



STUDY GUIDE

This Study Guide includes suggestions about preparing your students for a live theatre performance in order to help them take more from the experience. Included is information and ideas on how to use the performance to enhance aspects of your education curriculum: with exercises that respond to the themes presented in the performance and the dramatic elements.

Please copy and distribute this guide to your fellow teachers.

BOOKING INFORMATION

Please contact the Booking Coordinator for more information.

Local: 604 669 0631

Toll Free: 1 866 294 7943

Email: booking@axistheatre.com





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CREDITS

- » Written by James Gordon King
- » Directed by Marie Farsi
- » Dramaturgy by Chris McGregor
- » Production Design by Jessica Oostergo
- » Puppets Design by Jeny Cassady
- » Lighting Design by Mimi Abrahams
- » Sound Design by Patrick Boudreau
- » Production Design Assistant Megan Veaudry
- » Stage Management by Aidan Hammond
- » Performed by Caitlin McFarlane, Meaghan Chenosky, Sabrina Vellani,
Tyrone Savage



1. SYNOPSIS

An all-ages romp from the city into the wild

A bear wanders from the mountains into the city and the natural boundaries are flipped! Suddenly, we're in a dream-like world where a misfit teenager named Jo becomes a 'wild human' – having to outrun mobs of agitated animals and escape human conservation officers in order to find her way home. On her adventure, she crosses paths with a crow and some raccoons and through them learns how to reach out and trust others. Loosely based on the real-life story of a bear that entered downtown Vancouver in the Winter of 2011, *All My Friends Are Animals* is about a young person's search for belonging in a world that casts her as a 'wild animal'. Intended for audiences aged 10 and up, this is a playful little piece that ignites a youthful spirit and sense of delight.

2. ORIGINS OF THE STORY

All My Friends Are Animals is a show that examines our western colonial tendency to set Man apart from Nature and Mind apart from Body. Through a rich language of metaphor, it takes aim at Western European myths of individualism and technological independence and shows how we cannot live without the help of our friends – be they humans or animals.

This is truly an ensemble piece of theatre. So much of the show's style and process has been informed by the show's ideas of collaboration and working together. Our approach for this production involves working with puppets, shadow puppets, masks and transformable set pieces (found objects) in order to bring to life the surreal vision of the main character's journey (Jo).

3. ABOUT BABELLE THEATRE

Babelle Theatre is based out of Vancouver, BC and co-directed by Marie Farsi and James Gordon King. The company's mandate is to produce experimental and ambitious theatrical performance work. Their practice, inspired by multiple cultural traditions, aims to push borders of space and language and to assemble the common from the dissimilar.

<https://www.babelletheatre.com/about/>



4. THEMES

THEMES

- » the blurred line between 'civilization' and 'nature'
- » Environment – green spaces
- » Animals – urban animals (coyote, raccoons, mice, crows)
- » Friendship
- » Loneliness
- » Asking for help
- » Our dependence on one another
- » Adventure
- » Self-awareness

5. CURRICULUM CONNECTIONS

ARTS EDUCATION

Big Ideas

- People create arts to express who they are as individuals and community
- People connect to others and share ideas through drama and music

Curricular Competencies

Students will be able to:

- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play
- Express feelings, ideas, stories, observations, and experiences through the arts

Content

- Elements in the arts: drama (character, time, place, plot)
- Symbolisms as expressions of meaning

ARTS EDUCATION

Big Ideas

- Engaging in creative expression and experiences expands people's sense of identity and belonging

Curricular Competencies

Students will be able to:



- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Content

- Elements in the arts: drama (character, time, place, plot, tensions, mood and focus)
- Symbolisms as expressions of meaning

SOCIAL STUDIES

Big Ideas

Students will understand that:

- We shape the local environment, and the local environment shapes who we are and how we live
- Healthy communities recognize and respect the diversity of individuals and care for the local environment

Curricular Competencies

Students will be able to:

- Use social studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings
- Explain the significance of personal or local events, objects, people, or places

Content

Students will know:

- Natural and human-made features of the local environment
- Relationships between a community and its environment

SOCIAL STUDIES

Big Ideas

Students will understand that:

- British Columbia followed a unique path in becoming a part of Canada
- The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada

Curricular Competencies

Students will be able to:



- Use social studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings

Content

Students will know:

- The urbanization and migration of people

ENGLISH LANGUAGE ARTS

Big Ideas

Students will understand that:

- Stories and other texts help us learn about ourselves, our families, and our communities
- Stories can be understood from different perspectives

Curricular Competencies

Students will be able to:

- Use personal experience and knowledge to connect to stories and other texts to make meaning
- Create stories and other texts to deepen awareness of self, family, and community

Content

Students will know:

- Elements of story: character, plot, setting, conflict, and theme
- Oral language strategies (such as focusing on the speaker, taking turns, asking questions related to the topic, making personal connections and making relevant contribution to discussion)

ENGLISH LANGUAGE ARTS

Big Ideas

Students will understand that:

- Texts can be understood from different perspectives
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens

Curricular Competencies

Students will be able to:



- Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world
- Respond to text in personal, creative, and critical ways

Content

Students will know:

- Reading strategies: visualizing; questioning; summarizing; making inferences
- Literary elements: theme, character, setting, plot, conflict, and purpose

5. PRE-PERFORMANCE ACTIVITIES

MOTION PICTURE VERSUS LIVE THEATRE

Talk about the similarities and differences between watching a movie, a television show and a “live” theatre presentation. Include discussions about how the performers prepare for their roles in each of the situations. For instance, how an actor in a movie or a television show can redo a scene if a mistake is made versus an actor in a “live” performance must carry on regardless of mistakes. Also discuss how an audience impacts each type of performance.

HOW TO BE A POSITIVE AUDIENCE MEMBER

Remind your students to notice the way that the set, costumes and live music help make the performance of *All My Friends Are Animals* exciting and fun to watch!

Next, prepare your students for watching a “live” performance by discussing the characteristics of a positive audience member. For example, a positive audience member:

- » Will sit quietly so everyone around can see and hear the performance
- » Will listen attentively and remain focused on the actors and musicians will not distract performers by moving about or by waving or calling out to performers
- » Will laugh and applaud appropriately
- » Will contribute to the performance when asked

CHARACTERS AND VOCUBULARY

Review the list of characters and vocabulary words, found in the Appendix, and choose what information is most useful and appropriate to share and discuss with your class prior to viewing the performance.



6. POST-PERFORMANCE ACTIVITIES

Now that your students have seen *All My Friends Are Animals* it is the perfect time to expand on their excitement and interest in drama and to discuss ideas and themes presented in the performance.

There are a variety of ways for students to respond to, reflect on and analyze drama performances: for example, through talking, writing, stories, art, singing and playing drama games.

The following suggestions will help to engage your students in activities where fun and laughter are as important as the building of skills to increase critical thinking, self-awareness and confidence. Choose the activities that are best suited to your grade level and, if necessary, modify the skill level of the activities to meet the needs of your students.

SHARING CIRCLE/COMMUNITY CIRCLE

A sharing circle or a community circle is a way to gather the class to share or discuss about a topic. This is a good way to start the day or to facilitate a beginning of a class discussion. You may also bring in or create an item such as a special rock or stick as a symbolism of a talking object. During circle time, the object is passed along to each individual in an orderly manner. Explain to the class that the person who has the talking object is the only one who should be talking and sharing ideas. The rest of the class is paying attention by caring and listening.

Here are some sample questions or topics you may choose:

- 1) What did you like about the play?
- 2) What did you learn from the play?
- 3) Why is it important for us to interact and socialize with others? (Human Connections)

WHO AM I?

Tape a picture of an animal or an animal item to each student's backs. Have them walk around the classroom and ask each other "yes or no questions" only about what they are. For example, the first question might be: Am I an animal or an object? At the ends, have students share what they think they are.

A STORY OF _____

Have students choose an animal and do some researching (using books, the internet, videos etc.). Using their gathered information and their imagination, write a story about the animal. Allow your imagination to run wild!



MAP OF NEIGHBORHOOD/SCHOOL + KEY (SUMBOLS, LEGEND, SCALES)

Draw and create a map of your neighborhood or the school's. Think about the types of buildings and homes in the area. Think about open spaces and shared community areas such as parks, garden. Be sure to include a legend, symbols, a scale, diagrams, labels.

Here are some examples of neighborhoods:

- | | |
|-----------------------|----------------------------|
| - West Point Grey | - Killarney |
| - Mount Pleasant | - Burkeville |
| - Kerrisdale | - Bridgeport |
| - Victoria-Fraserview | - Burnaby Heights |
| - Strathcona | - Still Creek |
| - Boundary | - Kensington-Cedar Cottage |

Have students create their own maps or use the template titled: "My Neighborhood Map" (<http://printableworksheets.in/?dq=Map%20Of%20A%20Neighborhood>)

VISIT A LOCAL PARK, BEACH OR GARDEN WITH YOUR CLASS

It is important to have students engage in outdoor learning and connect to nature. This can be as simple like a walk to the park or a planned field trip.

Below is a list of recommended places located in the lower mainland:

- Stanley Park
- Queen Elizabeth Park
- VanDusen Botanical Garden
- UBC Botanical Garden
- Minoru Park
- Jericho Beach
- English Bay
- Kitsilano Beach

THEME ANALYSIS

Draw a "T" chart on poster paper or in your notebook. On the left side of the chart, list out objects, symbols or important events from the play. On the other side, write out the ideas and themes that signify with the corresponding idea. Students will be able to



recognize and understand the significance and the overarching themes from the play. They may also gather additional information from other sources.

Recommended Books:

- *Sometimes I feel like a Fox* by Danielle Daniel
- *Vancouver Kids* by Lesley McKnight
- *Zorgamazoo* by Robert Paul Weston

REVIEWING ALL MY FRIENDS ARE ANIMALS

The following questions can be used for whole group discussions or for sharing with a partner or in a small group. After sharing with a partner or small group, students can take turns sharing ideas with the whole group.

If using the questions as sentence starters for a writing activity, the students can also draw pictures to accompany their writing.

- » Who was your favourite character? Why?
- » How did the actors use their voices and bodies and movements to make the characters more believable in the performance?
- » What character would you like to have as a friend? Why?
- » What character would you not want to have as a friend? Why?
- » If you could be an actor in *All My Friends Are Animals*, which character would you like to be? Why?
- » How did the music make the performance more interesting?
- » What do you think it takes to be a good actor or puppeteer?
- » What was the scariest part of the performance? Why?
- » What was the funniest part of the performance? Why?
- » What part of the performance surprised you the most? Why?
- » If you were the writer of the play, what would happen next in *All My Friends Are Animals*?

Discussion questions

- » Discuss the use of puppetry (Shadow), (Found Objects) and (Handmade) in the play. What are some of the other ways we have to use our imagination when we are watching the play?



- » Make a list of the animals we have domesticated in Canada and for what purpose. Discuss how someone's diet and lifestyle would differ if they were a carnivore, a vegetarian, or if they lived in different hemispheres.

HAVE FUN WITH DRAMA GAMES: PANTOMIME

A great way to start playing with drama is with simple pantomimes. Explain to your students that acting is showing. By NOT using words during a pantomime, they become forced to show, not tell.

Copy the list of animals, found in the Appendix, and cut out the names of the animals. Have students draw an animal, by himself or herself or with a partner, and take turns acting like their chosen animal. Encourage the students to exaggerate their body movements in order to help their classmates guess the animal they are portraying.

The students may also be encouraged to come up with their own ideas for pantomimes. Get them started with these suggestions: tying a shoe, brushing teeth, eating spaghetti, riding on a skateboard, playing basketball, or painting a mural.

HAVE FUN WITH DRAMA GAMES: MIRRORS

A game of mirrors is a great group activity that gets students working together and paying close attention to each other. Have the students pair off in A/B partners around the classroom. To begin, A will be the actor and B the mirror. The two partners face each other and partner A begins to move and partner B will mirror everything that partner A does. When you call out "freeze," partner B will become the actor and partner A will be the mirror. Do this a few times throughout the activity.

HAVE FUN WITH DRAMA GAMES: WHAT ARE YOU DOING?

In a circle – One person in the centre is doing an activity, someone jumps in and asks, "What are you doing?" the person in the centre says something different from what they are doing; the person who jumped in does that new activity.

I.e. person in middle is cutting the lawn, person jumps in and asks "What are you doing?" the person in middle says "screwing in a light bulb" the person that jumped in does that activity...and so on around the circle.

PARTNER ACTIVITY: TEACH AND LEARN

Working in pairs, children take turns teaching and learning things about each other. One person tells their partner something they didn't know, about themselves or something else, the other person responds with the same thing back. This activity encourages children to get to know each other and to form friendships with their peers.



7. ABOUT AXIS

Geared to young audiences, Axis Theatre's productions are performed in theatres and schools, enriching curriculum by suspending disbelief, drawing children into stories and giving them access to ideas in new ways. Axis actively pursues a multi-disciplinary style of presentation. It is deceptively simple, completely fresh and memorable. With over 40 years of history, Axis' 57 original works have earned them 19 Jessie Richardson Awards, A Betty Mitchell Award and a Drama Desk Nomination for Unique Theatrical Experience.

To book a show, please contact the Tour Coordinator by email at tours@axistheatre.com or call 604 669 0631 for more information.

Axis Theatre is led by Artistic Director, Chris McGregor; General Manager, Daune Campbell; and Tour Coordinator, Petrice Brett. We are located in Vancouver, British Columbia. To learn more about Axis or our team please visit axistheatre.com.

*Axis Theatre acknowledges that we live, work and play on the unceded and traditional territories of the Coast Salish peoples – *skwxwú7mesh* (Squamish), *sel̓ílwtulh* (Tsleil-Waututh), and *xʷməθkwəy̓əm* (Musqueam) nations.*

Our shows are made possible through the generous support of these organizations



BRITISH
COLUMBIA



BRITISH COLUMBIA
ARTS COUNCIL
An agency of the Province of British Columbia



Canada Council
for the Arts



Vancouver
community board*



Axis Theatre Company is a member of The Greater Vancouver Professional Theatre Alliance, Alliance for Arts and Culture, Arts in Education Council of BC, BC Touring Council, Canadian Council of the Arts, Vantage Point Vancouver, the Professional Association of Canadian Theatres, International Performing Arts for Youth and The Granville Island Business & Community Association. Axis Theatre Company engages, under the terms of the Canadian Theatre Agreement, professional artists who are members of the Canadian Actors' Equity Association.



8. APPENDIX

Please print and distribute the areas of this Appendix as you see fit with your students. Within this section, you will find a list of characters and vocabulary words with their corresponding definitions. The materials for the pantomime drama game are also include within this section.

We would also like to thank you for taking the time to use the *All My Friends Are Animals* study guide as a resource to support and strengthen your students' experience with our production. If you or your students have any questions or comments we would love to hear from you. We also welcome letters and drawings from the class and accept mail at Axis Theatre Company, 1405 Anderson Street, Vancouver, BC Canada V6H 3R5. We wish you all the best in the school year and hope your experience is a positive one.

CHARACTERS

Chorus:

Actor One

Actor Two

Actor Three

Actor Four

The chorus of four actors play all these characters.

Jo: thirteen-year-old girl from Vancouver

Grizzly Bear: puppet

Baby Bear: Puppet

Crow: shadow puppet

Coyote: masked character (Conservation Officer)

Raccoon (Rick): masked character

Raccoon (Leanne): masked character

Bunny (male): found objet masked character

Bunny (female): found object masked character

Moose: found object masked character

Rachel: thirteen-year-old girl from the sanctuary

Emma: thirteen-year-old girl from the sanctuary

Jamil: thirteen-year-old boy from the sanctuary



VOCABULARY

Australopithecus period - "Southern ape from Afar" Approximately 2.9 to 3.9 million years ago

Homo-erectus period - (Upright Man) 1.8 million years ago

Neanderthal period - 400,000 to 40,000 years ago

Cro-Magnon period - 40,000 to 10,000

Cleopatra - Cleopatra VII Philopator was the last active ruler of the Ptolemaic Kingdom of Egypt, nominally survived as pharaoh by her son Caesarion.

Alexander the Great - Alexander III of Macedon, commonly known as Alexander the Great, was a Macedonian king of the ancient Greek kingdom of Macedon and a member of the Argead dynasty.

Han Dynasty - The Han dynasty was the second imperial dynasty of China, preceded by the Qin dynasty and succeeded by the Three Kingdoms period. Spanning over four centuries, the Han period is considered a golden age in Chinese history.

Medieval ages - In the history of Europe, the Middle Ages lasted from the 5th to the 15th century. It began with the fall of the Western Roman Empire and merged into the Renaissance and the Age of Discovery.

Martin Luther - Martin Luther, O.S.A. was a German professor of theology, composer, priest, monk, and a seminal figure in the Protestant Reformation. Luther came to reject several teachings and practices of the Roman Catholic Church.

Copernicus - Nicolaus Copernicus was a Renaissance-era mathematician and astronomer who formulated a model of the universe that placed the Sun rather than the Earth at the center of the universe, likely independently

Galileo - Galileo Galilei was an Italian polymath. Galileo is a central figure in the transition from natural philosophy to modern science and in the transformation of the scientific Renaissance into a scientific revolution.

The modern age - Historians consider the early modern period to be approximately between 1500 and 1800. It follows the Late Middle Ages period and is marked by the first European colonies, the rise of strong centralized governments, and the beginnings of recognizable nation-states that are the direct antecedents of today's states.



The age of Enlightenment - the Enlightenment was an intellectual and philosophical movement that dominated the world of ideas in Europe during the 18th century

The French Revolution - The French Revolution was a period of far-reaching social and political upheaval in France and its colonies that lasted from 1789 until 1799.

Darwin - Charles Robert Darwin, FRS FRGS FLS FZS was an English naturalist, geologist and biologist, best known for his contributions to the science of evolution.

Colonialism - Colonialism is the policy of a foreign polity seeking to extend or retain its authority over other people or territories, generally with the aim of developing or exploiting them to the benefit of the colonizers.

Industrial warfare - Industrial warfare is a period in the history of warfare ranging roughly from the early 19th century and the start of the Industrial Revolution to the beginning of the Atomic Age, which saw the rise of nation-states, capable of creating and equipping large armies, navies, and air forces, through the process of industrialization.

Suburbs - A suburb is a mixed-use or residential area, existing either as part of a city or urban area or as a separate residential community within commuting distance of a city.

Mass media - The mass media is a diversified collection of media technologies that reach a large audience via mass communication. The technologies through which this communication takes place include a variety of outlets.

Sprawling metropolis - A city or a composition of cities eg. the lower mainland

Geological time - Goes back billions and billions of years, before humans and life on earth.

Specimen - an individual animal, plant, piece of a mineral, etc., used as an example of its species or type for scientific study or display.

Endangered species - An endangered species is a species which has been categorized as very likely to become extinct.

Residential neighbourhood - A neighbourhood where many people reside, as opposed to commercial or industrial neighbourhood.

A wooden pier - A pier is a raised structure in a body of water, typically supported by well-spaced piles or pillars.



Glorified - represented in such a way as to appear more elevated or special.

Conservation officer - A conservation officer is a law enforcement officer who protects wildlife and the environment

Conspicuous - standing out so as to be clearly visible.

Docile - ready to accept control or instruction; submissive.

Alienated - cause (someone) to feel isolated or estranged.

Disaffected - dissatisfied with the people in authority (or authority in general) and no longer willing to support them.

Hysteria - exaggerated or uncontrollable emotion or excitement, especially among a group of people.

Destined - developing as though according to a plan.

Literally - in a literal manner or sense; exactly.

Figuratively - used to indicate a departure from a literal use of words; metaphorically.

Artificial habitat – an artificially constructed habitat, as opposed to a natural one.

Viral infection - Viral infection: Infection caused by the presence of a virus in the body. Depending on the virus and the person's state of health, various viruses can infect almost any type of body tissue, from the brain to the skin.

Degenerate - decline or deteriorate physically, mentally, or morally.

Lucid moments – moments where she is awake and alert.

Quarantine - A quarantine is used to separate and restrict the movement of people; it is 'a restraint upon the activities or communication of persons or the transport of goods designed to prevent the spread of disease or pests', for a certain period of time.

Sanctuary – A container (or place) for keeping something in-



PANTOMIME

raccoon

rabbit

cougar

mouse

beaver

grey wolf

coyote

grizzly bear

deer

spotted owl

squirrel

pigeon

crow

marten