

A CHARLIE BROWN™

Holiday Double Bill



EDUCATOR RESOURCE GUIDE

CAROUSEL
THEATRE
FOR
YOUNG
PEOPLE

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Overview

Experience the ups and downs of everyday life with Charlie Brown and his friends in ***You're A Good Man Charlie Brown***. When your friends are the Peanuts gang, no day is ever ordinary, and somewhere between Beethoven's Birthday, peanut butter sandwiches, and team baseball, Charlie Brown and the gang learn about the joys of friendship and stumble upon the true meaning of happiness.

Then join Charlie Brown in ***A Charlie Brown Christmas*** as he tries to direct his friends in the school Christmas pageant. With help from his friends and a ragged little tree, Charlie Brown discovers what the season is really all about.

Synopsis

You're A Good Man Charlie Brown

All his friends say, "You're a good man, Charlie Brown!" but what does that really mean? And so a series of typical days begin where Charlie Brown and his friends think about things big and small.

Does eating peanut butter sandwiches mean you're lonely? Charlie Brown thinks they do. And why will the cute red-haired little girl not notice him, then again, why would she? Lucy continues her extremely one-sided romance with Schroeder pondering their future together as the piano prodigy plays the piano, oblivious to her advances.

Charlie's little sister, Sally, struggles with the futility of swings, coat-hanger structures and spilled ice cream but ultimately finds her very own philosophy. Lucy's brother Linus just isn't ready to part with his blanket despite his sister's prompting but when Lucy hits a low he is the one who's there to boost her spirits.

Throughout the ups and downs of each day the friends ride the joys and mishaps of life together.

Snoopy basks in the predictability of her life noticing all the little things that make life "not bad at all."

When Charlie finds a chewed-up pencil belonging to the little red-haired girl he realizes that happiness is "anything big and small that's loved by you!"



Rebecca Talbot and Andrew Cownden in *A Charlie Brown Christmas* (2016) Photo: Tim Matheson

A Charlie Brown Christmas

It is Christmas time, and Snoopy and his friends are enjoying the season while skating. Charlie Brown isn't feeling the spirit. He tells Linus that he enjoys the activities of the holiday, but it doesn't make him feel happy. He visits Lucy at her Doctor's Booth to ask for advice. She tells him that he needs to be more involved and suggests he direct the gang's Christmas pageant.

Charlie Brown's little sister Sally asks him to help her write a letter to Santa. Sally asks for a long list of presents, or money instead. Charlie Brown is disappointed that even his own sister is focused only on getting presents.

At rehearsal for the pageant, the gang is disappointed that Charlie Brown will be their director, but he gets down to business and hands out the roles. The group dawdles and delays until lunch break. Charlie Brown decides that to set the proper mood, he should bring in a Christmas tree. Lucy suggests he get a "great, big, shiny aluminum Christmas tree." Linus and Charlie Brown go to buy a Christmas tree from a large selection. Charlie Brown chooses a little green one that he feels is just right – "Besides," he says, "I think it needs me."

Schroeder plays Lucy the music he has selected for the pageant, which features Beethoven. Charlie Brown and Linus return with the little Christmas tree. The gang thinks it is all wrong, and tell Charlie Brown he is completely hopeless. Charlie Brown decides he really does not understand what Christmas is about. Linus says he will explain, and he tells the story of the nativity. Peace on Earth, good will towards man.

Charlie Brown looks at his little tree and decides to decorate it, but the ornament makes it sag even more. Defeated, he leaves the tree behind. Linus finds the tree, and decides what it needs is "a little love." With the help of Snoopy and the kids, the tree is transformed into a beautiful Christmas tree. When Charlie Brown returns, the gang wishes him a Merry Christmas and together they all discover that kindness, warmth and happiness are what the holidays are about.



Andrew Cownden in A Charlie Brown Christmas (2016)
Photo: Tim Matheson

About the Author

Charles Monroe Schulz (1922-2000)

Charles Monroe Schulz (November 26, 1922 – February 12, 2000), nicknamed Sparky, was an American cartoonist best known for the beloved comic strip Peanuts, featuring the characters Charlie Brown and Snoopy, among others). He is widely regarded as one of the most influential cartoonists of all time.

Born in Minneapolis, Minnesota, Schulz grew up in Saint Paul. Schulz loved drawing and sometimes drew his family dog, Spike, who ate unusual things, such as pins and tacks.

He served in the U.S. Army during World War II in Europe. After the war, Schulz returned to Minneapolis. He worked as an illustrator and art teacher until he was making enough money from comics to be able to do that full-time. His first one-panel syndicated comic was called Li'l Folks and used the name "Charlie Brown" for several different characters and had a dog that looked much like Snoopy.

Schulz and his wife had four children. They lived in Minneapolis until 1958 and then moved to California, eventually settling in Santa Rosa.

The four-panel comic strip Peanuts made its first appearance on October 2, 1950, in seven newspapers. After a somewhat slow beginning, Peanuts eventually became one of the most popular comic strips of all time. At its height, Peanuts was published daily in 2,600 papers in 75 countries, in 21 languages. Over the nearly 50 years that Peanuts was published, Schulz drew nearly 18,000 strips. During the life of the strip, Schulz took only one vacation, a five-week break in late 1997 to celebrate his 75th birthday. Late in his career, he developed a tremor in his hand that required him to hold his right hand to be able to draw, but he insisted on writing and drawing the comic strip by himself.



5 COOL FACTS about Charles Schulz

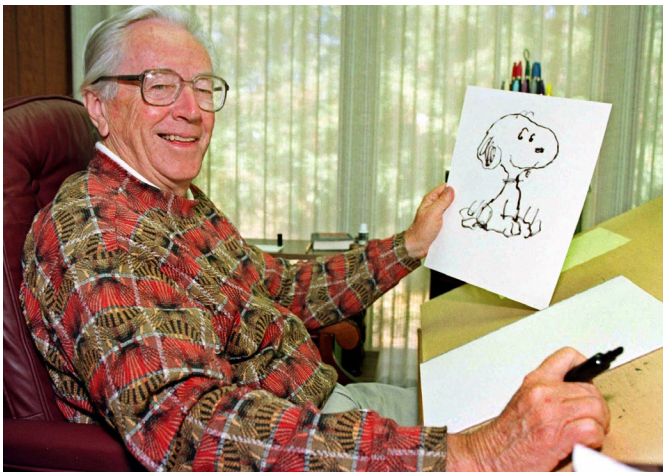
1. In high school he signed up for an art school that offered students an opportunity to complete lessons by mail.
2. He wanted to call the cartoon Li'l Folks and never liked the name Peanuts; a name assigned by the newspaper.
3. He loved ice hockey and skating so much that he built an ice skating arena for the community!
4. Schulz served on the board of the Women's Sports Foundation and supported advances for women in sports, giving voice to the subject in Peanuts.
5. Schulz created "arguably the longest story ever told by one human being".

About the Author continued

TV specials based on Peanuts proved wildly successful, beginning with *A Charlie Brown Christmas*, which aired in December 1965 and won an Emmy award.

Schulz particularly enjoyed ice sports and was active in hockey tournaments. Many of his cartoons featured ice skating and hockey. He also enjoyed playing golf and bridge. Like Schroeder, he loved classical music, but preferred Brahms to Beethoven. His favourite artist was American painter Andrew Wyeth. A proponent of manned space flight, Schulz was honored with the naming of Apollo 10 command module Charlie Brown, and lunar module Snoopy, launched on May 18, 1969.

Schulz admitted in interviews that, like Charlie Brown, he had often felt shy and withdrawn in his life. In an interview he observed, "I suppose there's a melancholy feeling in a lot of cartoonists, because cartooning, like all other humor, comes from bad things happening."



After he died in 2000, as part of his will, Schulz requested that the Peanuts characters remain as authentic as possible and that no new comic strips based on them be drawn. After his death he was awarded

the highest civilian honour in the United States, the Congressional Gold Medal. Schulz was honored on May 27, 2000, by cartoonists of more than 100 comic strips, who paid homage to him and Peanuts by incorporating his characters into their comic strips on that date.



Calvin and Hobbes creator Bill Watterson wrote in 2007: "Peanuts pretty much defines the modern comic strip, so even now it's hard to see it with fresh eyes. The clean, minimalist drawings, the sarcastic humor, the unflinching emotional honesty, the inner thoughts of a household pet, the serious treatment of children, the wild fantasies, the merchandising on an enormous scale—in countless ways, Schulz blazed the wide trail that most every cartoonist since has tried to follow."

Recommended Reading List

My First Christmas Carols by Tomie DePaola,

This sweet collection of Christmas carols is designed for preschoolers and includes classic illustrations by Tomie dePaola. After the play, take this song book home and sing along to some carols with your family!

A Coyote Solstice Tale by Thomas King

As coyote prepares for a solstice feast, he is interrupted by a little girl dressed like a reindeer. He makes her feel welcome but is quite concerned that she has come to the wrong place. Coyote and his friends try to take the girl back to where she came from and end up at a shopping mall caught up in a holiday frenzy. This is a cheeky look at commercialism during the holiday season.

The Last Christmas Tree by Stephen Krensky

As more and more families visit the Christmas tree lot, one little tree is left behind. It's not very tall and not very bushy but it has enthusiasm to spare and remains hopeful that it will be chosen. On Christmas Eve the little tree is all alone and starting to lose hope until it is whisked away to a very special home.

Christmas Tree Farm by Ann Purmell

Do you ever wonder about the life of a Christmas tree before it makes its way to the tree lot? The lucky kid in this story learns all about it as he helps out at his grandfather's Christmas tree farm.

The Best Christmas Pageant Ever by Barbara Robinson

The six Herdman kids are always looking for trouble; smoking cigars, stealing lunches and even setting things on fire. No one knows quite what to expect when they're cast in starring roles for the local Christmas pageant. This classic story makes a great family read aloud.



A Charlie Brown Christmas by Charles M. Schulz

Revisit the story of A Charlie Brown Christmas with this book and CD set. The CD features four songs from the original TV special performed by the Vince Guaraldi Trio.

A Peanuts Christmas by Charles M. Schulz

If you can't get enough of the Peanuts gang, spend some time with A Peanuts Christmas. This book brings together a complete collection of Peanuts comic strips during each Christmas season from 1950 to 1999.

The Lump of Coal by Lemony Snicket

Charlie Brown isn't the only one lacking in Christmas spirit. The star of this story is a grumpy lump of coal who may never realize his dream of becoming a great charcoal artist. Fortunately, his luck starts to change when "Santa" places him in the stocking of a disobedient boy who has a talent for abstract art!



Pick a Pine Tree by Patricia Toht

Families who celebrate Christmas often make a tradition of choosing their Christmas tree each year. This book is a deliciously illustrated celebration of that tradition.



Behind the Scenes

When you go to see a play you notice the actors on stage and perhaps the staff in the theatre that take your tickets and show you to your seat; but there are a lot more people that work behind the scenes to make a play possible.

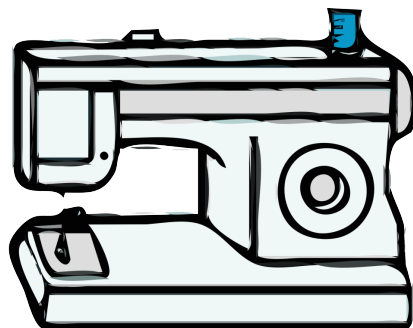
Here are some of the departments that all need to work together to create a play:

Costumes, Scenery, Lighting, Audio, Staging, Music, Props, Special Effects, Production, Administration.

Keep in mind that within each of the departments there are a team of people also working together to play their own special part in producing the play.

The **Director** is responsible for guiding the actors, designers, and crew according to their artistic vision and understanding of the play. The director works with the actors, dramaturg, design team, stage managers, technicians, and playwright to create the world of the play.

The Costume Department designs and makes all the costumes for the play. The **Costume Designer** talks with the Director to learn about the time and place that the play is set in and any special elements and ideas that the Director wants to include in their telling of the story. The Costume Designer then does lots of research into the background of the play, the setting and



time period and location for each character.

The costume designer decides what the costumes should look like, from hats down to shoes.

The **Head of Wardrobe** creates the costumes as designed by the costume designer, including making new costumes and purchasing others.

The **Lighting Designer** is responsible for much more than just providing light so that we can see the stage and the actors. The Designer also needs to meet with the director to find out about the play, the characters, the setting and especially how the director wants to tell the story. Have you ever noticed how lighting can affect the way you feel? Some people feel sadder in the dark winter months compared with the bright sunny seasons and doctors believe that this has a lot to do with the light. Lighting designers not only pick the color of the lighting at each part of the play but also the intensity and how the light falls onto the stage. Flooding the stage with bright light would make it difficult for us to know where to look and what to pay attention to so the designer carefully creates softer pools of light that tell our eyes what to focus on.

Sound is very important in a play. Most actors have had lots of training on how to project their voices so that audiences can hear them. Sometimes the theatre is very large or there are musical elements and instruments so an **audio technician** has to boost the actors natural voices. Sometimes individual microphones are used and attached to each actor and sometimes microphones are placed above and around the stage to boost the sound level. Every time the



Behind the Scenes continued

play is performed the audio technician monitors and mixes the sound from these microphones to ensure all the sound blends well together. There is often music in a play that is used to create a special mood or feeling which is the job of the **Composer**. The **Sound Designer** may create new sounds and select music and decide when the sounds should be played. These are called "sound cues." Just as the costume and lighting designers work with the director so does the sound designer. They need to create the play's own special atmosphere that helps us feel the way the director wants us to feel at certain parts of the play.

The staging of the play includes how the actors move on stage and where the set pieces and props are placed. Every move that the actors make on stage is carefully planned out and rehearsed with the director. Since the lighting is

held in place on metal grids above the stage the actors learn where to stand so that they are lit and so they do not cast shadows on other actors. The process where the director maps out exact placements for the actors is called blocking.

All the objects you see on stage are called props and are carefully selected and placed to be exactly where they are. Props can be ordinary everyday items or they can be specially made just for the particular play that they are in. It is the job of the **Head of Properties** to create and purchase all the props.



Theatre Terms

People

Actor: a performer who tells a story to the audience by playing a character.

Artistic Director: the artistic director is responsible for conceiving, developing, and implementing the artistic vision and focus of a theatre company.

Choreographer: the person who creates and directs the sequence of steps and movement in a show.

Director: the person who provides the vision for the play and who works with the actors to create their roles, develop the blocking, and oversee all design elements.

Lighting Designer: the person who designs the lighting for a show and works with the director to get desired effects.

Managing Director: the managing director is responsible for guiding and directing the operational and financial functions of a theatre company.

Head of Properties: the person in charge of all the props and who usually works with them during a show.

Set Designer: the person who designs the sets for a show.

Sound Designer: the person who designs the sound for the show.

Stage Manager: the person responsible for making sure all of the technical aspects of a show run smoothly. The stage manager sits in the technical booth, behind the audience, and "calls the show." This means that they give cues throughout the performance to the actors, the operators of the lights and sound, and the assistant stage manager. In rehearsal, the stage manager coordinates the schedule and makes sure everything that is needed for smooth rehearsals is present.

Places

Backstage: the part of a theatre which is not seen by the audience, including the dressing rooms, wings and the green room

Catwalk: a narrow walkway suspended from the ceiling of a theatre from which sometimes lights and scenery are hung.

Control Booth: the place in a theatre from which all the sound and lights are controlled.

Downstage: the part of the stage which is closest to the audience.

Dressing Rooms: rooms in a theatre provided for the actors in which they change costumes and apply make-up.

Front of House: the part of the theatre known as the auditorium where the audience is seated, the lobby and the box office.

Green Room: a place for the performers to relax while waiting to go on stage.

House: used to describe the audience or as a short way of saying "Front of House."

Stage Left: (these left/right directions are seen from the ACTORS point of view on the stage) this is when the actor standing in the center of the stage moves to their left (This even stumps some pros so it is best to learn it now).

Stage Right: (these left/right directions are seen from the ACTORS point of view on the stage) this is when the actor standing in the center of the stage moves to their right.

Wings: the areas of the stage that are to the sides of the acting area and are out of view. These areas are usually masked by curtains.

General terms

Blocking: the director's planning and instruction of the actors' movements on the stage.

Cue: signals that are given to both the actors, the crew, the musicians and any others working on a show.

Curtain: the screen usually of cloth which separates the stage from the audience.

Curtain call: the bows at the end of a performance.

Dress Rehearsal: the full running of the production with all costumes, sets, lighting, and sound before the show opens to the public.

Offstage: the area of the stage which the audience cannot see.

Preview: early public performances that allow the cast and crew to perform in front of audiences before the show officially opens.

Run: the number of times a show is performed.

Set: the setting of the stage for each act and all the physical things that are used to change the stage for the performance.

Technical Rehearsal: also called "Tech" for short. These rehearsals take place in the theatre and allow the crew and the actors to establish and run through lighting and sound cues. Technicians and designers are able to program the lights and sounds and other design elements, and also gives the actors.



Top: Rebecca Talbot
Centre: Nick Fontaine, Emilie Leclerc, Steven and Greenfield
Bottom: Andrew Cownden
in *A Charlie Brown Christmas* (2016) Photos: Tim Matheson

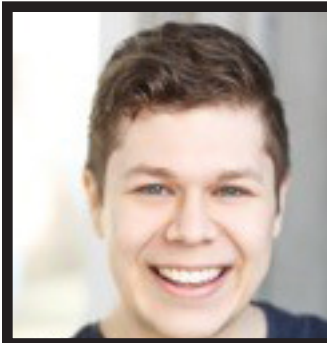
The Cast



**Andrew
Cownden**
**Charlie
Brown**



**Arielle
Ballance**
**Violet &
Pianist**



**Oliver
Castillo**
Linus



**Steve
Charles**
**Pig Pen &
Bassist**



**Cecilly
Day**
Snoopy



**KeAloha
Noelani**
**Frieda &
Percussionist**



**Emilie
Leclerc**
Lucy



**Kevin
Takahide Lee**
Schroeder



**Rebecca
Talbot**
Sally

November 21 - December 23



**Amanda
Testini**
Sally

December 23 - 30

The Creative Team



**Carole
Higgins**

Director



**Arielle
Ballance**

**Music
Director**



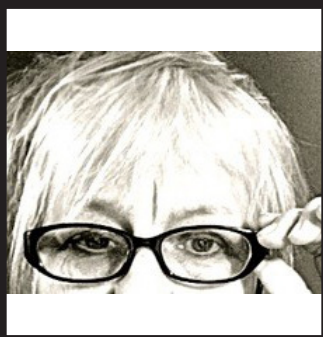
**Amanda
Testini**

Choreographer



Al Frisk

**Set
Designer**



**Barbara
Clayden**

**Costume
Designer**



**Darren
Boquist**

**Lighting
Designer**



Andy Horka

**Sound
Designer**



**Ashley
Noyes**

**Stage
Manager**



**Tanya
Schwaerzle**

**Assistant
Stage Manager**



**Jessica
Keenan**

**Apprentice
Stage Manager**

ABOUT THE DIRECTOR: Carole Higgins



Why did you decide to do this play?

This story is so heartwarming and reminds us to take the time to appreciate all the wonderful little things all around us, and to appreciate each other.

What's your favourite thing about this play?

My favourite thing about this play is the metaphor of the sad little tree that just needs a little love. The world is better when we solve challenges with kindness and love.

Do you have a favourite scene or character?

I have so many favourites! I think my favourite scene at the moment is Snoopy's song about appreciating a warm bed, full belly and being loved. Those are the most important things in life... I have a dog that we adopted through a rescue organization... this dog has had some very hard times and she is so grateful and happy to be loved again, to have food in her bowl and a warm bed. I wish that for everyone, people and animals alike.

My favourite character is Charlie Brown, because he always tries again, even when he is sad or scared or anxious.

When did you decide to become a director?

A long time ago, when I was little, I loved directing all the neighbourhood kids in plays we would put on in a treehouse... when I was about eight I think we started doing this... so it all started then for me.

What's something you like about directing?

I love collaborating with people and seeing how a play evolves from its early beginnings to blossoming on the stage in front of an audience.

Playing with Jazz

Before or after the play

GRADE LEVEL: Kindergarten and up

DURATION: 15 - 50 Mins.

CURRICULUM BIG IDEAS

Language Arts

- Language and story can be a source of creativity and joy.
- Using language in creative and playful ways helps us discover how language works.
- Through listening and speaking we connect with others and share our world.
- Developing our understanding of how language works allows us to use it purposefully.

Arts Education

- Engagement and inquiry through the arts creates opportunities for purposeful play and risk taking.
- Dance, drama, music, and visual arts are each unique languages for creating and communicating.
- Artists experiment in a variety of ways to discover new possibilities.

The play features memorable music by Vince Guaraldi, performed by a live jazz trio. This activity introduces students to the fun and sound of jazz and invites them to create their own “scat” story-song.

Jazz was born in New Orleans toward the end of the 19th century. Jazz combines African American and European musical traditions to make something truly unique. Miles Davis, Louis Armstrong, John Coltrane, Ella Fitzgerald, and Duke Ellington were all famous jazz musicians. Jazz musicians play a variety of instruments and styles including ragtime, blues, big band, fusion, Latin jazz, and traditional jazz. Jazz can mean a style of playing, or a piece of music. It developed from the pauses or breaks between lines of the Blues, which were filled in by singers or instrumentalists.

An essential part of jazz involves scat: the improvised singing of nonsense syllables in jazz music, similar to an instrumental jazz solo.

A marvelous example of “scat” singing – where the singer replaces words with imaginative vocal sounds – comes from American jazz master singer Ella Fitzgerald. In this video clip, she joins with Bing Crosby to bring some jazzy life to old children’s songs, such as “London Bridge” and “Row Row Row Your Boat.”

https://www.youtube.com/watch?v=iJXx-Bj8g_w

For Kindergarten and up

Activity 1: Scat Echos

Using the scat words in the table below, call out a word and invite students to repeat it. Once students get warmed up and familiar with the words try varying your volume, speed and intonation and invite students to try and imitate. Lastly you can introduce movement into the activity by using your arms, legs, head and body.

A follow up activity: divide the students into pairs. One student should call out a scat words

Create your own one-syllable jazz words by combining consonants with vowel sounds, such as ZLIP, BOIM, SCHLOZ, FUMPF. Add these to the list.

_____ - - - - -
_____ - - - - -
_____ - - - - -
_____ - - - - -
_____ - - - - -

Now, create two, three and four-syllable jazz words (example: ZAH-bah-DING and one four-syllable jazz word (example: BAP-did-dy-POW) by combining the words you created before with the vowel and/or jazz sounds.

_____ - - - - - _____
_____ - - - - - _____
_____ - - - - - _____

Consonants:

b,c,d,f,g,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z

Vowel sounds:

oo, ee, ah, oi, um, oz, ip

Jazz sounds:

**bop, bap, ding, doo, bah, zah, pow,
dooby, bip, wip, wap, scooby, shooby,
wooby, bam, wop, do-dat, wah, skiddley**

_____ - - - - - _____
_____ - - - - - _____
_____ - - - - - _____

Now use the words to complete the story below, using two-syllable words in spaces 1-4, one-syllable words in spaces 5-8, three-syllable words in spaces 9-11, and the four-syllable word in space 12.

My Jazz Story

I had a _____ 1. It used to be a _____ 2.

But when I got a _____ 3, it turned into a _____ 4.

I gave it to my _____ 5, he threw it out the _____ 6.

It landed on a _____ 7, then grew into a _____ 8.

But after all the _____ 9, I kept it on a _____ 10.

So if you want to _____ 11, you'll have to _____ 12.

GRADE LEVEL: Grade 2 and above

DURATION: 45 mins -Long Term Project

CURRICULUM BIG IDEAS

Language Arts

- Stories and other texts help us learn about ourselves and our families.
- Curiosity and wonder lead us to new discoveries about ourselves and the world.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Arts Education

- People connect to the hearts and minds of others in a variety of places and times through the arts

- Creative expression develops our unique identity and voice.

Physical and Health Education

- Good health comprises physical, mental, and emotional well-being.
- Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living.
- Adopting healthy personal practices and safety strategies protects ourselves and others.

The characters in the play all have different activities that they like to do for fun: baseball, kite flying, playing music, writing. A hobby is something you like to do that is for fun or to relax. Hobbies can be an important way of keeping you feeling good about yourself and keeping your body and/or mind active.

Activity 1:

Have the class suggest different hobbies, and compile a list together. Ask students to fill out the columns on the worksheet provided listing five (or less/more depending on grade level) activities that: they do regularly, have tried and enjoyed, would like to try.

Activity 2:

Divide the students into groups of 6-8 students. Have each group discuss their hobbies and then put together a list of who in the group does what hobby. What are the list of hobbies in each group? Are there any people in the group that share a hobby?

Now as a class compile a chart that lists all the hobbies covered by the students and how many students participate in each. What is the most

popular hobby? How many hobbies does the class do collectively? Which hobbies involve physical exercise and which involve crafting? What are types of hobbies are there?

Activity 3:

Ask students to pick something from the list of hobbies that they'd like to try and complete a small research project on it (sample format provided on handout). As a class, brainstorm ways that they can find out more information on their chosen activity (talking to people they know do the activity, visiting a club, reading a magazine or book, online search, etc.) This project should take the students atleast a couple of weeks. Once the project worksheets are completed have the students present their findings and experiences with their classmates.

Follow up:

Have the class think up a hobby that the whole class could do together throughout the school year: a zumba workout once a week, a beach or park tidy-up day every month, learning the flute or recorder, knitting squares for a class blanket, etc.

NAME:

HOBBY:

Why did you choose this hobby?

Fill out the chart below about your chosen hobby:

Things I Know	Things I Want to Find Out

List three ways that you can find out more about this hobby?

After finding out about your hobby, answer the questions below:

What equipment or special clothing do you need to do this hobby?

Can you do this hobby by yourself or do you need others to do it with?

When and where can you do this hobby? Can you do this hobby at any time of the year and any time of the day? Is there a special place that you need to be in order to do it or can it be done anywhere?

Are there any rules, or information that you need to know before you can start?

When did you try this activity

How did you feel before trying it?

Fill out the table below:

Things I Liked	Things I Didn't Like

How did you feel after trying it?

Do you think you will try it again?

Draw a picture of your chosen activity and/or paste a photo of you doing the activity and staple it to this worksheet.

GRADE LEVEL: Grade 1 and up

DURATION: 30 - 60 Mins.

CURRICULUM BIG IDEAS

Language Arts

- Stories and other texts can be shared through pictures and words.
- Playing with language helps us discover how language works.
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
- Questioning what we hear, read, and view

contributes to our ability to be educated and engaged citizens.

- Using language in creative and playful ways helps us understand how language works.

Arts Education

- People connect to others and share ideas through the arts.
- Creative expression develops our unique identity and voice

Charlie Brown and his friends are all very different characters. In this lesson students learn about character traits, both external and internal, and get hands on experience using adjectives.

Activity 1:

Begin this activity by talking about each of the play's characters, asking students to suggest words that describe a character of their choice.

You can write these words down as students call them out. Now ask the students to indicate which words tell them about how the characters look and which describe how the characters think and act. You can go through the list that the previous discussion generated and mark physical and emotional characteristics differently.

Using the worksheet provided have students circle the descriptors that relate to physical characteristics and draw a line underneath those that describe emotional characteristics. Now have students use the worksheet provided to study the play's characters.

For older grades: Have students list adjectives for two (or more) of the play's characters and reference a part of the play where this particular trait was displayed. Have students contrast and compare their two characters, giving both

Activity 2:

Now that the students are comfortable describing different characters, have them describe themselves: both physically and emotionally. They can use the worksheet provided to write their emotional character traits inside the template and their external or physical traits outside the template.

Have them write in black marker so that they can finish this activity by coloring in the template so that it looks like themselves.

Follow Up:

You can display these colourful character maps in the classroom and/or play a fun guessing game with them where you read descriptions aloud to the class and have them guess who the student is.

NAME:

The words below are all adjectives that can be used to describe a person. Circle the adjectives that give you information about how a person looks. Now draw a line underneath the adjectives that give you information about what the person's personality is like.

HAPPY	TALL	GREEDY	KIND
BOSSY	PRETTY	SAD	CLEVER
CHATTY	BRAVE	SHORT	BIG
OLD	CHEERFUL	QUIET	SHY

Pick one adjective from the list above, or choose one of your own, to describe some of the play's characters below. Then describe or draw a scene from the play that shows the character behaving this way.



Charlie Brown

Lucy





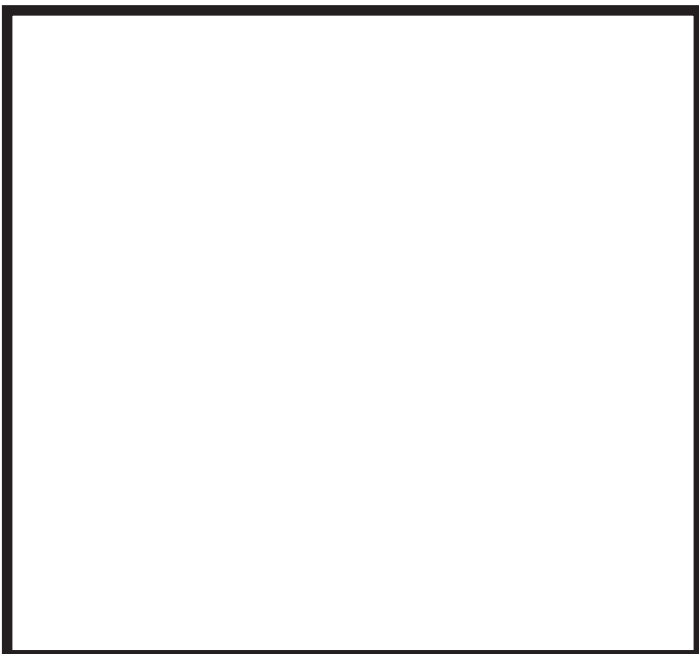
Sally



Linus



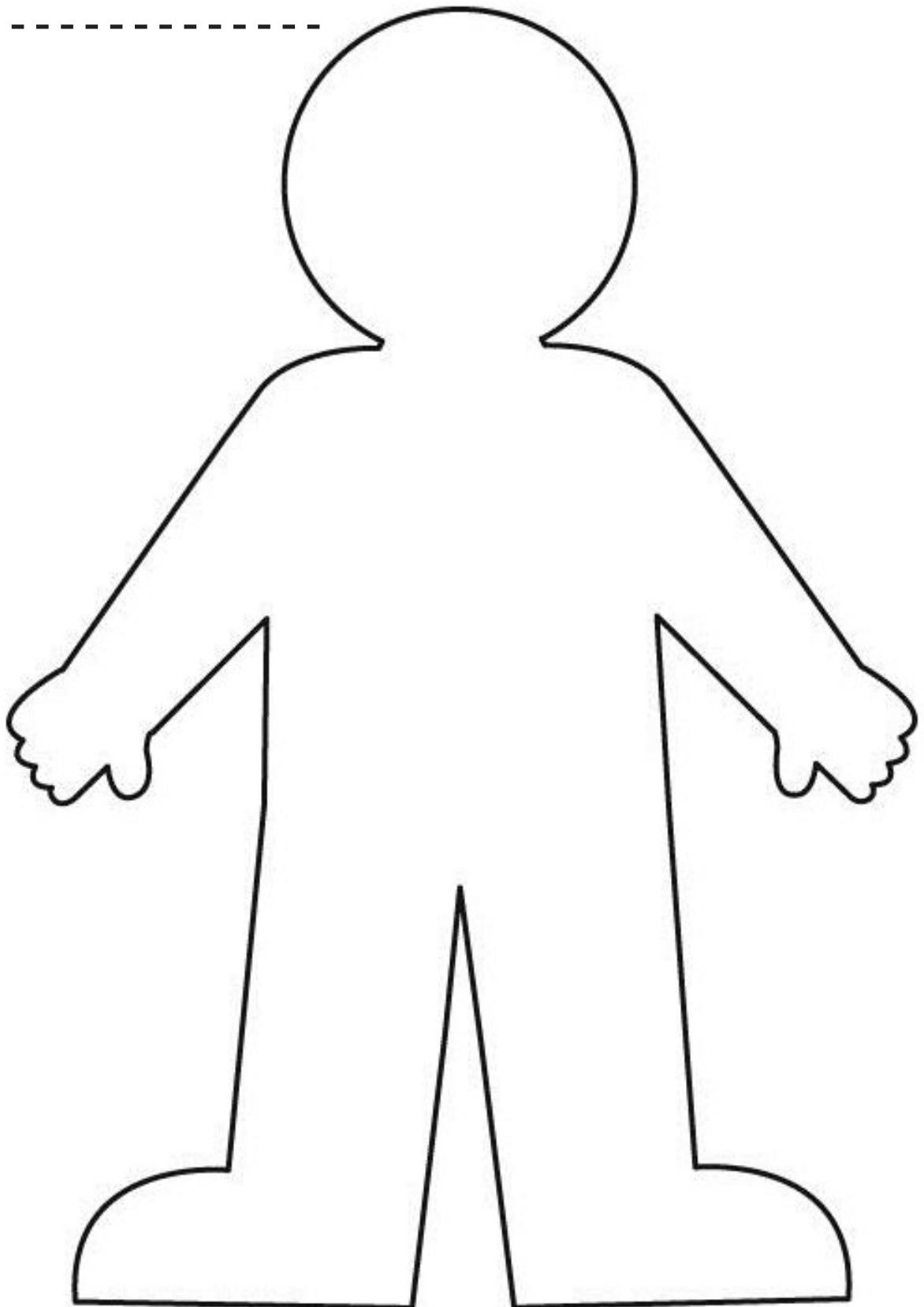
Snoopy



Schroeder



NAME:



GRADE LEVEL: Grade Kindergarten and up

DURATION: 30 - 60 Mins.

CURRICULUM BIG IDEAS

Language Arts

- Curiosity and wonder lead us to new discoveries about ourselves and the world around us.
- Language and story can be a source of creativity and joy.

Mathematics

- Objects and shapes have attributes that can be described, measured, and compared.

Arts Education

- People connect to others and share ideas through the arts.
- Creative expression develops our unique identity and voice.

In this lesson students learn about 3D shapes, and how a 2D net template (a pattern made when the surface of a three-dimensional figure is laid out flat showing each face of the figure) can be folded into a 3D shape.

Step 1: Photocopy the attached templates for a cube and a triangular prism net for each student. Invite students to draw on and colour these in. They can make it look just like Snoopy's Doghouse, or they can design their own mini home.

For grades 3 and up: challenge students to measure out and draw their own nets using rulers.

Pro-tip: It's helpful to print/draw these onto card, as the structures will be more stable and easier to glue together, but it will work on paper too.

Step 2:

Now have students cut out the nets along the solid lines. Once shapes have been cut out, students should fold along the dotted lines to create folded tabs. **Step 3:**

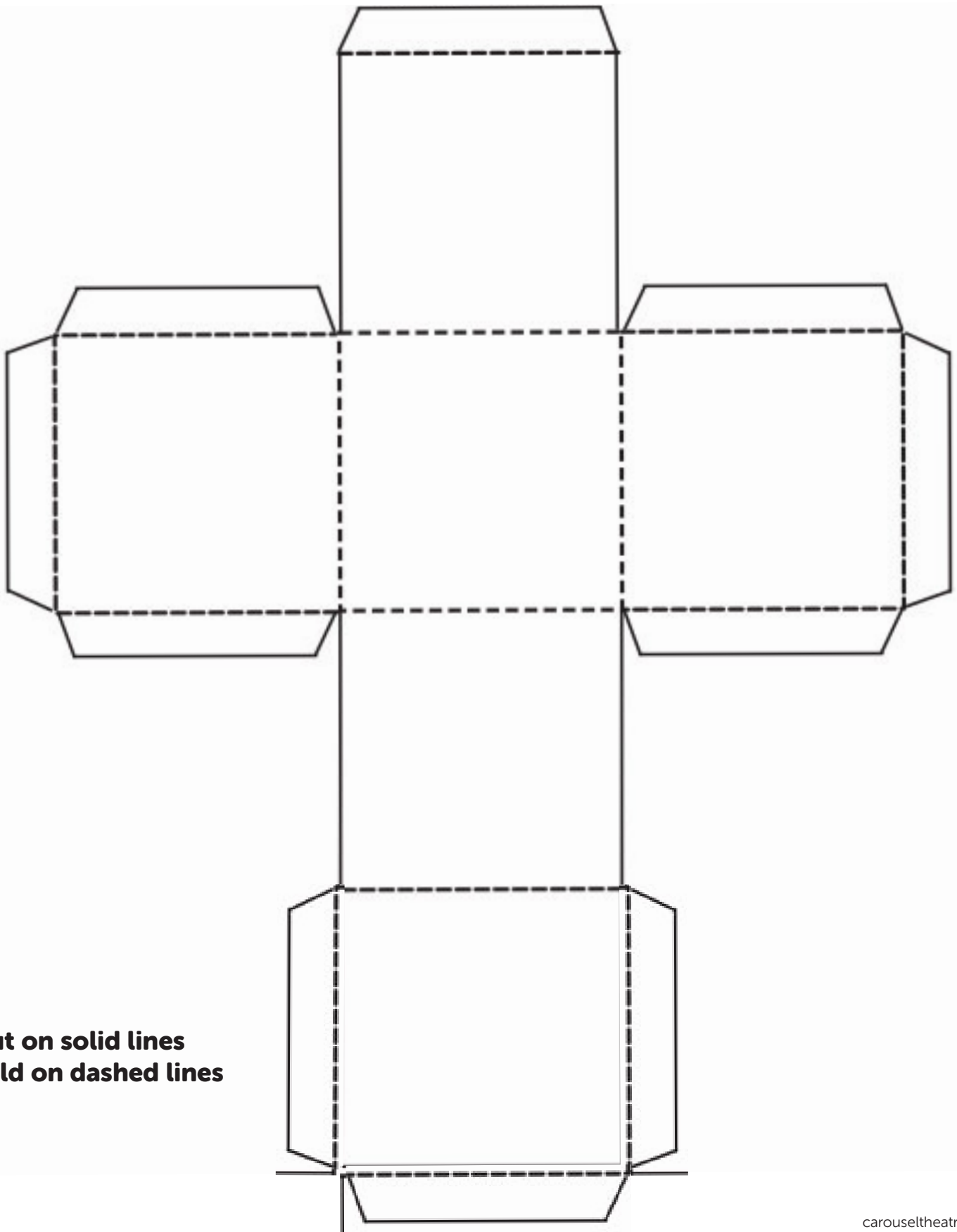
Assemble the two 3-dimensional shapes by matching up the folded tabs and either taping them or gluing them together.

Adult supervision may be required to help glue the final stages of each house together as it can be fiddly!

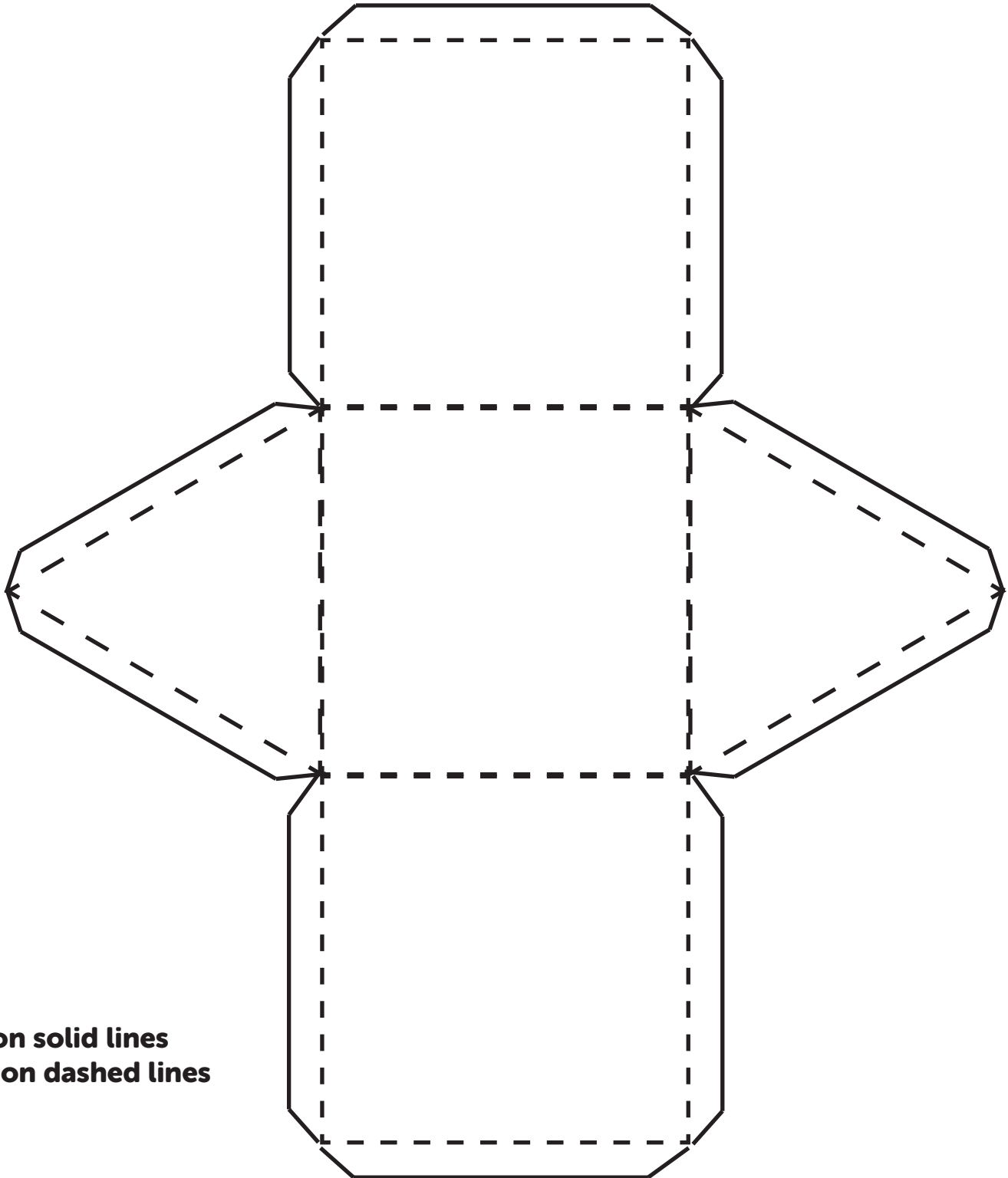
Then place the prism on top of the cube to make Snoopy's doghouse.

Follow up: Have students make lots of cubes and prisms and then have fun constructing sculptures with them! Add some variety with coloured cardstock! Have a class art display to showcase everyone's three-dimensional creations.





Cut on solid lines
Fold on dashed lines



Cut on solid lines
Fold on dashed lines

GRADE LEVEL: Grade 1 and above

DURATION: 30 - 60 Mins.

CURRICULUM BIG IDEAS

Language Arts

- Language and story can be a source of creativity and joy.
- Everyone has a unique story to share.
- Using language in creative and playful ways helps us understand how language works.
- Stories can be understood from different perspectives.

Arts Education

- Creative expression develops our unique identity and voice.
- Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.
- Dance, drama, music, and visual arts are each unique languages for creating and communicating.

"All children are artists," Pablo Picasso famously said. In this activity, students try their hand at becoming comic strip artists, like Charles M. Schulz. For inspiration, share collections of Schulz's Peanuts strips, or ask students to share their favourites from the newspaper.

Materials needed:

Pencils
Black pens
Sharpie Ultra Fine pens (Optional)
Ruler
Crayons (Optional)

Step 1: The first step in creating an original comic is to get inspired! Michael Corley at "My Kids' Adventures" (www.mykidsadventures.com/create-comic-strip-kids/) suggests that kids look to the things that excite them and they are passionate about and create a character or story based on that. It could be about a monster, an enchanted castle, trucks and trains, even a favourite pet or a trip they've taken.

Step 2: Ask students to think of a character for their story. They should think about what they look like and how they would think and act. Students can use the worksheet provided to create their character(s).

Step 3: Once students have a good idea of their character(s) they can start to plan out a simple story plot for them. Again the worksheet provided can help students to plan out their storyline from beginning to middle to end.

Step 4: Now students can use the comic strip template provided, or make their own, to tell their story with a series of pictures.

Pro-tip: Students may wish to work in pencil first and, when they have planned out the whole story, go over their work in pen. Remember to leave space for any words and character dialogue.

Step 5: Most newspaper comic strips are left black and white, but if students want to add colour, crayons or pencil crayons make it easy to add a light wash.

Follow up: Display the comics in the classroom, on your class website, or make copies for everyone to staple into a book with a cover.

NAME:

A Portrait of my character

About my character

What do they look like?

Are they funny or are they serious?

Do they have a pet?

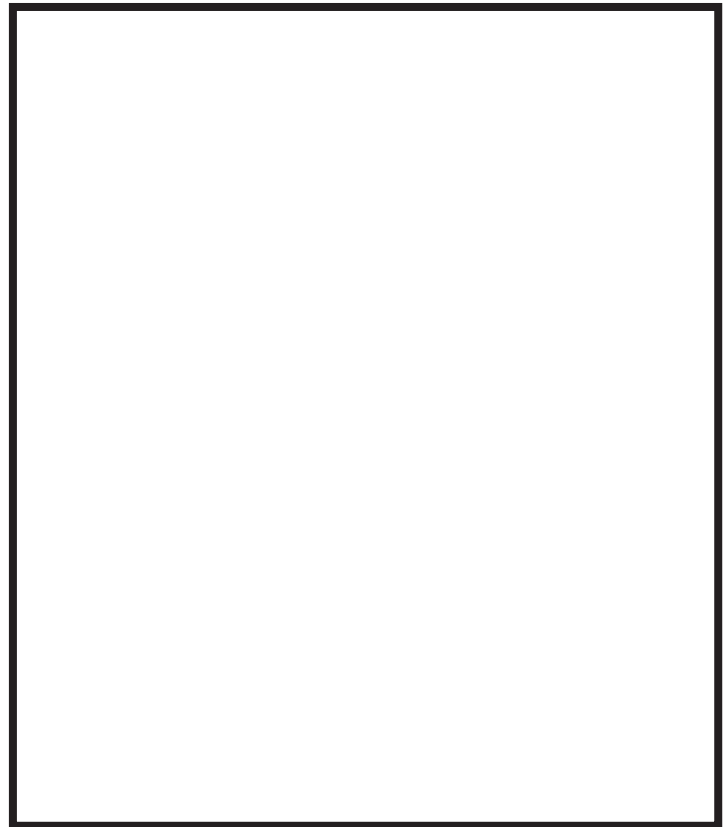
Do they have any special powers?

What do you like about them?

Where do they live?

What do they like to eat?

What do they like to do for fun?



Other facts about my character:

NAME:

STORY TITLE:

Use the prompts below to help you think about and plan the beginning, middle and end of your story.

BEGINNING

When and where does the story take place? Who are the characters?
What is the problem? **OR** What is something unusual that happens?

MIDDLE

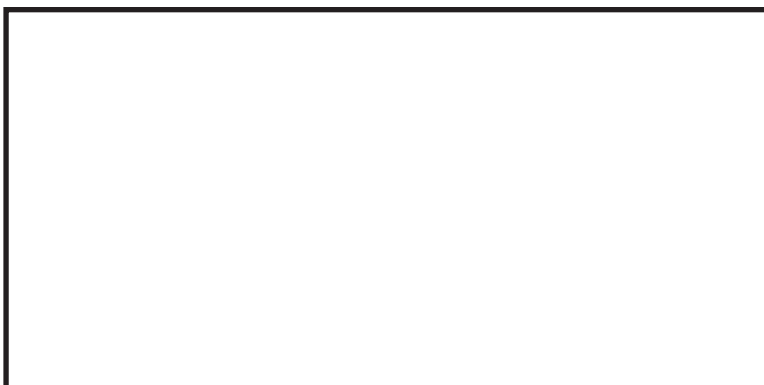
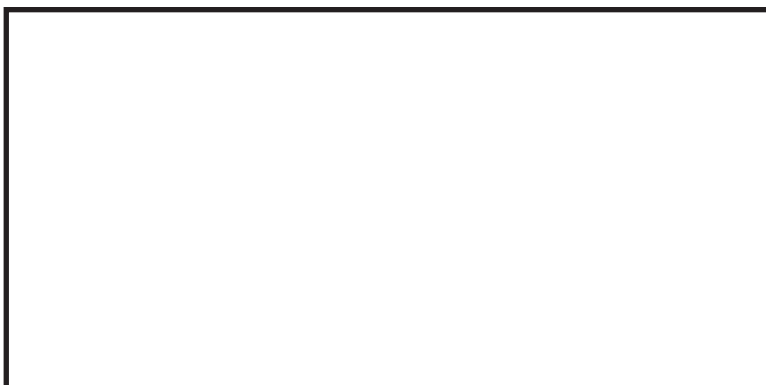
What does your character do to solve the problem? **OR** How does your character react to what happens?

END

How does the story end?
Is the problem solved?

NAME:

STORY TITLE:



GRADE LEVEL: Grade Kindergarten and up

DURATION: 15 - 60 Mins.

CURRICULUM BIG IDEAS

Science

- Observable patterns and cycles occur in the local sky and landscape.
- Materials can be changed through physical and chemical processes.
- Humans interact with matter every day through familiar materials.

Mathematics

- Repeating elements in patterns can be identified.

- Objects have attributes that can be described, measured, and compared.
- The regular change in increasing patterns can be identified and used to make generalizations.

Arts Education

- Creative expression develops our unique identity and voice.
- Engagement in the arts creates opportunities for inquiry through purposeful play.

Winter is a beautiful time of year! Every snowflake that falls from the sky is symmetrical. In this activity, we learn about symmetry and design our own symmetrical patterns in the shape of snowflakes.

Option 1: Complete the Snowflake

Use the worksheet provided, draw the other half of each snowflake so that they are symmetrical.

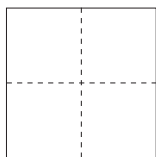
Option 2: Design your own Snowflakes

In this activity students will create their own snowflakes by using symmetry.

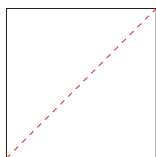
You will need:

Square Paper (plain or coloured)
scissors

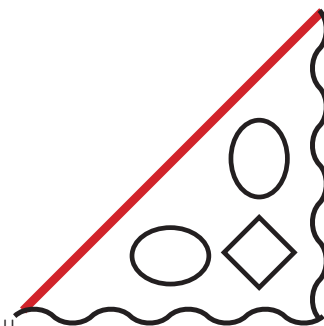
Step 1: Fold the square of paper in half and then in half again. see diagram for fold lines.



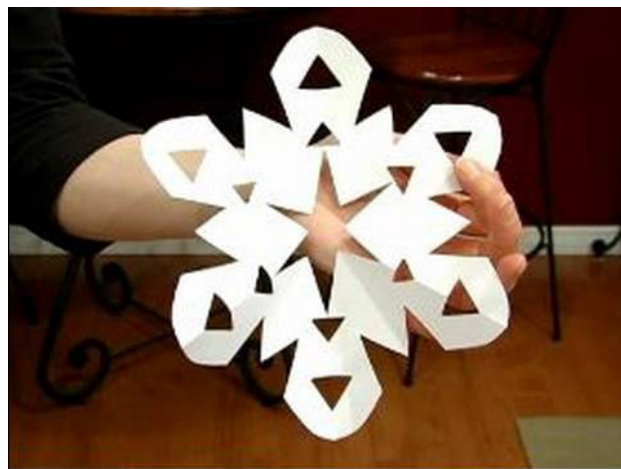
Step 2: Fold along the centre diagonal (see diagram for fold line).



Step 3: Cut wavy or zigzag lines along two of the sides or inside the triangle **but make sure that students do not cut along the folded edge.** (Older students can cut into the folded edge but at least part of this edge must be left intact or the shape will fall apart)



Step 4: Unfold to Reveal!



Studying Snowflakes continued

Option 3: Growing Crystal Snowflakes

In this lesson we create our own sparkly snowflakes, and learn about crystallization. Once finished, these snowflakes make great decorations for winter time!

You will need:

- Pipe cleaners (blue or white if possible)
- Jars or glasses (one each, the wider the better)
- Borax (can be bought in supermarkets and drugstores)
- Food colouring (optional)
- Popsicle sticks, skewers, chopsticks, or pencils (one each)
- String
- Scissors

It is important that this activity is fully supervised as Borax can be dangerous if swallowed and this activity uses very hot water!

1. Shape your pipe cleaner into a snowflake shape
2. Tie a short piece of string from one of the snowflake's points, and tie the other end to the middle of the popsicle stick (or pencil, chopstick, skewer etc). Lay the stick across the open top of the jar and check that the snowflake fits inside and hangs from the string without touching the sides of the jar (if it touches the sides, crystals may form in the gap and make it hard to get the snowflake out!)

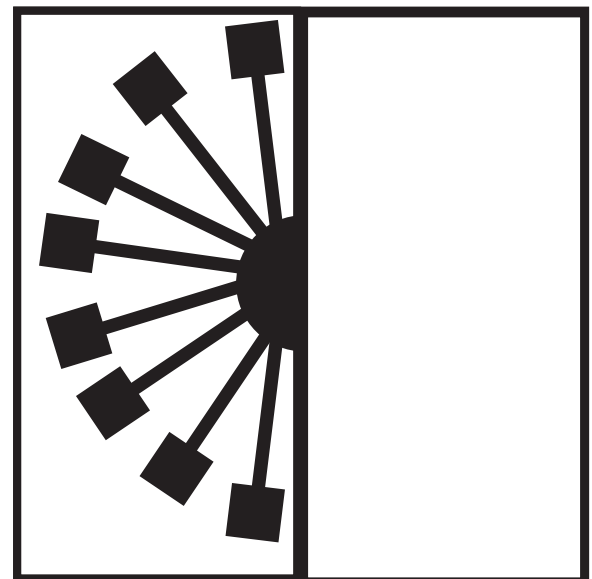
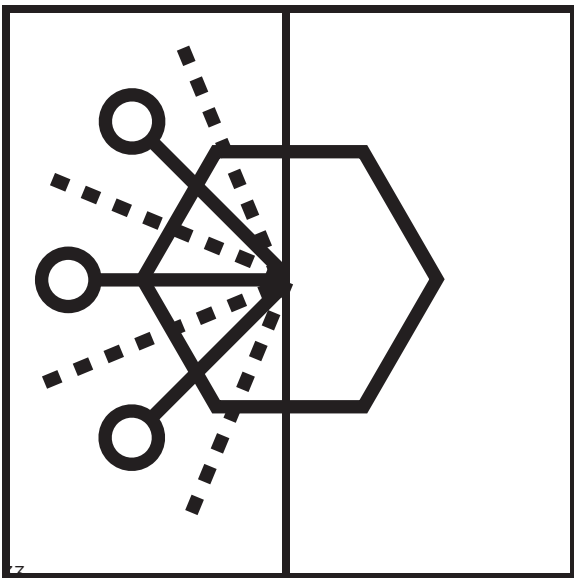
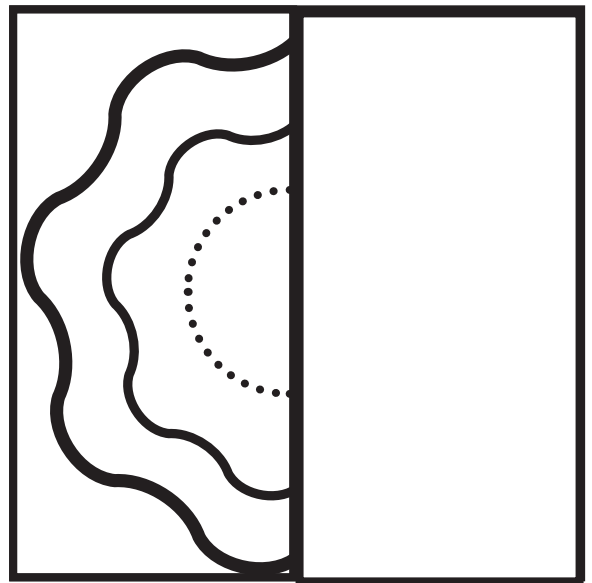
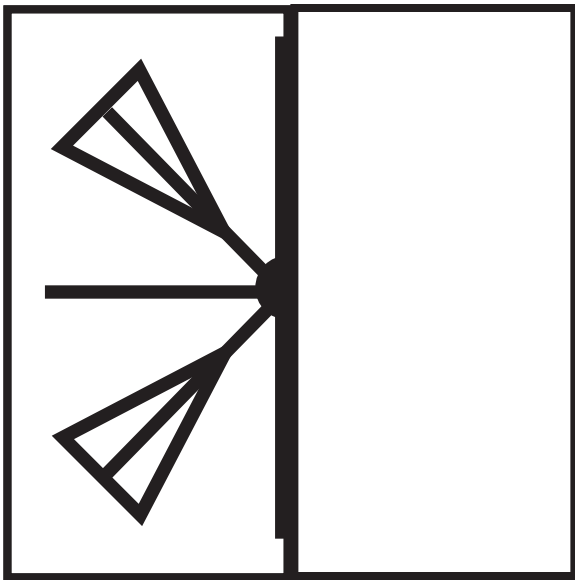
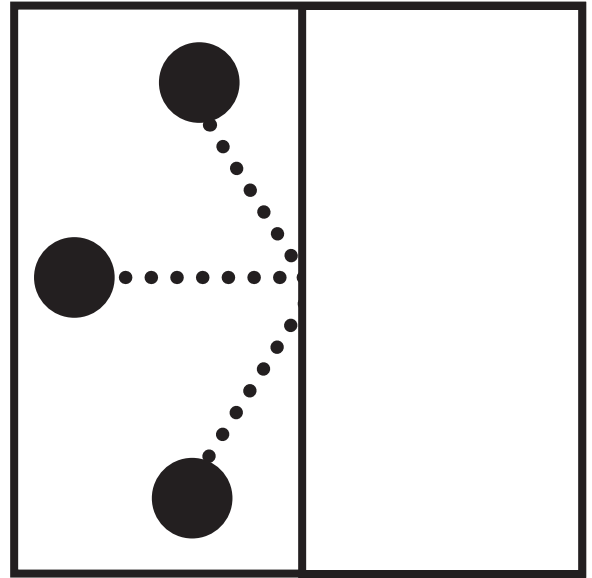
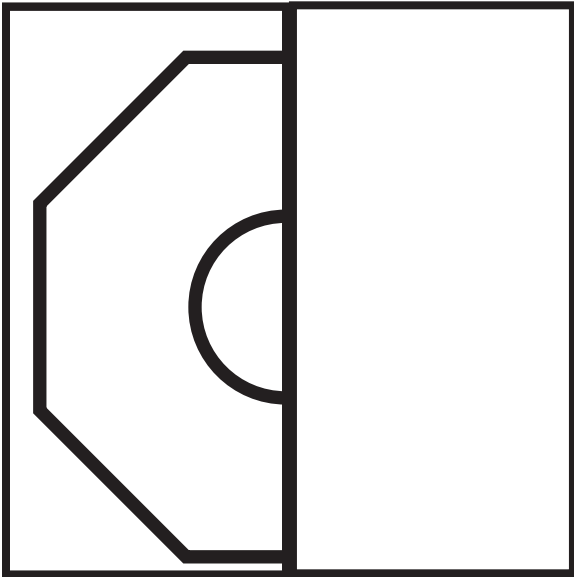
3. Now that we know it will fit, take it off again and fill the jar with boiling or very hot water. Spoon borax into the jar until it no longer dissipates, and the water is cloudy – approx. three tablespoons of borax per cup of water
4. (Option to add a couple of drops of food colouring to the water here).
5. Place the snowflake back in and leave your jars somewhere they won't be disturbed. The crystals may take hours or days to form depending on how much borax you use. It's a good idea to place them somewhere in the classroom that everyone can see the change take place over time.

Scientific explanation



The hot water is able to hold more of the borax than cold water. This is because the water molecules in hot water move quickly and farther apart than those in cold or room temp water, making room for the borax to dissolve. As the water cools down, the molecules move more slowly and get closer together. They begin

to build upon each other anywhere there are sites for doing so (e.g. anything cracked, bumpy, textured etc so the pipe cleaner is an ideal place to settle). The borax will continue to crystallize until you pull the snowflake out of the mixture.



GRADE LEVEL: Grade Kingergarten and up

DURATION: 15 - 60 Mins.

CURRICULUM BIG IDEAS

Language Arts

- Language and story can be a source of creativity and joy.
- Stories and other texts help us learn about ourselves and our families.
- Through listening and speaking, we connect with others and share our world.

Health and Physical Education

- Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.

- Adopting healthy personal practices and safety strategies protects ourselves and others.
- Good health comprises physical, mental, and emotional well-being.

Social Studies

- Our communities are diverse and made up of individuals who have a lot in common.
- Our rights, roles, and responsibilities are important for building strong communities.
- Healthy communities recognize and respect the diversity of individuals and care for the local environment.

Friendship is an important feature of the play; the Peanuts gang go through lots of day-to-day events and experience lots of different feelings together. Have the class brainstorm: what makes someone a good friend?

Activity 1: Friendship Bingo Game

Part of being a good friend is taking the time to listen and learn about your friend.

Give each student the worksheet on friendship provided and ask them to mingle with each other to find out more about their classmates. When students find a classmate who fits one of the descriptions, they can write the classmate's name in that box. Once everyone has filled out their sheets, or after an assigned time, you can go over everyone's answers collectively as a class.

Activity 2:

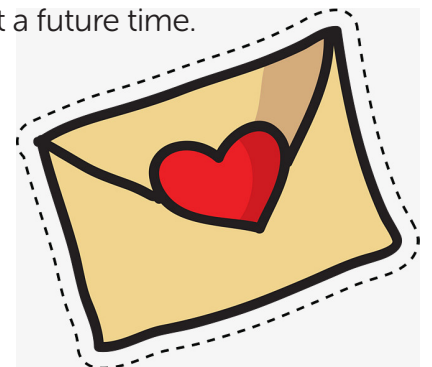
Using the worksheet provided, ask students to think about how they can be a good friend to family, classmates, and community. They can use words or pictures to fill out their ideas.

Activity 3:

In this last activity invite the students to think of ways that they can be a good friend to themselves. Just like Charlie Brown, they will experience both happy and sad times in their lives and there will be times when they will find certain tasks challenging.

Have the students make a list of things that they could do to help themselves feel better when they feel sad or troubled. This can be a good activity to brainstorm together as a class.

Now invite students to write a letter to themselves where they give themselves encouragement and support for when they encounter a difficult task or sad time. What would they say to a friend who was feeling poorly? If a friend felt like giving up on a task, how would they encourage them to keep trying? Once they have written the letter, have them put it in an envelope and save it for themselves to read at a future time.



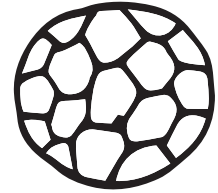
has a pet dog



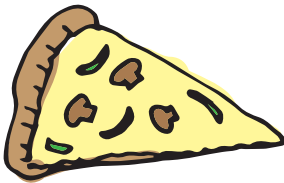
has black hair



likes to play soccer



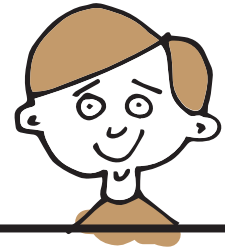
likes to eat pizza



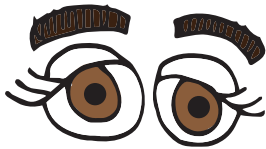
likes chocolate ice cream



likes to play soccer



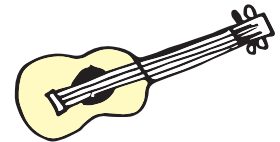
has brown eyes



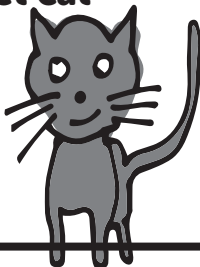
likes to draw and colour



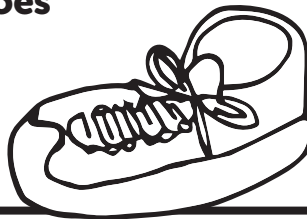
can play an instrument



has a pet cat



is wearing white shoes



has a birthday this month



has red hair

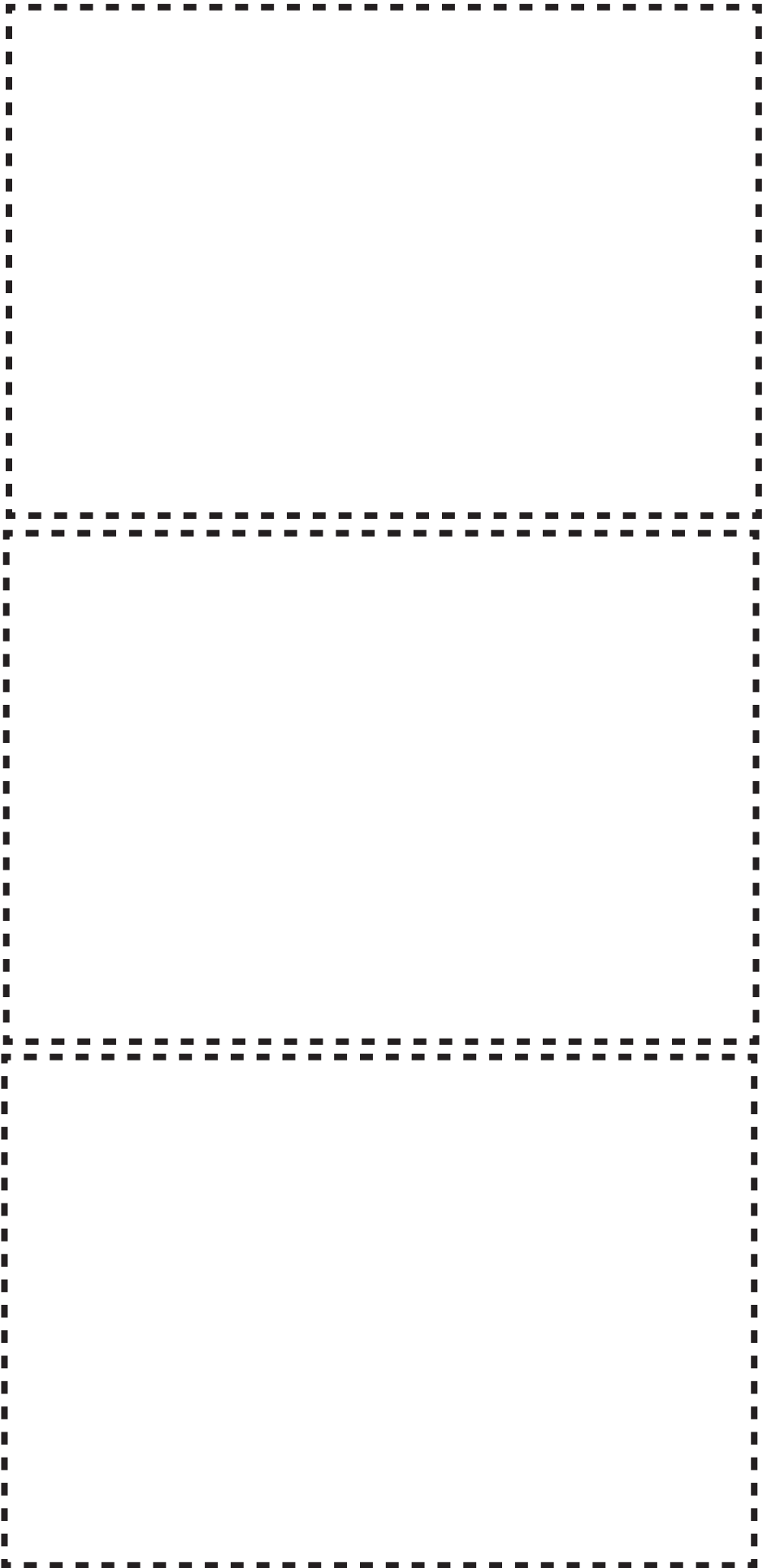


likes to swim



likes to play soccer





**AT
HOME**

**AT
SCHOOL**

**IN MY
WORLD**

Physical Education & Drama Games

GRADE LEVEL: Grade Kingergarten and up

DURATION: 5 - 30 Min

CURRICULUM BIG IDEAS

Language Arts

- Language and story can be a source of creativity and joy.
- Through listening and speaking, we connect with others and share our world.

Health and Physical Education

- Daily physical activity helps us develop movement skills and physical literacy,

- and is an important part of healthy living.
- Learning how to participate and move our bodies in different physical activities helps us develop physical literacy.
- Adopting healthy personal practices and safety strategies protects ourselves and others.
- Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle.

Sally's Jump Rope Relay

"I'm mad at the whole world! I'm mad at everybody! I'm especially mad at jump ropes!"

In the play Schroeder listens to how mad Sally is at the whole world! In this game your class can let it all out in a high energy jump rope relay race.

In a gym or playground, set up two teams with half of each team on either side of the race track. Each team has one jump rope and must travel across the race track jumping the rope the whole way, then pass it to the next team member who does the same in the opposite direction and passes the rope off...until the first team to finish wins!

Spelling Bee Baseball

Charlie Brown and the gang love to play baseball! This version is a fun and active way to learn how to spell some new words.

Play a game of baseball where the pitcher 'throws' a word for the batter to spell, and the batting team make it around the pitch based on spelling words correctly.

You could provide lists of words that you are

working on that year for the pitchers to read out. You decide if the batter spells aloud, or uses a whiteboard to write the word up (this could help other children by seeing the word written, and some children may find this more manageable than spelling aloud). You know your class and which would work best.

This works really well outdoors (if your spellers are writing up the words rather than saying them out loud, you will need to bring a flip chart outside), in a large classroom with tables pushed aside, or a gym/drama space.

1. Divide the class into two teams and make a baseball diamond – you could use mini cones to mark the corners, or tape cardboard markers to the carpet.
2. The pitcher reads a word aloud, and the first batter spells it out. If they are correct they proceed to the first base. If incorrect it's a 'strike' and the next member of the team tries to spell the same word.
3. If the word is spelled correctly, every child on a base moves forward to the next base. Every time they reach 'home' it is a point for the team.
4. After three strikes, that team is out and the teams swap over.

Drama Games

Storytelling

Charlie and his friends work together to put on a Christmas play. There is some chaos and confusion but they all pull together and have a great time in the end!

In this lesson, we learn about how to work together to tell a story. Start by leading a discussion on the following:

- What makes a good story?
- How can a group of people work together to tell a story?

Discuss how it is important to build on each other's ideas and not block them. Always try and help the other storytellers by giving positive creative offerings. If a scene or story is taking a different direction to your original idea, try and run with it and build on what is happening, rather than trying to bring it back to what you wanted it to be.

This lesson will introduce some of the ideas around working together to tell a story, with some elements of improvisation. In order for the students to feel comfortable, this builds their confidence with some of the foundational elements of improvised storytelling.

Activity 1: Yes, Let's!

This can be done in pairs or as a whole group. To start the lesson off we would suggest doing this altogether before splitting into pairs for the next exercise.

Everyone stand in a circle, and the teacher begins in order to introduce the idea, explaining that everyone will get a chance to suggest an activity and the whole group will act it out (with energy and enthusiasm!). Start out with every day activities, but feel

free to build on it with some more wacky ideas!

Teacher: "Let's fry an egg!"

Class: "YES, LET'S!"

Everyone mimes frying an egg

Student 1: "Let's throw a Frisbee!"

Class: "YES, LET'S!"

Everyone mimes throwing a Frisbee

And so on...

Activity 2: Build a Story

This activity helps students practice accepting each other's ideas and building on them. Demonstrate this with a couple of students first, and try to show a good example of giving a positive response to someone's offering in the story.

The game begins with the first person stating a short sentence to start the story. The next person must build on this, with everyone starting their sentence with "Yes, and..." The story can be as wild and wacky as your students want it to be, but it's important to keep building on what has come before!

For example:

- This year, I made Christmas dinner
- Yes, and we decorated the whole house
- Yes, and there were 50 guests
- Yes, and we had 10 turkeys

And so on...

It's great to steer the class away from situations like the following, where the subject and focus of the story is changed completely, without building on what came before:

- I saw an alien this weekend
- Yes, and I went to the circus and met an elephant
- Yes, and I had 20 pizzas

Character Development

The Charlie Brown gang are all very strong, clear characters – you might like to talk about archetypes here. Like many children's books and cartoon characters, they have certain traits which are central to their character so the audience always feels familiar with them, and these traits can be used to create humour and storylines. For example, Lucy is known for being strong-minded, loud, and full of big ideas, and Linus is a gentle and wise character with a humorous attachment to a security blanket.

Use the activities below to get your class thinking about how to create clear and engaging characters on stage.

Activity I: Body Parts

This exercise is a great way to get the group thinking about how different character types can be physicalized on stage.

1. Have the group move around the space neutrally, reminding them to spread out and fill the entire space, being mindful of each other.
2. Ask the group to move around as if they are being led by their nose. As they do so, provide prompts to get them thinking about their choices: does it make them walk faster than before? Do they feel powerful or weak? Does it affect any other body part movements?

3. Then, back to neutral for a moment before asking the group to lead their movement with their knees. How does this affect their bodies and pace? How does it feel?

4. Back to neutral, then leading with their toes

5. Back to neutral, then leading with their chest

You can play around with this as you go along. When the group are getting into the movements, break them in half for a moment and ask one half to watch the others. Have a brief conversation about what types of character they see, and discuss how large physical movements can form characters before we even start thinking about who they are and what they might say.



Andrew Cownden and Emilie Leclerc
in *A Charlie Brown Christmas* (2016) Photos: Tim Matheson

Activity 1: Character Situations

It is a good idea to play this game in pairs, then come back together at the end of the exercise to get some volunteers to show one of their scenes and discuss as a group what makes a clear and engaging character.

Give each pair a script (you can have it written up on a large board or flipchart in the room, this is preferable to handing it out so that the students can perform without scripts)

Have the players read through this scene aloud. Reflect on whether their first scene would be engaging for an audience to watch. Discuss what could be changed to make it interesting, thinking about how important character work can be to an otherwise simple scene.

Then, have everyone try the scene again a few more times by providing various stimulus for each character, and mix up the stimuli for persons A and B. Use these examples or make up your own:

- You find the other person very funny
- You are very clumsy
- You are allergic to the other person
- You notice that the other person has a huge purple bird on their head
- You are eating a delicious cookie and don't want the other person to see
- You have an animal underneath your clothes wriggling to get out

Encourage students to use more than the given lines to make the scene interesting, remembering that their task is to get their character across. For example, they can interact with mimed items around the room, and are welcome to add their own lines and words to help emphasize their character.

Script 1:

A: Can you believe it?

B: No.

A: What are we going to do?

B: We?

Script 2:

A: This is really big.

B: We can manage it.

A: Got any ideas?

B: Yes, but don't tell anyone

Script 3:

A: How did this happen?

B: What do you mean?

A: That.

B: Oh, that.

Script 4:

A: Did you do it?

B: What do you think?

A: You tell me.

B: Maybe.



Arts & Crafts Activities

Winter Crafts

GRADE LEVEL: Grade Kindergarten and up

CURRICULUM BIG IDEAS

Arts Education

- People create art to express who they are as individuals and community
- People connect to others and share ideas through the arts
- Engagement in the arts creates opportunities for inquiry and purposeful play
- Dance, drama, music, and visual arts express meaning in unique ways.

Charlie Brown and his friends enjoy the winter in many ways. We see them ice skate, throw snowballs, and search for the perfect evergreen tree.

Have some festive fun this winter by making one or more of these crafts:

Marshmallow Snowmen

You will need:

- Large marshmallows
- Lollipop sticks
- Assorted candy to decorate (fruit leather, twizzlers, pretzel sticks, chocolate chips, M&Ms etc.)
- Edible cookie markers (optional)



String three marshmallows on a lollipop stick or wooden skewer. Decorate with a fruit leather scarf, pretzel stick arms, and a hat made of a Hershey's Kiss or peanut butter cup candy. Noses can be made of a bit of orange gel candy, or drawn on with an orange edible cookie decorating marker. For coal eyes and buttons, use a black edible marker or dots of candy melts.

Hot Chocolate Jars

For 8 servings

Everyone loves to warm up with a cup of hot cocoa! Mix up a batch for the class, or consider making homemade cocoa mix in jars, perfect for gift giving.

You will need:

- 1 cup unsweetened cocoa powder
- 2 cups powdered sugar
- 2 cups powdered milk
- 8 small mason jars
- Peppermint candy canes (optional)
- Chocolate chips (optional)
- Marshmallows (optional)

Mix dry ingredients together well and divide mix into mason jars, and top (if desired) with mini marshmallows and/or crushed candy canes and/or chocolate chips.

It's also fun to make instruction labels and decorate the jars with ribbons.

To serve, mix equal parts of mix and hot water and stir well.

Recycled Christmas Tree Challenge

In the play Sally has to make a coat hanger sculpture. How many different things can we find in our homes that could be turned into a sculpture?

In this activity, the class will work in teams to make a Christmas Tree from recycled materials! Ask everyone in advance to collect materials from home that they think could be turned into a sculpture. Encourage them to bring things that might otherwise be thrown away or recycled, or items that aren't used any more.

Here is a great link that can provide some inspiration: <http://www.homecrux.com/the-10-best-recycled-christmas-trees/2732/>

Think about the following:

- Can the items be glued or taped easily?
- Are the items fully clean and safe to use?
- Can you choose a selection of colours and textures?

Ask everyone to bring in at least three items each. You might like to bring a selection of items yourself that you think will work well and help the groups make interesting sculptures.

You will need:

- Everyone's materials from home, plus any that you are providing
- Scissors, glue, tape for each team
- Craft paints and brushes (optional)

This is a team activity! Divide the class into groups (group sizes and numbers may vary depending on how many materials you have to work with, aim for 3 – 6 per group). Then,

divide all the materials randomly and equally so each group has a selection of items to work with. Encourage the group to be imaginative – it doesn't need to look like a perfect Christmas tree, and the more creative the outcome, the more fun it will be!

To make the task more exciting and challenging you could set a time limit on the activity, encouraging the students to think quickly and cooperate. You might also like to set goals, e.g. which team can make the tallest Christmas tree, the most stable Christmas tree, or the most colourful.



Snow Globes

You will need:

- glass jar with tight-fitting lid (baby food or mason jar)
- epoxy or hot glue
- stick figurines, pieces of tree branches, or other **non-soluble** items to place inside the jar
- distilled water
- glycerine (available at drugstores) or clear glue (not white glue)
- glitter, mylar confetti, or other mylar shapes

Capture the ideal winter scene in a handmade snow globe.

Step 1: Make a festive scene with the figurines, natural objects or decorations and glue it to the inside of the lid.

Step 2: Fill the jar nearly to the top with distilled water, and add glitter, tiny pieces of mylar confetti, or other mylar shapes.

Step 3: Add a small amount of glycerine (available at drugstores) or clear glue (not white glue) to keep the glitter from falling too quickly. Close the jar tightly. You can glue the lids to the jars if you are concerned students might open them. Shake, and set



with the lid down.

Charlie Brown Paper Plate Craft

You will need:

- large paper plate
- tissue paper in skin tones
- black/tan cardstock
- glue
- scissors

Perfect for Kindergarten!



Step 1: Cut tissue paper into small squares

Step 2: Put an even layer of glue all over the paper plate. Have children place the tissue paper on top of the glue, until the paper plate is completely covered.

Step 3: Cut out Charlie Brown's facial features from cardstock. Think eyes, nose, mouth, ears, and hair.

Step 4: Have children glue the cardstock pieces onto the paper plate to complete Charlie Brown's face.

Recipes

We hope you have as much fun making as you do eating these treats. Why not surprise a special friend with a treat or invite some friends over to help prepare and enjoy them!

Charlie Brownies

Preparation 10 min · Cook Time 25 min · Serves 12

Easy to prepare and great fun to decorate! You can make the brownies ahead of time and have students decorate in class.

Ingredients

- Charlie Brown Chevron Sweater Pattern (opposite)
- 1 box of your favorite brownie mix
- milk chocolate morsels
- 5 cups powdered sugar
- 1 stick of butter (1/2 cup)
- 10 oz. cream cheese
- yellow gel food coloring

Instructions

1. Prepare brownies based on instructions on the back of the box. Once cooked and cooled, slice into squares.
2. In a large bowl or stand mixer beat butter and cream cheese together until creamy. Pour in powdered sugar little by little until blended well with other ingredients. Add in 5-6 drops of food coloring and continue to mix until consistency is smooth.
3. Use a small rubber spatula to frost brownies.
4. To re-create Charlie Brown's shirt, melt chocolate morsels in the microwave in 60 second intervals. Use a disposable decorating bag with a thin piping nozzle to trace the chevron pattern onto wax paper. The easiest



way to do this is to tape the paper to a baking sheet and place the wax paper on top, securing with an additional piece of tape. This will keep them both in place and allow you to achieve cleaner lines. Once finished, place in the refrigerator to harden for 5-10 minutes. They should pop right off when ready. Add one strip to each brownie.

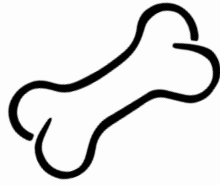


This recipe and others can be found at:
<http://www.youngatheartmommy.com>

Snoopy Snacks

Preparation 30 min | Baking 30 mins

Makes approx 2 dozen



Try making your own dog biscuits with this simple recipe. This recipe is especially good for kids who love to measure. It's a cooking class and a math lesson all in one!

Students can measure and cut out shapes in class and take home to bake.

Ingredients

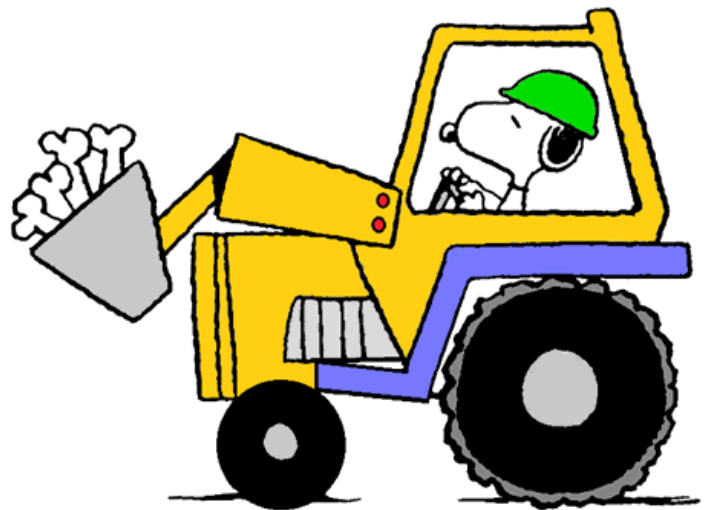
3 cups of whole wheat flour or bread flour
¼ cup of wheat germ
1 teaspoon of salt
2 tablespoons brown sugar
1/3 cup flax seeds
1 cup vegetable oil
3 eggs
½ cup powdered dry milk
1 cup warm chicken or beef broth

Instructions

1. Preheat your oven to 325°F. And line baking trays with parchment paper.
2. Combine flour, wheat germ, brown sugar, salt and flaxseeds in one large bowl. Stir in vegetable oil and then add the eggs, one at a time, and mix well after adding each one.
3. Dissolve the dry milk in the warm chicken or beef broth. Stir wet ingredient mixture into the flour mixture. Mix until you form a firm, yet workable dough. If needed, add a little flour

or broth – depending whether you need a smoother or a firmer dough!

4. Wrap the dough in a plastic wrap and set aside to rest for 15 minutes.
5. Roll the dough out to ½ cm. Cut out biscuit shapes with cookie cutters and place them on sheet pans.
6. Bake for 25 to 30 minutes, until the biscuits are lightly browned.
7. You can store them in an airtight container for 2 or 3 weeks!



Theatre Etiquette

We are so excited that you've chosen to bring your students to our show! We are honored to represent, for many, their first visit to a live performance. To help ensure that their first experience is a safe and enjoyable one, we've included some guidelines below that we hope will help our guests know what to expect as an audience member, and also what is expected.

Food, drinks, candy and gum are not permitted in the theatre. If your class has packed lunches, Please ensure that they stay inside backpacks until your group has left the theatre. Bottles of water are welcome and adults may bring coffee or tea into the theatre.

Noise carries in the theatre. Even the quietest of whispers can be distracting to the performers and other audience members. Please remind your students to refrain from talking or moving around during the play, but that laughter and clapping is okay. And of course feel free to join in audience participation moments when invited by the company!

We ask that you and your students don't touch the stage or the props before or after the show. Also please do not lean or climb on the edge of the stage or step units.

Please encourage everyone to use the washroom facilities prior to the performance. If you do need to leave during the performance please use the exit door on the right-side of the theatre, mid-way up the stairs. Younger children from your group must be accompanied by an adult when they exit. Ushers will re-seat you when you are ready to return.

Our ushers are happy to assist anyone who needs to leave or re-enter the theatre, and will do so at an appropriate moment in the show through the exit door on house right, mid-way up the stairs. Young ones are not permitted to leave the theatre unless accompanied by an adult.

Throwing objects or using laser pointers is not permitted. We might have to stop the performance if this occurs, as it compromises the safety of the performers and other audience members.

Due to copyright rules and performer safety, photography and recording of any kind is prohibited inside the theatre

The use of cell phones, iPads, video gaming systems, etc. is strictly prohibited. All audience members including educators, parents and students must turn off their devices prior to the show and tuck them away.

We encourage our audiences to respond to our performances; laughter is welcomed when appropriate and applause at the end of a performance is the best feedback of all. If your students are curious about 'standing ovations,' you can let them know that standing up and clapping is a way people show the actors that they think a performance is amazing.

A Visual Storyboard for New Visitors

Before the Play Begins



This is what the outside of the theatre building looks like.



You will go through these doors and enter into the lobby.



Once you go through the doors you will be in the lobby. This is what our lobby looks like.

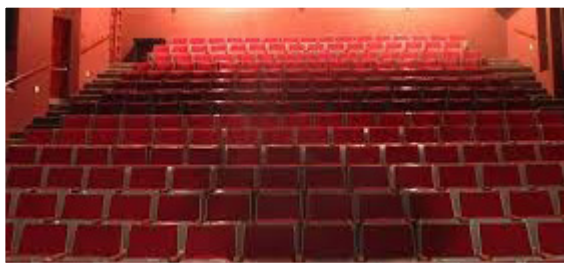


This is a picture of the theatre doors. An usher will meet you at these doors and let you know when to go in and take your seat.



You will sit in your allocated seat and wait for the play to start. Before the play starts a person will stand in front of the stage and welcome everyone or you may hear a pre-recorded message welcoming everyone. Everyone will stop talking and listen. The lights will dim and the theatre will become dark. The curtains on the stage will open and there will be bright lights shining on the stage.

- The actors will walk about on stage and talk to each other. Sometimes the actors may feel quite close to you, but don't worry, they won't reach out to you or touch you.
- Sometimes things will appear on stage as if by magic.
- Sometimes, the lighting will change—there will be different coloured lights and sometimes it will go darker or brighter as we change place and time in the story.
- Actors tell the story by dressing up in different characters. When they change character, they will put on different pieces of costume. Sometimes they may pretend to be upset or fight with one another but they are only pretending and none of them get hurt.



The inside of the theatre looks like this. When you come into the theatre the auditorium lights will be on so that you can find your seat and see the stage. Some people will be sitting in their seats talking and others will be walking about before the play starts.



When the play ends the actors will all stand on stage together and look at the audience. The Audience will all clap and some people may even call out to let the actors know that they enjoyed the play. When the actors leave the stage people will begin to stand up and leave the theatre.