

Spare Parts Puppet Theatre's
The Little Prince
Adapted from the book by Antoine de Saint-Exupery

Education Resource
Year 3 – 6



Resources:

- Excursion Plan
- Etiquette
- About the Show
- Discussion Questions
- Classroom Activities
- Puppet Making & Performing Arts Activity

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Environment:

- Venue: Spare Parts Puppet Theatre, 1 Short Street Fremantle. The theatre is located within Pioneer Park.
- Access to the building can be obtained from the main entrance on Short Street, facing Market Street.
- Wheelchair access is available. Should you have students that require wheelchair access please contact us prior to your excursion on 08 9335 5044.
- Within our foyer we boast a collection of puppets from our 35 year history. We encourage you and your students to explore the foyer and the puppets before/after the show.
- Our theatre is located within Pioneer Park. You're welcome to enjoy lunch or recess in the park before/after the show.

Transport:

- We are located across the road from the Fremantle train station. For public transport options please contact
- <http://www.transperth.wa.gov.au/>
- If travelling by private bus, students can be dropped off at the main entrance of the theatre (Short Street) or on Philimore Street.

Insurance and Evacuation Plans

- Public Liability Insurance Certificate
- Evacuation Plan

Briefing Students and Supervisors

- We encourage teachers to brief their students and adult helpers on suitable theatre etiquette prior to attending the show. See 'Theatre Etiquette' for tips.
- Please arrive at least 15 minutes prior to the show start time.
- Eating, drinking and photography is not permitted within the theatre space.

There are two groups of people at the theatre, the audience and the performers. Each group has a certain role to play and has certain behavior expected of them. Before you attend the show you may like to:

- Discuss what audience and performer mean
- Talk about the behavior expected from the audience and from the performers.

Pre-Show Activity

Give students an A3 piece of paper, fold it in half. On one side draw themselves as an audience member, on the other side draw themselves as a performer.

Call out various behaviours (ideas listed below) and ask students to put the behavior either in the "Audience" or the "Performer" column on their paper to represent good theatre etiquette. They may like to suggest some ideas of their own!

Hint: Some behaviours will be appropriate for both Audience and Performer.

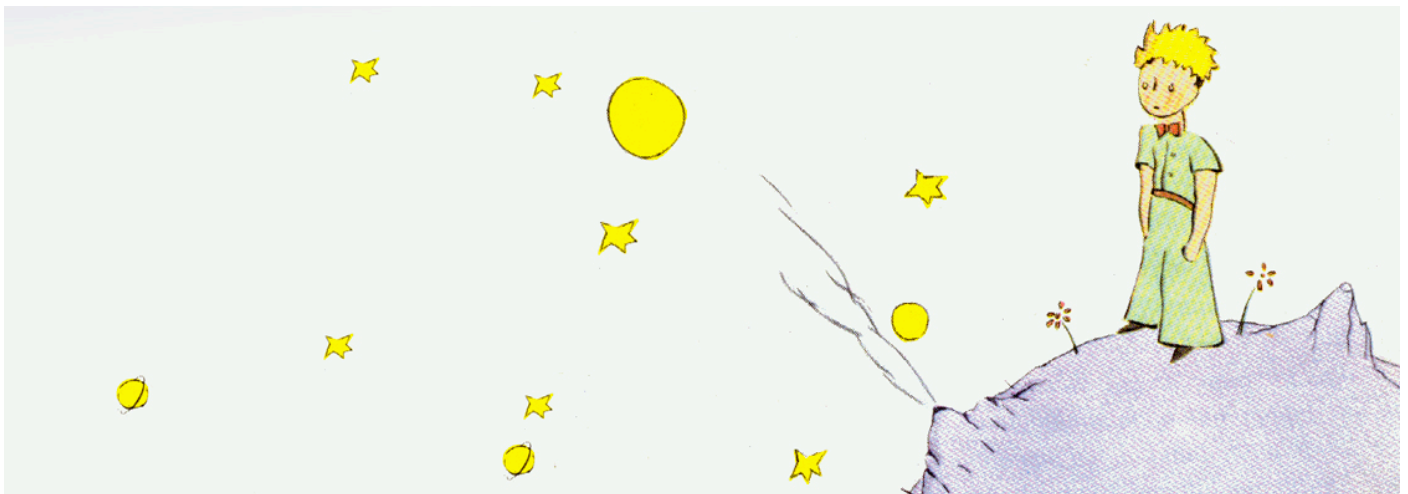
- Does not chit chat
- Sits still
- Goes to the toilet before the show
- Is ready on time
- Faces the audience
- Keeps their eyes on the stage
- Is nice and quiet
- Doesn't eat or drink during the show
- Claps at the end

About the Show:

With its timeless message about the importance of forming friendships, *The Little Prince* is an adventure story that celebrates the strength of a child's imagination. *The Little Prince* leaves his tiny home planet, with its three volcanoes and single glorious flower, and journeys across the universe to Earth. He meets a pilot crash-landed in the desert, a cunning snake, a wild fox and an oddball cast of grown ups with some very silly ideas about the things that really matter.

The Little Prince, first published in 1943, is a novella and the most famous work of the French aristocrat, writer, poet and pioneering aviator Antoine de Saint-Exupéry (1900–1944).

The novella is both the most-read and most-translated book in the French language, and was voted the best book of the 20th century in France. Translated into more than 250 languages and dialects (as well as braille), selling nearly two million copies annually with sales totalling over 140 million copies worldwide, it has become one of the top best-selling books ever published.



Spare Parts Puppet Theatre's *The Little Prince* cast

Director: Michael Barlow
Writer: Adaptation by Simon Clarke
Designer: Jiri Zmitko
Composer: Lee Buddle
Lighting Designer: Karen Cook
Puppet Construction: Jiri Zmitko & Kipling Smith
Production Manager: Chad Wetton
Performers: Shane Adamczak & Jessica Lew

Discussion Questions

Pre show Questions

- How do we decide what matters in our lives? Do different people have different ideas of what is important?
 - Give examples of things that are important to some people and not to others
- What is the difference between a child and a grown up? Think about things other than age...
- What is the difference between reality and make-believe?
- How do you describe a friend?
- Does describing a friend make you remember them better?
 - Discuss other ways to remember friends and loved ones

Post Show Questions

- What differentiates adults from children in *The Little Prince*? Is the distinction simply one of age, or is it based on something else?
- Why does the little prince want to return home? Why isn't his friendship with the pilot enough to make him stay?
- Why is the fox so eager to be tamed by the little prince? If he already knows how to tame himself, why does he need someone else to do it for him?
- Symbols and metaphors are present throughout *The Little Prince*. Why do you think Saint-Exupéry chose to tell this story in such figurative language?

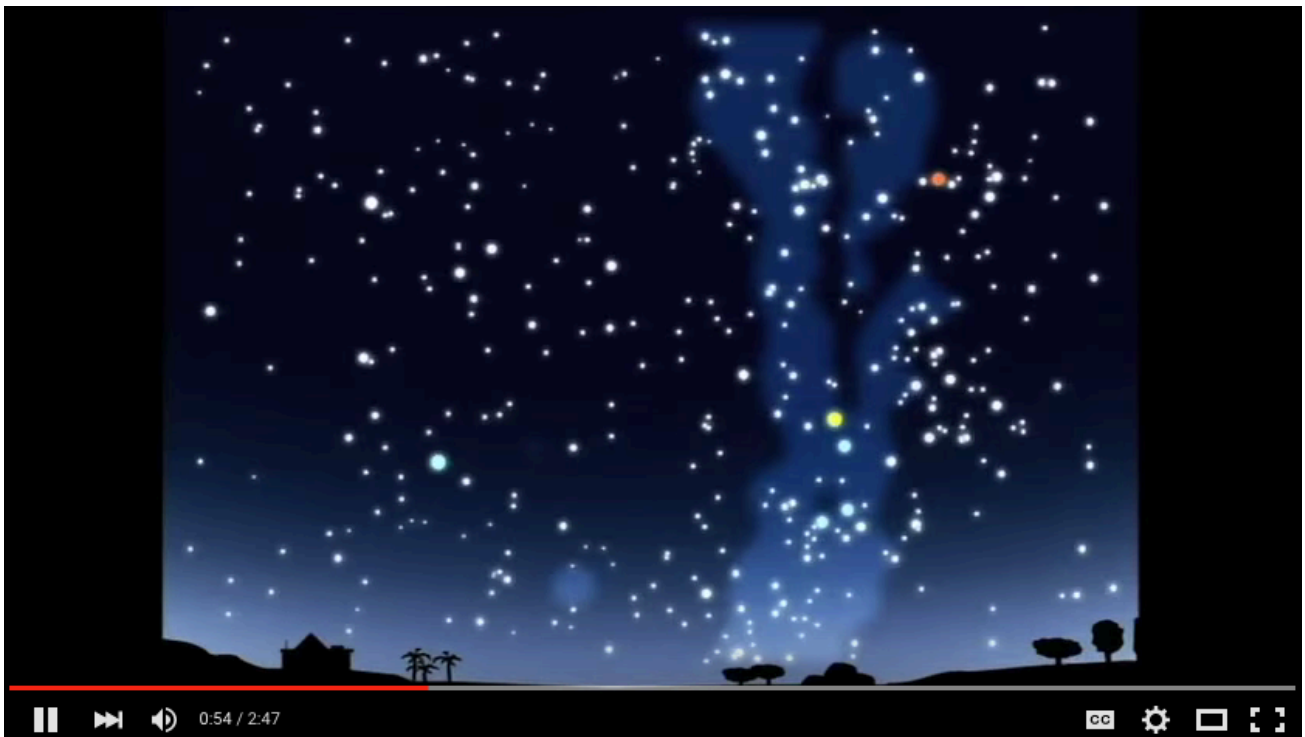
Classroom Activity One

Subject Area: Science / Earth & Space Sciences

Constellations

Introduction:

Look at the constellations and their importance in story telling. Visit sites such as *Science Screen Report for Kids- Night Sky: Navigating the Constellations* at <https://www.youtube.com/watch?v=Hm2MKez7atI> to expose students to different constellations and the stories behind them.



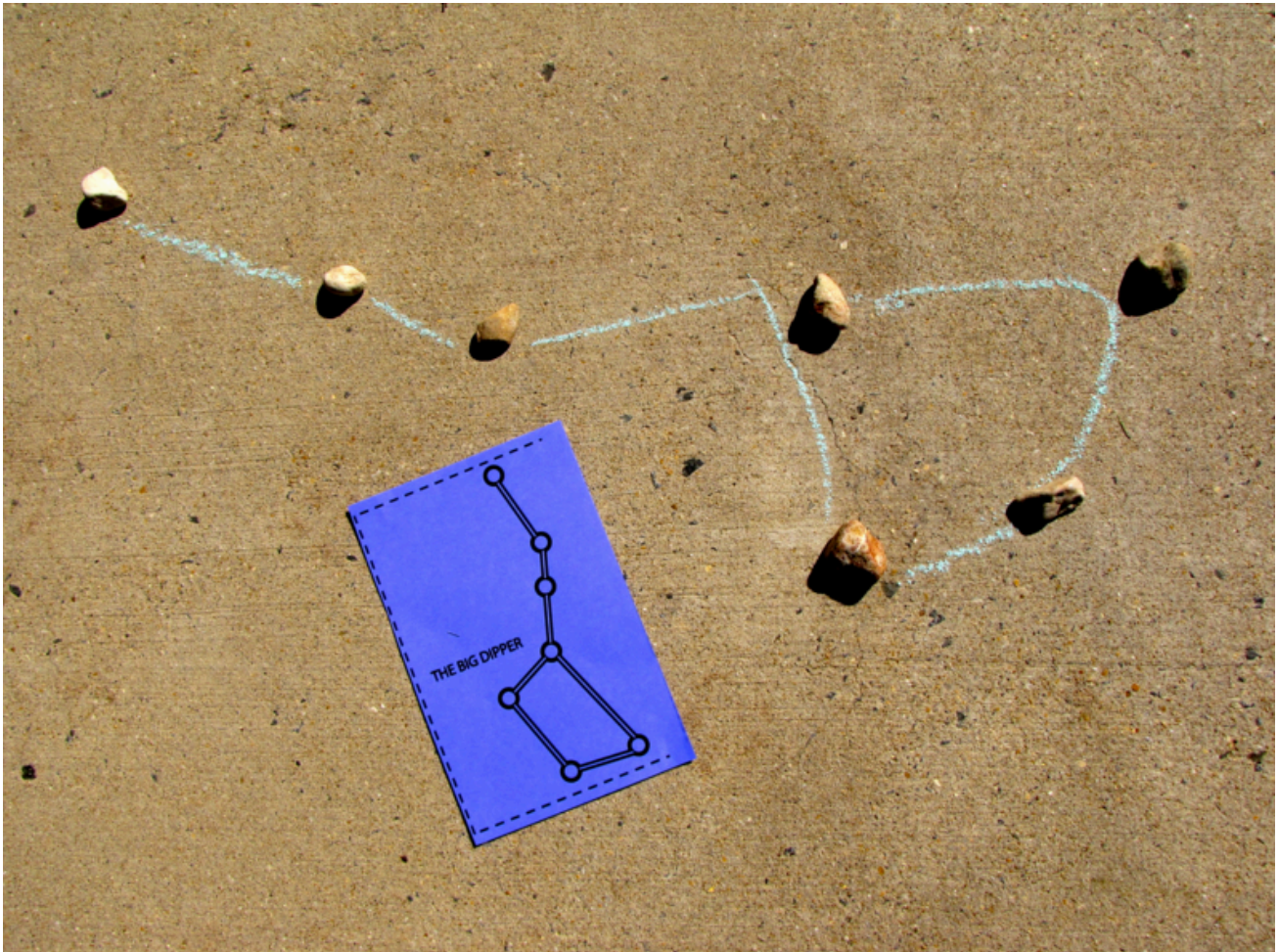
Specifically focus on the Southern Cross and its significance to the Aboriginal people in story telling.

Compare and contrast the stories told from the Noongar people of WA to indigenous groups in Victoria (more information visit sites such as *ABC Science Beginner's Guide to the Night Sky* <http://www.abc.net.au/science/starhunt/tour/virtual/> for further information.



Design a Constellation

Students create constellations using rocks and chalk on the concrete outside.



Zodiac Fun Facts

Older children could write a text on Zodiac fun facts to create a classroom display. As an extension the constellation could be transposed by children onto a geo-board ([links to Maths Measurement and Geometry Shape and Location & Transformation](#)).

Classroom Activity Two
Subject Area: Visual Arts / Media Arts

Characterisation

Discuss the symbolism in the production of *The Little Prince*. Examine the relationships that the Little Prince valued as well as his observations on 'grown ups'. Discuss the three planets visited in the performance of *The Little Prince*. In small groups students brainstorm the character traits of the inhabitants of the planets.

Create a Character

Students create a character for that planet using a medium such as clay or play dough. What characteristics does the character have?

Are these attributes valued by the Little Prince? Why/Why not?

Older children could create a new planet and character and write down the characteristics of the inhabitants of their planet.

Classroom Activity Three

Subject Area: English, Literature & Context

Making a Postcard

The little prince visits several planets and meets a different character on each one. Imagine that you are a traveller visiting those same planets. Choose one planet and send a postcard from it. Draw a picture of the place on one side and write your message on the other. In your message, identify the character you meet, what he is like, what he represents, and your opinion of the person and place.

Dramatise your Postcards

Subject Area: Drama

The previous activity could become an assembly item. In small groups the students could dramatise their postcards in short skits. Using a reporter to interview the Little Prince and the characters from from the various planets. In junior classes some clear guidelines of what questions the reporter is going to ask would not only guide the childrens answers but ensure that some higher order questions are asked and answered.



Performing Arts Activity
Subject Area: Visual Arts, Drama

Alternate Endings

Split students into groups of three or four. Have them discuss alternate endings to *The Little Prince*. This could be an extension from the ending that they saw at the theatre (or read in the book) and discussing what would happen next if the show continued, or it could be manipulating the way that the story ended.

Create skits with puppets

Puppets can be made from whatever materials you have on hand. Paper, cardboard, junk, playdough – you name it. The less you have, the more creative the students will be! On the following page are some examples of snake and fox puppets to inspire you and your students. Most are simply made from paper, paper plates, colouring in pencils/textas.

Have the students create the characters from the show (and any other characters that may come up in the alternate endings) and perform their alternate ending to their peers.



SPARE PARTS

puppet theatre



Government of Western Australia
Department of Culture and the Arts



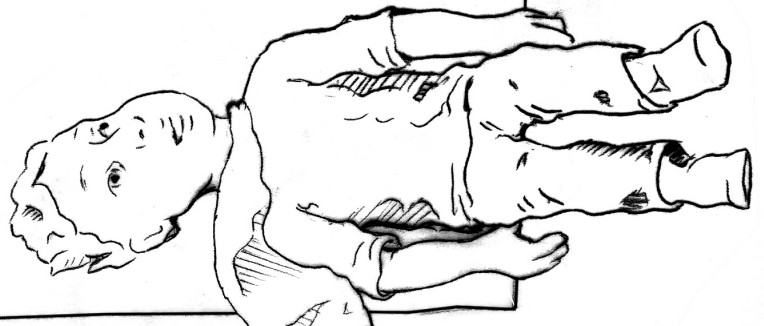
The West
Australian





The Little Prince

SPARKS
PUPPETS
puppet theatre



Please Sir,
draw me a sheep

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Department of Culture and the Arts

