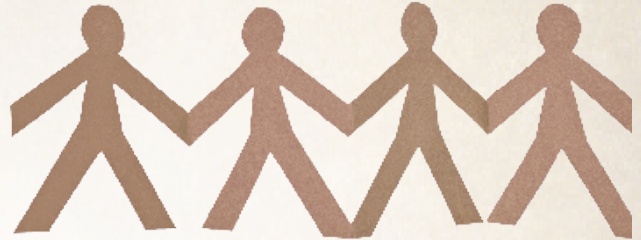




**2015-16**  
SEASON  
*for*  
YOUNG  
PEOPLE

# Teacher Guidebook



## ME AND MY SHADOW

*presented by* PATCH THEATRE

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For over 130 years Regions has been proud to be a part of the Middle Tennessee community, growing and thriving as our area has. From the opening of our doors on September 1, 1883, we have committed to this community and our customers.

One area that we are strongly committed to is the education of our students. We are proud to support TPAC's Humanities Outreach in Tennessee Program. What an important sponsorship this is – reaching over 25,000 students and teachers – some students would never see a performing arts production without this program. Regions continues to reinforce its commitment to the communities it serves and in addition to supporting programs such as HOT, we have close to 200 associates teaching financial literacy in classrooms this year.

**Thank you, teachers,** for giving your students this wonderful opportunity. They will certainly enjoy the experience. You are creating memories of a lifetime, and Regions is proud to be able to help make this opportunity possible.

**Jim Schmitz**  
Executive Vice President, Area Executive  
Middle Tennessee Area



**2015-16**  
SEASON  
— *for* —  
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## Dear Teachers,

The ordinary world of children is transformed through play, often so vividly that the 'imagined' becomes 'real' and possibilities become limitless.

The Patch Theatre Company production of *Me and My Shadow* is a delightful exploration of the imaginary world of a young girl, whose play with light and shadow brings unexpected fun and adventures. Using screens, lighting, music, and projection, *Me and My Shadow* creates many surprising and magical theatrical moments. The dramatic journey of the performances is an accurate and insightful observation of how the playfulness of young children leads to discovery through imagination.

We know you and your students will be enchanted by this beautiful performance.

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*Written and Compiled by  
Cassie LaFavor with excerpts  
from Patch Theatre Company*

CHILDREN DO NOT WAIT FOR OUR PERMISSION TO THINK. INDEED, CHILDREN ARE BURSTING WITH IDEAS THAT ARE ALWAYS IMPATIENT TO ESCAPE THROUGH LANGUAGE TO CONNECT AND COMMUNICATE WITH THE THINGS OF THE WORLD.

Louis Malaguzzi, educator and founder of the Reggio Emilia education community



# Me and My Shadow

The Mission of the Patch Theatre Company is “keeping the artist alive in the child.” It is easy to see this mission in all of their work, and how they describe it. Keep reading to see what Patch says about their show *Me and My Shadow*.

## **Overview:**

*Me and My Shadow* is a play about making friends with your shadow. Alone in her bedroom, a young girl plays. She begins to notice how her movements create shadows on her bedroom walls. Engaging stage imagery created through lighting, physical theatre, evocative music, shadow puppets, and other stage magic creates a whimsical and enchanting tale of friendship that will engage and inspire.

## **The story:**

Children love to play with shadows. Shadows are mysterious and magical and can do amazing things, but making friends with your shadow can be a tricky business...there are things to sort out...frustrations to be overcome...problems to solve...adventures to be had...and laughter to be shared.

## **The form:**

*Me and My Shadow* is presented in the form of a visual poem for children. The show tells its story using the languages of paper, light, shadow, color, water, music, sound and words.

## **Creative possibilities:**

Children are completely at home with symbolic play...a flashlight can become a car or a rocket ship, a paper bag can transform into a dog, a shadow can become a friend. In our production of *Me and My Shadow*, we draw upon the simple possibilities of found objects and their capacity to transform into the amazing possibilities that children invent in their creative play.

## *Theatre Making for Children – Patch Theatre*

Our job as theatre-makers is to extend children’s experience beyond what they already know by engaging them in the wonder of a multi-layered, poetic, enriching and inspiring event. At Patch, we spend two years making a new 45-minute show. Ours is always lovingly crafted work, created by artists who respect and care of children and childhood.





## Lesson 1

# What is a Shadow?

**Introduction:** What is a shadow? During this lesson, students will explore the ways shadows are created, and experiment with ways to make their shadows different.

**Objectives:** Students will:

- Describe shadows and light sources.
- Experiment with creating shadows and hypothesize about what causes them to change.
- Analyze predictions and experiments made.

**Teacher Note:** For the shadow walk, it would be good if the teacher could set up a few areas in the room with lamps or additional lighting prior to class to help create some different kinds of shadows for students to discover.

**Materials needed:** various lamps/light sources, the book *What Makes a Shadow?* By Clyde Robert Bulla

**Warm-up** - What is a shadow? Begin class by generating information from what your students already know about shadows. Ask students to explain the concept of a shadow in their own words. If necessary, you may choose to tell students that:

- Shadows are formed when light cannot pass through an object.
  - The position of the light affects the direction of the shadow.
  - Shadows are created on the side of the object opposite the light source.
  - Shadows change size according to the position of the light source (i.e., the closer the light source, the larger the object's shadow; the further away the light source, the smaller the object's shadow).
- Explain to students they are now going on a “shadow walk” around the classroom. (See teacher note above.) While on their walk, instruct students to look for shadows all around, to pay attention to the shadows' shapes, and to make note of any other characteristics about shadows that they observe. What do they notice about the shadow in relation to the light source?
  - Bring the students together in a circle to discuss what they found in the classroom. Review all the facts students have acquired about shadows by asking them to share what they have learned.

### **Instructional Procedures: Part ONE – Creating shadows inside**

- Divide the class into groups of three. In each group, assign one student to be the recorder, one student to be in charge of the flashlight, and one student to be the model. Explain to students that they will be conducting an experiment based on the information you have just discussed. Darken the room by turning off the lights and shading the windows if possible. The student with the flashlight will cast the light on the model, causing a shadow to appear on the wall.
- Direct them to move and to observe the changes in their shadows' shape and size. Ask questions that help students think about how shadows are made and why they change shape or size: for examples, the distance between object and light source. Ask students to also explore the shapes that two shadows can make when joined together.
- Turn the room lights back on and bring the class together to share their observations. Compare their observations to their predictions.

- Read the book *What Makes a Shadow?* by Clyde Robert Bulla to the class. Tell students that they need to listen carefully to find out whether their current ideas and observations about shadows are correct. As you read the text, call attention to the illustrations. Ask students to provide evidence from the book by Bulla that either confirms or refutes their prior knowledge and observations.

### **Part TWO – Creating Shadows Outside**

- Find a space outside for your class to continue the exploration with the sun. For the outside work, students should be in pairs. Each student will use chalk to trace the outline of his or her partner's shadow outside on the sidewalk. Demonstrate how to trace the shadow by following the outline of the student's shadow with your finger. Students should begin by outlining their partner's shoes. This allows them to return to the same position later.
- Once all students have been traced, return to the classroom. Tell students they will return to the shadows later in the day to see if they are the same or different. Ask students to predict if the second shadows will be the same or different, and tally their predictions
- Two or three hours later, go back outside to observe the shadow. Ask students to find their shadows, positioning themselves using their shoe outlines as a guide. Now trace the second shadow. Did anything change in your tracings? What looks different? How many of your shadows moved?
- Tally hands, how many predicted correctly? What made the shadows move? Did the sun move? Did we move?

**Closure/Reflection** – Discuss the day's experiments and predictions. What did students learn about shadows?

**Extension** - In *Me and My Shadow* the actors play with effects that can be made through shining flashlights on and through various surfaces. In a darkened space have students explore and experiment with the kinds of effects that can be created with a flashlight when pointed toward various surfaces. Some of the surfaces that could be experimented with could include cardboard, cellophane, mirror, fishing line, glass, plastic, a glass of water, fabric, ears, fingers, etc. Together with students identify to what degree light can and cannot penetrate various things. With students make lists of the following: surfaces that light shines through; surfaces that light reflects; surfaces that light does not shine through at all.





## Lesson 2

# Shadow Poems

**Introduction:** *Me and My Shadow* is presented in the form of a visual poem for children. The show tells its story using the languages of paper, light, shadow, color, water, music, sound and words. This lesson will focus on language and phonemic awareness by using poetry to explore shadows.

**Objectives – Students will:**

- Investigate shadows, how they are made, and how they change based on the light source.
- Produce rhyming words.
- Create their own Shadow Poem.

**Teacher Note** – This lesson can be altered to work with younger students by focusing on the spoken language instead of the written language.

**Warm-up –** Begin class by playing “Guess Whose Shadow”. Hang a sheet in the middle of your room. Turn out all the lights. Pull several children to stand behind the sheet, with only one of them standing in front of a flashlight, or overhead projector. Have the other children guess whose shadow is on the sheet.



**Instructional Procedures:**

- Read the poem below by Thomas Singe. (For older children you may wish to read the poem by Robert Louis Stevenson on the next page instead, or in addition.)

Shadow, shadow  
on the wall,  
your playful tricks  
are magical.  
First you shrink down  
oh so small,  
and then you grow up  
twelve feet tall!

- Thomas Singh

- Pose the following questions: Do shadows change? What do you think makes the shadow in the poem become larger or smaller?
- Ask for a volunteer to be a model and stand behind the sheet with the light behind them. Ask students to predict what will happen to the shadow when the model gets closer to the light, and what will happen when they move away from the light? What did they observe?
- Students will be creating their own Shadow Poems. Discuss some of the following questions to spur students’ creative process before they begin the next step.
  - Can you see shadows in the mirror?
  - Can you see your shadow when it is raining?

- Can a shadow be captured in a box?
  - Why does a tree that always stays still have a shadow that moves?
  - Why don't people's shadows have color even if their clothes are colored?
  - Are people the only thing that have shadows?
  - Do shadows talk?
- Next, prepare for writing poems by discussing rhyming words. Can students think of a word that rhymes with shadow? In Singh's poem, notice the words he chose to rhyme – wall, magical, small, tall. When you say these words out loud do they seem to rhyme?
  - Play a quick round of the game Rhyming Basket – objects are placed in a basket (one object for each child present), and the basket is passed around the circle. As each child gets the basket, say a word (such as “fizzers”) and they pull out the object that rhymes (“scissors”). (Teacher Note - You can use any objects, because it doesn't matter if the rhyming words are real words or nonsense words. It's a phonemic awareness skill, so it's all about manipulating oral language, of working with language, sounds within language, and playing with language. Rhyming helps kids improve their oral language skills overall, and gives them more ownership over their language when they're encouraged to change it and play with how they speak.)
  - Now, ask students to create their own Shadow Poems. What elements do they want to include in their poems? What have they learned about shadows?

**Closure/Reflection** – Ask for students to share their poems with the class. Discuss their rhyming words and what elements they included about shadows.

## My Shadow

Robert Louis Stevenson

I have a little shadow that goes in and out with me,  
And what can be the use of him is more than I can see.  
He is very, very like me from the heels up to the head;  
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow--  
Not at all like proper children, which is always very slow;  
For he sometimes shoots up taller like an india-rubber ball,  
And he sometimes goes so little that there's none of him at all.

He hasn't got a notion of how children ought to play,  
And can only make a fool of me in every sort of way.  
He stays so close behind me, he's a coward you can see;  
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,  
I rose and found the shining dew on every buttercup;  
But my lazy little shadow, like an arrant sleepy-head,  
Had stayed at home behind me and was fast asleep in bed.





## Lesson 3 Friendship

**Introduction:** Some children make friends easily, while others need a little encouragement. Young students may have reservations about trusting new people and interacting in new social settings. Fun group activities can bring kids out of their shells and spark new friendships. Try this fun and interactive friendship lesson to nurture children's imaginations and encourage socialization.

**Objectives:** Students will:

- Role play as mirror reflections and shadows.
- Develop a working definition of friendship and traits of a good friend.
- Create a dramatic scene (written or with puppets) to share with the class.

**Materials needed:** book "Making Friends is an Art!" By Julia Cook, and 2 eggs (1 brown, 1 white)

**Warm-up** - In *Me and My Shadow*, a girl and her shadow interact and become friends. Begin class by asking students to work with a partner in a mirror activity.

- Have students work in pairs, and assign one person to be person A and the other to be person B. Pairs will stand opposite one another and, keeping eye contact, person A will move very slowly. Person B is to be person A's shadow and mirror person A as precisely as possible. After a few minutes, reverse roles so that person B leads and person A will be the shadow.
- In one scene of *Me and My Shadow*, the girl notices her shadow isn't exactly the same – in fact, it's a boy! Discuss – although you were mirroring movements, you were not actually a mirrored person. How were you and your partner the same? How were you still different?



**Instructional Procedures:**

### **PART ONE – What is a friend?**

- What is a Friend? Ask the children what a friend is and write down all of their answers on the board. How are you and your friends alike? How are you different?
- Discuss – In *Me and My Shadow*, the girl makes friends with her shadow. Can non-human beings/things really be friends to us? Can they be friends to each other? (i.e. "a dog is a man's best friend." What does the phrase really mean? In what ways do dogs make for better or worse friends than people?) Be sure the students relate their answers back to the created list.
- Show students two eggs – one brown and one white. Do students think the insides will be different or the same? Crack them open and discover that they are actually the same. Consider the phrase "It's what's on the inside that counts."

- Read the book “Making Friends is an Art!” by Julia Cook. What makes a good friend? What qualities do we look for in a friend? Write down their answers. Some things to focus on are: help each other, say kind words, share toys, etc.
- Write on the board, "To have good friends, you must be a good friend." Ask the children to explain that statement and to tell you why they either agree or disagree with it.

### **PART TWO – Friendship traits**

- For younger students – Use puppets to act out some friend scenarios. For example, have the puppet discuss a "problem" he had with a friend, such as "My friend had a really, really, really, bad day. She was so angry about her day. When I said hi, she yelled at me. What should I do? Should I yell back?" etc.
- For older students - Have students pick a character from a novel they feel would make a good friend and write a list describing their character traits. Based on the discussion earlier, would this person be a good friend? Why or why not? You may also wish to pick two characters who are friends, and list both of their traits. Is one a better friend than the other? Ask students to write a short scene that shows the character being a good friend.

**Closure/Reflection** – Have students share their scenes or puppets with the class. Review the friendship traits that each creation used. Which traits seem to be the most important in a friend?

**Extension** - Read aloud “What’s the Recipe for Friends” by Greg Williamson. Ask students what ingredients go into the recipe for friendship in the story? What “ingredients” do students want to add to their recipe? When you have a list of five or six ingredients, draw a snack symbol next to each quality. For example, kindness = pretzel rounds, playing together = M&M’s. Then let students wash their hands and create their own friendship snack mixes, by putting a small handful of each ingredient into his or her own Ziploc bag.

**Additional discussion** - Making a new friend can be difficult and a little scary, but it is something we all experience. Appeal to students’ firsthand experience in making and being a friend. Ask students to remember a time when they were in a new situation surrounded by people they did not know.





## Quick Activities

**Looking for a few quick activities that connect to the performance?  
Check out these additional Quick Exploration ideas.**

- Invent a game - In *Me and My Shadow* the performers make up games and activities using objects such as paper, paper bags, the light cast from a flashlight, etc. Give objects to small groups such as paper-bags, flashlights, balloons, table tennis balls, toilet rolls, etc. Have each group invent a game that incorporates the allocated equipment. Finally, groups can teach one another how to play their invented games.
- Scenes from a Bag - In *Me and My Shadow* the actors reach into a bag and take out tea-cups, blossom petals and balloons with which they then create various scenarios. Prior to the class, prepare paper bags each containing several props (e.g. umbrella, stamp, ring, train ticket, paper clip, handkerchief, rubber snake, feather, flower, tea cup, doll, etc.). Have students work in small groups. Each group will randomly choose a paper bag and prepare an acted story or scenario that incorporates all of the items in their bag as well as the bag itself. Before each group performs, you may choose to reveal to the audience what each group's items are. After sharing stories, acknowledge and applaud inventive ways in which items have been combined.
- Shadows that tell time - create a sundial that students can use outside to tell time!
- Shadow Dance - On a sunny day, go outside and have the children find each other's shadows and "dance with the shadows"!
- Paper Costumes - In *Me and My Shadow* the actors use paper bags to make and/or represent various things including hats, wigs, and boots. Working in small groups allocate students several sheets of paper (butcher paper or newspaper) as well as some masking tape, and have them construct a costume to be worn by one or more members. Stipulate that costumes are to be made using only the allocated paper and masking tape. Costumes could be made to represent creatures or characters from story-books, or creatures or characters relating to units of study such as nature or history. Have students introduce their costumes as a costume parade with commentary on each costume masterpiece.
- Set up a Shadow Studio - Provide a variety of materials for the children to set up a shadow studio in the room where they can explore and experiment with shadows.



- Paper Bag City - The actors in *Me and My Shadow* use paper bags to represent buildings, and various other constructions. Working collaboratively, construct an installation using only paper bags and boxes of various sizes. The installation can be a city of the past, present or future, or a city of a specific country or region. It may include buildings with windows cut out, bridges, towers, castles, cottages, sports arenas, etc. Conduct tours through the installation, or alternatively create performances that take place there.
- Shadow Tag – designate one player to be “It” and have them chase others in this version of tag. Instead of tagging another person physically, “It” has to touch the other player’s shadow with the own. When another person’s shadow is tagged, that player becomes “It” and the game continues until no shadow remains untagged.
- Create shadow puppets - Encourage children to draw objects on cardstock, cut them out, and glue to Popsicle sticks, or to just use their hands and bodies to make shadows. Then put a flashlight in front of the puppets and let the story-making begin.
- Props - In *Me and My Shadow* the actors use paper bags to represent a variety of things, such as a pillow, crown, hat, hair, boots, etc. Sitting in a circle, pass an object such as a paper bag around from one person to the next. Without talking, each person is to handle the object in a way that conveys to their classmates that the object is something other than what it actually is, e.g. if the object is a paper bag perhaps it may be handled to represent a glove, baby, bunch of flowers, milk-shake, steering wheel, kettle, etc. Form small groups, and allocate an object to each. Groups are to then create a scene in a given location, such as a bathroom, kitchen, hospital, office, etc., in which their object is to be used to represent ten different things that could be found in that place.
- Shadow Race – Read "Shadow Race" (from *A Light in the Attic* by Shel Silverstein) aloud to the class. Guide students in formulating two alternative hypotheses - The shadow will win the race when the sun is behind me OR the shadow will lose the race when the sun is behind me. Ask students which hypothesis they believe to be correct and why. Have them discuss their reasoning. Make a tally of how many students believe each hypothesis. Take students out to the playground to test the hypotheses. Explain that they are going to race their own shadows, and they will need to observe whether their shadows cross the finish line ahead of them or behind them. Have students line up side by side with the sun behind them and race to a line across the yard. Have them observe whether they or their shadow crosses the finish line first





## Reflection

To provoke opportunities for further learning, re-experience the show by reviewing the following sections of the performance after you attend.

**Act 1 – Playing.** What did the girl do with her cutout children?

**Act 2 – Discovering Shadows.** What shadow animal did the girl make with her hand?

**Act 3 – Paper Bag.** What did the paper bag teach her?

**Act 4 – My Shadow.** What happened to the girl’s shadow?

**Act 5 – Extensions.** What happened when the girl put her arm into the shadow world?

**Act 6 – My Shadow is Real!** When the girl cut the paper with the shadow of her scissors, what happened?

**Act 7 – Copying!** When the girl and boy see each other for the first time, what happens?

**Act 8 – Pretending.** When the girl runs away, the boy is left to play in her space. What does he do?

**Act 9 – Playing Together.** When the boy and girl play together, they have a tug of war with a rope. Who wins and what happens?

**Act 10 – Singing Star.** What happens with the shadow boy tries to outdo the girl?

**Act 11 – Alone.** The girl tries to play by herself but her imagination has deserted her. Why were the girl and boy sad?

**Act 12 – Light.** The boy gives the girl light to try to make friends with her again. What did the boy do with the big ball of light?

**Act 13 – Friends Again.** Together the boy and girl play with little balls of light. Do you remember what two colors these lights were?

**Act 14 – Shadow-land.** The boy invites the girl to play in his world of shadows, where they can be big or small. Do you move towards or away from the light to make your shadow bigger?

**Act 15 – Painting.** When the girl and boy return to their own worlds, the boy makes a big painting for her. What was in the middle of the painting?

**Act 16 – Gone.** When the girl tears down the paper wall to look for the boy, he’s not there. Where do you think he went?





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Australian Government





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