

NEW ZEALAND  
**playhouse**



# **RUMPELSTILTSKIN** **Teaching Resources**

Compiled by William Burns

# Contents

- Introduction** .....3
- Why is Theatre Important?** .....3
- The Plot**.....4
- Activities: English** .....5
  - Classroom Discussion .....5
  - Write A Review Of The Show .....5
  - True or False Rumpelstiltskin Edition.....8
  - Word Find.....9
- Activities: Drama** ..... 10
  - The Rules Of Feedback After Performance ..... 10
  - Fairytales With A Twist..... 10
  - Make A Shape..... 11
- Activities: Mathematics/Social Studies** ..... 12
  - Gold, Silver And Bronze ..... 13
  - Label the Theatre ..... 14
- Activities: PE** ..... 16
  - Rumpel Actions..... 16
  - The Stage Directions Game ..... 17
- Activities: Art** ..... 17
  - Rumpelstiltskin – Puppet Style!..... 17
  - Colouring In ..... 18
  - Draw Your Favourite Character ..... 20
- Activity: Health**..... 21
  - Compare and Contrast Character Qualities ..... 22

# Introduction

Dear Teacher,

New Zealand Playhouse delivers educational, inspirational, extremely entertaining theatre to over 450 schools across New Zealand and Australia. Our formula is to bring the best actors and creative forces in Australia and New Zealand together to create a play that is funny, educational and inspiring – and many schools have told us our shows are the best theatre experience their students have had.

This resource is designed to be used by you as you plan lessons for your class, leading up to and following the attendance of our performance of Rumpelstiltskin at your school.

This resource includes ideas of how you can incorporate some themes from the plays and the experience of watching a theatre show into various learning areas (English, Drama, Mathematics, Social Studies, Health, PE and Art)

Please feel free to adapt, change, steal anything and everything from any activity for any level.

Don't hesitate to contact us if you would like to know anything more about the play - we are here to help you get as much out of this experience as you can!

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Back row: Kate Hanning, Connie O'Callaghan, Jamie Swarbrick, Lucy Vanner, Greg Cooper (Writer/Director). Front row: Michael Bell (Producer), Emily-Jane Cull and Bryn Monk.

Kate, Connie and Jamie tour the North Island in term 2, and the South Island and Australia in term 3. Lucy, Emily-Jane and Bryn tour the South Island in term 2 and the North Island in term 3.

## Why is Theatre Important?

Why is it so important for young people to experience theatre? Theatre is so much more than just light entertainment. It is a unique, immersive learning experience for audiences of all ages.

It fosters imagination and confidence. It gives kids accessible access to reading and literacy skills. Participation in theatre doesn't just create future film stars, it gives them countless transferable skills that they can take into their lives. They learn to empathise, listen, have courage, confidence and humility or simply just the ability to talk in front of a group

of people - maybe just in time for the speech they have to make at a family event.

We believe access to theatre is essential for young people and today they've taken their first step! This year this resource covers all areas of learning with a particular focus on drama and theatre.

If you have any feedback about this resource or the show or even about theatre in schools please do not hesitate to contact us.



# The Plot

## (Spoilers ahead!)

Our story begins at the Miller's bakery. The prince arrives seeking a princess to accompany him on his royal outings. The Millers suggests maybe his fun loving, dance loving daughter, Mary might be a good choice. Although she doesn't seem too keen! The Miller tells the prince of his daughter's magical abilities spinning straw into gold - skills she definitely doesn't possess. The prince suggest Mary should come visit him at the castle some time.

Over at the castle we meet The Queen. When Mary arrives she tells Mary that if The Prince gives her any trouble then call supercalifragilisticexpialidocious and she'll be there to help.

The prince enters with straw asking Mary to make gold. When she admits she can't the Prince demands she must or, he will look her in a tower playing Baby Shark 24/7.

A talking mouse appears and tells Mary he knows a spinning wheel who could help. They summon the wheel with a special song. Mary tries to spin to avail. Rumpelstiltskin arrives promising that for a small fee (her mothers necklace) he can spin the straw to gold. Rumpelstiltskin spins the wheel and the straw turns to gold.

The next morning the prince now demands that she must turn straw to silver. Again Rumpelstiltskin offers his help for a small fee - this time a ring! Rumpelstiltskin spins the straw to silver

Again the prince returns demanding more! This time he wants bronze. Mary has run out of things to give Rumpelstiltskin so he suggests that in return for his magic whenever she has a baby she must give it to him. The straw is turned to bronze.

The queen returns after the mouse had told her what had unfolded. She banishes the prince to the castle of California. The Queen

admits to Mary that she is tired of being Queen and Mary suggest that perhaps she would be a good Queen.

Mary is crowned Queen and reigns for many years, forgetting about the strange magical man who helped her until a Stork delivers Mary a baby. Rumpelstiltskin returns reminding Mary of the promise she made many years ago. Mary offers all her gold and jewellery but refuses to give up her baby. Rumpelstiltskin agrees that she may keep the baby if Mary can guess his name. Despite a sneaky last minute name change, Mary guesses correctly and Rumpelstiltskin scampers off.

Mary, The Baby, The Talking Mouse and The Spinning Wheel live happily ever after.



## Activities: English

### Junior - Levels 1- 2: NZ Curriculum Strand: Drama

Understanding drama in context:  
Demonstrate an awareness that drama serves a variety of purposes in their lives and communities

### Senior - Level 3-4: NZ Curriculum Strand: English

Processes and Strategies: creates a range of texts by integrating sources of information and processing strategies with developing confidence.

## Classroom Discussion

- What was your favourite moment from the show? Specific is best
- Who was your favourite character? Why
- What did you learn? Does the play teach us any lessons?
- Does anyone know the original story of Rumpelstiltskin?
- What twists did this version put on the story?

## Write A Review Of The Show

Get the students to fill out the following review template. There's two pages - double sided photocopying for the win!



**What were your 3 Favourite Moments  
(Be Specific!)**

**What did you like about the props and  
set?**

**Who was your favourite character and  
why?**

**What was the story? (can you tell the  
full story in as few words as possible?)**

**What did the actors do to play multiple roles? Think about voice, body and costume**

**Who do you think the target audience for the play is?**

**What was your favourite twist put on the original story of Rumpelstiltskin?**

**Is there anything you would do differently in the play?**





# Word Find

R K T S K C L N Z A R X F B A  
F U V H B R W Z Z D E P P V T  
H D M U E D A B H Y L X T Z E  
R B D P F A V H R S L J M T W  
Y A U E E J T K S X I A S K O  
E E H F F L S R L Y M K V Y Q  
Z N L X E I S N E F B U K Z U  
X M Y S L S T T N V O A A J E  
P G U V T G G F I Y B W B R E  
R O E R V I M A Q L I J I J N  
M R A G E Z N O R B T D M T C  
D W O O U Z N G S L I S H D P  
Y T H L F V D Y A Y U F K C O  
U Y Q D H J W E K K E J K I F  
S P I N N I N G W H E E L A N

babyspark

Miller

Rumpelstiltskin

straw

bronze

mouse

silver

theatre

gold

Queen

spinningwheel

# Activities: Drama

## JUNIOR Level 1 and 2: NZ Curriculum Strand: Drama

- Developing Practical Knowledge:  
Explore the elements of role, focus, action, tension, time, and space through dramatic play
- Developing Ideas: Contribute and develop ideas in drama, using personal experience and imagination.
- Communicating and interpreting:  
Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work.

## SENIOR Level 3 and 4: NZ Curriculum Strand: Drama

- Developing practical knowledge:  
Select and use techniques and relevant technologies to develop drama practice. Use conventions to structure drama.
- Developing ideas: Initiate and refine ideas with others to plan and develop drama.
- Communicating and interpreting:  
Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies create meaning in their own and others' work.

# The Rules Of Feedback After Performance

One of the best ways to improve performances is to listen to the feedback of your audience, which in this case is their fellow classmates. Below are some clear rules for audience feedback which will keep things fun, positive and most constructive. These rules can be applied across all levels to varying degrees.

1. Feedback should ALWAYS be positive. What worked? What was enjoyable? What was fun to watch?
2. Set a clear question that you'll ask the audience BEFORE the performance. I find the best question is 'what was your favourite moment?'
3. Be specific. I encourage you to coach the students through this. If they say "it was funny" ask 'when was it most funny' 'what were they doing on stage that made you laugh'
4. The performers must stay standing up in the performance space to listen and receive their feedback - don't let them sit down.
5. Where possible give them time to discuss their feedback or better even give them time to rework their scenes based on what the audience enjoyed.

# Fairytales With A Twist

Split the class up into groups of 4 - 6. In their groups they will have around 10/15 minutes to put together their own short (no longer than 2 minutes) version of a fairytale of their choice. Everyone must have an acting part in the scene. The fairy tales however must include the following things. Write them on the board so they can see it while they're making their scenes.

A twist ending - students must come up with their own original ending. Be creative!

A line of dialogue \_\_\_\_\_ - let the students come up with this before you start

An object \_\_\_\_\_ - again let the students choose this before you start

Extra for experts - you could choose a song that has to be included - they could put their own twist on the songs like the songs in Rumpelstiltskin. (eg YMCA or Baby Shark)

You should feedback on the scenes after. What were the audience's favourite

moments? Remember specific and positive is best!

## Extensions on this activity

1. After students have performed their scenes and received their feedback, give them another 5 minutes to go away and make their performance better based on the feedback they received from the class. Receiving feedback is one thing, but acting on it is another.
2. You now set the challenge that they have to do the same scenes again.... But this time NO TALKING! They can only use their physicality to tell the story. You may wish to play some music over the scenes as they perform.
3. They have to repeat the scene but in half the time (1minute) Ask them to discuss as a group what key moments of the story are that they have to keep and what moments are not required to tell the story. Repeat this process with 30 seconds. 15 seconds and 5 seconds. Use a timer. Be tough and stop the scenes right on the clock.

# Make A Shape

Actors use their bodies to create different characters and environments.

Split the class up into 4 even groups. Once they are ready in their groups you will call out a shape or environment that they have to make as a group using only their bodies. No props or chairs!!

Once you have called out the shape or environment they will have around 20 seconds to make the shape. After 20 seconds you call FREEZE. They must freeze exactly where they are... even if not finished.

At this point you can judge which shape is your favourite and if you wish give out points to that team. Comment on each shape praising them for inventive shapes, inventive use of their bodies, great facial expressions etc.

Start with environments and shapes from Rumpelstiltskin and then branch out to some more difficult shapes!

## Ideas from Rumpelstiltskin

- Castle
- Mouse
- Gold
- Straw
- Bakery

## Extensions

The group must be in silence as they are making their shape. Ask them before you do it if they think it'll take longer or shorter. Hint - it's often a lot quicker when they are silent!

Add a movement and/or sound button. After you freeze the groups. Go to each group and press an imaginary button. This will unfreeze the group and they will have to move/make sound effects

# Activities: Mathematics/Social Studies

## NZ Curriculum Strand: Mathematics Measurement

**Junior - Levels 1-2:** Order and compare objects or events by length, area, volume and capacity, weight (mass), turn (angle), temperature, and time by direct comparison and/or counting whole numbers of units.

**Senior - Level 3-4:** Use linear scales and whole numbers of metric units

for length, area, volume and capacity, weight (mass), angle, temperature, and time.

## NZ Curriculum Strand: Social Sciences

**Junior - Levels 1-2:** Understand how the past is important to people.

**Senior - Level 3-4:** Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

# Gold, Silver And Bronze

Research how much 1kg of Gold, Silver and Bronze will cost in NZ/Australia today

Can you make a guess as to how much a whole bale of straw would cost?

Which metal is the heaviest? And by how much?

Metal	Price for 1kg	How much would a whole bale cost?	Which is heaviest? By how much?
 <b>Gold</b>			
 <b>Silver</b>			
 <b>Bronze</b>			

## Label the Theatre

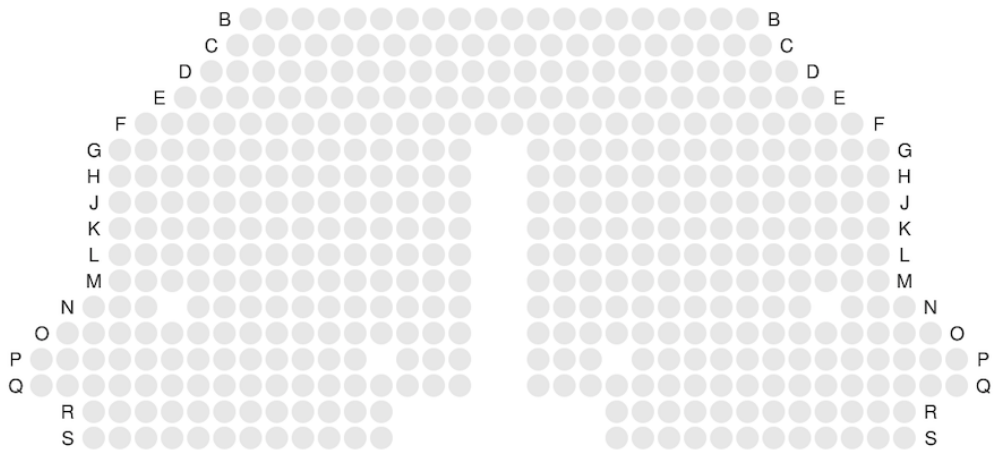
Cut out the labels below and stick them onto the map of the theatre. Can you place all 12 correctly?

- Why is upstage called upstage?
- Why is Prompt called prompt?
- Why is stage left where it is?

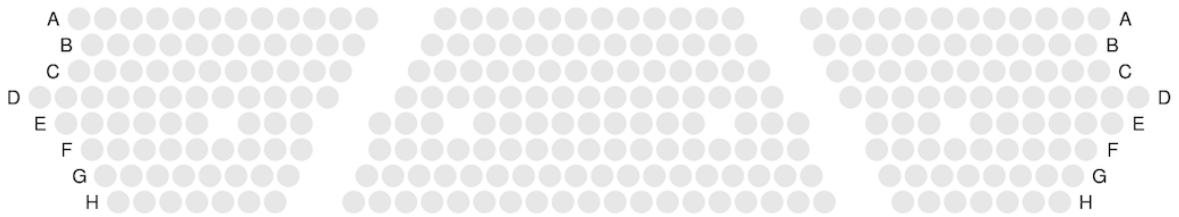
<b>Upstage</b>
<b>Downstage</b>
<b>Stage Left</b>
<b>Stage Right</b>
<b>Backstage</b>
<b>Prompt</b>
<b>Opposite Prompt</b>
<b>Stalls</b>
<b>Dress Circle</b>
<b>Grand Circle</b>
<b>Orchestra Pit</b>
<b>Centre Stage</b>



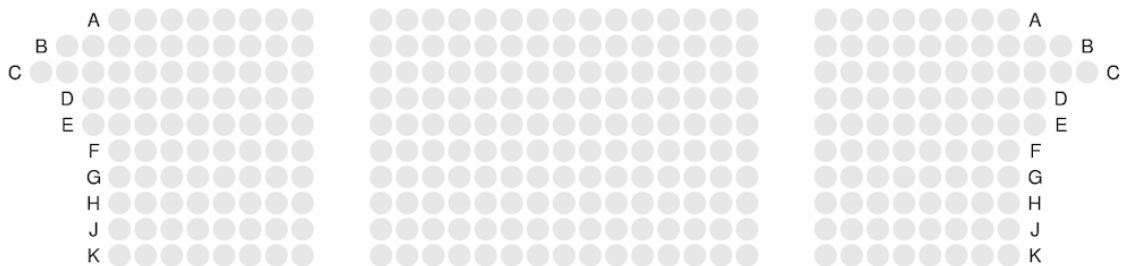
### STALLS



### ROYAL CIRCLE



### GRAND CIRCLE





## Activities: PE

### NZ Curriculum Strand: Health / Physical Education

#### Junior - Level 1:

- B2 - Participate in and create a variety of games and activities and discuss the enjoyment that these activities can bring to them and others.
  - C2 - Identity, sensitivity, and respect: Demonstrate respect through sharing and cooperation in groups.
  - C3 - Interpersonal skills: Express their ideas, needs, wants, and feelings
- appropriately and listen sensitively to other people and affirm them.

#### Junior - Level 2:

- B1 - Movement skills
- B3 - Science and technology: Develop a wide range of movement skills, using a variety of equipment and play environments.
- B2 Positive attitudes
- B4 Challenges and social and cultural factor: Participate in a range of games and activities and identify the factors that make participation safe and enjoyable.

## Rumpel Actions

Create an action for each of the characters in the play. The craziest and silliest shapes are best! The kids walk around in neutral and when the teacher calls the character they must do the shape. Start eliminating the last person

to do the shape. Get faster and faster until there is one champion.

Characters in the play... Mary, The Miller, Queen, Straw, Mouse, Rumpelstiltskin, Prince Harry, Spinning Wheel, The Stork - plus feel free to add anything else from the play. Baby shark??



## The Stage Directions Game

Ever played Captains Coming? The game where you have to run around different bits of a ship? Well this is the theatre version of that game. It ties in nicely to the theatre history activity above but you can easily skip that and play it with just some simple instructions. Indoors or outdoors works and best of all it requires no equipment at all! This game ties in well with the label the theatre activity.

Students start in the centre. Teacher stands where the audience would be. You point out where all the stage positions are

- Stage Left
- Stage Right
- Upstage
- Downstage
- Centre Stage

Play for a while with just these rules. Then you can start adding other rules. Here are some suggestions but you can definitely let the students come up with their own rules

- Trap door
- Directors coming
- Spotlight - hit a pose in the spotlight

Once you have practiced for a while you can start eliminating. Last person to reach the stage position or do the task is out. Keep the eliminated students focused by giving them the job of being the judges.

## Activities: Art

**NZ Curriculum Strand: Visual Arts Developing practical knowledge**

**Junior - Levels 1-2:** Explore a variety of materials and tools and discover elements and selected principles.

**Senior - Level 3-4:** Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.

## Rumpelstiltskin – Puppet Style!

Using recycled materials recreate a character from the show. Can you get all the characters from the whole class?? Once the puppets are made, can the students recreate the show using their puppets? Maybe they want to make some miniature props and sets too?

## Colouring In

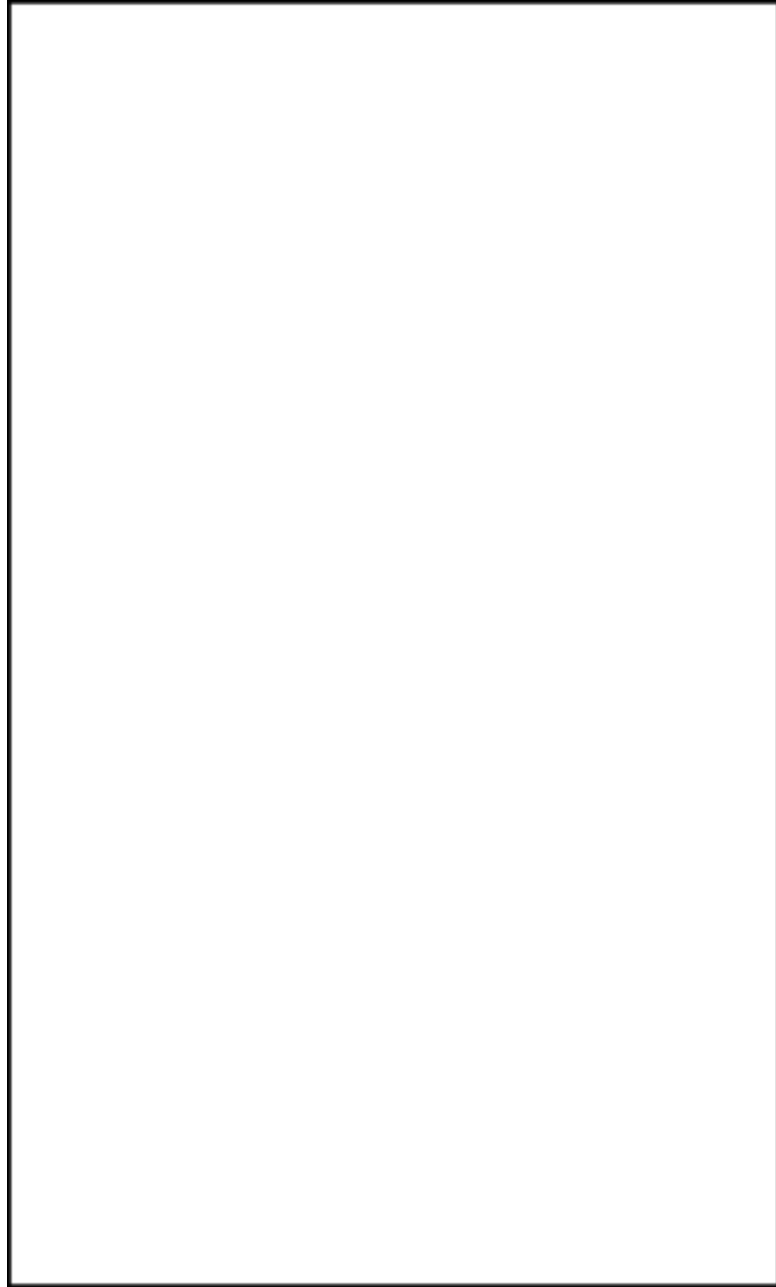
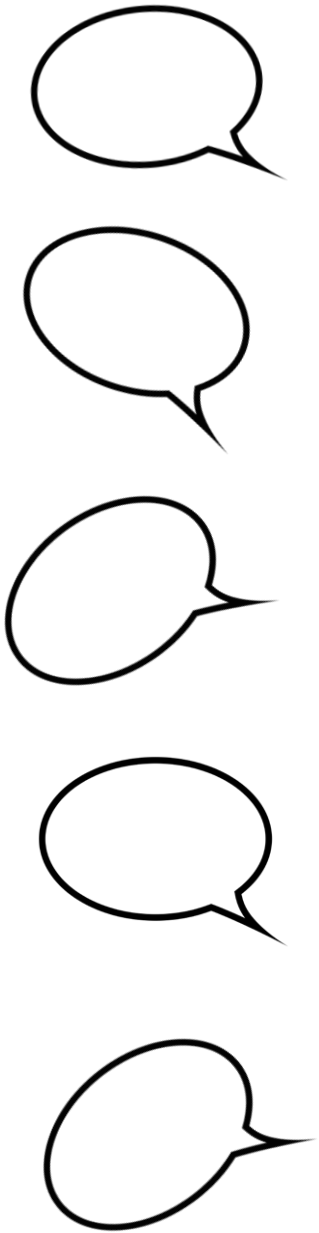
Thanks to Andrew Kepple for drawing us the following two pages of colouring in!





# Draw Your Favourite Character

Draw your favourite character from the play. Write some words to describe that character in the bubbles.



Character's Name:

# Activity: Health

**NZ Curriculum Strand: Health and PE**

**Junior: Level 1-2:** Identify personal qualities that contribute to a sense of self-worth.

**Senior: Level 3-4:** Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.

# Compare and Contrast Character Qualities

Using the Venn diagram below, compare and contrast the qualities of either

- Two characters in the play. Eg Rumpelstiltskin and Mary OR
- A character from the play and yourself

Which personal qualities match and which are different? Which of the qualities make you a good person?

