____

3. I like to help people feel better when they are sick by going to visit them in hospitals or nursing homes.

Write my job here. _____

4. I help police officers do their job.

Write my job here. _____

5. I help people find skiers who need help getting out of the snow.

Write my job here. _____



rescue dogs

guide dogs

police dogs

herding dogs

therapy dogs





EVERYBODY GETS SCARED SOMETIMES.

In *Arnie The Doughnut*, Arnie gets SCARED when he realizes that Mr. Bing is planning to eat him when he gets home! He didn't realize that doughnuts are for eating. Mr. Bing listens to Arnie explain why he was confused, and he kindly understands and reassures him he will not eat him. They get to know each other and find a much better relationship that suits them both—pet and owner!
Everybody gets scared sometimes, and it's okay.

Can you think about a time when you were scared about something that was going to happen?
Who did you tell, and how did that person help you feel less afraid?
Write about it below.

I remember a time that I was scared. I was scared because _____

(example: we were going to the Fourth of July celebration and I had never seen

fireworks before. I was scared of the fireworks.)

I told _____ that I was scared about it. _____
(example: my mom) (example: She)

helped me by _____
(example: telling me that it was safe to watch fireworks and I should

try to enjoy it. She said if I didn't like it, we could go home.)

Afterward, I _____
(example: did enjoy the fireworks after all. There were so many colors

and shapes, and the noise wasn't as loud as I thought it would be.)

FURTHER CLASSROOM ADVENTURES

Drama Games relating to *Arnie The Doughnut*

Once back in the classroom, we encourage you to maximize your students' experience at Lifeline by using drama to teach drama! In our residency program, we use theatre games to not only teach the basics of performance, but also to explore themes in the student matinees. Below are some games you can play with your class that touch upon some of the concepts conveyed in the story, such as emotions, positivity, characters on the block, and community.

DO THIS, DO THAT: FOR THE THEME OF PETS & OWNERS IN THE PLAY

How to Play: A version of "Simon Says." The leader says, "Do This" or "Do That" and changes position. If the leader says "Do This," everyone must change to match that position. If the leader says "Do That," then the class should not copy that position. This is a great game to play with younger students during transitions between games to maintain their attention and focus.

EMOTION MASKS

How to Play: This game helps explore different emotions. The teacher or leader selects an emotion. Students use their hands as a "mask." When the leader says "masks up," everyone covers his or her face and makes a face that expresses that emotion. Then the leader says "masks down" and those faces are revealed. Students can look around and make note of each others' facial expressions to better create their own emotions. The leader can also have the students select their own emotions, and students have to guess what each other's emotions are.

STATUE STORIES: TO EXPAND ON THE EMOTIONS AND TELL STORIES

How to Play: Play "Emotion Masks" as a warm up. Then choose 2 volunteers to come to the front of the class. Ask them to each pick an emotion (don't say it out loud) and on the count of three, both students will strike a pose representing their chosen emotion. (They cannot discuss it with each other, they can't touch each other, and it doesn't matter if they both end up doing the same emotion.) Now the rest of the class has to come up with short explanations of what's happening to make each person feel what they are representing. (i.e. "Mary is happy because she just got a great present, and Leo is jealous.") Hear as many versions as you have time for. Then choose another pair of volunteers. You can have 3 or 4 people at once as the class gets better at it. The volunteers should freeze into their pose, but they only need to display an emotion. The observers (the class) place the story on top, and all stories are possible. (None of the volunteers can say "That's not what I was doing!")

MAGIC MUSEUM: FOR THE THEME OF THINGS COMING ALIVE

How to Play: One person is chosen to be the security guard in a "magic museum," where all the statues can move -- but only when the guard isn't looking! A theme for the museum is chosen (i.e., dinosaurs) and everyone becomes a frozen statue within that theme, scattered in the performance space. As the guard moves through the room, the statues have to change position, but if the guard catches them moving they are out! Can be played elimination-style until only one statue remains. Themes can change throughout the game too, as the guard "changes" rooms.

Student Review of *Arnie the Doughnut*

By: _____

I give this play a (circle the number of stars): ★ ★ ★ ★ ★

My favorite part of the play was _____

because _____

_____ .

My favorite character was _____

because _____

_____ .

If I had choose what I liked best, I would choose (circle one)

the story the songs the costumes the scenery

because _____

_____ .

KidSeries Teacher Comment Form

Please fill out as much of this comment form to enter a drawing for **TWO FREE TICKETS** to one of our mainstage productions this year! Then either: 1) mail it to Lea Pinsky, Education Director, Lifeline Theatre, 6912 North Glenwood Avenue, Chicago, Illinois 60626; or 2) fax it to 773-761-4582. If your students have completed their review sheets, please mail them or drop them off with this form. Thanks!

School: _____ Grade Level: _____ Number of Students: _____

On a scale of 1 to 10 (ten being the best), how would you rate the performance of *Arnie the Doughnut* _____

On a scale of 1 to 10 (ten being the best), how would you rate the study guide for *Arnie the Doughnut*? _____

Have you attended a Lifeline KidSeries show before? ___ Yes ___ No
If yes, which one(s) have you seen?

Did you read your class the book before coming to see the show? ___ Yes ___ No

What was the strongest part of the show for you? _____

What was the weakest part of the show for you? _____

Would you bring your students to another performance at Lifeline? ___ Yes ___ No
Why or why not? _____

Which activities in the study guide were most beneficial to your students, and how did they benefit from those activities? (If possible, please give specific examples.)

Are there any other books you would like to see Lifeline adapt? Which books?

To enter drawing for free tickets, please provide your name and email address so we can contact you (we won't share this information):

Name _____ Email _____