

Teachers' Resource Kit

For

Attack of the  
Plastic Time Monesters

## **Performance Summary**

*Two best friends have been sent back through time to save the world from total annihilation. The dreaded plastic time monsters are hot on their trail. Can they deliver a message to the people of earth that will change the course of history and save their oceans?*

Attack Of The Plastic Time Monsters is a fast paced theatrical comedy raising awareness about littering and ocean health.

Created by the wonderful Clowns Cam Venn and Paul Bourke,  
Performed by 2 stooges Richie Hallal and Dave Houston

## **About the performers**

### **Dave Houston**

is an actor, musician and teacher, who trained at the Victorian College of the Arts, Australia. He has toured 4 international shows, including his own solo Going My Way to the Edinburgh Fringe Festival. His improvisational work has been on radio and TV. He also tours with Zeal Theatre.

### **Richie Hallal**

is a multifaceted artist specialising in community cultural development and collaborating with culturally diverse communities. He is a world-renowned clown and filmmaker. He has over 15 years experience making art with young people.

## **Full-On Theatre**

formed in 1988 has created over twenty five original productions. Since that time they have toured extensively throughout Australia and internationally.

## **Classroom connections**

Use this performance to:

- Introduce young people to recycling and environment themes and statistics.
- Introduce young people to comedy, clown and slapstick.
- Investigate the impact of plastic on the environment.
- Explore theatre and puppetry and it's capacity to evoke emotion.
- Enjoy music based narratives through the use of slapstick.

## **The Art form:**

Theatre, Puppetry, Comedy, Narrative, Song and Slapstick

# PRE-PERFORMANCE ACTIVITIES

**Aim:** To introduce children to some of the concepts/elements explored in the performance of *Attack Of The Plastic Time Monsters*

- Puppetry

Ask student how much they already know about puppetry and using puppets to tell a simple story.

## The Journey of a Plastic Item.

It could be a plastic bag, a water bottle or a small toy or whatever. Create a simple puppet out of it. i.e. Texta on eyes or give it some eyes (plastic bottle lids) and map it's journey from it's last usage into the ocean. Explore what characters it would meet on the way. These could be done as drawings, paper cut outs, or simple puppets and 3D objects, they could also just be said as a narrative when the student is telling their story of their puppet.

- Drama game

Play Yes Let's! The rules are very simple. One person makes a suggestion and then everyone in the class says, "Yes, let's!" and proceeds to enact the suggestion. This continues until a new suggestion is made.

For example: "Let's all jump up and down." "Yes, let's" - Everyone jumps up and down.

Some tips:

- Have some suggestions up your sleeve in case the students get stuck, such as: Let's all...

Skip around the room, hop on one foot, rub our heads and pat our tummies, fall to the floor, act like a monkey, sing a Nursery Rhyme, pretend to be airplanes etc

- Normally suggestions are made randomly but you could give students an order to give suggestions.

- Before you start, tell students that there are to be no rude, mean or dangerous suggestions.

## **Broad Discussion Topics**

What is a puppet?

What things are bad for the environment?

How would time travel work?

What ideas do you have about recycling plastic? If you could recycle plastic, what would you turn it into?

## **Rap Music**

During the introduction, the 2 characters sum up their adventure and upcoming journey with a rap song.

## **Lesson Idea - Rap My Name**

This lesson plan works well with grade 2-8 and can be adapted in many ways. It's a good activity for the beginning of the year when you're trying to learn new students' names!

### Objective

Students will write a 4-measure name rap within the specified structure and create a rhythmic backing to accompany themselves.

- Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume.
- Rehearse and perform music, including music they have composed, by improvising, sourcing and arranging ideas and making decisions to engage an audience.
- Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music.
- Perform and present a range of music, using techniques and expression appropriate to style.

# POST-PERFORMANCE ACTIVITIES

## DRAMA ACTIVITIES

### KNIFE FORK SPOON

All students to move through the space and in no order  
Call out a group number “Groups of ... 3”  
“Make a knife, a fork, a spoon”  
Students have less than 10 seconds to make this image  
“5, 4, 3, 2, 1 – FREEZE”  
“Break off, walking through the space”  
“Groups of ... 4”  
And call out any object that comes to you.

Some examples are:

- Bicycle
- Car
- New invention
- Old invention
- Tree
- A couch
- A new species of animal
- A submarine

This activity helps students think from a topographical perspective, ‘how can my body create this 3 dimensional object?’

### SCULPTING

In pairs, have one person be the clay (Person A), and the other be the sculptor (Person B).  
Person B sculpts a still life statue of Person A including facial expressions.

After the image is made, all Persons B could walk through this “Art Gallery” admiring these Sculptures.  
Then Swap. Person A sculpts Person B.  
Repeat the Art Gallery.

## **ONCE UPON A TIME**

This can be a whole class activity or split into 2 big groups.  
Each student is assigned one of the following phrases and invited to complete the sentence.

Once there was  
Every day ...  
And ....  
Until one day...  
And then ...  
And then ...  
And then ...  
Until finally ...  
And since that day...

Going around the circle doing the story is enough, however if you want to expand the activity you could:

Make an image from every line. So the storyteller changes per line but the group makes different images together as the story continues. Like a picture book.

## **MACHINE**

One at a time, a student steps forward onto the stage and repeats a sound with an action / movement.

The next student steps forward and creates a sound and action/movement that synchronises in rhythm with the first one.

This goes on until everyone is in the machine.

Once the machine is fully formed, you can then call out “MALFUNCTION” and the machine goes a little crazy “BACK TO NORMAL”.

## **MIRRORING**

**\* good warm up activity for puppet work**

Partner up, Person A and Person B, choose who is who. Person A is lead and Person B is mirror. Begin with index fingers touching. The task is for Person B to mirror EXACTLY what Person A is doing. The movement needs to be slow and focussed. Then swap over. If the students are up to it, then remove a leader and see how they go flowing with mirroring each other.

## **BUILD A PUPPET**

Materials that can be used for a “recycled rubbish” puppet

- Toilet rolls
- Plastic bags
- Paper towel rolls
- Egg cartons
- Any plastic bottles and lids
- Plastic and polystyrene cups
- Bamboo or just sticks from the school yard
- Cardboard Boxes
- Newspaper
- Pipe Cleaners
- Rubber Bands
- Straws
- String, rope
- fishing wire
- Paddle pop sticks
- Sticky Tape and Masking Tape
- Sock
- Any item that can mimic a wing or an animal body part

A puppet can be made using a variety of sections

- Head
- Neck
- Body
- Legs
- Arms
- Wings
- Tail

This is a playful imaginative space, it's very difficult to make a failed puppet, the easiest path is to put 2 bottle lids on a plastic bag, colour their eyes in, tie a nose on with a rubber band and start moving the bag puppet.

The intention of this exercise is to look at the waste we create and become excited about the art that can be made from it. Making art is a very healthy, therapeutic activity, and to reduce Landfill by making art with rubbish is a sustainable act.

Your students are invited to make a puppet of ANYTHING.

- a monster
- a person
- an animal
- a bird
- a mermaid
- a robot
- sea creature
- dinosaur

There are no limitations on what can be made.

Once puppets are created, invite each student to present their puppet to the class – giving their puppet a name and a different voice or sounds, showing the class how this puppet moves and what they might be interested in.

If there is time, students can break off into groups and make a little puppet play and perform them.

The puppet play can be as simple as the puppets meeting each other for the first time, greeting each other in their own languages, and discussing important things like what they eat and what they do in their spare time.

A basic puppeteering rule is for the puppeteer to keep their eyes on the puppet and move with the puppet, putting all their focus on the puppet, and nowhere else. The audience's eyes are drawn to the performer, but when the performer puts their focus on the puppet, the audience is then drawn to the puppet.

If you'd like more details about puppets feel free to visit this pdf link

<https://www.schoolperformancetours.com.au/spt/tnpdfs/RodPuppets.pdf>

**“Imagination is more important than knowledge” – Albert Einstein**



# ACTIVITY SHEET #5 SLAPSTICK

## THE ART OF SLAPSTICK

We can explore the use of slapstick or physical humour as an important part of comedy. By learning about the history of comedy, students recognize the common stock characters that have been part of our culture for many years. This unit provides an opportunity to discuss the way in which humorous depictions of violent acts may desensitize us to empathizing with others.

For thousands of years, slapstick (or physical humour) has been a part of the theatre. But recently, live action films for children have been making greater use of slapstick, with more and more outrageous physical stunts involving people getting hurt in weird and horrible ways. Cartoon slapstick and studios Pixar and Disney use slapstick a lot in their films. Students look at different examples of slapstick in theatre, film, television, and advertising.

They learn the strategies that actors use for creating slapstick and how actors plan and reflect on physical humour. Students create their own characters using a “character wheel” to create a character sketch. By creating their own comedy characters, students learn about the important function of characterization in storytelling.

Connections to Character Education can be easily incorporated in this set of activities by exploring the values that slapstick communicates using concepts like **respect** and **compassion**.

**Why do people laugh at comedic characters?**

**What makes slapstick funny?**

**How is slapstick humour constructed?**

**How did Sven and Svenn use humour to make a serious point about recycling and taking care of the planet?**

# SLAPSTICK ROUTINES

Remember: Slapstick is the illusion of pain NOT real pain. Make sure that you and your partner have:

**TRUST** – All these exercises rely on a high degree of trust. Without this trust, these exercises will not work and may become dangerous.

**PACE** – Energy control and timing are very important. Speed is not always the governing factor. Control is the key.

**SIGNALLING (COMMUNICATION)** – Partners must give each other clear signals about what is to come. Always ensure your partner is prepared.

## The Foot Stomp

*Step 1* Stand side by side. The receiver presents the inside foot. The giver distracts the receiver and raises their inside foot.

*Step 2* The giver brings their foot down in front of the receiver's foot – masking the receiver's foot from the audience – thus appearing to have stomped on their foot.

*Step 3* Instantly, the moment the giver's foot hits the ground, the receiver reacts. Note: This is generally only successful when the audience is head on.

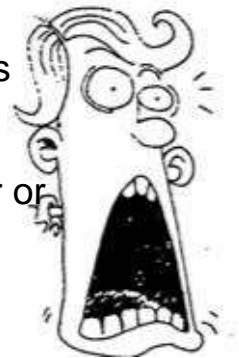


## The “Bottom” Kick

*Step 1* The receiver stands side-on to the giver. The giver draws their inside foot back.

*Step 2* The giver swings their foot through and LIGHTLY connects with the receiver's “bottom”.

*Step 3* The receiver reacts by arching forward, springing in the air or by being bowled over. Receiver controls reaction.



## **Kick the Hat**

This trick works better with a solid-ish hat. A floppy school hat could be tricky. A cap would probably be easier.

*Step 1* Place the hat in front of you on the ground

*Step 2* As you bend down to pick up the hat, you kick the hat away from you. Do not draw attention to this kick. To the audience it should appear that the hat is moving away from you all by itself every time you try to pick it up.

*Step 3* As with a lot of slapstick comedy, your reaction is what makes it work.

Bend down and try again....repeating step 2.



Name: \_\_\_\_\_

Created with TheTeachersCorner.net Word Search Maker

### Attack of the Plastic Time Monsters

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ATLANTIS  
MONSTER  
RAP  
SHARKS  
SUSTAINABLE  
TIME

ENVIRONMENT  
OCEAN  
RECYCLE  
SOLAR  
SVEN  
TURTLES

GARBAGE  
PLASTICSTEIN  
REUSE  
SUBMARINE  
SVENN  
WHALES