

NEW ZEALAND
playhouse

The Emperor's New Clothes



Teaching Resources

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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. For many children Playhouse is their first ever experience of theatre!

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 The Emperor's New Clothes 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, Science, 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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The Plot

Our story begins at the royal fashion show. We are introduced to royal fashion designer Milo Chanel who is showing off the new collection of the Emperor's new clothes. The Emperor arrives dressed head to toe in full denim and stops the show, fires Milo and sends a message to every corner of the kingdom that they need a new outfit (no denim!!) by their birthday parade next week.

Next we meet the mischievous rascals Del and Quint who are looking for a get rich quick scheme. They receive the message from the emperor and decide they'll fool them into thinking they're French fashion designers.

Back with the Emperor and they've had no luck after interviewing hundreds of designers. Del and Quint arrive and tell the Emperor they are from the most exclusive fashion house in France. They tell the Emperor they will make them some invisible clothes. Explaining that clever people can see them and silly people can not. The Emperor gives them a cheque for \$100,000 to make the clothes but they have to be quick - the birthday parade is tomorrow!

Del and Quint try to figure out how they're going to pull it off. Meanwhile the Emperor's royal mannequin arrives. This magical mannequin promises Quint that it will help make the Emperor's new clothes overnight. If only they had a big cheque to help them...

It's the day of the big parade and the Emperor arrives for their new clothes. Quint and the mannequin have disappeared. Del tricks the Emperor into putting on the 'invisible' clothes. The Emperor joins the parade marching around in their underwear.

Finally Quint and the mannequin reappear after The Emperor realises the invisible clothes aren't real. Quint presents the new clothes. They had no fabric so they cut the big cheque up and made it into clothes. The Emperor loves this new 'cheque' suit and hires Quint as the new royal fashion designer, Recycled fashion is now in! Del is hired too - if they can sell fake invisible clothes they can sell anything. The Emperor gives them thousands of dollars to set up their clothes line. Everyone celebrates in song!

Activities: English

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

Processes and strategies: Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas.

Purposes and audiences: Recognise that texts are shaped for different purposes and audiences.

Ideas: Recognise and identify ideas within and across texts.

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

Processes and strategies: Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.

Purposes and audiences: Show a developing understanding of how texts are shaped for different purposes and audiences.

Ideas: Show a developing understanding of ideas within, across, and beyond texts.

Classroom Discussion

- What was your favourite moment from the show?
- Who was your favourite character? Why?
- What did you learn? Does the play teach us any lessons?
- Does anyone know the original story of The Emperor's New Clothes?
- 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!

Original Story vs Show

Get the students to research the original story. They can then fill in the venn diagram with
Left - Things that only happened in the original story. Right - Things that only happened in this version of the play. Middle - Things that happened in both.

The Emperor's New Clothes Show Review

Written by _____



What were your 3 favourite moments in the show and why?

Who was your favourite character and why?

What did you like about the set and props?

**What was the story of the show?
Can you sum it up in as few words as possible?**

Is there anything you would do differently in the show?

What did the actors do to play multiple characters? Think about what they did with their voice, body, costume.

What twists were made from the original story?

Who is the target audience for this show? What sort of person would enjoy it the most?

The Emperor's New Clothes Word Find

B	R	E	Y	V	O	A	I	P	I	O	T	D	N
E	P	U	C	C	Y	O	M	B	C	E	Y	C	R
E	F	Q	N	S	Q	C	A	I	B	A	E	M	E
L	S	U	E	E	L	P	R	E	U	Q	E	H	C
B	U	I	R	M	T	H	E	A	T	R	E	S	N
I	R	N	R	C	S	R	O	R	E	P	M	E	C
S	F	T	U	M	A	N	N	E	Q	U	I	N	L
I	A	N	C	R	R	V	E	C	C	H	P	N	O
V	S	Q	O	P	A	R	A	D	E	D	E	V	T
N	H	E	T	Y	A	F	R	E	N	C	H	C	H
I	I	M	P	U	H	M	R	U	Q	N	R	R	E
A	O	S	Y	T	F	I	N	D	H	R	N	I	S
N	N	O	R	E	P	L	E	E	Q	O	Q	I	V
N	N	T	C	E	U	O	U	L	A	Y	E	E	T

Clothes

Del

Quint

Parade

Fashion

Milo

Invisible

Cryptocurrency

Emperor

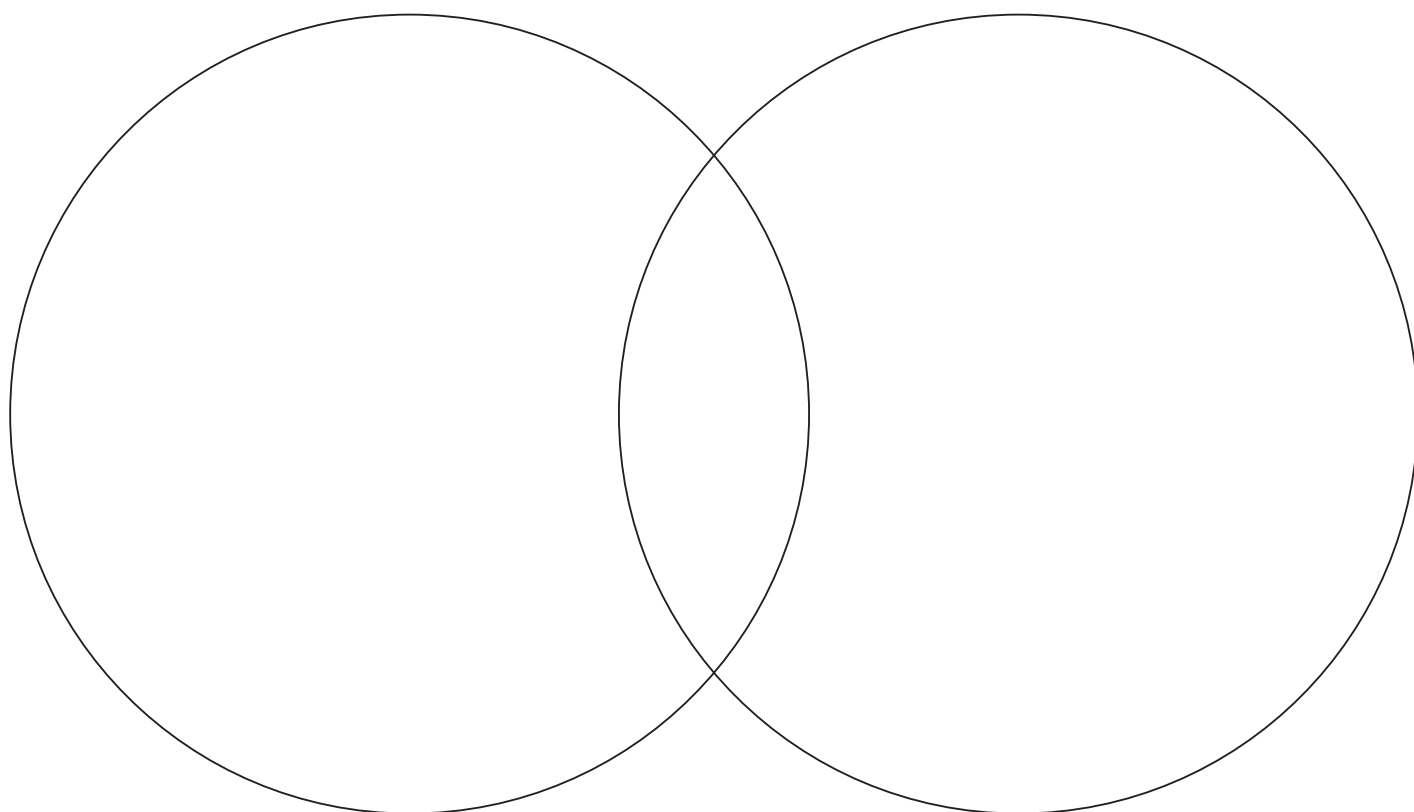
Cheque

French

Theatre

Mannequin

Original Story vs Show



Activities: Drama

JUNIOR Level 1 and 2: NZ Curriculum Strand: Drama

Understanding drama in context:

Demonstrate an awareness that drama serves a variety of purposes in their lives and in their communities.

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

Understanding drama in context:

Investigate the functions and purposes of drama in cultural and historical contexts.

Developing practical knowledge: Use techniques and relevant technologies to explore drama elements and conventions.

Developing ideas: Initiate and develop ideas with others to create drama.

Communicating and interpreting: Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work.

Museum of Mannequins

Here is a simple game that kids love. One person is chosen to be the museum guard whilst the rest of the class are the exhibits. The guard can choose a theme for the museum - it could be animals, outer space, royalty or perhaps even The Emperor's New Clothes! Choosing some music to play that fits the theme is a fun addition.

The guard walks around the museum whilst the rest of the class freeze like mannequins or exhibits in the museum. When the guard is not looking they can change their shapes and move around. But be careful! If the guard turns and sees you moving you are eliminated from the round. Winner becomes the next guard. Big and interesting shapes are best. Despite playing this hundreds of times its always at the top of requested games to play in drama classes.

Runway

Remember the fashion runway at the beginning of The Emperor's New Clothes? Now is your classes chance for their turn on the catwalk.

1 - Play some music and the class walks around the room like they are international models on a runway. Encourage big movements and big poses. How did the emperor walk in the show? Can you do it even bigger?

2 - You can choose a theme and some music to match. How does the theme change your movement? Examples of themes are Silly Santa, Sassy teenagers, Catwalk Clowns.

3 - It's time for a walk off! Students walk off down a catwalk in pairs. They walk to the end of the catwalk and do 3 poses then walk back. One student wins while one is eliminated and joins the judging panel. Keep going until a semi final, final and finally a catwalk champion is crowned. All other contestants and judges must always be cheering for their peers when they're walking down the catwalk.

This activity not only encourages creativity but helps them build confidence and is a lot of fun. It's important to do it as a group first so they have the confidence to do it in pairs. Letting the eliminated players judge the winner stops any elimination sulks!

Make Your Own Show!

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

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 even groups of 3 - 6 people. 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 The Emperor's New Clothes and

then branch out to some more difficult shapes!

Ideas from The Emperors New Clothes

- Fashion runway
- France
- Parade
- Emperor
- Royalty

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 and Social Science

Junior - Levels 1- 2: NZ Curriculum Strand: Social Sciences

- Understand how belonging to groups is important for people.
- Understand that people have different roles and responsibilities as part of their participation in groups.













Senior - Levels 3- 4: NZ Curriculum Strand: Social Sciences

- Understand how groups make and implement rules and laws.
- Understand how cultural practices vary but reflect similar purposes.
- Understand how people view and use places differently.
- Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.
- Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

\$100,000 Around The World

The Emperor gave Del and Quint \$100,000 to make their costume. Research how much \$100,000 New Zealand/Australian dollars is in other currencies around the world.

Name the country, currency and how much money it is worth.

Country	How much is \$100,000 NZ/ Australian Dollar worth?	Country	How much is \$100,000 NZ/ Australian Dollar worth?
			
			
			
			
			
			

Real World Emperors

Research these real world emperors and find out

1. What area did they rule?

3. What are they known for?

2. Years of their reign?

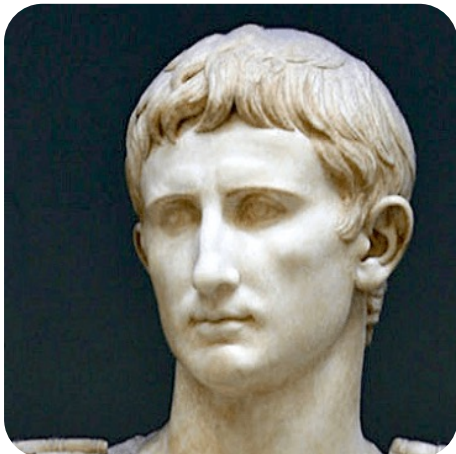
4. Interesting facts about them.



Alexander The Great



Napoleon Bonaparte



Augustus



Ashoka



Wilhelm II



Tutankhamun



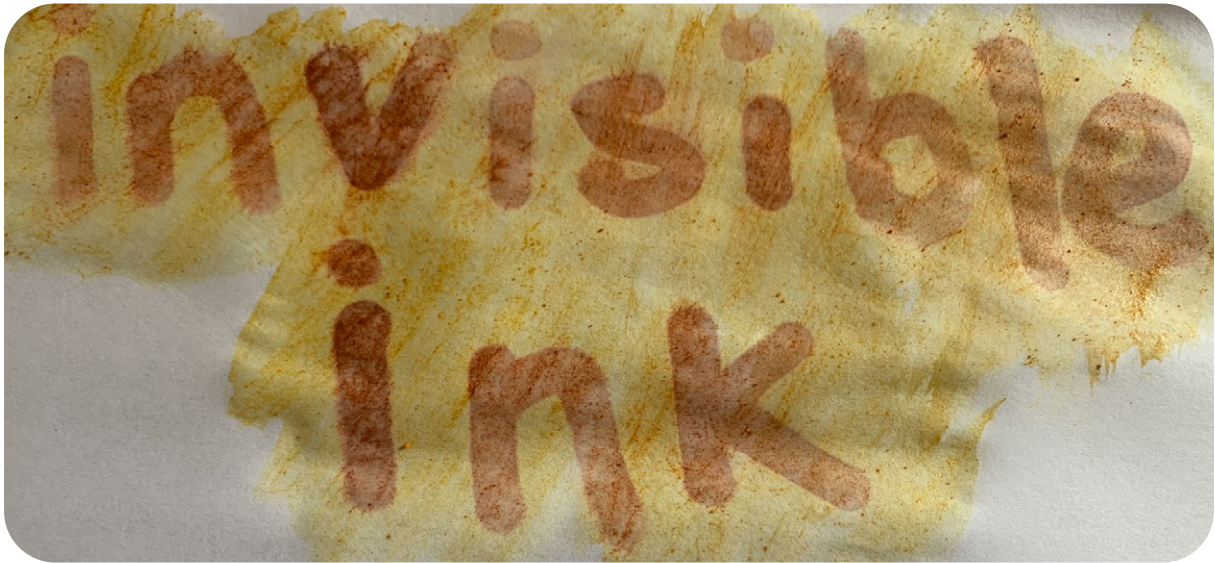
Naruhito

Activities: Science

Junior - Levels 1- 2: NZ Curriculum Strand: Social Sciences

- Explore everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat.
- Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated, or cooled.

Science Experiment:



It would be impossible to make invisible clothes like Del and Quint in show but it is possible to make your own invisible ink!

You will need

- Baking soda
- Water
- Paper
- Coloured liquid (a little bit of turmeric in water works best!)

Instructions

1. Mix two parts water to 1 part baking soda to make your ink
2. Use a cotton bud or paintbrush to paint a secret message on a piece of paper with your ink
3. Let the paper dry
4. Lightly brush off any excess residue
5. Paint over the paper with your coloured liquid to reveal your secret message

The science

When the baking soda dries, the H₂O evaporates, but the baking soda stays on the paper as tiny white crystals. When we spread the coloured liquid across the paper, the liquid changes color as it touches the streaks of baking soda crystals, but remains the original color in the other parts of the paper.

Activities: PE

Junior - Levels 1- 2: NZ Curriculum Strand: Health & Physical Education

- Develop a wide range of movement skills, using a variety of equipment and play environments.
- Participate in a range of games and activities and identify the factors that make participation safe and enjoyable.
- Demonstrate respect through sharing and cooperation in groups.
- Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.

Senior - Levels 3- 4: NZ Curriculum Strand: Health & Physical Education

- Develop more complex movement sequences and strategies in a range of situations.
- Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.
- Participate in cooperative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience.

Shopkeepers Keys

One person is the shopkeeper – they face away from the class with some keys (or anything pretending to be keys!) on the ground behind them. The others in the group start at the other end of the room, then try to creep up to shopkeeper and steal the keys

However, at any moment, the shopkeeper can turn around suddenly. When the shopkeeper turns around the entire class become a frozen shop mannequin - just like in the show! If the shopkeeper sees anyone moving, they point at them and that person must return to the start. No-one is allowed to move while they are watching them.

Once the mannequins are close enough to steal the keys they must grab them and take them back to the start line to win. But be careful! Each time the shopkeeper turns around they can guess one person who has the keys. If they guess correctly the keys get placed back at their feet.

It's a good activity for cultivating concentration, patience and teamwork

Extras

- Afterwards, discuss with the class which strategies were most successful
- Add extra rules like no laughing

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

Junior - Levels 1- 2: NZ Curriculum Strand: Art

- Explore a variety of materials and tools and discover elements and selected principles.
- Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.

Senior - Levels 1- 2: NZ Curriculum Strand: Art

- Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.
- Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.

Wearable Arts

Challenge the students to make their own costume out of recycled materials just like in the show. Milk bottles could become tshirts. Cardboard as shorts.

Dress up in your new creations and send us a pic! hello@nzplayhouse.co.nz

Draw The Emperor Some New Clothes

Del and Quint designed the Emperor some new clothes...
now it's your turn!

