HOT Season for Young People
2014-15
Teacher Guidebook

BLEU!

COMPAGNIA TPO

Photo by Ilaria Costanzo
For over 130 years Regions has been proud to be a part of the Middle Tennessee community, growing and thriving as our area has. From the opening of our doors on September 1, 1883, we have committed to this community and our customers.

One area that we are strongly committed to is the education of our students. We are proud to support TPAC’s Humanities Outreach in Tennessee Program. What an important sponsorship this is — reaching over 25,000 students and teachers — some students would never see a performing arts production without this program. Regions continues to reinforce its commitment to the communities it serves and in addition to supporting programs such as HOT, we have close to 200 associates teaching financial literacy in classrooms this year.

Thank you, teachers, for giving your students this wonderful opportunity. They will certainly enjoy the experience. You are creating memories of a lifetime, and Regions is proud to be able to help make this opportunity possible.

Jim Schmitz
Executive Vice President, Area Executive
Middle Tennessee Area
Dear Teachers,

Prepare for underwater adventure! Borrowing from classical mythology and stories of the Mediterranean, Bleu! wordlessly narrates the meeting of two characters: he is a sailor, she is a magical and mysterious character. It all starts when ‘She’ drops a pearl into the sea so that ‘He’ can find it. The audience is invited into the sailor’s adventurous journey, plowing through the sea and diving to the lowest depths, in a story of discovery and search for knowledge.

Bleu! was created and performed by the Italian company TPO, (Compagnia Teatro di Piazza o d’Occasione), known for producing visually stunning performances of interactive theatre for children. Using interactive technology and set pieces, the company incorporates color, images, sound, light, and movement to create an immersive ocean-like environment where the performers and audience explore together.

Entering the theater itself is part of the performance experience. As an audience member, you will sense right away that you are entering a space for active listening, observation, participation and wonder.

We encourage you to read through this guidebook and the suggested lessons to help prepare for this imaginative experience – and we thank you for choosing to bring your students to Bleu! at the Tennessee Performing Arts Center.

TPAC Education

---

*Sensory Friendly Performances*

TPAC Education is happy to be presenting Sensory Friendly Performances of Bleu! These performances are designed to create a safe, nonjudgmental, and nurturing environment for individuals with autism spectrum disorder and other individuals with sensory sensitivities.

The Tennessee Performing Arts Center (TPAC) and Vanderbilt Kennedy Center’s Treatment and Research Institute for Autism Spectrum Disorders (TRIAD) are collaborating to develop materials to support the inclusion of children with disabilities, including autism spectrum disorder (ASD). As a product of this collaboration, materials such as social stories and a visual schedule will be available to educators and parents.

TRIAD has provided services to thousands of educators and families throughout Tennessee and surrounding states. Services include training and direct consultation in state-of-the-art behavioral and educational assessment and intervention strategies, as well as direct behavior analytic services to families and school systems.
About the Show

THE STAGE
The audience sits on three sides of the performance space. A white dance mat is in the center of the floor, and above hangs a large, moving, structure made of fabric. The fabric and the dance mat become screens for projected images. During the performance, small groups from the audience will be invited onto the mat to interact with the two dancers, props, and the moving projections.

THE INTERACTIVE SET
The white mat is actually a “sensitive” mat, hiding a series of pressure sensors which trigger the interaction of images and sounds. The pressure sensors react to the movements of performers and audience members as they walk, run, and jump on the surface.

THE PROPS
Some of the objects you will see or touch on stage:
- The rope allows the Sailor to activate the repetition of the word “bleu.”
- The shells allow the children to play the wind.
- The sticks allow the children to draw on the sand.
- The sponges allow the children to wipe away the marks left by the octopus’ tentacles.

Other objects serve a strictly theatrical function:
- The bright pearl is programmed, via software, to light up and move.
- The large fish is a large, silvery, remote-controlled balloon. Its fish-like swimming motion comes from the movement of its tail. A series of small counterweights determine its height in space.

PLEASE NOTE
Due to the sensitivity of the Bleu! mat, audience members may remove their shoes and leave them in the lobby before entering Johnson Theater. Shoes will stay in the lobby under the watchful eyes of our ushers during the show.

All audience members will be asked to wait in the lobby of Johnson Theater until the doors open, approximately ten minutes before the show begins.

During the show, some children will be invited at random to join the performers on the stage.

An illustration of the stage for Bleu!
The Story

The story begins when “She” sees the Sailor and is captivated by his proud bearing. She lets one of her tears slip into the sea where it is magically transformed into a pearl. In order to return the pearl to her, the Sailor embarks on a voyage of discovery and knowledge. The rest of the story is separated into four distinct sections.

First Section – The Sky:
Knowing that sailors determine routes according to the position of the constellations in the night sky, “She” rearranges the stars’ positions in order to guide the Sailor along different paths. The sky is furrowed by falling stars, a recurring theme every time there is a night-time scene. At the end of the story, the starry sky also references a child’s wonder: where do stars fall? They plummet to the bottom of the sea and become starfish.

Second Section – At the Surface:
At the surface of the sea the Sailor cannot see the female character. She takes action, using natural forces such as wind and water to propel the Sailor along his journey. This surface space of sea and beach is for the games that accompany the theatrical action: here the children are called upon to play with crabs, to draw in the wet sand, and to play chase with the waves. Playing together establishes a spirit of collaboration between the Sailor and his “crew”.

Third Section – The Storm:
She summons a dramatic storm, a tempest which overturns the scene and instigates the conclusion.

Fourth Section - Underwater:
She has wanted to direct the Sailor’s steps under the water, because it is here that he will finally be able to see her. In looking at her the Sailor recognizes her as the Sea. Various actions take place in this environment: games played with bubbles and schools of fish, a quiet time spent with jellyfish, and the dramatic rescue of the Sailor from the tentacles of a giant octopus.

Epilogue: Here on the sea floor “the falling stars from the sky settle and become starfish”. This is where the Sailor’s journey ends. He hands her back the pearl and She gives him a conch shell: blowing it will calm the storm and allow him to return to the surface.

Star Light, Star Bright
Stars are the guiding presence in Bleu! and they serve to unite one stage scene to another, giving viewers reference points in the story. By following the paths of the stars, we will face stormy waters and howling winds, we will meet some sea dwellers, and we will dance, play music, and create moments of play for a small crew.
The story of Bleu! takes place in or near the ocean. This exploration is based on a portion of the dance where audience members draw in the “sand” floor of the stage with magic sticks, and a wave of light continually washes over and erases their patterns, like footprints in the sand.

Objectives:
1. Students will explore elements of dance, including directions, levels, timing, floor patterns, individual and group movement.
2. Students will work individually and in groups to create an ocean scene dance.
3. Students will understand that bodies can represent elements, such as the ocean, in performance.

Resources/Materials: If desired, you may use some of these audio and visual options:
1. Video of slow waves crashing for audio and/or visuals: http://youtu.be/jEnd8JIMii4 (Google “slow waves crashing”)
2. Video of footprints in sand being washed away: http://www.shutterstock.com/video (search for “footprints in sand washed away”)

Instructional Procedures:

Discussion and Context: 5 minutes
Talk about the beach. Has anyone ever been to the ocean? What happens when you walk in the wet sand? What happens to the footprints when the waves come? What kinds of shapes do waves have? How do waves move? Invite students to move their arms like a wave. Use support visuals as needed.

Warm-Up: 10 minutes
1. Define an open area of the room for movement exploration. Consider guiding students to draw an imaginary bubble around their body to create their own personal space. Encourage students to do the following movements without talking.
   - Invite students to make the biggest shape they can make with their body, then the smallest shape. Invite them to make a big shape that is down low to the floor, and make a thin shape that is tall. Invite students to start walking around the open space, not touching anyone. Invite them to change their direction (moving sideways or even backwards in addition to forward) their level (moving high with jumps and low to the ground with crawling, squatting or rolling) and their timing (slow and fast and frozen). Model tasks while giving directions.
   - Invite students to explore floor patterns: walk in a zigzag line, in big and little circles, in the shape of letters, etc. If space is limited, you can have half of the class freeze while the other half moves around them in the space, then switch roles.
   - Then invite the students to imagine they are waves in the ocean. What kind of shapes and movements would waves make? Invite them to move through the space individually and make small waves, and big waves, slow waves and fast waves, with a concentration on travelling – moving through the open space rather than in one spot.
   - Ask students to stand in a line and try making one or two big waves using all their bodies together, and moving that across the open space as a wave. You may need to facilitate this by being the leader, or selecting a student to be the leader. If students are successful in making a forward wave, encourage them to go backwards as well, like a wave going back into the ocean.

Activity: 10 minutes
1. Divide students into two groups. Have half the students spread out in an open area and the other half stand “shoulder to shoulder” in a line on one edge of the open area.
• Set the scene: The open area is a beach with wet sand. There’s a big blue sky above you. It’s a hot day, and the wet sand feels good under your bare feet. There are waves crashing over the sand. The students in the open area will move around and make a lot of patterns, imagining they are making footprints in wet sand. The students in the line will be the ocean waves.

• Ask the waves to wait for a moment. Invite the beach movers to make different floor patterns with their imagined footprints – letters of the alphabet, or shapes, squiggly lines, etc. Ask them to imagine that they can see their footprints. Let that group continue to make footprints while you instruct the group in the line to get ready to be waves washing over the footprints. Give the beach movers group a warning that the waves are coming and to get out of the way! Once the waves go across the area you can repeat, encouraging the beach movers to make as many patterns, circles, or letters as they can before the next wave.

• If you have a helper and wave sounds, you can use the sounds to cue when the waves wash over the footprints. Otherwise, ask the waves to listen for your own wave sound or cue.

• Switch groups and repeat. To keep it interesting, add new information to the scene: a storm coming so the waves are bigger, imagined crabs on the beach to avoid for the beach movers (or small mats placed to represent crabs), letting the beach movers stay while the waves crash over them, allowing for “drawing” in the sand with their hands, etc.

Reflection/Closure: 5 minutes

• What are some ways we moved? Consider listing some of the elements of dance explored: fast, slow, high, low, forward, sideways, backwards, together, and individually.

• Today, we imagined we made footprints in the sand. What else could you use to draw in the sand?

• In the show you will see at TPAC, kids use magic sticks to draw patterns on a stage floor that is like a big, magic computer screen, and a wave washes it all away. Do you think they will have a real ocean wave on stage?

• In our dance, we used our bodies to represent a wave. What else could the performers use to be a wave? (In the show, the wave is made with light across the floor of the stage).

Adaptation:

• Students who are uncomfortable with movement could be engaged by creating sounds for the waves.

• For students who struggle with picturing footprints made in the sand, you can try using ribbon sticks instead of imagined footprints. Rather than imagining footprints being made, students can pretend to draw patterns in the sand with the visible ribbon sticks, which can be held still until the waves come to wash them away. Affordable ribbon sticks can be made with streamers taped to pencils or markers.

Option: If you have access to one or more large pieces of fabric and feel your students can use it safely, you can stretch the fabric across the playing area and have students holding it and moving it as the waves.

Extension: Continue the exploration of waves with the next lesson “On the Same Wavelength”.

“She” is the wind and the waves in this scene during Bleu!
Lesson 2 – On the Same Wavelength

_Bleu!_ takes place in or near the ocean. This lesson explores the ocean and waves using the five senses, and looks at the parts of waves.

**Objectives:**
- Students will visualize the ocean and classify knowledge of the ocean and waves by the five senses.
- Students will identify simple parts of a wave – crest, trough, and wavelength.

**Materials needed:** Recording with sounds of the ocean, pan of water, paper/pencil, and several large sheets of butcher paper/marker.

**Instructional Procedures:**

**Warm Up:**
- As students enter class, have a recording playing of ocean sounds (try to find sounds that include a variety of sounds, waves, birds, boat horns, etc). Do they recognize these sounds? Can they guess what you will be learning about today?
- Turn off the recording. Ask who has been to the beach before? Have students who have been to the ocean describe what they experienced to the class. Try to get them to share as much detail as possible.
- Now ask students to close their eyes and imagine they are at the ocean. Lead them in the following visualization:
  - Imagine you are at the ocean. Think about what you see and how it feels. Is it warm and sunny, or is it cloudy and windy? Walk across the sand towards the water. Does the sand feel warm and dry or wet and sticking to your feet? Take one foot and touch your toe into the water. Is the water cold or warm? While you are standing there, a wave comes in and covers both of your feet with water...how do you respond? Do you let the water wash across your feet, or do you run back up the beach away from the water?
  - What do you taste and smell? Do you smell or taste salt water? What else might you smell? What kinds of treats might you eat at the beach? What other things do you taste or smell? Now think about what you hear.
  - What sounds do you hear? Can you hear waves? Do you hear wind? Are there birds around? What else might you hear?
- After finishing the visualization, draw a simple chart on the board with the five sensory headings: See, Hear, Touch, Taste, and Smell. Ask students to give you descriptive words and phrases next to the sensory headings. Ask students why they chose a particular category.
- Now, refine the discussion and make a new chart beside the existing one, and ask for students to focus on what they know about waves.

**Activity:**
- Next, gather the students around a pan of water. Tilt the pan in different directions and disturb the water in other ways to demonstrate how waves of different sizes are formed. Discuss the movement. What do students notice about the waves? Are there any descriptions they want to add to their list on the board?
- Give the students paper and writing utensils and ask them to return to their seats. They will now draw their own waves. Give students a few minutes to draw, and draw some waves on the board yourself so that all of the students can see it. Explain that each part of a wave has a name, just like each part of a body. Show how the highest part of a wave is called the _crest_, and the lowest part is the _trough_. Have the students label the crests and troughs on their own drawings.
Remind the students that waves have different sizes. Ask the students to compare their drawings and determine which wave is the tallest or shortest. Ask for a few volunteers, and line them up in front of the class. Show the class that different students have different heights just like the waves.

Ask the students if they notice anything else about the other wave drawings. If they don't notice it themselves, point out that some students' drawings show waves that are farther apart than others. That's the wavelength. In order to demonstrate the concept of wavelength, again look again at the students in front of the class. Ask them to stretch out their arms and hold hands. Explain that the students, all of different sizes, now act as a set of waves by tracing from their hands to their heads. The heights can be measured from the tops of their heads, to their hands (from crest to trough).

Explain that wavelength is measured from crest to crest or trough to trough, so ask the students to look at the distances between different students' heads and hands. Place a large piece of butcher paper on the wall behind the volunteers, and trace around them like waves. Then look at the finished product with the class and label the parts of the waves together.

Finally, put the class into small groups and to create their own wave diagrams. In each group, you will have several students that stand in front of a piece of butcher paper, and one student will be the “artist” that traces around the others. Then the groups can label the parts of the wave. (Note: for younger students, you may choose to skip this step and simply review the parts of the wave together using the diagram you just created as a class.)

**Closure:**
Take turns looking at the finished product made by each group. Review the parts of the wave on each drawing.

**Extensions:**
- Place a cork in the pan represent a boat on the ocean. Ask the students to describe how the "boat" moves as the waves change size. Now ask students to close their eyes and pretend that they are on a boat in the middle of the ocean. How do the waves impact your movement? Ask them to draw their boat as well as the types of waves that they would like to see. Then ask them to write a story about their experience focusing on the impact the waves might have on their boat.
- Use the National Geographic Wave Simulator online to recreate their drawings and see them work in 3-D!
Lesson 3 – Follow The Light Leader

Written by: Amanda Roche

At times during Bleu!, audience members are invited to follow lights on the stage. The lights are in the shapes of stars, fish, a boat and other objects. This lesson looks at different leader/follower roles.

Objectives:
- Students will explore basic elements of movement such as timing, levels and directions.
- Students will explore both the leader and follower role in dance.
- Students will explore ocean creature movements.

Materials: 1 or more flashlights with a focused beam; Photos or pictures of these ocean animals -fish, starfish, crab and octopus; Ocean-themed or other instrumental music

Instructional Procedures:

Discussion: 5 minutes
- What does a leader do? What does that mean?
- What does a follower do?
- When are times when we need to be leaders? When are times when we need to be followers?

- We’ll all get a chance to be leaders and followers in the games we are about to play. Establish rules for movement at this point: personal space bubbles, defining the space in which they move, no touching, or whatever your students need to know before starting.

Warm-up: 10 minutes
- Put students into pairs, assigning one as the leader and one as the follower, noting they will get a chance to do both. The leaders are asked to move around the room and the followers to follow.
- Invite leaders to explore different ways of moving; using levels -- jumping, crawling, moving quickly or slowly, moving forwards and sideways, etc. Ask followers to really follow, creating the same movements as the leader. Switch roles so the leaders become the followers and repeat.
- Show pictures of the ocean creatures - fish, starfish, crab and octopus - and have students name them and describe how they would move. Would an octopus move slowly or quickly? What about a crab? Ask students to move around the space as each animal in turn.
- Now ask students to return to their pairs, and again assign a leader and follower. Invite the leaders to imagine they are a fish swimming through the ocean, and move that way. Ask followers to really follow, creating the same movements as the leader. Repeat with the other animals – starfish, crab and octopus. Repeat as needed, switching leader/follower roles.
Activity: 10-15 minutes

- Tell the students to imagine the room is an ocean, where they can play with magic ocean animals. It is darker in the ocean, so the lights will be turned off. Ask students to sit quietly on the edge of the open space, and turn enough lights off so that the flashlight can be easily seen on the floor. Play some fun instrumental music, ideally something with an ocean sound.

- Tell them the light from your flashlight is a magic friend swimming in the ocean, and it will now be the leader. Move the light around on the floor and make it move fast, slow, in circles, in zigzag movements, etc., always being sure to keep the light on the floor. Have students take turns following it and moving like it. This can be done with two or three students at a time as followers. If you have a student or teacher helper and additional flashlights, you can have more than one light moving at a time. If you are using more than one flashlight, explore bringing the groups of followers close together, and then far apart, taking care that it is always clear which light they are following (different colored lights would be ideal).

- Consider using some of these variations - following the light on hands and knees; following like you are a fish; switching roles so the students are the leaders and the light follower; avoiding the light, as if it is a crab with big pinchers; turning the flashlight off for a second and turning it on in a different spot.

Reflection/Closure: 5 minutes

- What types of movement did we explore today?
- What does a leader need to do?
- What does a follower need to do?
- How was it different following a light instead of a person?
During *Bleu!* the lighting will help create different environments, from bright sunshine on the beach to the dark blue depths of the ocean. Many of the props and images seem to glow in the dark setting. This lesson will explore the dark and glowing animals within the real ocean.

**Materials Required:** Photos of bioluminescent sea animals, glow sticks in varied colors (available at most party stores), shoe boxes, black paint, black construction paper, hole punches

**Objectives:**
- Students will hypothesize about life in the deep ocean and animals that live there.
- Students will investigate how bioluminescence can create camouflage.
- Students will dramatize ways that creatures use bioluminescence.

**Instructional Procedures:**

Teacher note - Below 3,300 feet, the waters of the ocean are dark and cold. No sunlight penetrates these depths, and 90 percent of the creatures here produce their own light in a chemical process called "bioluminescence." In this lesson students will learn about bioluminescent creatures. This lesson includes several "big words" (like bioluminescence) that may be hard for younger students. The activities are still possible for younger students to do even if you need to edit the language for understanding.

**Warm-Up:**
- Ask students to look around the room and notice what things look like—colors, shapes, and sizes. Then turn off the classroom lights, and close the window shades if possible. Ask students to look around the room again. Do things look the same? Can they still see colors as well as they did before? Can they still make out all the shapes and sizes of things? Discuss students' other experiences in dark places, such as their bedrooms. How does darkness make it more difficult to do certain things? Does darkness make it easier to do other things?

**Discuss:**
- Marine habitats are divided into layers or zones depending upon the amount of sunlight each receives. As depth increases the amount of light decreases. The sunlight zone is from the surface of the ocean to 600' and receives the most sunlight. The twilight zone is from 600' to 3000' and receives little light. At this depth it becomes increasingly difficult to see and colors become obscured. The midnight zone is more than 3000' and receives no light at all. Ask students to guess what it might be like in the deep ocean, and discuss their ideas as a class.

- Brainstorm as a class, how fish and other marine animals might cope with living in the darkness of the ocean's depths. What special features might they need? What behaviors might they use to help them? Did anyone suggest that animals might have their own lights? Explain that many marine animals indeed have special organs that create light, like little flashlights on their bodies. Bioluminescence—the word we use to describe the phenomenon that occurs when animals emit their own light—occurs in certain animals as a result of chemical reactions inside them. Show students some pictures of bioluminescent animals.

- Give each student a glow stick, and explain that they give off light in a way that's very similar to how many marine animals emit light. There's a chemical reaction inside these glow sticks that produces light, much like the chemical reaction inside the animals' organs. Have students pretend to be bioluminescent marine animals. How should they move? Should they use the light constantly, or only at times to get attention from other animals? Turn off the lights, and let them experiment with ways to use their lights in the space for a few minutes.

**Activity:**
- Now, turn the lights back on and have students return to their seats, leaving the glow sticks with you. Explain that organisms use their built-in lights in many ways, and you will explore these together.
Part 1 – Camouflage (or Counterillumination)

- Many fish have lights to make them camouflaged, or seem invisible to others. How can light make it harder to see something in the dark? To see how bioluminescence can provide camouflage, divide the class into small groups, and have each group paint the inside of a shoe box black. Then help them poke holes in one end of the box to let light in, and cut a viewing hole in the opposite side.

- Next, ask them to cut two fish shapes from black construction paper. Use a hole punch to poke several holes in one fish, and leave the other complete. Ask each group to hang the complete fish shape from the shoe box lid, then return the lid to the box. Have them hold the box to a light and look through the viewing hole. Do they see a silhouette of a fish?

- Now, ask them to repeat the exercise with the fish with holes. Do you still see the silhouette? Ask the groups to comment on the difference in appearances of the two fish. Make the point that the complete fish shape is silhouetted when seen against scattered light, while the fish with holes blends into the background and is difficult to spot. Similar to this, the light spots, or photophores, on the belly of hatchetfish match the dim light that filters down from the ocean’s surface and help them hide from hungry fish below. They can even adjust the amount of bioluminescence to match the light coming from above, and disguise their shadows to become virtually invisible to predators looking up.

Part 2 – Predators and Prey

- Some species light up to confuse or blind attackers or to illuminate them so larger predators can attack. Some creatures, such as the anglerfish, use luminous lures to draw prey in close enough to eat it. Other times, the animals use their lights to help them locate food. A type of dragonfish called loosejaws has adapted to emit red light. Most fish can only see blue light, so loosejaws has an enormous advantage when they light up an area — they see their prey, but their prey can’t see them.

- Attracting prey: Sometimes the prey are curious and come to the light. The anglerfish is famous for using this technique, using a lit ball to attract prey. Have four to six student volunteers come to the front of the class, and give one of them a glow stick. Take this student away from the other student volunteers. Secretly instruct him or her to pretend to be a very hungry marine animal with a light. Tell this student that his or her role is to "eat" another animal (represented by gently tagging another student volunteer on the shoulder or back). Tell the other student volunteers to be animals who are curious about the light. Have students act out their roles until the hungry animal "eats" one of the curious animals. Explain that this is one way fish and other animals attract food.

- Distracting prey: Many bioluminescent animals, such as brittle stars, some sea cucumbers, or some species of squid, can actually detach bioluminescent pieces of their bodies to distract a predator. The lit up piece remains in one location to attract the predator, while the rest of the animal gets away. Sea cucumbers can even break these pieces onto nearby fish, causing the predator to follow the fish instead. Ask another set of volunteers to come to the front of the room to show how some species light up to confuse or blind attackers. Give one of your volunteers a glow stick, and secretly instruct him or her to distract the predator and escape by throwing the glow stick away from them and running the other way. The other volunteers’ will be predators that are looking for food, and will eat what they see, they will be attracted to the light as their food source.

Part 3 - Signaling other members of their species

- Still other deep-sea species use distinctive light patterns to identify one another in the darkness or to find potential mates. The pattern of lights along the side of its body help the lanternfish find members of its own species. Each group has a different pattern, but fish in the same group have the same pattern to show they’re the same species. Have six-eight student volunteers come to the front of the class and give them glow sticks. At this point, the color of the glow sticks will be important, so give the same color to a couple of your volunteers. When they get their glow stick, each student should hide it behind them until the lights are turned off. Announce that each of these volunteers is a marine fish or animal. Turn off the lights, and have students move their glow sticks out toward each other and toward the class. Have the student volunteers and the class participate in guessing which animals match. Explain that animals flash their lights in the ocean to find other animals of the same kind.

Closure/Reflection: Discuss what you’ve learned today. What is bioluminescence? (It’s like built in lights for some animals) What are some ways it is used? Have you seen other creatures outside of the ocean that glow? (fireflies) Do you think they light up for similar reasons?
More Fun With Bleu! Ocean Themes

Fun with Math
- Create a classifying and sorting activity with different seashells. Have students place shells in similar groups as well as arrange them from smallest to largest.
- Use a blow up globe ball to create a math problem! Have the kids toss it around the room, marking on a tally sheet where their left thumb lands on the globe. Most of the time, it will be an ocean! This will help them see that the world is mostly covered in water. When you are done, older children can use a mathematical formula to calculate the percentage of the catches that landed on water.
- Approximately 70 percent of the earth's surface is covered by water. Students appreciate the enormity of this amount when they find ways to visually represent the concept of 70 percent. For example, they can paint 70% of a paper plate blue, fill a beaker 70% full, or determine seventy percent of the number of pages in a book. They could count out 70 goldfish crackers in one pile to represent 70% and 30 in another pile to represent the land forms.

Fun with the Arts
- Turn your classroom drama station into a day at the beach. Provide items such as beach towels, sunglasses, sun visors, sand pails, and more.
- Sand Art - Fill a tray with damp sand. Let students use their fingers, paintbrushes, or even cookie cutters to make designs in the sand. When finished, spoon plaster into the tray. After it's dry, remove the plaster mold and brush away any loose pieces of sand. Paint the molds.
- Ocean Murals - Create a mural showing creatures in the ocean. Have students view pictures of sea life from library sources or online to see what they look like.
- Jump the Waves - Use two long ropes as waves in this game. Divide the children into two teams, one at each end of the play area. On your signal, the two teams run and try to jump the ropes. Keep on widening the ropes each time. If the students fall into the ocean, they must dry their feet back on the beach (lie on their back and shake their legs) They then get up and continue the jumps!

Fun with Language Arts
- As Slippery as an Eel – Look at images of the ocean and its creatures. Create comparisons and drawings of the comparisons.
- Alphabet Sea Creatures - Children are assigned a sea creature to research as part of an alphabet book to place in the school library. Younger children may draw the creature and write the name, while older students can include a more detailed description with Kingdom, Phylum, Class, Order, Family, Genus and Species. Some suggestions are:

<table>
<thead>
<tr>
<th>A</th>
<th>Abalone, anchovy, angelfish, Anemone</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Barracuda, barnacles, blue whale</td>
</tr>
<tr>
<td>C</td>
<td>Clownfish, clam</td>
</tr>
<tr>
<td>D</td>
<td>Dolphin, Dotlyback</td>
</tr>
<tr>
<td>E</td>
<td>Eel, Elephant Seal, European fire salamander</td>
</tr>
<tr>
<td>F</td>
<td>Fiddler crab, flounder, flying fish</td>
</tr>
<tr>
<td>G</td>
<td>Giant squid</td>
</tr>
<tr>
<td>H</td>
<td>Hermit crab, herring, hydra</td>
</tr>
<tr>
<td>I</td>
<td>Irukandji jellyfish, Isopod</td>
</tr>
<tr>
<td>J</td>
<td>Jellyfish</td>
</tr>
<tr>
<td>K</td>
<td>Killer whale, krill</td>
</tr>
<tr>
<td>L</td>
<td>Lobster, lantern fish</td>
</tr>
<tr>
<td>M</td>
<td>Manatee, mussel, marlin, manta ray</td>
</tr>
<tr>
<td>N</td>
<td>Nautilus, narwhal</td>
</tr>
<tr>
<td>O</td>
<td>Octopus, oarfish, orca, oyster</td>
</tr>
<tr>
<td>P</td>
<td>Porpoise, puffer, porcupine fish, plankton</td>
</tr>
<tr>
<td>Q</td>
<td>Quillfish, Queensland Blenny, Quahog (clam)</td>
</tr>
<tr>
<td>R</td>
<td>Ratfish, rays</td>
</tr>
<tr>
<td>S</td>
<td>Sand dollar, seahorse, shark, sting ray, squid</td>
</tr>
<tr>
<td>T</td>
<td>Trumpet fish</td>
</tr>
<tr>
<td>U</td>
<td>Urchin, unicorn fish</td>
</tr>
<tr>
<td>V</td>
<td>Vampire Squid, Viper Fish</td>
</tr>
<tr>
<td>W</td>
<td>Walrus, Wobbegong</td>
</tr>
<tr>
<td>X</td>
<td>X-ray Tetra</td>
</tr>
<tr>
<td>Y</td>
<td>Yellowfin tuna,</td>
</tr>
<tr>
<td>Z</td>
<td>Zooplankton, zebra shark, zebrafish</td>
</tr>
</tbody>
</table>
Fun with Social Studies

- Using a world map, have the students locate the world's oceans. Assign an ocean to each student. They will research the ocean and write a paper titled "If I Were the Ocean" and pretend to be that ocean. They will answer questions such as: What other oceans can I see? What other oceans do I touch? What is the largest/smallest animal that lives in me? What is my deepest point? Do I have any underwater mountains or trenches? How did I get my name?

- Making a Living at Sea - What do you know about the life of fishermen? Brainstorm a list of characteristics. Ask students about others who may make their living working on the water; possibilities include those who work in offshore oil drilling, those who work on cruise ships, etc. Research these occupations. What can you learn about these professions, in terms of salary, hazards, qualifications, and prospects for future employment? What has been the history of these jobs (was it formerly a "booming" business? etc.)?

Fun with Science

- Can't find me! – Camouflage Fish - Cut out three fish each of red, blue, and green construction paper, and cut three fish out of a sheet of newspaper. Adhere all the fish to a full page of newspaper, hiding the newsprint fish as well as possible. Have it covered before the students enter the room. Students should to count the fish they see, given about 20 seconds. Have a discussion on how many fish, and how many kinds of fish are on the paper. Which fish will be the last ones eaten and why? Assign groups to create a fish that can be placed in plain view in the classroom and not be seen by the other teams. Allow class time for the examining of the room for a good location for each team's fish and time for the creation of the fish. All the students must leave the room while others hide their fish. When all the fish are hidden, call the class back in. Two or three minutes is enough time for the fish hunt. Tally the number of students who found each fish. The best-hidden fish (fewest times seen) wins a prize. As an evaluation, ask the student teams to describe their fish's adaptations to its classroom habitat.

- Octopus Survival Experiment - To demonstrate to students how octopus defend themselves with ink, consider this experiment. Using a small, clear container, place a few glass pebbles in the bottom, then fill the container with water. Then add a few drops of food coloring to the container of water to help illustrate how shooting ink helps the octopus get away. Can you still see the pebbles?

- Discovery Bottles: Add rocks, sea shells, sand and water to bottles. Have children shake the jar to see it all separate. Discuss with the children that sand is formed by waves pushing rocks against each other. Another idea is to make a Wave Bottle: Fill bottle about half full with water. Add a few drops of blue food coloring and shake well. Fill the rest of the jar with mineral oil...fill this right to the top. Hot glue the top on. Hold the bottle sideways and gently tip it to create waves. You can add sequins or sequin fish shapes for fun.

- In this show, ‘She’ represents several magic creatures, including a mermaid in one scene. Use the scientific method to hypothesize if mermaids are real, and search for evidence to support your theory.
Visual, emotional and immersive theatre

Space is the protagonist in TPO’s shows with its images, colors and sounds. Thanks to the use of interactive technologies every show is transformed into a ‘sensitive’ environment where the thin border between art and play can be experienced. Dancers, performers and the audience itself interact with each other exploring new expressive forms that go beyond language and cultural barriers.

The work of TPO is a collaborative effort of a multi-talented and close-knit team of authors from various disciplines of the visual and performing arts. The shows are characterized by the use of large-format projections, the creation of immersive theater environments and the use of interactive technologies, some of which are specifically developed by the company for their shows.

The stage space is conceived as a dynamic and reactive environment that can involve the public in individual or group actions: in fact it is set up with sensors (video cameras and microphones) that allow both the performer and the public to modulate sounds or interact with images through movement or voice. These technologies allow the creation of ‘sensitive’ theatrical environments where children can explore the stage space, discovering that it responds to their actions in a certain way. Thus an active relationship ensues between the young people and their environment, a kind of dialogue - with space, forms and sounds - which becomes artistic experience. In the TPO’s shows even the performers’ role is imbued with special meaning: the dancers ‘paint’ and ‘play’ on stage, using the body and movement thanks to the interactive effects but, especially, they invite the children to explore the space with a theatrical approach that emphasizes the use of the body and the gaze.

Compagnia T.P.O

In its headquarters at the Teatro Fabbrichino in Prato, TPO works as the company in residence specialized in children’s theatre. The company’s most important productions have originated in co-production and artistic collaboration with the Teatro Metastasio Stabile della Toscana.

Since its founding in 1981 TPO (in Italian “Teatro di Piazza o d’Occasione”) has defined itself as a company that explores the possibilities of visual theatre. Currently under the direction of Francesco Gandi and Davide Venturini, over the years the company has continued to explore the relationship between dramaturgy, art education and new technologies, creating productions that suggest a playful-creative relationship with the visual arts.

Between 2002 and 2007 TPO devised the “CCC [children’s cheering carpet]”: a large interactive dance mat able to activate sounds and images through pressure sensors. On this ‘magic carpet’ the audience can explore, through movement and the sense of touch, the imaginary gardens conceived as places of privileged access into the world of arts.

TPO operates in collaboration and coproduction with the Teatro Metastasio Stabile della Toscana and with support from the Ministero per i Beni e le Attività Culturali – Direzione Generale dello Spettacolo dal vivo, and from the Regione Toscana – Settore Spettacolo e progetti speciali per la cultura.

Francesco Gandi, Davide Venturini (artistic direction)
Elsa Mersi (visual design)
Spartaco Cortesi (sound design)
Rossano Monti/Martin Von Günten (interactive engineering)
Bleu!
Sensory Friendly Performance for Families
TPAC’s Andrew Johnson Theater
Saturday May 2, 2015 at 10:00 a.m.

These tickets cannot be purchased online. Call Cassie LaFevor for more information, support materials, or to reserve tickets at 615-687-4288.

This performance will be Sensory Friendly, designed to create a safe, nonjudgmental, and nurturing environment for individuals with autism spectrum disorder and other individuals with sensory sensitivities.

Ages: Recommended for ages 4 and up

Run time: 50 minutes, no intermission

Prepare for underwater adventure! Bleu! is a story without words, told through color, images, movement, sound, light, and cutting-edge digital technologies. Bleu! takes you on a journey under the sea, immersing you in an imaginative environment that will have you believe you are ‘swimming’ with the fishes. Select audience members may be asked to join our dancers to splash in the waves and dance with the many diverse creatures of the sea.

The experience of Compagnia T.P.O’s Bleu! will be new to most audience members. Entering the theater itself is the beginning of the experience and should be approached as if part of the performance. All audience members will be asked to wait in the lobby of Johnson Theater until approximately ten minutes before the show begins. Due to the sensitivity of the set, audience members may remove their shoes and leave them in the lobby before entering Johnson Theater. Shoes will stay in the lobby under the watchful eyes of our ushers during the show. During the show, some children will be invited at random to join the performers on the stage.

A co-production with Teatro Metastasio Stabile della Toscana,
Marseille European Capital of Culture 2013 & Mercat de les Flors of Barcelona
Artistic Direction by Francesco Gandi, Davide Venturini
Choreography by Anna Balducci
Presented in Association with ArKtype
TPAC Education is supported in part by the generous contributions, sponsorships, and in-kind gifts from the following corporations, foundations, government agencies, and other organizations:

511 Group, Inc.
Adams & Reese LLP
Aladdin Industries Foundation, Inc.
Julie and Dale Allen
Altria Companies Employee Community Fund
Anonymous
AT&T
Athens Distributing Company
The Atticus Trust
Bank of America
Baulch Family Foundation
Best Brands, Inc.
BlueCross BlueShield of Tennessee
Bonnaroo Works Fund
Mr. and Mrs. Jack O. Bovender, Jr.
Bridgestone Americas Trust Fund
Brown-Forman
Butler Snow
CapStar Bank
Anita and Larry Cash
Caterpillar Financial Services Corporation
CMA Foundation
Coca-Cola Bottling Co.
Eva-Lena and John Cody
Community Health Systems
Corrections Corporation of America
Creative Artists Agency
Delek Fund For Hope*
Delek U.S. Holdings
Delta Dental of Tennessee
Dollar General Corporation
Dollar General Literacy Foundation
Earl Swenson Associates, Inc.
East Tennessee Foundation
E.J.Sain Jewelry Company, Inc.
Enterprise Holdings Foundation
Ernst & Young LLP
Ezell Foundation
ForceX, Inc.
Gannett Foundation
Grand Avenue
Grand Central Barter GroupXcel
HCA – Caring for the Community
HCA Foundation on behalf of HCA and the Tristar Family of Hospitals
Ingram Industries
Martha R. Ingram
Ironhorse Farms
Joel C. Gordon & Bernice W. Gordon Family Foundation
JohnsonPoss
Landis B. Gullett Charitable Lead Annuity Trust
Mr. and Mrs. Bill Lynch
Martha and Bronson Ingram Arts Support Fund*
Mary C. Ragland Foundation
Crispin and John Menefee
MEDHOSTMetro Nashville Arts Commission
Middle Tennessee Performing Arts H.O.T. Support Fund
Minuteman Press
Monell’s Dining and Catering
Music City Hall, LLC
Nashville Convention and Visitors Corporation
Nashville Predators Foundation
National Endowment for the Arts
NewsChannel 5
Nissan North America, Inc.
NovaCopy
Patricia C. & Thomas F. Frist Designated Fund*
Publix Super Markets Charities, Inc.
Lois Ransom Charitable Trust
Raymond James
Regions Bank
Ryman Hospitality Properties Foundation
Samuel M. Fleming Foundation
Sargent’s Fine Catering
South Arts
Southern Joint Replacement Institute
SunTrust Bank, Nashville
Tennessee Arts Commission
The Broadway League
The Community Foundation of Middle Tennessee
The Memorial Foundation
The Rechter Family Fund*
The Tennesseean
Vanderbilt University
Waller
Washington Foundation
Woodmont Investment Counsel, LLC
XMi Commercial Real Estate
Yaara and Uzi Yemin

* A fund of The Community Foundation of Middle Tennessee