Appendix 3:

Suggested Answers for Teachers

Scene 1: We go live…

Scene 2: Choosing the right object

Scene 3: Two pairs of hands are better than one

Scene 4: Three ways of creating a story for Object Theatre

Scene 5: Issue-based work with Object Theatre – green shopping TV advertisement

Scene 6: Q & A time

Scene 7: An Object Theatre story - 'Never Make Your Teacher's Life Miserable!'

Suggested Answers for Teachers

Scene 1: We go live…

1. Your experience of puppetry: what do you already know?

Students' own answers

2. Before watching

Students should read the questions so that they know what to watch and listen for.

3. After watching

- Who is being interviewed and why?

Scott is being interviewed because he knows a lot about Object Theatre.

- What is Object Theatre? Fill in the blanks.

*Scott says that Object Theatre is a style of puppetry which deliberately uses **everyday** items or **objects**, moved in such a way that it brings them to **life**.*

- Do you see a puppet? Which character is shown?

Yes. The character shown is the host of the show.

- How is that puppet created?
  - The head is created with *a yellow bucket*.
  - The eyes are created with *glasses*.
  - The nose is created with *a microphone*.
  - The mouth is created with *two hands in white gloves*.
  - The hand is created with *some pens*.
  - The body is created with a *blue jacket*.

- How do the puppeteers move the objects to bring the character to life in this scene?

The gloved hands are moved from a closed position to an open position to show the puppet is speaking. The pens and jacket sleeve are moved to show that the host is making gestures.

Suggested Answers for Teachers
Scene 2: Choosing the right object

1. Before watching

Imagine you are an Object Theatre puppeteer. How do you choose good objects for a character?

Students' own answers

2. While watching

- Only special objects can be used. ~~True~~/*False*
- The audience needs to use their ***imagination*** when watching Object Theatre to create the rest of the character in their minds.
- When Scott puts the glasses and mug together, what does the handle of the mug look like?

  The handle of the mug looks like a nose.

- Fill in the missing word(s) and answer the question:

  a. The wide opening of the mug shows the character is ***shocked***.

  b. Who do you think this ***shocked*** character might be? Why/When are they surprised?

  Students' own answers. They might be a teacher who is shocked that their students have not done their homework.

- Scott thinks the small pan and oven mitt could be a ***duck*** or a ***penguin*** chef.
- Why does Scott choose a pan and an oven mitt to make a chef?

He chooses them because the objects reflect the character that he wants to create. An oven mitt and a pan are used to create a chef because they are kitchen equipment that a chef uses.

- Scott uses a pair of headphones and a speaker to make a character that loves music. Brainstorm 2 – 3 other objects that could be used to make a character that loves music.

  E.g. speakers, a hi-fi system, a smartphone with a music app showing, a musical instrument (a tambourine, violin, maracas, drumsticks)

- Think of another character that you would like to create and brainstorm 3 – 5 objects that could be used to create it.

  E.g. a teacher could be created with a textbook, microphone, a red pen.

Suggested Answers for Teachers

Scene 3: Two pairs of hands are better than one

1. Before watching

- How do you think Object Theatre puppets can be made to move by the puppeteers?

  Students' own answers.

2. While watching

- What instructions are given for making Object Theatre puppets move? Are they the same as the ideas you had before you watched Scene 3?

  The following advice is given for making Object Theatre puppets move:

  - *Puppeteers can work together.*
  - *Often, one puppeteer will control the head and another, the arm.*
  - *Another puppeteer can control the legs.*
  - *There is no fixed way of doing it. You can see a few different ways of doing it in the video.*
  - *With the hooded sweater, one puppeteer controls the head and left arm, and the other puppeteer controls the legs.*

  Students may also notice the interviewer in the video is made by 3 puppeteers. One moves the arm and hand which are made by the arm of a suit jacket and some pens. Another holds a small bucket and a pair of glasses that represent the head. And the third, makes the mouth with white plastic gloves. The third actor is also the voice of the interviewer. You might like to ask the students to guess who the voice and mouth of the interviewer is. Yes – it's also Scott. Scott has two roles: himself and the voice and

mouth of the interviewer. Puppeteers in Object Theatre need to be very adaptable and often to manipulate multiple Object Theatre puppets.

- What skills do you think you need to make Object Theatre puppets move?

  The students will need to develop their teamwork skills, agility and coordination. They will need to be adaptable as they may need to take on many roles as an Object Theatre puppeteer. (Other answers are possible here.)

- What did the puppeteer (who was controlling the head and arm of the hooded sweater) do at the end of his performance? What do you think this shows about this puppeteer's attitude?

  The puppeteer puts the objects down on the table gracefully. This shows his skill and his respect for the Object Theatre art form.

3. After watching

- What do you think made this performance good?

  It may help to ask students about the pace of the puppeteers when moving the objects. Help students notice the moderate pace of the puppeteers, which is very important here. If the movement of the students is too rushed and hurried, then the effects may be lost on the audience. Put the students in pairs and invite them to choose the materials they need to make a moving puppet.

4. Consolidation Activity

- Now that you have a good idea about Object Theatre, make your own short Object Theatre scene with one character.
    - Work together with other classmates.
    - Choose appropriate objects to show a character and their role or job.
    - Write a very short script (about half a page).
    - Work together with your classmate(s) to make that Object Theatre puppet move.

Students' own answers.

Suggested Answers for Teachers

Scene 4: Three ways of creating a story for Object Theatre

1. Before watching

This scene is all about creating the plot (action) and the characters of a story.

- How do you think you can create the plot and characters for an Object Theatre story?

Students' own answers.

2. While watching

- According to Scott, what types of story can you use to create an Object Theatre performance?

  Three ways are suggested. You can use a pre-existing script, you can make your own script by adapting a story, or you can write a story of your own.

- What extra tip does Scott give for creating an Object Theatre story?

  He suggests creating a story that revolves around one central character. It is difficult to change continually between main characters in the story. It is difficult because the main character will normally be created by three puppeteers. To have more main characters would require many more puppeteers.

3. After watching

- Discuss with your group and your teacher what you would like to use to create your Object Theatre performance.

Suggested Answers for Teachers

Scene 4

Object Theatre Story 1: Understanding the layout of a script

1. *(a) Encourage your students to spot the following conventions of a script. Examples of items that students can circle:*

characters	*(presented at the beginning of the script)*
scene number	*(at the beginning of each scene)*
stage directions on separate lines	*(used to introduce entrances and setting)*
stage directions in brackets included in lines of dialogue	*(used to give extra information about a character's emotion)*
character names	*(written on the left-hand side followed by a colon)*
dialogue	*(follows character name and written without speech marks)*

1. (b) Teach your students the correct vocabulary as needed afterwards using the suggestions above.

For the following student worksheets for Scene 4, the answers will depend on the story chosen and the students' own answers:

Suggested Answers for Teachers Scene 4, Object Theatre Story 2: Create a script based on a story.

Suggested Answers for Teachers Scene 4, Object Theatre Story 3: Adapting an existing story to make it more relevant

Suggested Answers for Teachers Scene 4, Object Theatre Story 4: Create a devised piece with your own ideas

Suggested Answers for Teachers
Scene 5: Issue-based work with Object Theatre - green shopping TV advertisement

1. Before watching List ways in which you can be an environmentally friendly shopper.	**2. While watching** Put a tick if this is included in the scene.
a. bring your own bag	
b. buy produce without plastic packaging	✓
c. buy locally produced food	✓
d. don't buy environmentally unfriendly products like palm oil	
e. don't buy meat products	

3. While watching (continued)

- How is the environmental issue shown with the Object Theatre puppets?

  In the first part, the Object Theatre puppet is created with oranges and a broccoli floret wrapped in plastic, with a plastic bag for a mouth. Then the scene changes to 'Green Shopper' and the packaging is taken off the oranges and broccoli, and the mouth is created with a green recyclable bag.

- What is the slogan of the video?

  Reduce, reuse, recycle and reshop!

- How does the slogan show that this is an advertisement?

  They have added 'reshop' to the environmental slogan. 'Reshop' means they want people to come back to Green Shopper.

- Hong Kong Fresh Foods also buys its products from local farmers. What objects did they choose to create the character of the local farmer? Why did they choose them?

  They use a trowel for the body, a branch with green leaves for an arm and two bull clips and coloured clips for the eyes. This is a good choice because a trowel is used for gardening and it is also a small tool which shows that he is a small, local farmer not a big company.

- What other objects could be chosen to make a local farmer?

  There are many other objects that could be chosen for the local farmer, for example, a popular local vegetable like pak choi for the body of the farmer and a short bamboo stick for the arm.

4. After watching

- What did the puppeteers do to the objects to show that they are environmentally friendly?

  The puppeteers took away the plastic bag on the pencil case and plastic wrapping on the oranges and broccoli when they introduced 'Hong Kong Fresh Foods".

- Is it okay to see the puppeteers in Object Theatre?

Yes, it is okay. Seeing the puppeteers is part of the art form of Object Theatre. By seeing the puppeteers, the audience can share in the act of creativity and the amazing technique of the puppeteers. Of course, the puppeteers need to be aware that they can always be seen by the audience and they should concentrate at all times.

- What can the puppeteers do to make the audience focus on the Object Theatre puppet?

  The puppeteers can focus their eye contact on the Object Theatre puppets at all times.

- Watch the scene again and identify the techniques they use to persuade us to come to the Green Shopper store. Think about how the puppeteers have used the following:

  Language:

  Questions asked to audience to make them think: 'Ever go + gerund?' 'Ever wonder how much damage…?' 'Don't you wish there was a better way?'

  Postive reaction words: 'Wow!', 'This is amazing!'

  Adjectives, determiners and adverbs: 'all new' (concept)' , 'all' (our products), 'even' (our bags), 'carefully' (sourced)

  Contrasting: 'our carbon footprint is <u>small</u> and their <u>profits</u> are big'.

  Voice:

  Enthusiastic tone used throughout.

  Heavy stress: 'You won't find <u>plastic</u> in <u>our</u> store'. '<u>100%</u> <u>recycled</u> and <u>reusable</u> cotton'.

  The Green Shopper and the local farmer speak deliver the last line together.

Characters & Action (i.e. the things that happen)"

A consumer ready to be persuaded

The Object Theatre puppet has a 'green transformation' in the second half of the advertisement.

- Think of an environmentally-friendly product you could advertise with Object Theatre. Brainstorm some ideas for an advertisement using the following headings:

Language:

Voice:

Action (i.e. the things that happen):

Ideas for Object Theatre puppets to use in your advertisement:

Suggested Answers for Teachers

Scene 6: Q & A time

Please see the student worksheet for the layout of the questions for students.

1. Before watching

Students should think of their own questions. E.g. 'How do I get good at Object Theatre?' or 'How do I choose what movements the puppet should make?' Students questions may or may not be answered in the scene but there is the opportunity for students to answer their own questions as a group in the 'after watching' section. This process should stimulate a good discussion.

2. While watching

The questions that are answered in this scene are:

- *When we do Object Theatre, how do we avoid showing the puppeteer?*
- *How do I make my puppet's voice different to my own?*
- *How can you use objects to show the difference between characters, e.g. male and female, or young and old?*
- *Is Object Theatre only suitable for extra-curricular activities?*

Suggested Answers for Teachers
Scene 7: An Object Theatre story
'Never Make Your Teacher's Life Miserable!'

1. Before watching

- This performance is called 'Never Make Your Teacher's Life Miserable!'. What do you think this is going to be about?
  Students' own answers

- The main character is a teacher, Gordon. What objects could be chosen to make a teacher?
  Students' own answers

2. While watching

- What objects are used to make Gordon, the mother, the sister and the dog, Fido?

  Gordon is made from a whoopee cushion and some baby pyjamas. The mother is made from a blonde wig, some red fashion glasses and a rose. The sister, Mary, is a Santa Claus soft toy. The dog is a yellow toy elephant.

- What does the puppeteer do to show that the teacher is asleep?

  He makes a snoring sound and moves the head up and down to show that the teacher is breathing in his sleep.

- Look at the way the puppeteers are making Gordon walk to school. How do they do it?

  One puppeteer is moving his feet and the other his head and left arm. As they move his feet, they slide them backwards to give the effect of the puppet moving forward.

- Why does Gordon dislike his students?

  Gordon dislikes his students because they don't listen to him, they play tricks on him and they give him lots of homework.

- What objects do they use to make the student?

  They use a school bag for the body, highlighter pen tops for the eyes and skipping rope handles for the hands.

- Why are these suitable objects for a student?

  It's because they are all objects that a student would use.

- How do you know that Gordon is frustrated with his student after she plays a trick on him?

  He sighs and lowers his head. This is a very good example of the use of 'body language' to express a character's feelings without using dialogue.

- On the second morning, why is Gordon already awake when his mother comes into his bedroom?

  He is looking forward to playing tricks/getting revenge on his students.

- What three things does Gordon do to his students on the second day?

  He doesn't listen to them; he plays a trick on them, and he gives them lots and lots of homework.

- What did the students promise to do at the end of the second day?

  They promised never to ignore him, never to play tricks on him and to always mark their exercises in class and never to give Gordon homework again.

- What do you think is clever about this Object Theatre performance?

  Students' own answers

- What is the moral of the story?

  The moral of the story is to give your teachers and students a happy life.

3. After watching the video

- Choose one or two characters in the story and think of other objects you could use to make them.
  Students' own answers.
- Choose one character in the story. Watch the scene again and study the way the puppeteers create this character's body, voice and movement. Try copying the way the puppeteers create this character. You can use different objects but try to find ones which can be moved in similar ways.

Character: Gordon (teacher)	
Body	*2 puppeteers: plaid baby pyjamas for the body and a whoopie cushion for the head* *Sometimes Gordon is made by one puppeteer when the other puppeteer is busy*
Voice	*deep voice*
Movement	*coordinated movements of head and body, putting his arm over his face to sleep, brushing off the dog,*

Character: May (sister)	
Body	*toy Santa*
Voice	*whisper, 'shrugging shoulders'*
Movement	*looking down on Gordon sleeping, moving along the ground as if with very short legs*

Character: Mother	
Body	*blonde wig, an artificial rose, a pair of sunglasses*
Voice	*deep voice, angry tone, words one by one ('YOU HAVE TOO')*
Movement	*shaking the head, sighing, slowing bobbing from side to side when walking*

Character: Fido (the dog)	
Body	*toy elephant*
Voice	*high-pitched*
Movement	*quick small movements forwards and sideways (with barking), licking*

Character: student	
Body	*a child's bag and skipping ropes for hands*
Voice	*high-pitched 'evil/naughty' voice*
Movement	*e.g. laughing (small sudden movements up and down)*

- Revise what you have learnt about the plot of a good story and identify the different elements of the plot of 'Never Make Your Teacher's Life Miserable.'

Elements of Plot	**Content**
Opening	*Gordon, a teacher, is asleep and his family tries to wake him up.*
Problem or conflict	*Gordon doesn't want to go to school because he doesn't like his students.*
Rising action (attempt, failure)	*Gordon goes to school and his students are nasty to him.*
Rising action (learning)	*Gordon has an idea. He decides to play tricks on his students.*
Climax	*The tables are turned! Gordon plays tricks on his students, who are upset.*
Falling action	*The students promise not to be naughty again.*
Resolution	*Gordon and his students are happy together.*

- Think of ways you could adapt this story with different characters, setting or plot. See the material for Scene 4 to get more ideas here.

  Students' own answers

- Your teacher may ask you to produce a performance of this scene or an adaption of it.