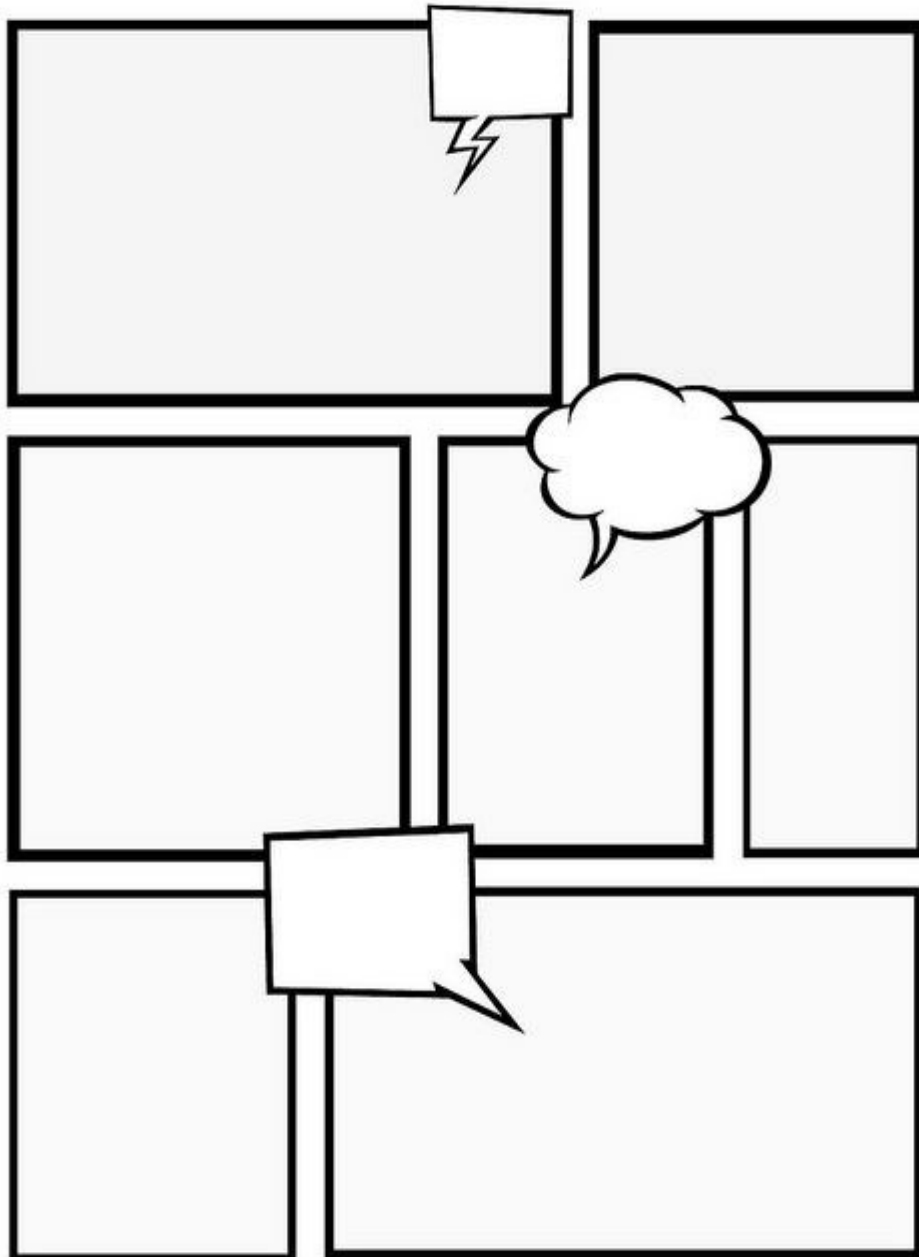
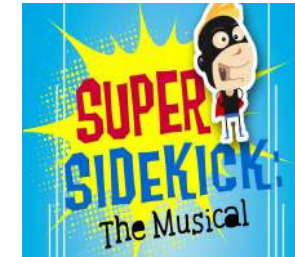


Write your own comic book story!



Study Guide for



About the Show

Topeka Civic Theatre's
Academy

April 29-May 7, 2016

When famous superhero Blackjack the Bold is kidnapped by an evil sorcerer, it's up to his assistant Inky to step up and save the day! Little does he know that he'll also have to contend with Ninja Koalas, dark caves, secret weapons, and an abducted princess who's considerably braver than he is.



Characters

NARRATOR

INKY - Sidekick to Blackjack the Bold

BLACKJACK the BOLD - The greatest hero in The Kingdom

MR. SMITH & MRS. APPLEBAUM - Proud citizens of The Kingdom

QUEEN - Ruler of The Kingdom

PRINCESS PENELOPE - Daughter of The Queen

SORCERER SLURM - Super Villain

NINJA KOALAS - Slurm's Hench-bears

MONSTERS

The Production Team

Every Topeka Civic Theatre performance you see is the result of many people working together to create a play. You see the cast perform on stage, but there are people you do not see who help before, during, and after every production.

The DIRECTOR

Determines the overall look of the performance.

Guides the actors in stage movement and character interpretation.

Works with designers to plan the lights and sounds, scenery, costumes and make-up, and stage actions.

The DESIGNERS

Plan the lights, scenery, costumes, make-up, sound, and actions to help bring the director's vision to life.

There are also designers who work to create the posters, advertisements, programs and other media for the performance.

The STAGE MANAGER

Before the performance, creates a cue sheet to guide the crew in getting things on and off the stage during the performances. During the performance, uses this cue sheet to direct people and things on and off the stage.

The CREW

Builds and operate the scenery, costumes, props, and light and sound during the performance.

The CAST

Performs and presents the story to the audience.

The AUDIENCE

That's right! There can be no performance without you- the audience. The role of the audience is unique because you experience the entertainment with the performers and back-stage crew. You are a collaborator in the performance, and it is important to learn your role so you can join all the people who work to create this Topeka Civic Theatre production.

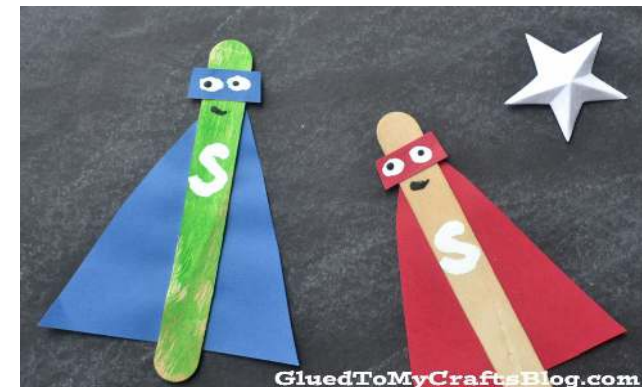
Popsicle Stick Superheroes!

Supplies you will need:

- Popsicle Sticks
- Paint
- Construction paper
- Glue
- Scissors

Directions:

1. Paint or color the popsicle sticks
2. Cut out triangles from the construction paper for the capes and small rectangles for the masks
3. Glue the popsicle stick to the cape and add on the mask as well with some eyes and a mouth.
4. Add other embellishments you see fit (glitter, sequins, etc.)



Make your own Koala!

Supplies you will need:

- Regular size paper plates
- 2 small paper plates
- Gray acrylic paint
- Paintbrush
- Black construction paper
- Googly eyes
- Black marker
- Stapler
- Glue



Directions:

1. Start by painting the bottom of your paper plates gray and set them aside to dry completely. While your plates are drying, cut an oval nose out of your black construction paper.
2. Once your plates are dry, staple the two smaller plates onto the large plate to make ears. Press along the middle circle of the small plates so they curve upward instead of down. Then cut slits along the bottom of the ears so it looks like hair.
3. Glue your nose and googly eyes onto your koala.

The role of the audience.
That's you!

Watching a play is different from watching television or a sporting event. When you watch T.V., you may leave the room or talk. At a sporting event you might cheer and shout and discuss what you're seeing. Your role as a member of the audience in a play means you must watch and listen carefully because:

- You need to concentrate on what the actors are saying.
- The actors are affected by your behavior. Talking and moving around can make it difficult for them to concentrate on their roles.
- Extra noises and movement can distract other audience members.
- Reward the cast with applause and or laughter when you like a song or dance.

Questions to ask before the show

- ◇ What is the difference between a live theatre show and television?
- ◇ What defines a hero? Who are some of your heroes and what makes them heroic?
- ◇ When you find yourself afraid, what do you do to overcome your fears?

Questions to ask after the show

- ◇ What makes Inky a hero? Were there any other characters you would consider heroes?
- ◇ Why was Blackjack unable to save the Princess and defeat Slurm?
- ◇ What was the difference between how the Queen and the Princess ruled the kingdom?

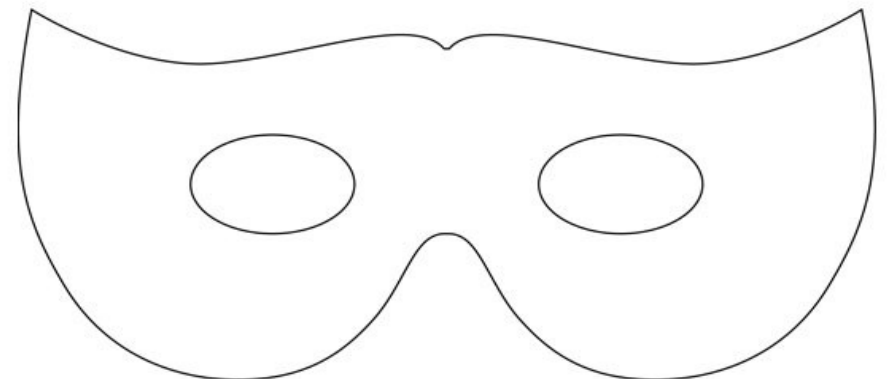
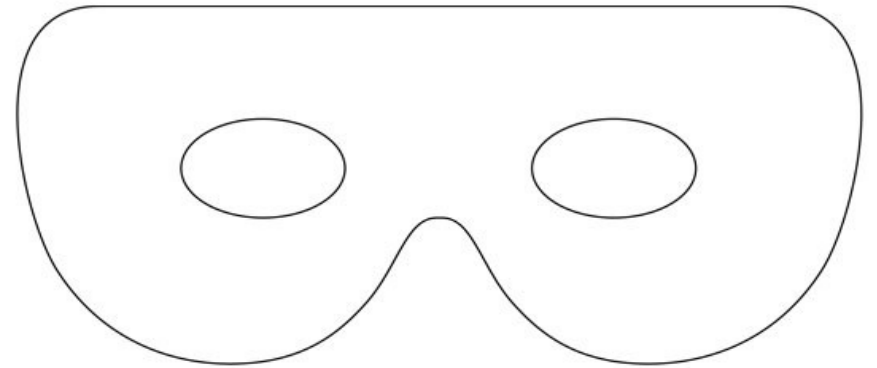


Did you know...

The Australian Koala is the inspiration for our own Ninja Koalas and is an endangered species. The team behind *Super Sidekick: The Musical* has pledged to donate a portion of the royalties earned from all licensed productions of the musical to the Australian Koala Foundation - a non-profit organization dedicated to saving and preserving the Australian Koala.

Furthermore, the *Super Sidekick* team has a eucalyptus tree planted in Harrold's Forrest, a Koala preserve, in honor of each company that mounts a production of *Super Sidekick: The Musical*. TCT's tree will be number 11.

Make your own Super Hero mask!



Super Sidekick Post-Show Art and Drama Activity

Materials Needed: templates (see Appendix B or select your own), coloring items, scissors, glue or adhesive of your choice, hole punch, yarn/string/elastic.

Activity:

Brainstorm with the students what kind of problems they see in the world around them. Write them on the board.

Hand out templates and supplies, and instruct students to create their own superhero masks. Guide them to choose their colors and shapes to communicate what type of superhero they are: what does red mean to them? Blue? What do jagged lines communicate versus wavy lines or squiggles? Once they have finished their masks, hole punch the sides and help them tie their masks on.

Split the heroes into groups, and refer back to the brainstormed list of problems. Pick a problem and ask each group how they would use their powers to solve the problem. Instruct them to create a presentation, as their superhero characters, on how they would solve the problem.

After they have practiced the presentation, allow each group to present. Repeat as desired. Afterward, discuss which of these problems can be solved without super powers.



Super Classroom Activities

The Evil Sorcerer Slurm has shipped Ninja Koalas to his secret lair to serve as his minions, but Blackjack the Bold keeps calling them teddy bears!

As a class, look up information on koala bears. Where do they live? What do they eat? What do they like to do in their free time? Do they, in fact, know martial arts? Why would Blackjack confuse them with teddy bears?

Split the class up into small groups and assign them each an aspect of koala life. In each group, there needs to be 2 zookeepers and the rest are koalas. Declare the classroom the local zoo, with a special koala exhibit in town.

Each group needs to prepare a short presentation, as zookeepers and koalas, of what koalas and their lives are like. Take a tour of the "zoo," stopping at each group, to hear and see their presentation.

Lesson Plan: Nothing to Fear

Target Grades: 2-4

Lesson Overview: Students will explore the idea of bravery and enact scenarios of when they may have to choose to be brave.

Length of Lesson: 30-45 minutes

Drama Standard

Producing/Performing. Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (e.g., skits, puppetry, pantomime, improvisation and storytelling).

Language Arts Standard

Text Types and Purposes. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Instructional Plan

Framing:

Look up the word "brave" with the class. Have each student stand up near his/her desk and count down from five. Instruct students to, as you count, strike a pose that shows what they think bravery is.

Ask: Are people born brave, or is it a choice?

Main Activity:

Ask the class to describe times they've felt brave, or to imagine situations where they would have to be brave.

Split the students into groups of 3-4 and assign them a situation where bravery is required.

Tell the groups to create five or so tableaux (frozen pictures) that show a story of when a person has to be brave.

Remind them that a story introduces the characters, shows a problem, and ends with the characters either solving the problem or failing to solve a problem (the beginning/middle/end, in other words)

Allow the groups time to rehearse their stories. When it comes time to share, use a device like a pantomimed camera to help them know when to change from one tableau to the next. For example: "3, 2, 1, CLICK!" (tableau freezes)

Once the groups have shared, ask the class if they have any additional ideas of how to handle the situations.

Closing Activity:

Ask the students about when they saw someone being brave in *Super Sidekick*. Ask why Inky didn't believe he could be brave. How did he learn that he could be brave?

Have students go back to their desks and write a letter to Inky about their discoveries on bravery.