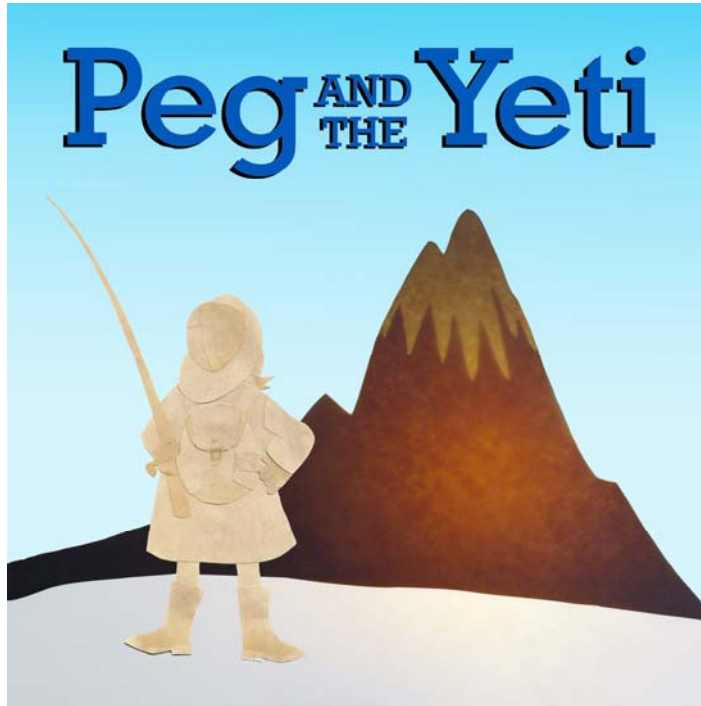


Carousel Players

Presents



**Adapted By Monica Dufault
From the Book by Kenneth Oppel**

Tour Sponsored by **ONTARIOPOWER**
GENERATION

**Teacher's Study Guide for Grades JK to 3 by
Rox Chwaluk, Luke Bramer, Aaron Core and Carly Robinson**

THEMES

Imagination & Creative Play	Parental Encouragement
Friendship & Teamwork	Creative Problem Solving
Character Development	Kindness

You can download this study guide at www.carouselplayers.com

Peg and the Yeti
Adapted by **Monica Dufault**
From the book by **Kenneth Oppel**

Directed by **Pablo Felices-Luna***
Set and Costume by **Jackie Chau**
Lighting Design by **Raha Javanfar**
Sound Design by **Lyon Smith**
Study Guide by **Rox Chwaluk, Luke Bramer, Aaron Core and Carly Robinson**
Cover Illustration by **Ernest Harris Jr.**
Stage Management by **Erin Finn ***
*** members of Canadian Actors' Equity Association**

The Characters

Mom – Nisha Ahuja
Dad – Mark Crawford
Peg– Jennifer Balen

The Yeti– a great big fearless creature, all covered in white fur played by Mom and dad together.

The Creators

Monica Dufault has a long association with Carousel Players, appearing as an actor in several productions including last season's *Saving Lonesome George*. Other companies Monica has performed with include: The Shaw Festival, The National Arts Centre, Manitoba Theatre Centre, Lyndesfarne Theatre Company and Theatre Beyond Words. She directed *She's Mine* for Essential Collective Theatre, and has directed play readings for Lyndesfarne and for Suitcase in Point. Monica teaches drama to students from junior kindergarten to university level, and beyond. She is a graduate of the National Theatre School of Canada.

Kenneth Oppel is the Governor General's Award-winning author of many books, including *Airborn*, the New York Times bestseller *Skybreaker*, and the *Silverwing* Saga, which has sold over a million copies worldwide. His most recent novel is *Half Brother*. Kenneth Oppel lives with his wife and three children in Toronto. Visit his website at www.kennethoppel.com.

The Story

Peg and the Yeti is an adaptation of Kenneth Oppel's children's book that features a brave young girl named Peg who sets out on a great adventure to climb Mount Everest. She travels across the world by boat, by train, and by water buffalo until she reaches the Himalayas. After dodging an avalanche, she befriends a mysterious Yeti who helps her reach the top of the mountain. Peg boldly embraces the beauty of the world around her and the value of the people she meets. Led by Peg's parents, the audience participates in the expedition by creating the imaginary events and places along the way.

Carousel Players

Carousel Players is an award-winning professional theatre for young audiences based in St. Catharines that is committed to the development of new work and the production of theatre that entertains and challenges our audiences. We present inspiring and creative plays for children aged 5 to 14 in schools, theatres and other venues. We ensure that our performances, theatre school and classroom programs are affordable for all children regardless of their socio-economic status or situation. Our home is in the Old Courthouse in downtown St. Catharines at 101 King Street where 7 theatre and dance companies regularly perform in our space – the Sullivan Mahoney Courthouse Theatre.

Our Activities

Throughout our 39 year history, over 2.7 million students, teachers and families have seen our productions. We regularly perform in schools across Ontario, and frequently tour to theatres in London, Toronto and Orangeville and festivals in Ottawa, Vancouver, Winnipeg, and Calgary. Our award-winning plays have toured as far away as England and Japan. Carousel Players offers theatre classes, youth outreach programs, and is a partner with Brock University in the 3-year Commotion Youth Theatre Project. We also host student volunteer placements.

Our History

Carousel Players is a non-profit charitable organization that was founded in 1972 by Desmond Davis, a Professor of Drama at Brock University in St. Catharines. Des and his wife Faye came to Canada in 1970 from Australia where both had gained considerable experience in professional theatre and created a theatre to serve youth in Niagara. The name for the company is inspired by one of Canada's oldest carousels in nearby Port Dalhousie where you can still take a ride for just a nickel. Other artistic leaders of the company include Duncan McGregor (1977 to 1990), Pierre Tetrault (1990 to 1998), Kim Selody (1999 to 2006) and Pablo Felices-Luna (2007 to present).

Carousel Players Staff

Pablo Felices-Luna (Artistic Director), Jane Gardner (General Manager), Carrie Costello (Production Manager), Donna Vandecoevering (Accounts & Tour Manager)

Carousel Players Board of Directors

Debra McLauchlan (Chair), Carolyn Mackenzie (Vice-Chair/Secretary), Corey Miles (Treasurer), Janis Barlow, Sarah Lynch, Glen McCann, Margaret Newby, Paddy Parr, Gyllian Raby.

Carousel Players acknowledges the support of our generous funders



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Notes on Student Assessment

This study guide provides several opportunities for educators to assess their students. We have included some possible assessment tools in this study guide under specific activities.

Questions the educator may consider when assessing:

- Is the student working well with the other students?
- Is the student listening to others?
- Is the student sharing ideas?
- Is the student able to work on their own?
- Is the student taking initiative, and helping others?
- Is the student sharing supplies?
- Is the student maintaining a positive attitude?

Educator Tip: Assess early and assess often!

Ontario Ministry of Education Curriculum Expectations

This study guide for Peg and the Yeti can be applied to many Ontario Curriculum guidelines. Below are some expectations that Peg and the Yeti serves as a tool for meeting curriculum goals:

THE ARTS

- **Dance** (A 1.2 and 1.4) - Use varied and/or contrasting body shapes to communicate different types of messages.
- **Drama** (B1.1) - Engage in dramatic play and role play, with a focus on exploring a variety of sources from diverse communities, times, and places.
- **Drama** (B 1.2) - Demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played.
- **Drama** (B1.3) - Plan and shape dramatic play by building on the ideas of others, both in and out of role.
- **Drama** (B2.1) - Express feelings and ideas about a drama experience or performance in a variety of ways, making personal connections to the characters and themes in the story.
- **Drama** (B3.1) - Exploring Forms and Cultural Contexts.
- **Visual Arts** (D1.1 D.32 and D1.2) - Creating and Presenting.

HEALTH AND PHYSICAL EDUCATION

- **Physical Education** (B1.1) - Perform a variety of static balances, using different body parts at different levels.
- **Physical Education** (B1.3) - Perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways.
- **Physical Education** (B1.4) - Send objects of different shapes and sizes at different levels and in different ways, using different body parts.
- **Physical Education** (1.5 CT*)- Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education.

LANGUAGE ARTS

- **Oral Communication** (1.2) - Listening to Understand.
- **Oral Communication** (1.1 and 1.3) - Listening to Understand.

MATHEMATICS

- **Connecting** - Students will connect mathematical concepts when measuring out ingredients. Relating Science and Technology to Society (Hot Air Balloons & Carbon Dioxide).
- **Developing Investigation and Communication skills** - Measurements, Will the balloon inflate?
- **Data management and Probability** - Students will tally data in the pictograph.
- **Collection and Organization of Data** – Read, interpret, and draw conclusion. Using math problems to connect the dots.

SCIENCE AND TECHNOLOGY

- **Relating Science and Technology to the Environment** - Assess how the impact of shifting and moving plates can create a mountain. Understanding how these forces cause movement in the environment.
- **Understanding Life System** - Developing Investigating and Communication Skills.

SOCIAL STUDIES

- **Heritage & Citizenship**
- **Traditions and Celebrations**
- **Early Settlement**

Classroom Activities (Pre-Performance)

The following activities are suggested for students **BEFORE** attending the play.

Listening Skills and Theatre Etiquette (Language Arts)

- Carousel Players comes into your school's **GYM** with sets, costumes, and props to present a one hour show with a short question and answer session.
- Remind the students that there are certain ways to behave in a theatre. However, the most important role a teacher can perform when taking students to a play is to encourage enjoyment.
- Laughing at funny parts is great. Do not be afraid to encourage your students laugh out loud during the play.
- Sometimes, the actors may ask the students to do or say something. Before going into the theatre, tell your students to follow the actors' instructions to the fullest and have fun.
- Remind the students that a quick comment to their friend about what they are enjoying about the play is fine, but they need to whisper. Any other talking will be distracting to the actors and other audience members.
- Tell the students that the actors will be asking them questions after the performance. During the play, they might think of questions they want to ask.



Peg`s Hot Air Balloon (Mathematics/Science)

During the play, Peg climbs a mountain and then realizes that she has to get down.
As a class, or in groups – create your own hot air balloon to help Peg get down the mountain.

Materials needed: 500ml plastic bottle, balloons, a funnel, vinegar and baking soda

- Use the funnel to pour two teaspoons of baking soda into the balloon.
- Pour 1/3 cup of vinegar into the plastic bottle.
- Stretch the balloon over the neck of the bottle.
- Let the baking soda fall from the balloon into the bottle.
- As the vinegar and baking soda mix, they release carbon dioxide. It bubbles and fills the balloon!

Calling on the Boat (Health & Physical Education/Language Arts)

Create an imaginary boat for Peg to sail in.
Identify parts of the boat that students must remember:

- **Bow:** Front of a vessel
- **Stern:** Rear of a vessel
- **Starboard:** Right side of a vessel
- **Port:** Left side of a vessel



Have students start at any spot in the gym, and when you call out a location on the boat, students must get there within 10 seconds in whatever locomotor movement you specify.
For Example: Walk to Starboard or Hop to the Bow.

After the activity, discuss with the students what strategies they used to help each other succeed.

Identity Collage (Social Studies/Dramatic Arts)

Peg and the Yeti deals with discovering traditions of different cultures and communities. Before viewing the play, it is important for students to know what culture/community they belong to.

Ask each student to create a collage of things that identify him or her.

This may include who they are in their local communities or global communities. Cultural representations may include flags, magazine pictures, photographs, drawings, words and sentences, artefacts, etc.

Classroom Activities (Post-Performance)

The following activities are suggested for students **AFTER** attending the play.

Obstacle Course (Health & Physical Education)

Peg played follow the leader with the Yeti through a series of obstacles. In this activity, the students will attempt to complete an obstacle course.

Materials Needed: Blanket, Rope, Apple, Mittens, Socks, Ball, and Bucket (5 of each).

Let students know that they will be completing an obstacle course.

Have students find a group or assign groups, making sure there are 5 groups.

Students must navigate themselves to the other side of the gym. The next student on the team may start when the preceding student has completed the course.

Course:

- Students must run to the blanket
- Tip-toe over the blanket
- Run to the rope and skip 2 times
- Run to the apple and balance it in your palm for 5 seconds
- Run to the mittens, put them on, then grab a ball and throw it into the bucket
- Put the mittens, ball, and bucket back to their original spot
- Run to cross the finish line

Modification: Remove one or more objects, OR once students finish, they may do the course in reverse.

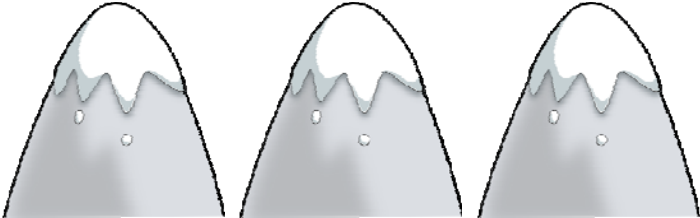




After the activity, discuss with the class what strategies they used to succeed.

Assessment:

Student Name	Yes	Somewhat	No
Did the student show good listening skills in order to complete the course?			
Did the student support other students?			
Did the student complete all sections of the course?			
Did the student participate in post-activity discussion?			

Peg's Pictograph (Mathematics)

Peg Loves Adventure. She mentions all of these things in the play.
Help Peg count how many there are of each.

THING		HOW MANY?
Mountain		
Hot Air Balloon		
Whale		
Rickshaw		
Pyramid		

Rickshaw, The Yeti, and Mountain Climber **(Dramatic Arts/Health & Physical Education)**

This activity can be done in the gym or outside.

Have the students pair up. The partners split off to opposite sides of the playing area.

One side forms a circle, and then their partners stand behind them in an outer circle. On a signal from the teacher, the inner circle rotates clockwise, and the outer circle rotates counter-clockwise.

The teacher calls "Rickshaw", "The Yeti", or "Mountain Climber".

"Mountain Climber" means that one partner gets down on one knee and the other partner placing one foot on the knee and mimics cliff climbing with their hands extended upward.

"Rickshaw" means that one partner lies down on his or her stomach and the other partner safely lifts up the partner's feet, facing away – as if pulling a rickshaw. The other partner's upper body should be safely on the ground. Advise the partner lifting to not lift too high.

"The Yeti" means that one partner gives the other a piggyback and the partner on the back growls and forms his or her hands into claws.

When one of these positions is called out, the students have to scramble to find their partners and assume the appropriate position. Then have the students rotate in their inner and outer circles again.

It is fun to make the students jump and spin while they are rotating in their circles to make it harder for them to keep track of their partners.

Assessment Tool:

	Rarely	Sometimes	Mostly	Always
Knows and follows the rules of the game.				
Encourages and is kind to classmates.				
Demonstrates a positive attitude.				
Stays focused and does not cause distractions.				
Demonstrates good sportsmanship.				
Gives best effort.				
Listens attentively: shows active listening.				
Asks questions for clarification when needed.				

Discovering Traditions of Different Cultures (Social Studies/Dramatic Arts)

In the play, Peg meeting the Yeti is similar to anyone meeting people of a new culture in an unfamiliar setting. This activity invites students to recreate a meeting between early Canadian settlers and the First Nations people who first lived here. Use this activity as an opportunity to explore issues of cultural stereotypes.

- Split the class into groups of 4.
- Assign each group to re-enact a moment when Early Settlers met the First Nation Peoples.
- Ask students to decide the setting of their meeting.
- Ask students to decide characters they will play.
- Ask students to decide how the characters will approach each other.
- Ask students to decide which characters will speak and what they will say.
- How will they cope with language difficulties between the two groups?
- Ask students to decide how the meeting will end.
- Have the groups rehearse and perform their meeting.
- Following the performances, determine similarities and differences among them.

Have each group create a T-Chart to compare Peg's meeting of the Yeti and the student performances of early settlers meeting Canadian First Nations citizens.

Make a master list of students' ideas as a class.

Extension: Early Settlers met different people throughout their early years in Upper Canada. Make further columns to the chart to document their initial interacts with various groups and people as they pioneered Upper Canada.

Similarities Peg & Yeti/Early Settlers & First Nations	Differences Peg & Yeti/Early Settlers & First Nations

Biggest, Deepest, Tallest **(Health & Physical Education/Dramatic Arts)**

This activity can be implemented in a classroom or gymnasium. Ask students to find their own space in the room. The teacher's purpose will be to guide students on an adventure around the world. The teacher will provide students with an active verb like "Climb" and students mime the action.

Example:

"Alright tourists, here we are at Mount Everest in Nepal. This is the tallest mountain above sea level in the entire world! Let's climb it!" (Allow for 10 seconds of mimed action). "Now, let's head over to the biggest lake on Earth – it's actually the Caspian Sea! I have an idea – let's swim!"

Encourage both physical and vocal responses. Feel free to add in obstacles like storms, or large objects. Below is a list of verbs, geographical feat, and respective locations.

Climb: The Tallest Mountain (above sea level) *Mount Everest (Nepal)*

Swim: The Biggest Lake *Caspian Sea*

Row: The Longest River *Nile River (Egypt)*

Spelunk: The Deepest Cave *The Voronya Cave (Georgia – Europe)*

Watch it Erupt: The Biggest Volcano *Mauna Loa (Hawaii)*

Climb: The Tallest Tree *Sequoia Tree (Also known as a Coast Redwood)*



Peg's Adventure Map **(Visual Art/Language Arts)**

Brainstorm together everything that Peg accomplished in her adventure. Listed below are ideas.

- Fishing
- Spying gull, codfish, lighthouse, rock, another boat, buoy
- Catching a whale
- Driving a steam boat
- Riding on a train
- Travelling by rickshaw
- Riding a water buffalo
- Meeting Scottish mountain climbers
- Meeting the yeti in a cave
- Surviving an avalanche
- Building igloo
- Riding in a hot air balloon

Have the students draw or paint a map representing Peg's journey.

Have the students explain their map in groups or to the class.

Assessment Tool:

Creates map

Level 4: Includes detail and colourful, thoughtful images

Level 3: Begins to use detail, attempts colourful and thoughtful images

Level 2: Creates recognizable images, tries new ideas

Level 1: Creates unclear and random images

Uses tools and media appropriately

Level 4: Treats art tools with respect; cleans up without being told

Level 3: In control of tools; cleans up when reminded

Level 2: Beginning to respect tools; needs assistance in cleaning

Level 1: Reckless with tools; cleaning a struggle

Shares ideas

Level 4: Able to describe what was drawn and explain their map

Level 3: Able to describe and explain with coaching

Level 2: Communicates ideas with constant assistance

Level 1: Struggles with describing map

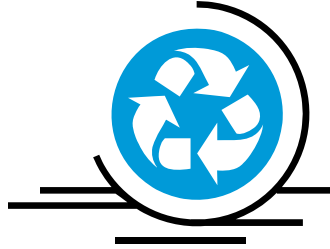


Reduce, Reuse, Recycle (Visual Arts)

Materials Needed: The day before this lesson have the students bring in recyclable items from around their home, school or outdoors.

Activity: Assign students into pairs or groups of three. Using the items they have brought, ask students to create a representation of any of the following:

- The Yeti
- Mount Everest
- Pork Scrunchions
- Fishing Boat
- Hot Air Balloon
- Any others they can think of!



After completion, display art pieces in an art gallery format. Allow the class to observe each piece of art. Ask students to identify similarities and difference they observed among pieces.

Chores, Chores, Chores (Social Studies/Language Arts Curriculum)

Peg lived on a boat with her family at the start of the play. Her life was much different than our land-based lives.

Have students create a daily chore list for Peg to do while she is on the boat with her family.

What are some of the things she might have to do? When during the day would she have to do them?

Have students create a chore list for a girl or boy their age in the 1800s in an early settlement. What are some of the things they might have to do? When during the day would they have to do them?

Have students create a chore list for their present day life. Have them compare the three charts and explain factors that make them different.



Making Mount Everest (Science & Technology)

Materials Needed: Three balls of clay of three different colours, enough for each student.

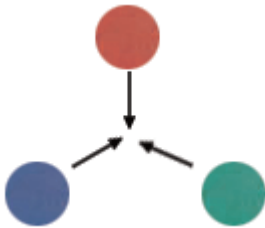
This exercise is from the website: www.sciencewithme.com/experiment_detail.php?id=63

Explain to students that they are about to make a clay mountain the exact same way the earth makes a mountain.

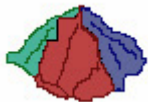
Flatten each ball of clay into something that looks like a plate.



Put the plates in the triangle shape as shown.



Push the plates together into the middle until you make a mountain.



Explain to students that the earth is made up of plates. Just like when we pushed our clay plates together, the earth can push its plates together, creating a mountain just like we did.

A common way that mountains are made is when the earth, which is made of plates similar to the plates you made, push together and push up a mountain or several mountains. Other mountains are made when lava comes up through the earth. These mountains are first called volcanoes and become mountains when the volcano stops spitting lava out from its middle.

Many Cultures (Social Studies/Language Arts)

Peg meets many people from different cultures during her journey. Peg came from Nova Scotia; many people in the play were not from Canada at all.

- Ask students to identify different cultures they discovered in the play.
- Ask students to choose a culture that they would be interesting in learning more about.
- Create groups of 3-5 students.

Instruct students that each group will use resources from the library or internet to research their selected culture and complete the following chart:

Interesting Fact	Native Dress/ Clothing	Native Music	Staple Food Of Country	Location On Map
------------------	---------------------------	--------------	---------------------------	--------------------

Have students present their work to the class.

World Race (Health & Physical Education/Social Studies/Language Arts)

Materials Needed: Stopwatch plus 7 downloadable photos from Carousel's website in the FOR TEACHERS section at www.carouselplayers.com

Place the 7 printed photos around your space (gymnasium preferably) in somewhat of a globe shape. The order would be Angel Falls, CN Tower, Statue of Liberty, Eiffel Tower, Leaning Tower of Pisa, Pyramids at Giza, and Great Wall of China. This activity functions as a fitness circuit.

Activity: Travel the circuit with your class by walking through it first, and explaining each movement as you get there. Ask for students to volunteer to show how to do any of the movements. Example: Jumping Jack.

- Students will be asked to start at Angel Falls.
- On your "go" students will do the activity written below the image (Example: 5 Jumping Jacks).
- When students have all completed, you will call out a locomotor movement (Jump, Skip, Gallop etc.) to get to the next station.
- On your "go" students will do the activity written below the image.
- When students have all completed, you will call out a locomotor movement (Hop, Run, Walk, etc.) to get to the next station.
- When all stations are complete you will end up at Angel Falls.

Discussion: Ask students if they have ever heard of any of these locations before. Briefly explain all 7 locations. Have students pick any 1 of the 7 locations they would like to go to if they could. In their groups, have students brainstorm what they would need to take if they were traveling to any of these locations or specific locations. (Food, Water, Hat, etc.)

Connect the Dots! (Mathematics/Visual Arts)

Do the Math Puzzles and connect the dots to see the animal.

Connect the dots in numerical order 1, 2, 3...to create the whale Peggy caught

The page contains 20 math problems, each with a light blue oval dot next to it. The problems are:

- $1+1=$
- $7-4=$
- $2+2=$
- $6+2=$
- $10-1=$
- $3-2=$
- $9-2=$
- $4+6=$
- $16+6=$
- $10-5=$
- $15-3=$
- $5+6=$
- $16+5=$
- $3+3=$
- $7+6=$
- $20+0=$
- $20-1=$
- $9+9=$
- $9+8=$
- $7+7=$
- $20-5=$
- $9+7=$

In the center, there is a simple line drawing of a whale's head in profile, facing right. It has a large black eye and a small dorsal fin on top. A line extends from the dot next to the equation $20+0=$ towards the whale's eye, indicating that this is the first dot to be connected.

What Character are You? **(Language Arts/Dramatic Arts)**

As a class list the characters in the play:

Peg
Dad
Mom
Yeti
Mountain Climbers

Discuss what students liked about each character.

Have each student draw an outline of his or her favourite character on coloured paper.

Ask the students to write on a different coloured paper how they are similar or different from their selected character.

Have the students glue their written work to the outline.

Display the character outlines around the classroom.

Make Your Own Passport **(Social Studies/Language Arts/Visual Arts)**

Students can create and fill out a passport that documents the different places that they have been or want to go! If you have completed the **WORLD RACE** activity in this guide, students can also document the places that they “visited” through the course of the presentations.

Take 8 ½” by 11” sheets of paper and cut them in half to create multiple sheets of 5 ½” by 4 ¼” sheets. Fold these sheets and staple the crease.

Have students design a front cover to represent their “home country”.

Fill each page with information about the countries they have visited or want to visit.

They can include pictures, stamps, or written information.



What Will Happen Next? **(Language Arts/Dramatic Arts)**

Decide as a class where Peg might go on her next adventure.

Some ideas Peg suggested: Explore the world's highest waterfall, swim across the world's biggest lake, row down the world's longest river, explore the world's deepest cave, watch the world's biggest volcano erupt, and climb the world's tallest tree.

Describe as a class 5 "scenes" or interesting things that will happen, one at time. Encourage lots of characters.

After describing each scene, have volunteers to come in front of the class to create a tableau of the "adventure".

Other Ideas...

- Summarize the story into a minute.
- Write about what you would do if you had a Yeti as a friend.
- Create a poster for the new adventure – like a movie poster.
- Write a postcard as if you are on the new adventure with Peg.



What should Peg Pack? **(Science & Technology)**

Materials Needed: Peg's Back Pack worksheet, and coloured crayons

Discuss the importance of healthy snacks. (e.g., Why do we need them? They give us energy. What are some examples? Apples, cheese.)

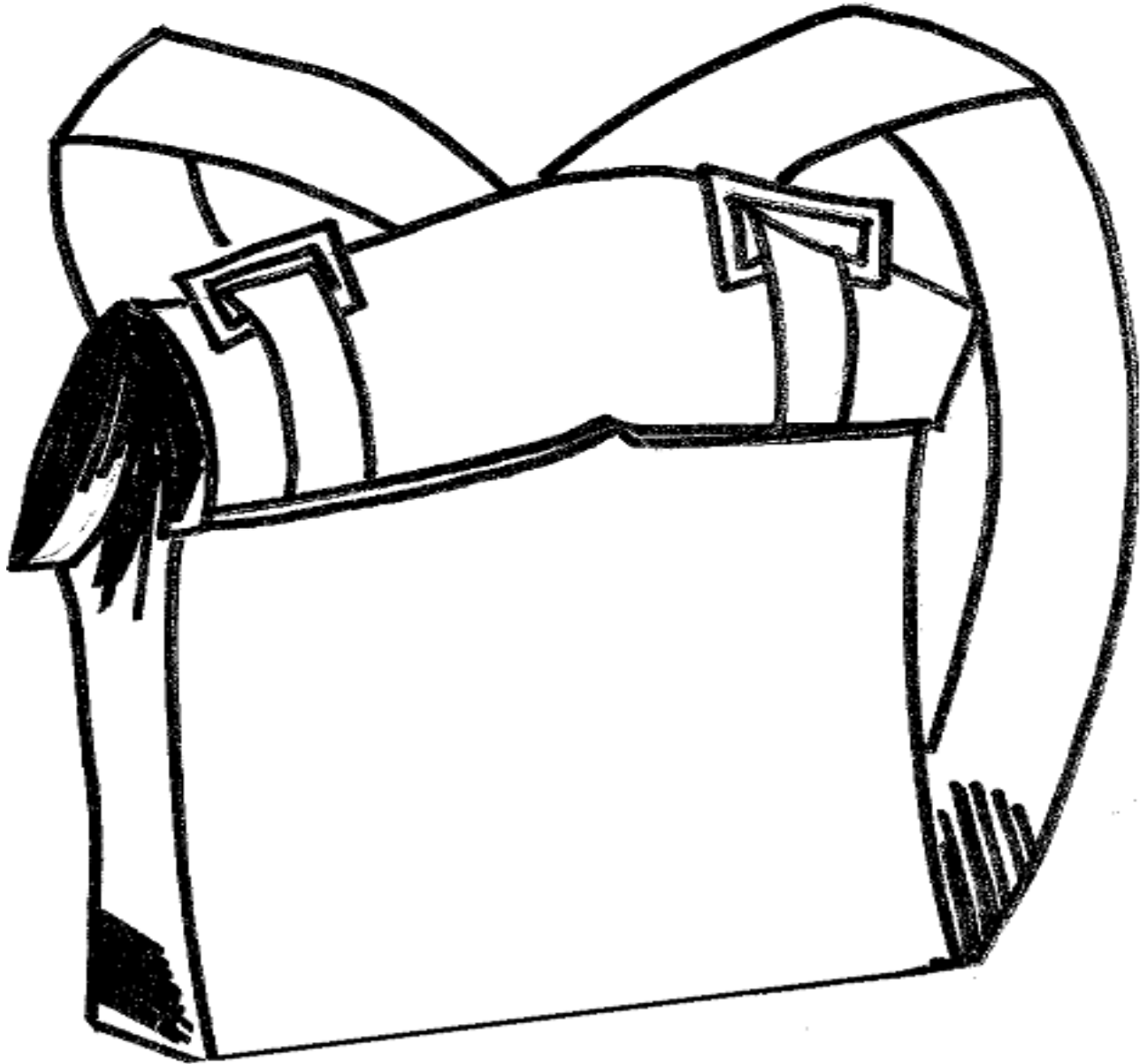
Discuss what Peg may need in order to stay warm when climbing a mountain (e.g., What would be on her feet? What could be on her shoulders?)

Explain to students that they will pack a backpack for Peg on her journey up the mountain.

Using the worksheet provided, have each student draw pictures of what Peg may need on her journey. The focus should be the basic needs of humans, for example; food, water, warmth, and shelter. Remember that the backpack cannot be too heavy.

NAME: _____

Make sure you have 5 items in Peg's pack that will help her on her journey with the Yeti.



List your items so Peg doesn't forget to pack them for her journey home.

1. _____
2. _____
3. _____
4. _____
5. _____