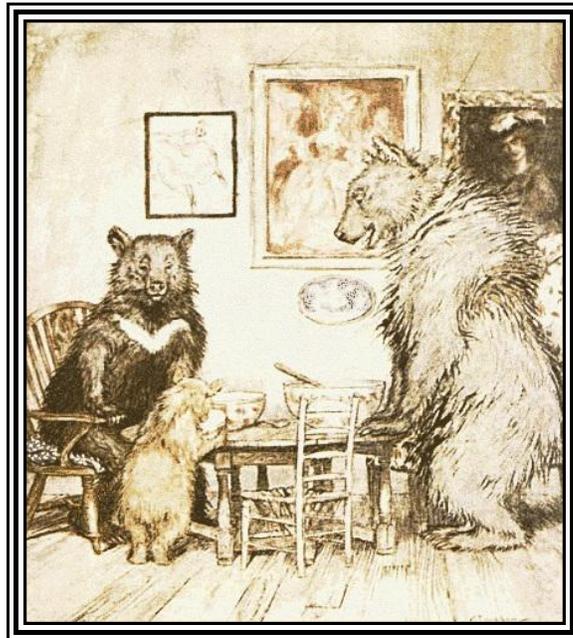


little red theatre

presents

**Goldilocks
and the Three Canadian Bears**



STUDY GUIDE 2020

January 2020

Dear Teachers and Arts Contacts:

Happy brand new year, brand new decade. Thank you for inviting us to your school this year for our wonderful and fun play of GOLDILOCKS AND THE THREE CANADIAN BEARS.

When Danny Bakan and I decided to collaborate on the story, we were both amused and entertained by the simplicity of the tale and wanted to use that simplicity as a launching pad for something more interesting than the story alone. That is why we invented a narrator and characters that couldn't remember it. This is a funny angle for kids as it gives them an opportunity to participate in the telling of such a tale. And of course there are many diversions and distractions. The score was written by Danny Bakan with a friend of his who plays banjo extremely well. Poof, there was a story in a story in a story and it is just so much fun to be a part of.

The tale of Goldilocks is an ultra simple, varied tale about the perils and discoveries of curiosity. Its strikingly simple plot lines give it a rich fairy tale flavour and allowed us to create a wonderful new version of the story using a pallet with music from various fiddle traditions and a combination of witty kid satire, three really cute environmentally friendly bears oh.... and also a wild girl with a wicked sense of humour, fashion to boot and a dose of curiosity that is uncontainable.

Our Goldilocks fable is accompanied by song, score and underscore. With an ear towards old time and folk traditions, the instrumentation includes Fiddle, Accordion, Banjo, Mandolin, Guitar, Feet percussion and the aesthetic influences include Ottawa Valley, Franco-Canadian, and Metis Fiddle styles. Lyrically, the songs contain many musical theatre influences (from Broadway, to Brecht, to Rock Opera). The text of some of the songs is integrated with the plot lines, so that each song moves the narrative forward.

Through Canadian traditions and folklore and some fun loving characters, '*Goldilocks and the Three Canadian Bears*' addresses environmental concerns, teaches the importance of introspection, responsibility and conscious decision making and encourages curiosity and discovery in a respectful manner. It is also a little silly and more than a little fun.

We are looking forward to sharing our story and being at your school soon.

Jody Terio,
Artistic Director

.....scholars over the last century have attempted to define why fairy tales and magical stories can be found in virtually every culture around the globe.....the old tales exist in many different forms, changing and adapting from culture to culture, generation to generation - shape shifting, elusive, mysterious, mutable, capable of wearing many different forms.....Terry Windling

Goldilocks' History:

The earliest record of this story was found at Cecil Lodge in High Park in September 1931, published in a home made book with illustrations titled *The Story of the Three bears Metrically Related*. It is currently housed in The Osborne Collection at Lillian Smith Library.

The most influential world wide version was that published by Robert Southey in 1837 called *The Three Bears* featuring a blonde girl with no name. In 1847 another version *Silverhair*" was first published by Joseph Cundall who turned the anti-heroine into a young girl, claiming in his notes that there were too many stories about bad old women. The name was later changed to *Goldenhair*" which evolved into the story we know so well: *Goldilocks*.

We are preparing our show at this time, hiring actors, making music and covering papa's and mama's chairs with fancy and delightful fabrics. The actors will be arriving at your school for set up 1 hour ahead of your scheduled showtime so please make sure that the gym is available for their use at that time. We bring everything that we need however they will ask to speak to your caretaker about lights and if you have a double gym, we ask that it be divided. We will perform in one half of the gym so that the sound and lighting will be improved. Our shows are always followed by a Question period with the kids and we hope that you will use the studyguide ahead of showtime to help them become more familiar with the show and some of our research. There are also lots of things that may not get answered in the Question time and you may find the answers in this studyguide.

SONGS IN THE SHOW

The Bear family are anything but wasteful. In fact, one might say that they are extremely enviro-bearily-conscious. Mama Bear makes sure to keep up to date with current environmental affairs on various Bear websites such as 'campsite-reusable-treasures.com', 'bear-to-reduce.com' and her favourite 'honey-bearalicious-recyclables.com'.

PAPA BEAR:

Being a scientist, Papa Bear takes a conservative and mathematical approach to keeping our earth safe and healthy. He keeps up to date about the weather changes to avoid wasting energy when heating and cooling the house. And just like any good scientist, Papa Bear is constantly educating himself as to how the earth functions so he is better able to take care of it. He sings this song with the narrator.

WHY IS THE SKY COLOURED BLUE?

So why is the sky coloured blue?

Why is the sky? Sky I ask why?

Why? Sky? Blue?

Molecules up in the air

Scatter more blue light than red light up there

Where do molecules go?

They scatter and glow

What scatters who scatters where?

The molecules up in the air.

But why is the sky coloured blue?

Scatter what scatter where scatter who?

Why is the sky?

Sky I ask why?

Why Sky Blue?

Wait! Molecules are blue?

no, blue light bounces off molecules...

you know oxy? Nitri? Hydro? GEN.

those are molecules, the air is made of them

Where do they go?

(speaking)you can't see them

but you can see light bouncing off them

Just like a rainbow!

A rainbow is a spectrum of light

From infra red to indigo blue

With the greens and the glows

The lovely yellows

The rainbow is a spectrum of hues

And its the blue ones that make the sky blue

When light hits the atmosphere it filters out the reds

and leaves us with a sky coloured blue

And that's why the sky's coloured blue.
The wavelengths come from light and our eyes can see its hue
And that's why the sky's coloured blue!

BABY BEAR:

Baby Bear has a lot to learn about the world and his place in it. He doesn't yet understand the effects of global warming and wonders why they are going into hibernation when the weather is still warm. But before he can truly understand the world and its environment, he must first take his 'Baby Bear Steps'. He must learn to cook and have Breakfast!!

Baby and Mama practice their metric system while making porridge.

THE COOKING SONG:

I'll be the scientist and you be the cook.
And I'll find the page in my recipe book.
Now 2 cups of water - in french that's 'eau'
480 mill's of H₂O
Oh oh oh oh. Oh oh bebe oh
yummy yummy mummy there'll be food in my tummy
oh oh oh oh bebe o!

MAMA BEAR:

When Mama discoverS that someone has been in their house SHE becomeS very protective of Baby. This is the chorus of HER song.

Bear Beware:

Bear bear bear beware
Look over here and look over there
Bear bear better be aware
Some one's messin' with my baby bear
You better not mess with my baby bear
I got claws and teeth and a temper that flares
You better not mess with my baby bear
You better not mess with my baby bear
A mama's wrath will rip and tear
You better not mess with my baby bear
You better not mess with my baby bear

GOLDILOCKS:

Baby Bear isn't the only person in our story who has to take a little time for something other than his own needs. Goldilocks has a few lessons to learn of her own. She is a wild girl and waltzes into The Bear Family's home without permission! And to make matters worse, Nikola the skunk and playmate of Baby Bear follows in right after her.

Song for Goldilocks 'Curious'

There's a cottage in the woods and I am curious
I know that the owner might get furious
But the door it is unlocked
And I first politely knocked
And once more the snow is starting and it is flurrious
Besides, I'm curious
I wonder what is found behind the door
I will take a peek and nothing more
Oh the fire is so bright and the room it is so warm
There is shelter from the storm and I could do with this
Besides I'm curious.



**GOLDILOCKS AND THE THREE
CANADIAN BEARS 2011
with Stevie Thomas, Anne-Sophie
Quemener and Alex Fiddes.**

The story of GOLDILOCKS AND THE THREE BEARS



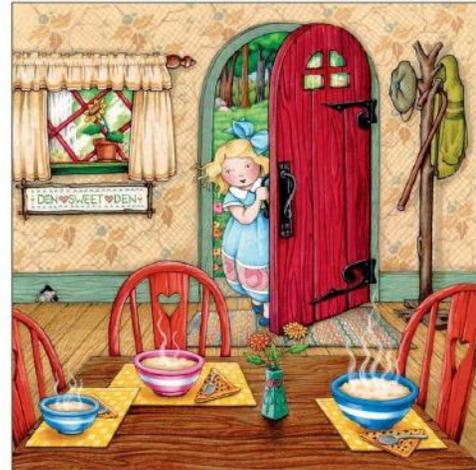
ONCE upon a time there were Three Bears, who lived together in a house of their own in a wood. One of them was a Little, Small, Wee Bear; and one was a Middle-sized Bear, and the other was a Great, Huge Bear. They each had a pot for their porridge, a little pot for the Little, Small, Wee Bear, and a middle-sized pot for the Middle Bear, and a great pot for the Great, Huge Bear. And they each had a chair to sit in; a little chair for the Little, Small, Wee Bear; and a middle-sized chair for the Middle Bear; and a great chair for the Great, Huge Bear. And they each had a bed to sleep in; a little bed for the Little, Small, Wee Bear; and a middle-sized bed for the Middle Bear; and a great bed for the Great, Huge Bear.

One day, after they had made the porridge for their breakfast, and poured it into their porridge-pots, they walked out into the wood while the porridge was cooling, that they might not burn their mouths, by beginning too soon to eat it. And while they were walking, a little Girl named Goldilocks came to the house. She could not have been a good, honest little Girl; for first she looked in at the window, and then she peeped in at the keyhole; and seeing nobody in the house, she lifted the latch. The door was not fastened,



Goldilocks tastes the porridge

because the Bears were good Bears, who did nobody any harm, and never suspected that anybody would harm them. So Goldilocks opened the door, and went in; and well pleased she was when she saw the porridge on the table. If she had been a good little Girl, she would have waited till the Bears came home, and then, perhaps, they would have asked her to breakfast; for they were good Bears — a little rough or so, as the manner of Bears is, but for all that very good-natured and hospitable. But she was an impudent, bad little Girl, and set about helping herself. So first she tasted the porridge of the Great, Huge Bear, and that was too hot for her; and she said a bad word about that. And then she tasted the porridge of the Middle Bear, and that was too cold for her; and she said a bad word about that, too.



© Hamer/Cultura/Alamy

Copyrighted Material

And then she went to the porridge of the Little, Small, Wee Bear, and tasted that; and that was neither too hot nor too cold, but just right; and she liked it so well that she ate it all up: but then Goldilocks said a bad word about the little porridge-pot, because it did not hold enough for her.

Then Goldilocks sat down in the chair of the Great, Huge Bear, and that was too hard for her. And then she sat down in the chair of the Middle Bear, and that was too soft for her. And then she sat down in the chair of the Little, Small, Wee Bear, and that was neither too hard, nor too soft, but just right. So she seated herself in it, and there she sat till the bottom of the chair came out, and down she came, plump upon the ground. And Goldilocks said a wicked word about that, too.

Then Goldilocks went upstairs into the bed-chamber in which the three Bears slept. And first she lay down upon the bed of the Great, Huge Bear; but that was too high at the head for her. And next she lay down upon the bed of the Middle Bear, and that was too high at the foot for her. And then she lay down upon the bed of the Little, Small, Wee Bear, and that was neither too high at the head nor at the foot, but just right. So she covered herself up comfortably, and lay there till she fell fast asleep.

By this time the Three Bears thought their porridge would be cool enough, so they came home to breakfast. Now Goldilocks had left the spoon of the Great, Huge Bear, standing in his porridge.

‘Somebody has been eating my porridge!’

said the Great, Huge Bear, in his great, rough, gruff voice. And when the Middle Bear looked at his, he saw that the spoon was standing in it, too. They were wooden spoons; if they had been silver ones, Goldilocks would have put them in her pocket.

‘Somebody has been eating my porridge!’ said the Middle Bear in his middle voice.

Then the Little, Small, Wee Bear looked at his, and there was the spoon in the porridge-pot, but the porridge was all gone.

‘Somebody has been eating my porridge, and has eaten it all up!’ said the Little, Small, Wee Bear, in his little, small, wee voice.

Upon this the Three Bears, seeing that someone had entered their house, and eaten up the Little, Small, Wee Bear’s breakfast, began to look about them. Now Goldilocks had not put the hard cushion straight when she rose from the chair of the Great, Huge Bear.

‘Somebody has been sitting in my chair!’ said the Great, Huge Bear, in his great, rough, gruff voice.

And Goldilocks had squatted down the soft cushion of the Middle Bear.

‘Somebody has been sitting in my chair!’ said the Middle Bear, in his middle voice.

And you know what Goldilocks had done to the third chair.

‘Somebody has been sitting in my chair and has sat the bottom out of it!’ said the Little, Small, Wee Bear, in his little, small, wee voice.

Then the three Bears thought it necessary that they should make further search; so they went upstairs into their bed-chamber. Now Goldilocks had pulled the pillow of the Great, Huge Bear out of its place.



‘Somebody has been lying in my bed!’ said the Great, Huge Bear, in his great, rough, gruff voice.

And Goldilocks had pulled the bolster of the Middle Bear out of its place.

‘Somebody has been lying in my bed!’ said the Middle Bear, in his middle voice.

And when the Little, Small, Wee Bear came to look at his bed, there was the bolster in its right place, and the pillow in its place upon the bolster; and upon the pillow was Goldilocks' ugly, dirty head — which was not in its place, for she had no business there.

‘Somebody has been lying in my bed — and here she is!’ said the Little, Small, Wee Bear, in his little, small, wee voice.



Goldilocks had heard in her sleep the great, rough, gruff voice of the Great, Huge Bear; but she was so fast asleep that it was no more to her than the roaring of wind or the rumbling of thunder. And she had heard the middle voice of the Middle Bear, but it was only as if she had heard someone speaking in a dream. But when she heard the little, small, wee voice of the Little, Small, Wee Bear, it was so sharp, and so shrill, that it awakened her at once. Up she started; and when she saw the Three Bears on one side of the bed, she tumbled herself out at the other, and ran to the window. Now the window was open, because the Bears, like good, tidy Bears as they were, always opened their bed-chamber window when they got up in the morning. Out Goldilocks jumped; and whether she broke her neck in the fall; or ran into the wood and was lost there; or found her way out of the wood, I cannot tell. But the Three Bears never saw any more of her.

ALL ABOUT BEARS

We sing a little song at the end about bears' history:

Mama:

Bear on a glacier with translucent skin and webbing between his toes
Two layers of fur so he can stay dry in the waters above the ice floes
and there's water wherever he goes.

Papa:

Two constellations of stars way up high
Ursa major, the Great Bear, Minor near by.
Great and the little bear point north in the sky
Circle Polaris around.
If you listen, you'll hear their sound,
they sing...

CHORUS:

une deux trois, one two three
matin a minuit
une deux trois, one two three
every day aujourd'hui
les ours dansent la valse canadienne
we dance the canadian waltz

Ursavus, the first bear, a long time ago
live and breathed and started the show
Eight species of bears at least that we know
And a bear is a bear is a bear
and we're all related somewhere.

And the bears here in Canada are three of eight
We forage and eat and hibernate
on roots and berries and the oatmeal you ate
WE sit and we think and we stare
And live a good life for a bear.

-written by Danny Bakan (2008)

Eight Species of Bears:

The star cluster "Ursa Major" and "Ursa Minor" represent the big bear and the little bear which point to polaris, the north star. Ursa is a latin derivative of the word "bear" named from the Greek myth of Callisto who is thrown into the stars by Zeus to avoid being killed mistakenly by

her son. He is also thrown up into the stars so that they can be together and thus we have the major and minor!!

WEBSITE WITH CANADIAN BEAR INFO!

<https://www.canadiangeographic.ca/article/11-amazing-facts-about-canadas-bear-species>

The bear family (Ursidae) consists of eight species, American Black Bear, Brown Bear, Polar Bear, Giant Pandas, Asiatic Black Bear, Sloth Bear, Spectacled Bear, Sun Bear.

Canada is home to three species of bears. American black bears are mainly vegetarians with appropriate dental features for crushing plant material. However, the first has claws suited to digging while the other has claws more suitable for climbing. Black bears occur in many hues of brown, and even shades of blue and white. The American Black bear is found in Canada, the United States, and Mexico. Black bears are smaller than other species of bear and the least aggressive of the bears found in Canada.

The brown bear can be distinguished from other species by its large shoulder hump, which is caused by the highly developed muscles it uses for digging. It has very long front claws that are also used for digging or for catching fish. Brown bears are omnivores. They have a primarily vegetarian diet, eating many plants, like grasses, bulbs, seeds, berries, and roots. They will eat insects, fish, and small mammals, and the grizzly bears that live in the Canadian Rockies will also hunt large animals like moose, caribou, and mountain goats. Brown bears are seen throughout Alaska except on the islands south of Frederick Sound in southeastern Alaska, the islands west of Unimak in the Aleutian Chain, and the islands of the Bering Sea. They are also found in Canada, Asia, Europe, and in limited numbers in a few western states. Brown bears are very much a part of the Alaska scene and are a favorite topic with most hunters, hikers, photographers, and fishers.

Formerly, taxonomists listed brown and grizzly bears as separate species. Technically, brown and grizzly bears are classified as the same species, *Ursus arctos*. Brown bears on Kodiak Island are classified as a distinct subspecies from those on the mainland because they are genetically and physically isolated. The shape of their skulls also differs slightly. Color is not a reliable key in differentiating these bears because they have many color phases. Brown bear colors range from dark brown through light blond.

Bear weights vary depending on the time of year. Bears weigh the least in the spring or early summer. They gain weight rapidly during late summer and fall and are waddling fat just prior to hibernating. At this time most mature males weigh between 500 and 900 pounds (180-410 kg). Females weigh half to three-quarters as much. Inland bears are usually smaller than coastal bears, probably because they do not have a readily available supply of protein-rich food, such as salmon, in their diet. Brown bears have been known to live 34 years in the wild, though this is rare. Usually, old males may reach 22 years. Old females may live to 26. Brown bears have an especially good sense of smell and under the right conditions may be able to detect odors more

than a mile distant. Their hearing and eyesight are probably equivalent to that of humans. When bears stand upright, it is not to get ready to charge but to test the wind and to see better.

Males mate with the females and then leave them to find shelter. Bears can be pregnant for three to eight and a half months. Different kinds of bears will have different lengths of time. The mother bear [sow] will have between one and four cubs during hibernation. The sow will have only one litter a year and this litter can be born anytime between October and March. The cubs are very small. They weigh from 7-25 ounces each. Some weigh less than a pound of butter. Cubs are born hairless. They stay with their mother two years and she teaches them to hunt and take care of themselves.

The Grizzly bear, found in Western Canada and Alaska, is one of the best known sub species of brown bear in North America. It is known for aggressive behaviour, but it wasn't named for a grisly disposition. The bear earned its moniker from its grizzled fur, which turns from almost black to a white, silvery colour at the tips. Large male grizzlies can weigh up to 1500 pounds.

The Polar Bear is by far the largest species of bear. It is likely that natural selection has favoured only the heartiest animals for survival in the polar north. The males usually weigh anywhere between 800 and 1300 pounds, but they have occasionally been found weighing up to 1800 pounds. The only bears that will actively hunt humans, polar bears are the most aggressive bear species, even in captivity.

On land or ice, polar bears can run at up to 40km/h, but they are also well adapted for travel in cold water. They have slightly webbed paws, nostrils that close underwater, and water-repellent fur that can be shaken dry. Polar bears are the largest land carnivores, though they spend more time living on ice floes than on land. They are patient hunters, sometimes waiting days next to a hole in the ice, before they finally catch one of the seals that has come up for air. Plants aren't available for most of the year in the Arctic so, unlike other bears, the polar bear is almost entirely carnivorous. They will eat berries and other vegetation during the very short summer, though.

The weather in the Arctic isn't exactly pleasant, but polar bears are specially equipped to survive the harsh conditions of the polar north, where the temperature is well below freezing almost all the time. In addition to having a thick layer of insulating fat, the polar bear has black skin in order to absorb as much heat from the sun as possible. Though it appears to be white, their fur is translucent, which allows the light to get through to the skin. Unlike their more southerly cousins, polar bears do not hibernate in winter, with the exception of expectant mothers, who prepare a den and hibernate when pregnant to ensure that cubs are born in safety.

Polar bears have struggled in many zoos, where their enclosure can be as small as one millionth the size of their natural home range, which can be anywhere from 5,180 to 300,400 square km. Given their need for frigid surroundings, their highly aggressive attitude, and the proven tendency to feel stressed in small areas, polar bears are even less suited for captivity than most wild animals.

The Asiatic black bear, which also has claws for climbing, is an opportunistic omnivorous feeder (eating meat and plants as available). The sun bears and sloth bears (also included in the Ursus group by many scientists) also have as many differences as similarities. The sun bear is omnivorous, with sharp, sickle-like claws suited for tree climbing, while the sloth bear (possessing claws for both digging and tree climbing) has an unusual head and dental structure perfect for eating its main food source, termites. The sloth bear's long muzzle has protrusible lips and nostrils which it can close — these two features allow it to create a vacuum tube to suck up the termites.

The giant panda, like the polar bear, has very specialized features necessary for survival, including powerful jaws and special molars for crushing plants, and an oesophagus (gullet) with a tough, horny lining to protect the bear from splinters when it eats bamboo, its primary source of food. The panda's stomach also has a thick, muscular lining to protect it from bamboo fragments.

All eight of the species of bears living today had a common ancestor, Ursavus, that lived during the Miocene period over 20 million years ago. The evolutionary routes (phylogeny) that bears took to reach their present positions make an interesting story, which will undoubtedly change as new evidence becomes available. Two lines of evidence for bear phylogeny are presently available: paleontological (fossil) and molecular. Both sets of data are in general agreement as to the timing of speciation (the formation of new species) events. The fossil data suggest that Ursavus and his relatives were forest-dwelling carnivores that probably lived much as foxes or raccoons do today. They had warm fur coats that enabled them to live in cool climates with cold winters. They ate meat, but probably also fed on a variety of plant foods, especially when prey was not available. Their teeth were primarily the teeth of carnivores; sharp, cutting teeth adapted for tearing and ripping, but they were beginning to develop teeth for grinding plant foods. During winter periods, they were probably restricted to areas where their prey could also survive.

Bears and Humans

Humans and bears coexisted until technologies arose to give humans an advantage. As human populations have grown, people have required more space. In the competition for space humans are now easily able to exclude bears and other species from the land. This has happened fast enough to drive species to extinction and to threaten them even in protected areas. Small populations tend to go extinct. If an entire species is reduced to one small population, the entire species will almost certainly wink out of existence, never to return.

Though people generally fear them and consider them dangerous, bears are usually shy of humans and prefer to stay away from us. Over the years, though, development into previously uninhabited wilderness has caused us to come into contact with bears more and more often. This gives us all the more reason to understand and respect these rarely seen and underappreciated animals.

Loss of habitat and fragmentation are the immediate threat to bears today. Fragmentation of bear

habitat and small bear population sizes are the result of centuries of competition with human beings. Since before history, man and bear have shared hunting grounds and homes: in the caves of Europe, the bamboo forests of China, the mountains and woods of North America. Bears are woven deep in human mythology. Bears as friends, enemies, gods, entertainers, even lovers. Now, with human populations and appetites so vast and climate change rolling on, the bears are in trouble. Polar bears, grizzlies, the sun bear. By the end of this century, says Robert Bieder, author of "Bear," only black bears may remain.

Six of the world's eight species of bear are threatened with extinction, according to a report from the World Conservation Union (IUCN). The smallest species of bear, the sun bear, has been included on the list for the first time, while the giant panda remains endangered, despite comprehensive conservation efforts in China.

Do all bears hibernate?

Most books say that bears are not "true" hibernators. This is because they:
Have times through the winter when they wake up and walk around.
Don't have a big lowering of body temperature.

Bears do sleep a lot of the winter but their body temperatures don't drop very much. This is how the female can take care of her cubs that are born during winter. True hibernators take a long time to wake up from their winter sleep but bears are alert and know what is going on around them. They can get up right away.

In the fall, bears start to look for a winter den. This den will be safe and somewhere that the bear doesn't go at other times of the year. Bears like to make their dens in caves, hollow trees, banks of creeks or even big pipes. Brown bears always dig holes for dens. Sometimes they even dig tunnels to the den.

When they make their den, they drag in leaves and tree branches for a bed. The den will be big enough for the bear to move around and stretch but small enough that the bear's body heat warms it. When it begins to snow, they crawl inside to sleep. The snow will lay over the den and help to hold the bear's body heat inside.

During hibernation, a bear's eyes will be open when it is awake but it might be groggy. Its body gets a little cooler but not as cold as other hibernating animals. Since it mostly sleeps and lays around, the body fat that it stored in the summer and fall lasts longer. It doesn't take too much body fuel to sleep. Its body does lots of things while it is in hibernation. It makes its own water and recycles wastes. Bears won't drink or get rid of wastes for a few months. They will lose about eight pounds a week during hibernation or torpor. The weight they lose will be from stored fat and not muscle. This means that when they leave the den in the spring, they are still strong. In Spring, they will wake up and leave the den. They will be thinner and very hungry.

Bears don't get rid of wastes--or go to the bathroom--for a few months. The urine is broken down inside their bodies and reused as protein to help the bear keep its muscles healthy. A 'plug' of feces, hair, and nest stuff forms at the end of the bear's digestive tract. This comes out when the bear leaves the den and goes to the bathroom. Disgusting, but interesting.

Polar bears can go into hibernation at any time of the year. They will do it if they can't find food. This allows them to adapt to having no food. Most polar bears don't hibernate but some pregnant females will. They make their dens in the fall, give birth during the winter, and stay there until spring. The temperature inside the den can get 40 degrees hotter than the air outside just because of the bear's body heat.

Bears aren't like birds that migrate, or move away from bad weather. They won't leave their area to find a warmer place. They adapt to the climate around them by sleeping through the cold season. Scientists disagree on whether bears hibernate, but all think they do go into a torpor. Torpor is a sleep where the animal is a little alert but kind of drowsy or sluggish. Bears will generally enter hibernation in early October and emerge sometime in April or May, when their food is plentiful again. The hibernation cycle is just another unique adaptation of nature that allows many animals like the bear to survive during the severe conditions of winter time.

DID YOU KNOW?

- * The word "berserk" means bear shirt and was worn by shamanic dancers who would wear bear skins and 'trance dance'. Hence the phrase "going berserk"!!
- *The sur name "McMahon" means "son of the bear" in Celtic tradition.

ACTIVITIES FOR YOUR STUDENTS:

Fairy Tale Head Bands

1. Let each child choose a fairy tale character to use to make a headband. Reproduce the chose character once for each child. Have children color. Mount on cardboard and cut out.
2. Give each child a 2" x 24" strip of construction paper. Help each child staple the headband to the center of the strip as shown.
3. Staple each strip to fit around each child's head.
4. Children may wear their Fairy-Tale Headbands while they listen to and act out some of the best known fairy tales.

Fairy Tale Dramatics

1. Ask children to help make a list of several fairy tales that the class has enjoyed.
2. Help determine the characters needed to dramatize the fairy tale.
3. Reproduce headbands for their characters needed to dramatize the fairy tale.
4. Let children perform the fairy tale for parents.

Three Bears

We do a lot with measurement with these stories. To compare weights, the kids work with a partner to complete a chart of light, medium, and heavy items around the classroom. Light - can pick up with one hand, medium - can pick up with 2 hands, heavy - can't pick up (I'm always in that column!). A small medium and large bear icon help mark each column. We write notes to the 3 bears from Goldilocks to apologize for the mess she made. Have a group do guided writing and work individually on computer with kids

Make a bulletin board.

The middle shows a book of the familiar story. On the outside of the book are various characters, settings, story titles and plots. Inside the book are large bubbles for the students to place the story title, plot, characters and setting. The plot, setting, characters and title are held on the board with velcro so that they can be manipulated by the students.

Storytellers on Tour

Have students practice retelling folktales in their classroom. When students feel confident, teams of three or four students at a time can then take their tales to other classes for a storytelling concert. If older students are sent to the younger grades, ask the younger grades to thank the storytellers with drawings inspired by their stories.

1001 Nights Festival

This is a continuing storytelling session in which a story is begun and then left open-ended at a crucial point. The next day the story is completed and a new one begun and left open-ended at an exciting moment. Stories could be selected from the Tales of the Arabian Nights and told in this fashion, as in the style of Shaherazad, its great storyteller. According to legend, she told stories in this way to a sultan for 1001 nights, which is why the stories of the Arabian Nights is also called "1001 Nights."

A Picture is Worth 1000 Words

A class selects a classical painting. Looking at the painting for inspiration, the class constructs the first few sentences of a tale through group discussion and suggestion. The paragraph is then sent on to another class which reads the first paragraph and adds on another. The process is repeated including as many classes as possible until the tale seems finished. All the classes then gather to hear the result of their group effort read out loud and to see the painting, that inspired the story.

A Story Treasure Hunt

A class selects a well-known fable or folktale. The plot is simplified into a sequence of events that can be transcribed onto cards with short sections of the tale on each. Students hide the cards out of sequence throughout the school or classroom. A treasure map showing the exact location where all the cards are hidden, is given to another class (Or, with clues, one card can lead to the next). Groups of students must find the cards and assemble them in correct order. The treasure is finding the WHOLE story. Two classes can trade treasure hunts by putting the stories on two

different-colored cards. The treasure hunts can go on simultaneously and, when each class has found the other's story, they confirm it by assembling it, learning the plot and sending representatives to retell it, or to act it out as a skit to the other class.

Old Time Radio Show

Using the PA system like an old time radio show, have classes create a story broadcast at a special time each week for the whole school to hear. This could also be an ongoing project. Use a tape recorder for rehearsal so that students can hear how the program will sound. The show could have a magazine format, featuring interviews with teachers, student stories or poetry, or discussion of the latest school issues.

Finding Stories in Songs

Find and learn songs which tell a story. Folk ballads to contemporary songs often suggest a larger tale. Listen to records and then have students retell the story in the song in their own words. Or have a "storysong" concert.

Story Circle

One person begins a tale and stops after a few sentences. The next person picks up the story thread and continues it, then stops. Next person adds to it and so on until the tale comes to a resolution. The story could begin with a pre-selected title or subject to guide the improvisation. Try recording the story circle on a tape recorder for later listening.

Puzzle Tale: Putting the Pieces Together

Copy a folktale from a printed anthology and cut it up into sections or scenes. Paste each section on a separate page. Give out the sheets to students who each prepare to retell their small piece of the whole story. Assemble the story by having each student retell his or her part in the plot's sequence. Have students keep the flow going as the story is told so that the performance moves along as though one person were telling it. Do a second round by giving students different sections to retell. Notice how differently students retell the same sections!

Useful websites:

<http://www.teachingheart.net>

- lots of other fun things to do with small children in a classroom

<http://www.surlalunefairytales.com>

- a comprehensive list of different fairy tales and history of them.

<http://www.hickerphoto.com/bear-pictures-cat.htm>

-great bear pictures

WORKSHEET FOR STUDENTS

NAME: _____

GRADE: _____

GOLDILOCKS AND
THE THREE CANADIAN BEARS

1. Why do you think that Goldilocks snuck into the bear's house?

2. What are the three kinds of bears in Canada?

3. What was your favourite part of the play and why?

4. Draw a picture of your favourite scene in the play in the box below.

5. If you could write your own play, what would it be about?

ABOUT LITTLE RED THEATRE:

Little red theatre was established in 1988 with the mandate of bringing professional level theatre productions to young people. The company was founded by Jody Terio, who has remained as Artistic Director since the organization's inception. Little Red Theatre produces multi-media performances of puppetry, music, dance and theatre, and tours productions, workshops, and summer events throughout the City of Toronto and surrounding areas. Productions are aimed at a Kindergarten through Grade 8 constituency and are presented at schools, libraries and special venues.

Since 1992, Little Red Theatre has been a non-profit registered charity and has financed its productions through performance fees and charitable donations. The lion's share of revenues are earned, but additional funds are required to upgrade productions, increase artistic fees, and improve marketing efforts.

Each year, Little Red Theatre strives to create original work inspired by new works of visual art, great fairy tales and stories, and issues that children struggle with. Little Red Theatre performances are full theatre productions with an emphasis on high quality costumes, sets, visuals and great sound.

Other shows in in our repertoire:

Halloween Pranks, a tale that stretches the imagination, The Ugly Duckling, a poignant Hans Christian Andersen fairy tale of belonging, Little Red Riding Hood, the politically correct fairy tale, Poppy's Dream, a Christmas play about discovering peace on earth, Junk in the Attic, a peacemaking/conflict resolution with siblings, Darkness and the Butterfly based on the book by Ann Grifalconi, Hansel and Gretel, a musical about a nasty witch and a redeemed stepmother, Media Quest, Kids question the nature of time and the history of media, Halloween Pranks 2 - THEY'RE BACK with more crazy Halloween stuff, The Nightingale, by Hans Christian Andersen, using puppetry and dance, Tales of Anansi the Spider, hilarious stories from West Africa and the Carribean, Princess Stories from Around the World, stories from Denmark, Thailand, United States and Africa, The Crab Prince, a pop musical based on an old Italian Fairytale, Legend of the White Wolf, an old Nordic transformation story, The Name of the Tree, based on the book by Celia Barker Lottridge, Marten's World, a sad young boy meets an eccentric old lady in Queen's park, The Snow Queen, Hans Christian Andersen's tale about the power of faith, Arabian Tales, 2 fabulous stories from the Middle East, Media 3, an exploration of Leonardo Da Vinci, Sleeping Beauty's Dream - what did she dream about for 100 years? Goldilocks and the Three Canadian Bears, The Story of Emily Carr, Aesop's Fables, a fun musical with a crazy bird, Hillbilly Goats Gruff, bluegrass music with singing goats and trolls, Selkiemaide, from Scottish folklore, BABAR, the famous elephant, based on the books by Jean De Brunhoff.

We would love to see what your kids wrote and drew!!

Send in your pictures and worksheets to:

little red theatre
25 beaty avenue

toronto m6k 3b3

or scan and send to:

littletheadtheatre@yahoo.ca

Jody Terio, Artistic Director

colour me please!!

