

Hare & Tortoise

By Brendan Murray

Directed by Monica Dufault

Set & Costumes Designed by Kelly Wolf

Original Music by Joe Lapinski

Stage Managed by Sara Allison

The Cast

Hare – Kurtis Leon Baker

Tortoise – Kaleigh Gorka

About The Play

An adaptation of Aesop’s famous fairy tale, *Hare & Tortoise* challenges and celebrates what it means to grow up. Hare must learn to be present in the moment, let go of the outcome and enjoy the journey of the seasons as he prepares to race his friend Tortoise.

About the Playwright

Brendan Murray grew up in Salford, Lancashire, the youngest of five children. Following a degree in Drama he trained at Drama Studio London and worked in regional repertory, commercial touring, fringe and young people’s theatre. His teaching includes work for The Department of Education, The Central School of Speech and Drama, Sheffield Hallam University, Rose Bruford College, The Actors' Institute and Drama Studio London, where he is a tutor and Associate Director. Brendan has directed productions across Britain, and he is the author for more than 30 plays for young audiences. His work has been produced throughout the UK and in Ireland, Holland, Japan, Australia, Sweden, Austria, Germany, Israel, Switzerland, Mexico and the USA.

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*Living Forest***Environmental Science & Literacy Activity****Duration:** Approximately 45 minutes

Curriculum and play connections: This activity addresses the curriculum expectation of exploring the needs and characteristics of living things through exploratory research, literacy and reporting. Understanding the needs and characteristics of living things in the forest relates to the characters and setting of *Hare & Tortoise*, as the play is set in an environment where such animals live.

Instruction:

- Students can either choose a partner or teacher can divide students into groups of two. Each group will be assigned a different living thing from the forest – fox, raccoon, bear, squirrel, hare, tortoise, spider, tree, flower, grass, and will be given a living things character card. See appendix for cards.
- Distribute the handout “Living Forest” and have students complete the first blank, *I am a _____* in their groups of two. Teacher may need to help students complete the first section if students have difficulty with the blanks.
- Next, have students visit each survival workstation around the room (teacher will need to set these up ahead of time). They must work in their pairs to complete the second half of the handout starting with, *I am also _____*. Information for each living thing will be available at each workstation. Teacher may need to help students interpret the information at the stations.
- Finally, have students share their findings about their living things to their classmates. This can be through a whole class discussion and presentation, or in smaller groups. As an extension activity, the class can make a *Living Things of the Forest* chart with the information and compare to what humans need to live or compare to other living environments. Additionally, teachers may have students explore their living things in more detail through movement (see post-show movement activity).

*The Shape of Respect***Movement Activity****Duration:** Approximately 60 minutes.

Curriculum and play connections: This activity addresses the curriculum expectation of showing respect for others and the environment through exploratory movement, performance and discussion. Hare learns how to respect Tortoise and the environment throughout the play.

Instruction (Grades 2-3):

- Ask students to help you explain what the word *respect* means. Ask them to provide you with examples of when they showed someone respect, or someone showed them respect. Teacher may need to prompt by asking questions such as, “How does it feel when a stranger holds the door open for you?”, “Why is it important to tell your loved ones the truth?”, “Why do we always take good care of our belongings and other peoples’ belongings?”
- If students have never performed a tableau or freeze frame before, ask them “What kinds of things look good in a photograph?” Teacher may need to show students an example of a well constructed tableau in a photograph. Some prompts/answers may include: levels, facials expressions, body language, everyone still, everyone involved.
- Divide students into groups of 4-5. Provide each group with either a *Respect Word* or *Respect Situation*, provided in the appendix. Ask each group to create a photograph/freeze frame/tableau of their assigned word or situation. Help students rehearse and encourage them to use the group reflection assessment tool for rehearsal in the appendix. Explain to students that the goal of their group is to show the class what they think their card means if someone were to take a picture of what is happening on the card.
- Have students perform each tableau for the class, holding the freeze frame for 5 seconds (you may need to time them with a drum or timer). Between tableaus, ask students to try to guess the word or the situation that was performed by each group. Ask audience members to discuss what worked well in each performance, using terminology from the group assessment criteria created in step #3.
- Lastly, host a discussion with the class about what they think respect means. Ask them to revisit their definition and examples of respect from the beginning of the activity. Have their definitions and examples changed? How can we show respect for one another in the class? How can we show respect for people at home and in the community? How can we show respect for the environment?
- Teacher may record some of the students’ thoughts and findings about respect on a display in the classroom as a reference point for self regulation throughout the year.

Adaptation for JK to Grade 1:

- Ask students to help you explain what the word *respect* means. Ask them to provide you with examples of when they showed someone respect, or someone showed them respect. Teacher may need to prompt by asking questions such as, “How does it feel when a stranger holds the door open for you?”, “Why is it important to tell your loved ones the truth?”, “Why do we always take good care of our belongings and other peoples’ belongings?” Record definition of respect on the board.
- If students have never performed a tableau or freeze frame before, ask them “What kinds of things look good in a photograph?” Teacher may need to show students an example of a well constructed tableau in a photograph (for example, a picture from a favourite story book). Some prompts/answers may include: levels, facial expressions, body language, everyone still, everyone involved.
- Ask for 3-5 volunteers from the class to stand at the front of the room. Ask students to make a frozen picture or photograph, like in a story book, of one of the examples of respect as discussed in #1, or in the appendix. Help the students rearrange the tableau so that they achieve the criteria discussed in #2.
- Repeat exercise for 2-3 more times with different students and different examples of respect.
- Lastly, host a discussion with the class about what they think respect means. Ask them to revisit their definition and examples of respect from the beginning of the activity. Have their definitions and examples changed? How can we show respect for one another in the class? How can we show respect for people at home and in the community? How can we show respect for the environment?
- Teacher may record some of the students’ thoughts and findings about respect on a display in the classroom as a reference point for self regulation throughout the year.

*Eye on the Prize***Observation & Artwork Activity****Duration:** Approximately 60 minutes.

Curriculum and play connections: This activity addresses the curriculum expectation of exploring daily and seasonal changes through exploratory observation and artwork. Students will practice observational skills that encourage them to be present in the moment, as well as identify how to embrace inevitable changes in life. Hare learns these important life skills throughout the play as he learns to be present and to enjoy daily changes in life.

Instruction:

- Tell students that they will have 30 seconds to look around the room, while seated in their chairs, and count how many *red* objects they can see. They must count quietly to themselves (they may count on their fingers or record the numbers using ticks on a piece of paper). Time them for 30 seconds and ask them to stop counting once the time is up.
- Ask students to share how many red things they could count by having them close their eyes and raise their hands as the teacher counts up (eg., “Put your hand up if you counted 1 red thing...2 red things...3 red things...etc.). Once all students have raised their hands, ask them to put their hands down and open their eyes. Then, ask students how many yellow things they counted when they were looking for red things. Likely, students will not have counted many or any yellow things, as they were focused only on counting red things.
- Explain to the students that sometimes we only focus on and think about what is right in front of us, but we ignore many other important things going on around us. Ask, “Have you ever been [reading a book, watching tv, playing a game] and you didn’t notice that someone was asking you a question at the same time?”
- Explain that when that happens, you are sometimes not being present in the moment. Ask students, “When did Hare forget to be present in the moment when he was focused on something else?” Students should answer that Hare lost the race with Tortoise because three times he became focused on things other than being present in the race. Ask students, “How could Hare stay focused on the race?” and “Why is it important to be present in the moment?”
- Explain to students that sometimes we don’t always notice things that change around us every day. For example, we don’t notice that we grow taller or our hair grows longer every day. We only notice these daily changes when we look at pictures or growth charts.
- Distribute a copy of the Changes Through the Seasons worksheet to each student. Ask them to draw a picture of what their life looks like in each season. They may choose to include (write list on the board): their clothes, the weather, their location (school, vacation), holidays, their friends and family, their interests.

- Discuss their findings: ask students
 - What kind of changes did you include in each of your seasons?
 - Have you ever thought about these changes before?
 - Which changes are exciting for you?
 - Why does change feel scary sometimes?
 - How do we cope with change?
 - Why is it important to reflect on our changes?
- As an extension, teacher may wish to have students write a log or draw a picture of a snapshot of their lives today, and then ask them to redo the activity near the end of the year in order to reflect on their changes.

The Great Plant Race

Movement Activity

Duration: Approximately 90 minutes
– may be broken up into 2 days

Curriculum and play connections: This activity addresses the curriculum expectation of exploring growth and changes in plants through exploratory movement, performance and discussion. Students will engage in movement-based activity inspired by the work of Rudolph Laban and reflect on concepts of linear versus non-linear relationships, which mimic the personalities of Hare and Tortoise in the play.

Instruction: Part A

- Tell students to spread out into an open space, so that they are not touching objects, furniture or other students. Ask them to sit on the floor and close their eyes. Next, tell students to imagine that they are planting seeds (they may choose to be a vegetable, tree, flower or bush) that were just recently planted into the soil. Ask students to show you what they look like as a seed in the ground.
- Next, walk around the room and visit each student, tapping them on the shoulder one at a time, and tell them that they have been watered and they can begin to slowly grow. Remind them that plants grow very slowly, so they need to show you how slow they can grow. Ask them to use their whole bodies, from the tips of their toes, to the tips of their fingers, to the tips of their noses and ears, to grow. Encourage them to reach up towards the warm sun on their faces, which is helping them grow. They need to slowly reach as high as they can to touch the sun.
- Once all students have grown, tell them that a wicked wind storm is rolling in. Tell them that although they stay rooted in the ground (i.e. students should not be moving around the room; they should remain in one spot), the wind is tossing their leaves, fruit, vegetables, vines, etc. around and around. You may wish to encourage students to make matching wind sound effects. Tell them to show you with their bodies what it would look like and feel like if the wind tossed them around. Ask them to show you what would happen to their branches (arms), leaves (fingers), etc would respond.
- Once students have experienced the wind storm, tell them that the wind has calmed down and the sun has come out again. Ask them to grow a little more by reaching up and up towards the sun.
- Finally, explain that the summer is over and the fall has begun. Ask them to imagine what they look like in the autumn. Are their leaves turning colour? Has their fruit fallen off? Ask them to show you with their bodies what they look like in the fall.
- Lastly, explain that fall has ended and winter has begun. Tell students that it has turned cold and begun to snow. Tell them that they will need to go to sleep until spring time. Ask them to show you what that feels and looks like. Students should return to the ground, similar to where they started the activity.

- Once students have finished winter, ask them to relax and sit in a circle. Ask them:
 - What did it feel like to grow very slowly? What kind of things were you imagining? How did you make your body show that it was growing?
 - What happened to your body during the wind storm? How did you show that the wind was controlling your body? How did that feel and what did you imagine?
 - What happened to your body in the fall? What kind of things were you imagining? How did you show the changes from summer to autumn with your body?
 - What happened to your body in the winter? How did it feel to go to sleep? How did you show the changes in your body?

Part B

- Ask students to line up on one side of the room (you may want to complete this activity outside or in a gymnasium). Tell them that they are each going to imagine that there is a wall of slime (or glue or molasses) in front of them and that they must push that wall to the other side of the room. The wall is very sticky and difficult to move. They must push steadily and strongly.
- Once students are on the other side of the room, ask them to shake their hands and feet. Ask them, “How did it feel to push the slime across the room?” and “Did you move quickly or slowly?” You may need to prompt using some of the words from the Laban resource in the appendix.
- Next, ask students to line up again. This time, they are to imagine that they are pushing a box full of feathers, on wheels, straight across the room to the other side. Explain that this may seem easy; however, tell them that there are now brand-new stop signs installed and they must stop and wait on the whistle (or your signal). Once students make it 1/3 of the way, signal them to stop (blow the whistle, call out, etc.). Signal them to restart on their way. Repeat 2/3 of the way across the room.
- Once students reach the other side of the room, ask them, “How did it feel to push the feather across the room? How did your body move? (prompts from Laban resource) How did it feel when you had to stop at the stop signs? Was it hard or easy to start again? Did you enjoy stopping?”
- Ask students to identify which activity seemed more like the Hare and which activity seemed more like the Tortoise from the play. Ask them to explain why. Ask them,
 - Which character seems more like they think and move in a straight line (linear)? Which character seems more like they think and move in a squiggle (non-linear)? Why?
 - How do the opposite characters get along in the end?
 - Was your plant from before more like Tortoise or Hare? Why?

*Diversity Rainstorm***Soundscape Activity****Duration:** Approximately 45 minutes

Curriculum and play connections: This activity addresses the curriculum expectation of appreciating differences in people through exploratory soundscape. Students will create a harmonized soundscape using a variety of vocal and physical noise-making techniques to realize the value of harmony in relationships such as the one between Hare and Tortoise in the play.

Instruction:

- Tell students to sit in a circle and close their eyes. They are to imagine that they are sitting in a forest and that it has begun to rain. Ask them to imagine all the different noises they might hear. Teacher may use pre-recorded sound as prompts for younger grades, or may suggest things such as the rain hitting the leaves, the wind in the trees, the animals scurrying to find shelter. Ask them to imagine what it would smell like to be in a forest during a rainstorm.
- Next, tell students to open their eyes and describe the different noises they could imagine. Teacher may refer to the prompts in the previous step. As a class, make a list of all the different sound components of a forest rainstorm.
- Explain that as a class, they will be creating their own forest rainstorm using their voices and bodies to harmonize. Ask students to define the word “harmony”. Write the definition in a place that students can refer to during the lesson. (Harmony in music: several different notes playing at the same time to create pleasant-sounding music.)
- Divide students into groups of 3-4 and assign each group a sound effect from the class’s co-constructed list of components of a rainstorm. Ask students to use their voices and bodies (clapping, stomping, humming, etc.) to create the sound effects.
- During their rehearsal time in groups, encourage students to explore and experiment with varying volumes, pitches, paces, etc. They are aiming to create *harmony* within their sound group.
- Once each group has rehearsed their harmonized sounds, ask the class to stand in a circle facing inwards beside their group members. Explain that the class will be putting all the sound groups together in order to create a *harmonized* rainstorm. The teacher will be the conductor; he or she will cue students with signals, such as pointing, raising hands up for increased volume and down for decreased volume, etc. to conduct students. Explain that students must pay attention and follow the cues; otherwise, the rainstorm won’t work!
- Begin by cueing one group to quietly start their sound and signal them to keep making their sound while cueing another group to begin. Repeat this until all groups are performing at once and adjust volume/pacing to achieve *harmony*. Once achieved, slowly reduce groups until the first group is the only group performing. Signal them to stop and provide students with a pause at the end.

- After encouraging a round of applause for everyone's efforts, ask students:
 - "Let's review the definition of *harmony*. What does harmony mean in a soundscape like the one we just performed together?"
 - How did your group create harmony when you were practising?
 - Was it easy or difficult to create harmony in a small group? Why?
 - How did the whole class create harmony? Were we successful? Why or why not?
 - Think about what the word *harmony* means when we talk about our relationships with other people. How can we compare notes to people?
 - How do you create harmony when you are with your friends and family members?
 - How can we appreciate differences in our friends and family to create harmony?"

*Team Machines***Sound and Movement Activity**
Duration: Approximately 45 minutes

Curriculum and play connections: This activity addresses the curriculum expectation of fair play and teamwork through exploratory movement, sound and discussion. In groups, students will create imaginary machines to show that even though people react to the world in different ways, they can still be friends, just like Hare and Tortoise.


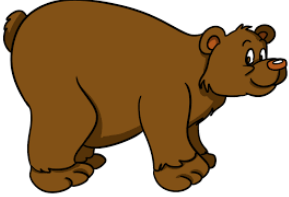


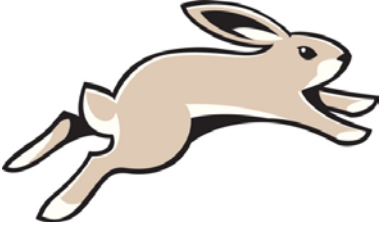


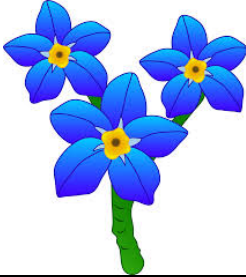


Instruction:

- Ask students to close their eyes and imagine an everyday appliance or machine. Teacher may prompt with suggestions such as a blender, a gumball machine, a computer printer, a grandfather clock, etc. Ask them to imagine all the working parts of the machine and the function of each part (eg. Cogs, minute and hour hands, spinning blade, buttons, etc.). Ask them to imagine any noises that the parts may make. Next, tell students to open their eyes and ask a few students to share details about their imagined machines.
- Explain to students that they will be creating machines in real life. Divide students into groups of 4-5 and provide each group with a machine (see appendix for list). Students must act out the machine in their groups, with each student in the group performing an action and a sound that mimics a part in the machine. Before providing students time to rehearse, ask students, “What kind of things do we need to make sure are included in our machines?” Prompt students to answer: each person is a working piece – they have a clear, continuous action and a sound, each piece fits together to make a whole machine, the machine completes an action (eg. Toasting a slice of bread), volume, pitch, pace, harmony (if students completed “Diversity Rainstorm” activity). Make a list and post the success criteria in the classroom. Teacher may also use the peer assessment sheet for success criteria (appendix).
- Students rehearse their machines in their groups. Teacher may need to prompt groups to find a relevant sound effect and action for each participant.
- Students perform machines for the class and complete peer assessment sheets. Teacher may lead a “two stars and a wish” peer feedback discussion.
- After all machines have been performed, ask students:
 - What were some ways that groups showed they were working together?
 - What would happen if all the people in the group performed the same action and sound? Would the machine make sense? Why or why not?
 - Why is it important that all the parts of the machine were different from one another?
 - How do the pieces of the machines relate to Hare and Tortoise’s relationship in the story? Would the story be interesting if they had the exact same personality and outlook on life?

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Living Forest – Character Cards

| | |
|--|---|
| <p>Fox</p>  A cartoon illustration of a fox with orange fur, a white chest and tail tip, and black legs. It is standing and looking to the left. | <p>Bear</p>  A cartoon illustration of a brown bear standing and looking to the right. |
| <p>Squirrel</p>  A cartoon illustration of a brown squirrel sitting and looking forward. | <p>Tortoise</p>  A cartoon illustration of a green tortoise with a white stripe on its shell, looking to the left. |
| <p>Hare</p>  A cartoon illustration of a brown hare running to the right with its mouth open. | <p>Raccoon</p>  A cartoon illustration of a grey raccoon with a black mask and a striped tail, looking forward. |
| <p>Spider</p>  A cartoon illustration of a black spider with a white body and a smiling face, hanging from a thin white line. | <p>Flower</p>  A cartoon illustration of three blue flowers with yellow centers on a green stem. |
| <p>Tree</p>  A cartoon illustration of a tree with a brown trunk and a green, rounded canopy. | <p>Grass</p>  A cartoon illustration of a patch of green grass. |

Living Forest

I am a _____
(name of your living thing)

I am also a/an _____
(animal or plant or arachnid)

I have _____
(what do you look like?)

For food and nourishment, I need _____

For protection, I _____

I can _____
(one neat fact)

Living Forest

I am a _____
(name of your living thing)

I am also a/an _____
(animal or plant or arachnid)

I have _____
(what do you look like?)

For food and nourishment, I need _____

For protection, I _____

I can _____
(one neat fact)

Living Forest Workstations

I am also...

Fox: animal

Raccoon: animal

Bear: animal

Squirrel: animal

Hare: animal

Tortoise: animal

Spider: arachnid

Tree: plant

Flower: plant

Grass: plant

I have...

Fox: Whiskers and a fluffy tail

Raccoon: Whiskers and a fluffy tail, black mask on face

Bear: Claws, large, covered in thick hair

Squirrel: Whiskers, a bushy tail and front teeth that never stop growing

Hare: Long back legs and long, black-tipped ears, whiskers

Tortoise: A hard shell for protection; can feel when it is touched

Spider: Two body sections, eight legs and tiny hairs on their feet to help them stick to surfaces

Tree: Usually has a trunk with or without bark, leaves, needles or thorns

Flower: Range in size and colour although contain similar parts

Grass: Narrow leaves that grow from the base of the plant

For food and nourishment, I need...

Fox: Omnivores – eat berries, vegetables, seeds, eggs, small animals

Raccoon: Omnivores – eat nuts, fruits, vegetables, eggs, insects, rodents, fish

Bear: Omnivores – eat plants, vegetables, berries, nuts and meat (fish, deer, elk)

Squirrel: Eat fruits, vegetables, seeds, twigs, small insects, nuts, tree bark

Hare: Herbivore – Eats grass and herbs

Tortoise: Herbivores – eat grass, shrubs, herbs and plants

Spider: Some spiders spin webs to catch prey, such as insects and small animals

Tree: Create food through photosynthesis – using sunlight, air and water

Flower: Create food through photosynthesis – using sunlight, air and water

Grass: Needs sunlight, water and soil to grow

I For protection, I...

Fox: Hide their babies in underground dens

Raccoon: Dens in trees, caves, barns and other human-made locations

Bear: Some hibernate (sleep) through the winter in a den because food is scarce

Squirrel: Run away in a zig-zag pattern when chased by a predator

Hare: Thump hind legs to warn other hares that a predator is near

Tortoise: Can hide in their shells when a predator is near

Spider: Pretend to look like ants when threatened by prey

Tree: Can defend themselves from attacking insects by flooding their leaves with chemicals

Flower: Physical defenses such as thorns and spines; closing up or “shrinking”; releasing chemicals

Grass: Can be difficult to completely “kill” grass

I Can...

Fox: Excellent hearing, stinky (scent glands)

Raccoon: Nocturnal – sleep during the day and active at night

Bear: Smart and usually very shy

Squirrel: Fatten up during the winter to survive

Hare: Can run very fast – up to 72 km/h

Tortoise: Can’t swim but can hold their breath for a very long time

Spider: Webs are made from silk

Tree: Trees are the longest living organisms on Earth

Flower: Flowers are important because they provide food to pollinators (eg. Bees)

Grass: Over 10,000 types of grass in the world

The Shape of Respect – Respect Words and Situations

Words Associated with “Respect”:

Appreciation

Awe

Consideration

Dignity

Recognition

Honor

Respect Situations:

- Eating a snack on a nature walk and putting the garbage in a bin or in your backpack (respect for environment)
- Asking a classmate if you can borrow a colouring pencil, saying “Please” and “Thank you”, and the returning the colouring pencil to its place (respect for friends)
- Listening while the teacher is talking and when a classmate is presenting (respect for teachers and classmates)
- Helping to do dishes/clean up at home (respect for family)
- Brushing your teeth and your hair (respect for self)

The Shape of Respect - Group Reflection Assessment Checkbric

| Our Tableau | |
|--|--|
| Place a checkmark in the column for each item if your group has included it in your tableau. | |
| ✓ Our tableau shows many different levels (kneeling, sitting, standing) | |
| ✓ Every person in our tableau has a clear facial expression | |
| ✓ Every person in our tableau shows clear and BIG body language | |
| ✓ Every person in our tableau is frozen for the whole 5 seconds | |
| ✓ Every person in our tableau has a specific role in the performance | |

Eye on the Prize - Worksheet

Changes Through the Seasons

In each box below, draw a picture of what your life looks like in each of the four seasons. Include things like the clothes you wear, your location (school, home, vacation), holidays, your family and friends, and your hobbies.

Autumn

Winter

Spring

Summer

The Great Plant Race – Laban Resource

Rudolph Laban’s Eight Effort Actions – Movement

The Eight Effort Actions:

- Punch
- Slash
- Dab
- Flick,
- Press
- Wring
- Glide
- Float

The Four Components:

- Direction: Direct or Indirect
- Speed: Quick or Sustained
- Weight: Heavy or Light
- Flow: Bound or Free

| | Direction | Speed | Weight | Flow |
|-------|-----------|-----------|--------|-------|
| Punch | Direct | Quick | Heavy | Bound |
| Slash | Indirect | Quick | Heavy | Free |
| Dab | Direct | Quick | Light | Bound |
| Flick | Indirect | Quick | Light | Free |
| Press | Direct | Sustained | Heavy | Bound |
| Wring | Indirect | Sustained | Heavy | Bound |
| Glide | Direct | Sustained | Light | Free |
| Float | Indirect | Sustained | Light | Free |

Team Machines - Machine Suggestions

- Lawnmower
- Popcorn popper
- Blender
- Cash machine
- Grandfather clock
- Fire truck (pumper/aerial)
- Vending machine
- Coffee maker
- Helicopter

Team Machines - Peer Assessment

Team Machines Peer Assessment

For each item below, place a check mark if the group achieved the item in their machine presentation. Then, write a “star” (one thing you really liked) and a “wish” (one thing they can do better), at the bottom.

| | |
|--|--|
| ✓ Each person in the group had a clear, continuous action | |
| ✓ Each person in the group had a clear, loud, continuous sound | |
| ✓ Each person’s piece fit together to make a whole machine | |
| ✓ The machine completes the action | |

