

TEACHING RESOURCE

The Adventures of Broer & Zus (Brother and Sister)

Created and performed by Eloise Green
& Samuel McMahon

ARTISTS

Samuel McMahon & Eloise Green -
actors, writers, producers

AGE RANGE

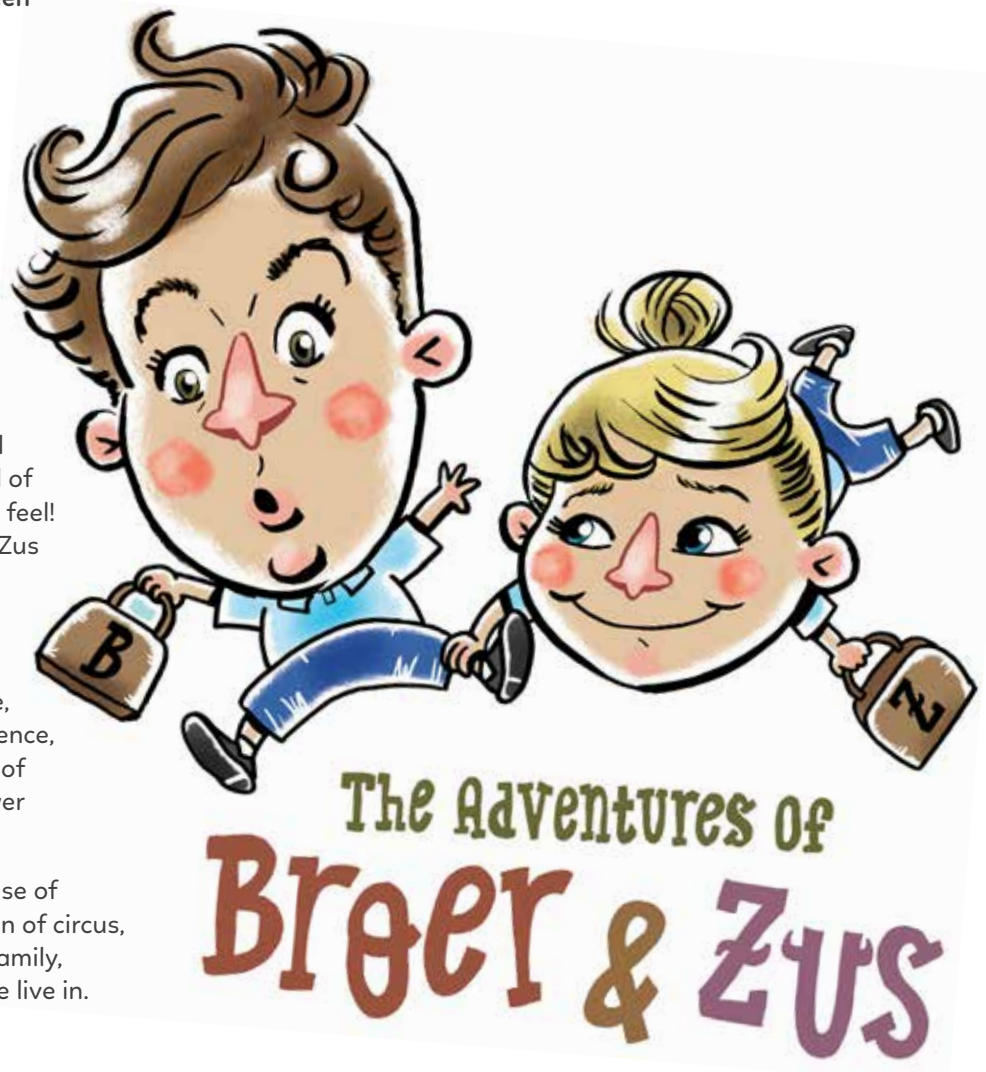
2 - 9 years old

SYNOPSIS

Remember when you were young and it felt like every problem was the “end of the world”? That’s how Broer and Zus feel! It’s the first day of school for Broer & Zus – recent immigrants from a ‘faraway’ place to Australia.

The day starts off feeling like the end of the world, but through song, dance, comedy, circus and a daydream sequence, they overcome their fears. It’s a story of challenge and resilience with the power of nonsense and daydreams.

An adventure for everyone with a sense of humour and imagination. A concoction of circus, music and comedy celebrating love, family, flatulence and the incredible world we live in.



COUNTRY ARTS SA

This resource has been produced as part of Country Arts SA’s Shows On The Road Program for the 2016 regional tour of *The Adventures of Broer & Zus*.

For more information on Country Arts SA visit www.countryarts.org.au

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Pre-performance preparation

THE ARTS

Attending high quality performances provides students with the opportunity to learn through the shared experience of being an audience. As an audience you can respond and evaluate performances and communicate responses through verbal and non-verbal means.

Performance, the imagined and enacted world of human beings, is one of the primary ways children learn about life; about actions and consequences, about customs and beliefs, about others and themselves, and each of these elements compliment the principles of the Australian Curriculum General Capabilities.

THEATRE

For the first-time theatre goer, theatre it is a place of wonder and awe, but it can be noisy and overwhelming. It is also a place where your imagination is ignited and it is fun, thought-provoking and magical.

To help students before they come to the theatre try some of these activities.

DISCUSSION AND EXPLORATION

1. Lead a discussion about theatre:

- What is the title of the show?
- What are your feelings about going to see the performance?
- Have they been to the theatre before? If so, what have they seen? And how did they feel about the performance?

2. Examine the poster of the show and ask:

- What do they think the performance will be about?

3. Look at the theatre glossary (at the end of the resource pack) and ask the students to explore what the words mean.

E.g. What is an actor? What is the audience?
What is improvisation?

4. Theatre is a form of entertainment

What other types of entertainment are there?
E.g. Movies, football games, etc.

CREATE & PERFORM

Choose a page from a book the class is working on; or from their favourite book.

Work together in small groups to create a performance of this page to the rest of the class. Always start and end the performance with a freeze frame (e.g. like a photo)

Before the performances discuss what an audience would do. E.g. Watch, listen and show appreciation by clapping.

After the performance discuss:

- How it felt to be on-stage
- How it felt to be the audience
- How easy/hard was it to choose the story/page to do?
- What could you do in your scene to change the rest of the book?
- What would the new ending be?

Characters

Broer & Zus are five year old twins. Broer means brother in Dutch and Zus means sister.

With their family they lived in an imaginary Northern European town called Hellisnorgborg, on a snow capped mountain.

Until one momentous day...when their world was turned upside down, and back to front and inside out - they were told that they were moving down under to Australia.

Broer and Zus are scared to start a new school in a new place. Together they create a safe place in their imaginations.

RESPOND & EXPLORE

Think of your first day of pre-school/ school. What were your feelings? Were you excited or scared? What do you do to help your nerves on the first day?

Has there been a time that you thought it was 'the end of the world?' Perhaps you moved house, started a different school or lost a toy. What did you do to help you through it?

Concept

The story asks the question;

'How do you stop the end of the world?'

To children the end of the world can mean the first day of pre-school or school, going to a different school or moving to a new place. The creators remembered those feelings and used their imaginations to help create their own world and feel safe.

And as they got ready for their first day of school, it felt like it was the end of the world.

The characters Broer & Zus have wonderful imaginations and using their amazing twin mind-reading skills, together they create their own tropical island, which helps them cope with their first day of school.

And as they got ready for their first day of school, something inside them told them it was going to be ok.'

Themes

IMAGINATION

Broer and Zus are worried about their new life. They've left their home in Northern Europe and have ended up in a new country town in Australia, where they are starting a new school. Nothing looks familiar – the weather is different, the scenery is strange and the people talk differently. They escape their worries using their collective imaginations to create a tropical island.

Imagination can be a powerful tool that can help you escape your worries, as it can help you see things from another perspective.

CREATE

Do you like to imagine your own place? What does it look like? Is it colourful? Draw a picture of this place and write a caption on why you love it and how it makes you feel.

RESILIENCE

Definition:

The ability to recover readily from illness, depression, adversity, or the like. (dictionary.reference.com)

Through using their imaginations, Broer and Zus build resilience. They feel safe and excited and ready to face any challenges.

EXPLORE

What things make you brave?

Imagine that you are an actor about to appear on stage. What sorts of things do you think might help you overcome your nerves?

FRIENDSHIP/FAMILY

Broer and Zus are twins. They have a special connection, often reading each other's minds. They do everything together, including creating new places.

DISCUSS

Do you have a special connection with someone? It could be a friend, a sibling or a parent. What things do you like to do together?

Drama devices

STORYTELLING

This piece came to life from the seed of a small idea. Most of the creation was done through improvising in rehearsals and creating scenes around the question; ‘How do you stop the end of the world?’ Then they created a story that has a beginning, a middle and an end.

CREATE

A good story has a beginning, middle and an end. Draw your version of the show using a sequence of 3 pictures showing the beginning, middle and end.

MUSIC

The music can be very important in a show, as it helps create the mood and atmosphere of the show. The music starts out like a lullaby, very light and playful, before becoming more rhythmical when they are at school. When it changes to the tropical island, it becomes more up-beat and playful and makes you want to dance!

EXPLORE

Think about how each change in the music made you feel and then discuss how this can create the mood.

COMEDY

Comedy is used in a variety of ways in the show. From visual gags, like pulling various objects out of the box; to spoken words; fart jokes and physical tricks, like changing who plays the ukulele.

REFLECT

Make a list of the comedy moments that you remember in the show. Put them into three columns – visual/ spoken/physical. (Some may cross-over categories)

PUPPETRY

The story begins with a puppet show which introduces the characters of Broer and Zus and shows them travelling to Australia. Even though it is simplistic, it provides a quick setting to the play.

CREATE & PERFORM

In pairs choose your favourite book and create a set of puppets for each character. Draw the characters, cut around them and stick on some cardboard. Add a paddle pop stick to the bottom. Practice working with the puppets before presenting it to your class.

CIRCUS

Both actors have a background in circus skills. In this show they show a range of circus skills such as; balancing, hoola hoop, spinning plates, acrobatics, juggling and clowning.

DISCUSS

Have you seen a circus before? What type of circus skills have you seen?

MOVEMENT

Broer & Zus get the audience to help them in their warm-up. Good performers like to stretch before a show, just like an athlete warms-up before sport. There was also dancing when they arrived on the tropical island.

ACTION

Do you remember the dance moves?

Shuffle right x 2
Shuffle left x 2 (repeat)
Dive (hand on nose and bend your knees)
Paddle up
Climb mountain (right hands, then left hands up)
Waterfall (Both arms drop down)

EXPLORE What drama device did you enjoy in the show? Research circus skills and identify those that were used in the show. What other circus skills can be used in telling a story?

Design

The main component of the design begins with a box. The whole story, including the actors comes out of the box. They've used the box as a metaphor* for your mind and out of your mind anything you think of, can happen. The box itself has many sides to work with, it can also turn around. Each side becomes a new world or scene.

Metaphor: is something used, or regarded as being used, to represent something else; emblem; symbol. (dictionary.reference.com)

The first part of the story tells us about Broer and Zus's family and where they lived. Everything for this scene is made of cardboard; a cardboard house; a cardboard mountain; cardboard boat and aeroplane. On this cardboard city they use puppets to narrate this part of the story.

Monochromatic line drawings create a backdrop for each scene; a mountain, a map to show their travels, front of the school where their class mate faces pop up and the tropical island. As they arrive in the tropical island colour begins to appear as their imaginations bring it to life. When the scene goes back to the school, colour begins to appear, representing a change in their outlook - 'Something inside them told them it was going to be ok.'

CREATE

Design your own sets using cardboard. Build a house, or a tree, or a rock. You could even build a couch, or a bike. Whatever you can imagine you can make.

PROPS

Props are all the things that the actors use on stage to help in their storytelling. In this story they used everyday items that helped represent where they were and what they were doing. To represent school they had hats and lunchboxes. To represent the island they had flippers, snorkels and a fishing rod.

REFLECT & EXPLORE

What other props & costumes did the actors use to help represent:

- The school
- The island

Using your favourite book brainstorm everyday things that you could use as your props? Make a list.

LIGHTING

Every stage performance needs lights to help make the show exciting to watch. Because the theatre becomes dark we need lights on-stage so that we can see the performers. Most of this production has white lights on the performers, which is what we call a general state. However, when their imaginations take them to the island, different lights begin to take effect. When Zus is swimming and goes under-water the lights change to blue, a simple way to represent water and when she head comes above the water, they change back.

EXPLORE

Think about how various colours can represent things. E.g. blue=water, green=grass. Make a list of all of the ones you can think of.

General capabilities

LITERACY

1. Vocabulary Task

Explore the meanings of the following words from the various scenes in the show. Which words have similar meanings? Find out if there any other words that mean the same thing.

storytelling	history	mountain
home	beginning	family
wonder	moving	travel
scared	worried	apprehensive
alone	different	overwhelmed
afraid	unsure	sad
imagination	explore	dancing
happy	excited	create
acrobatics	sunshine	

2. Storytelling

Create your own story using a story-board.
Draw three boxes on a page and draw each section of your story:

beginning middle end

Under each picture write a caption to help people ready your story.

NUMERACY

1. Measuring

The actors on-stage came out of a box. Work out what size box you would need to come out of by measuring your height and shoulder to shoulder width. You may need to add some extra space so that you aren't cramped.

2. Sequencing

Look at a variety of different sized boxes and put them in order from smallest to largest. E.g. Tissue box, shoe box, television box, fridge box etc.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Take photos of each picture from your storyboard. Put these images onto the computer and type your caption underneath. Print these pages to create a class book.

General capabilities

CRITICAL AND CREATIVE THINKING

1. Explore

Create a list of things that you can do to help when you feel like it's the end of the world.

2. Create

Write a short script that you can perform showing how your list can work.

PERSONAL AND SOCIAL CAPABILITY

This play looks at working together, imagining and building resilience.


1. Explore

Come up with a list of things that are better to do on your own, with another person or in a group.

2. Create

Broer & Zus go through lots of emotions, from feeling happy, to scared, to excited, then good. Over a week, create a diary of your emotions. In one column list your activities and in a second column draw a picture of how you feel.

E.g.

Dancing lesson	
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ETHICAL UNDERSTANDING

1. Explore

Broer & Zus built their resilience through their imagination. Discuss what resilience is and how this was reflected in the show.

2. Discuss

Think about how you work with other people in your class. What things do you need to be mindful of? What things can you do to make working with others easier?

INTER-CULTURAL UNDERSTANDING

1. Explore

Broer and Zus come from another country to live in Australia. Research your family's background. Were you, your parents or grandparents born in Australia, or did you/they come from another country? OR have they always lived in Adelaide?

Write a list of interview questions that you can ask to help find out more about your/their heritage.

(If you don't know anyone from another country or town help another class-mate with their interview.)

2. Discuss

Think about why theatre can bring people together. What other activities can bring people together?

Theatre glossary

Actor	A person who acts in stage plays, motion pictures, television
Ad-lib	Lines or actions that are not written in the script, but made up on the spot
Audience	An individual or group of people watching a performance
Audience participation	When the actors on-stage get the audience to respond either vocally or physically
Character	An imaginary person, animal or thing an actor pretends to be
Costume	Clothing that represents a person worn onstage. It may represent a time period or place by its characteristics
Design	The creative process of developing production elements such as costumes, lights, sets, makeup, props and sound
Director	The person responsible for the vision of the story. In rehearsals they provide the actors with comments, feedback and advice to ensure the story is told well
Freeze	A sudden and immediate stop in action creating a tableau/or snapshot during a dramatic work. Often called 'freeze frames' these can often begin or end a scene
Genre	The type of play such as comedy, romance, murder mystery etc
Improvisation	The art of making up lines and characters without prior preparation
Lighting (LX)	The lights that illuminate the actors on stage. They also assist in the creation of a mood or effects
Make-up	Using cosmetics to transform an actor into a character. This might include scars, creating big chins/noses or rosy cheeks
Mime	A performance in which the action or story is conveyed through the use of movements and gestures without words
Mood	an emotional quality or character
Props	Props are small articles used on stage, which are not part of the scenery or costume (e.g. walking stick, cup and saucer, murder weapon etc.)
Set Designer	The person who creates and draws the scenic elements of a play
Theme	The underlying meaning of a play or literary work

Post-performance ideas

TASK

Revisit and discuss the themes of

- Imagination
- Resilience
- Friendship/family

CREATE

Write a letter to the cast based on your response to the production.

Look at the poster for 'The Adventures of Broer & Zus.'

Re-design the poster to reflect how you felt about the performance.

REFLECT

Re-visit the pre-performance discussion. How differently do the students feel about theatre now that they've seen this show?

Reflect on their pre-performance task. Having seen the show, are there any drama devices they could add to enhance their piece? Would they like to add scenery, props or costumes?

COLOUR

Colour in the poster below and use as a title page for all of your creative ideas linked to the production of 'The Adventures of Broer & Zus.'

Overall, we hoped that you enjoyed our show and that you can now see how your imagination can explore new possibilities. For as Dr Seuss says;

“THINK! You can think any think that you wish.”

The Adventures of Broer & Zus



**COLOUR
US IN!**

And share your
creations with
**The Adventures
of Broer and Zus**
on facebook!

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