



R O S E N E A T H T H E A T R E P R E S E N T S



DIB and DOB *and The Journey Home*

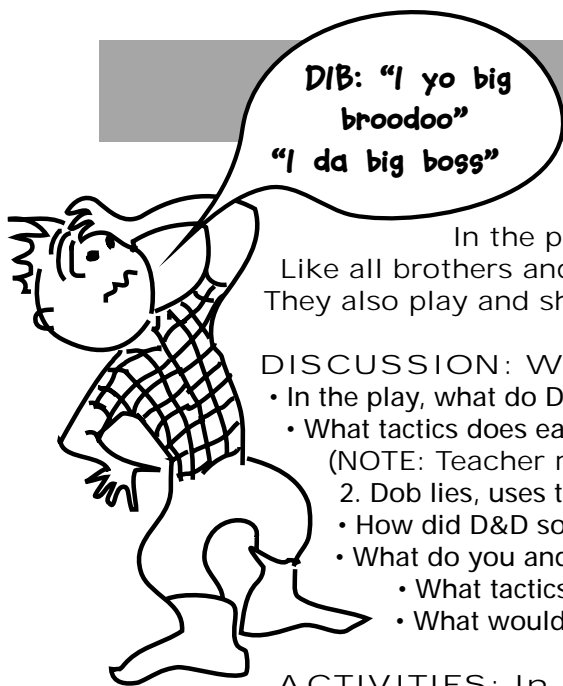
A comic adventure for children and their families about two brothers who are lost and found.

by David S. Craig and Robert Morgan

WINNER OF A 1999 CHALMERS CANADIAN PLAY AWARD
AND DORA MAJOR MOORE AWARD.

CURRICULUM CONNECTIONS

DIB AND DOB AND THE JOURNEY HOME can be an integral part of your program. Preparing for the show, watching the production and participating in the follow-up activities will give your students a chance to demonstrate many of the expectations appropriate for grades one to three. To assist you with the assessment and evaluation of these activities, we have included some of the corresponding general and specific expectations from the Ontario Ministry of Education and Training Curriculum Guidelines.



Sibling Relationships

In the play D&D have some conflicts in their relationships. Like all brothers and sisters they fight. They also play and share and forgive and makeup.

DISCUSSION: Whole group

- In the play, what do D&D fight about?
- What tactics does each use?

(NOTE: Teacher reference: 1. Dib bullies, pulls rank, and threatens to abandon Dob. 2. Dob lies, uses tricks, and is sneaky.)

- How did D&D solve their conflicts?
- What do you and your brothers or sister fight about? (or friends where appropriate)
 - What tactics do you use? Do your tactics make things better or worse?
 - What would be some good tactics to use to solve conflicts?

ACTIVITIES: In pairs

- Draw a storyboard, which shows a conflict between two children with a happy ending.
- Turn the storyboard into a role-play or a series of tableaux to be shared with the class.

ASSESSMENT OPPORTUNITIES:

LEARNING SKILLS:

1. Co-operation with others

- Listens to, acknowledges, and considers differing opinions.
- Willingly works with others

2. Conflict resolution

- Uses a variety of strategies to resolve conflicts appropriately
- Helps the group to identify and use strategies for conflict resolution.

THE ARTS :VISUAL ARTS:

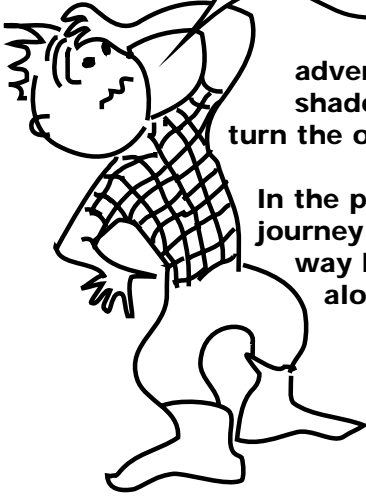
1. Creative work

- Produce two dimensional works of art that communicate thoughts and feelings

THE ARTS: DRAMA:

1. Creative Work

- Use vocabulary and body movement (for grade 2 & 3 add tone of voice) of a particular character when role playing



DIB: "Weeze be go 'ome, an 'ome be oboe dayoe."

Lost in the Forest

Children's literature is filled with adventures that begin as the sun sets and the shadows grow long. In the dark, imagination can turn the ordinary into the terrifying.

In the play D&D encounter many obstacles on their journey through the forest as they try to find their way home. They have to conquer many fears along the way.

DISCUSSION: Whole Group

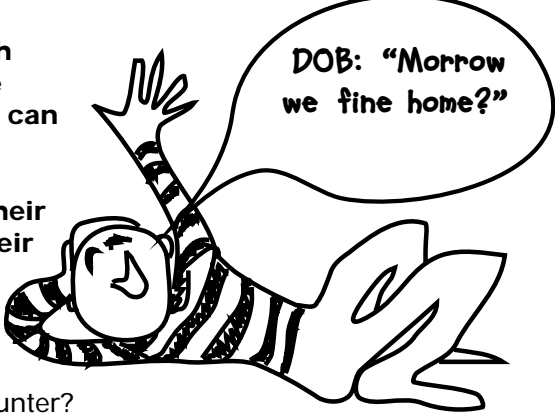
- What are some of the obstacles they encounter? (Teacher Reference: They're lost, it's getting dark, they need shelter, and they lack water.)
- What were some of D&D's fears?

(Teacher Reference: It's getting dark, there are strange noises, and there's a monster)

- How do D&D deal with these obstacles?
- How do D&D deal with their fears?
- Have any of the children ever been lost? How did they deal with the situation?
- Ask the children what things they're afraid of. Do any of them enjoy being scared?

(Examples: When watching TV or a movie, reading a scary story.)

- Ask the children if their imaginations create scary things at night when they go to bed. Are those scary things still there in the day? How do the children conquer their fears?



DOB: "Morrow we fine home?"

ACTIVITIES: Individually or in a small group

- Make a map of D&D's journey through the forest.
- Where age appropriate, have the children create a board game where D&D journey through the forest encountering some of the obstacles. (Teacher Reference: ex. Drink all the water - loose a turn, build shelter move - two spaces ahead.) Children exchange and play each other's games.
- The children move through an imaginary forest guided by the teacher's verbal instructions, (teacher reference. Examples: "Move as if you are lost", "You find a pleasant spot" You see something on the ground" "You pick it up" "What is it?" Etc)
- Visit the library to find other books about lost children, children on journeys, scary stories, and children conquering their fears. Report back to the class in the form of a diorama, a book report, or an oral retelling, etc.

ASSESSMENT OPPORTUNITIES:

LANGUAGE: ORAL AND VISUAL COMMUNICATION

1. Use of words and oral structures

- Present ideas in speech in a coherent sequence. (for grade 2 & 3 add, "speak on a variety of topics and select words carefully to convey their intended meaning".)

2. Media communication skills

- View, read, and listen to media works to obtain information and complete assigned tasks.

LANGUAGE: READING

1. Retell a simple story in proper sequence and recall information in it accurately. (Grade 2 add "identify main idea, characters"; Grade 3 add "supporting details, describe elements of the story, plot, central idea, and setting".)

SOCIAL STUDIES: HERITAGE AND CITIZENSHIP

1. Developing inquiry-research, and communication skills

- Construct and read for specific purposes concrete, pictorial, and simple maps.

THE ARTS: DRAMA AND DANCE

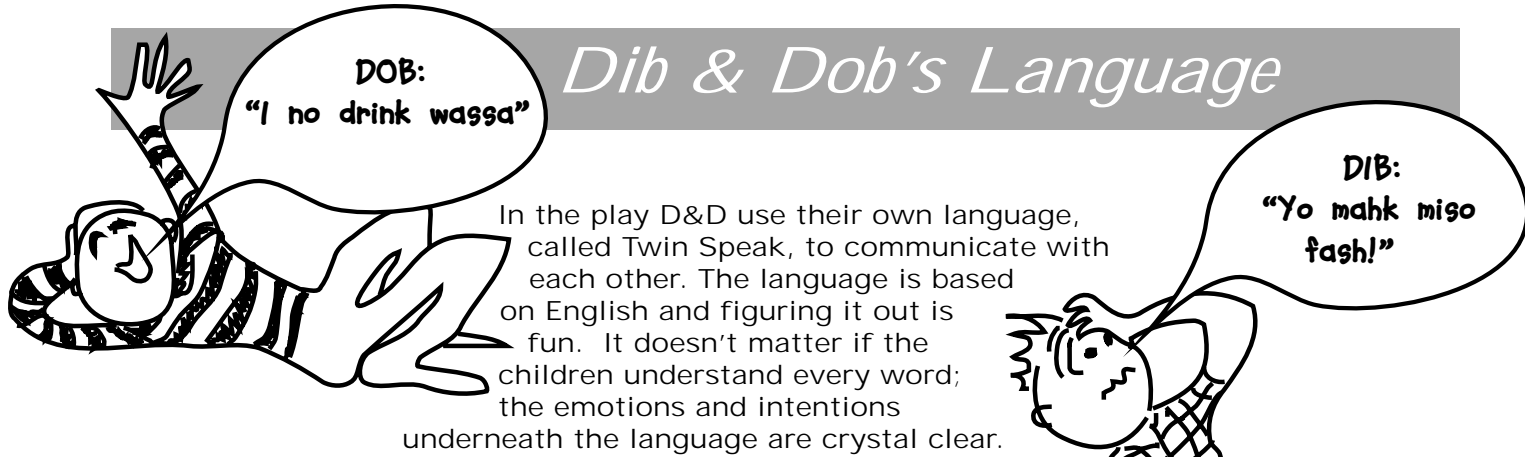
1. Creative Work

- Communicate their responses, thoughts and feelings to a variety of stimuli by using the elements of drama and dance

THE ARTS: VISUAL ARTS

1. Creative Work

- Produce a three dimensional work of art that communicates their thoughts or feelings about specific topics or themes



EXAMPLES:

Broodoo = Brother / Teep = Tent / Tie out = Time out / Wassa = Water / Weeze be go 'ome, an 'ome be oboe dayoe. = We're going home and home is over there. / Yo mahk miso fash! = You make me so angry! / Yo be a fibbuh! = You are a liar! / Go mayka bunk. = Go make your bed.

DISCUSSION: Whole Group

- Ask the children if they can figure out what some of the above words or phrases mean. Do any of the words sound like words they know in other languages? (Note: Teacher Reference: Fash = Facher in French)
- Discuss the fact that families and groups often have their own special words and phrases.
 - Ask the children what words they use that their parents don't use.
 - Are there any words used in the classroom that outsiders would not understand (Example: Only the students in Ms. Jones class know that they can earn a "One-Day-Early-Bird" coupon that allows them to be a day late on an assignment.)
 - Ask the children to find out at home if there are words used in the family that outsiders would not understand? (Example: To one family a "fernow job" is a temporary repair.)

ACTIVITIES: Individually

- Ask the children to interview family members to discover special words used in the home that outsiders would not understand. They could present their findings to the class in the form of a chart or small dictionary.

Whole Group

- Have the children create a wall chart of special classroom words.

In Pairs or Small groups

- Using the idea of being lost in the forest, have the children perform a short play using gibberish to express their ideas and feelings.
- Using the idea of a journey, have the children perform a short scene using only one word to express all their ideas and feelings. (Example: One child uses the word "mango" while another child can only use the word "kiwi".)

ASSESSMENT POSSIBILITIES

LANGUAGE: WRITING

1. Overall Expectations

- Communicate ideas for specific purposes (Grade 3 add “to specific audiences”).
- Organize information so that the writing conveys a clear message (grade 2 & 3 add “logical sequence”).

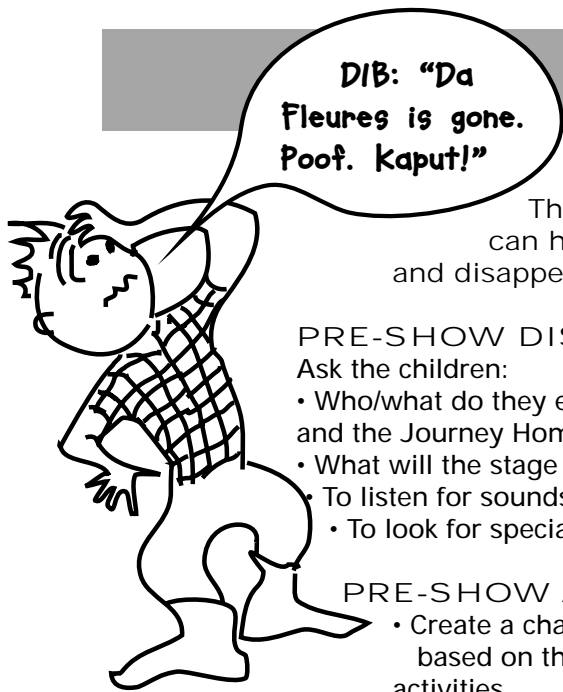
THE ARTS: DRAMA

1. Knowledge of Elements

- Identify ways in which the voice and body can be used to convey thoughts and feelings when role-playing.

2. Creative work

- Use vocabulary and body movements of a particular character when role-playing. (Grade 2 & 3 add “tone of voice”).
- Grade 2 & 3: Use language and non-verbal means of communication effectively for a variety of purposes.



Theatre Magic

Theatre is a world of imagination and magic where anything can happen: where flashing lights create a storm, flowers appear and disappear, and music can make monsters roar.

PRE-SHOW DISCUSSION

Ask the children:

- Who/what do they expect to see on stage from hearing the title “Dib and Dob and the Journey Home”? (Actors, costumes)
- What will the stage look like? (Set, props, lights)
- To listen for sounds and music and when they happen in the story.
- To look for special effects (Things appearing and disappearing, lighting effects, etc).

PRE-SHOW ACTIVITY

- Create a chart of theatre terms, definitions, and examples, with illustrations, based on the children’s responses. This chart will be used in the post show activities.

POST-SHOW DISCUSSION

- Compare the chart the children created to what they actually experienced. Add to it any theatrical elements that they learned from the production.

- Ask the children to think back to the production and remember:

- When the music became scary
- When the stage became dark
- When the lights flashed
- When the monster appeared
- When the flowers moved.

- Ask the children to describe how they felt in each of these instances. Talk about how these effects were created. (Teacher Reference for Grade 3: Make the children aware that this was done on purpose by the lighting, set, and sound designer; and that these are special jobs in the theatre.)

ACTIVITIES: Whole Group: Teacher directed

- Have the children be "sound designers". Using percussion instruments and found objects, have the children create a soundscape of a peaceful day in the forest, which turns into a scary night.
- Have the children create a three dimensional mural of a magic forest. Have some elements that move. (extension: use the mural as a "set" or background for a puppet show, using puppets which the children make themselves.)

Small Groups:

- Have the children be "sound designers". Using percussion instruments and found objects have the children create a soundscape of any environment where they present a change in atmosphere. (Note: Most appropriate in Grade 3)

ASSESSMENT POSSIBILITIES**THE ARTS: MUSIC**

1. Creative Work
 - Produce a specific effect using various sound sources.
2. Critical Thinking
 - Recognize that mood can be created through music.
 - Grade 3: Identify and explain the effect of different musical choices.

THE ARTS: VISUAL ARTS

1. Creative Work
 - Make artistic choices in their work using at least one (grade 2- two grade 3- three) of the element of design specified for this grade.
2. Critical Thinking
 - Describe, using appropriate vocabulary, how artists use the elements of design to communicate information and create a particular mood.

THE ARTS: DRAMA

1. Knowledge of the Elements
 - Describe their own and others work using drama vocabulary.
2. Creative Work
 - Communicate their responses to a variety of stimuli by using elements of drama.
 - Grade 2: Perform a "soundscape" or sound collage based on a theme or topic studied.
 - Grade 3: Identify technological means of creating different effects.

PRODUCTION CREDITS:**Written by David S. Craig and Robert Morgan****Directed by Jim Warren****Set and Costume Design by Teresa Przybylski****Lighting Design by Glenn Davidson****Original Music by Rick Sacks****Study Guide by Patricia McCarthy & Michelan Moran****Design and Layout by Design Martin Soldat**
ROSENEATH THEATRE
 A NEW TRADITION IN FAMILY ENTERTAINMENT

Roseneath Theatre was founded in 1983 to create entertaining and artistic experiences for young people and their families. This award- winning company is led by co-artistic directors, David S. Craig and Robert Morgan, two of Canada's most experienced and successful theatre artists.

Roseneath Theatre is a registered non-profit charity. We wish to thank the following for their support: The Ontario Arts Council, The Canada Council for the Arts, The Toronto Arts Council, The Toronto Community Foundation and The Laidlaw Foundation.