



2017-18
HOT Season for Young People
Teacher Guidebook

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perspectives



The Polar Bears Go Up

*The Polar Bears and
Unicorn Theatre*

co-production





From our Season Sponsor



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

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

Jim Schmitz

Middle Tennessee Area President



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Dear Teachers,

Get ready for an exciting and entertaining adventure! *The Polar Bears Go Up!* takes us on a fun journey with two polar bear friends in search of their lost balloon. They climb trees, jump on clouds and even make it to space!

The polar bears are gentle, friendly and quite silly. There are no words spoken in the show, but the bears use mime and movement to clearly show us what is happening.

We know you and your students will love the Polar Bears, and giggle in delight at their escapades.

TPAC Education

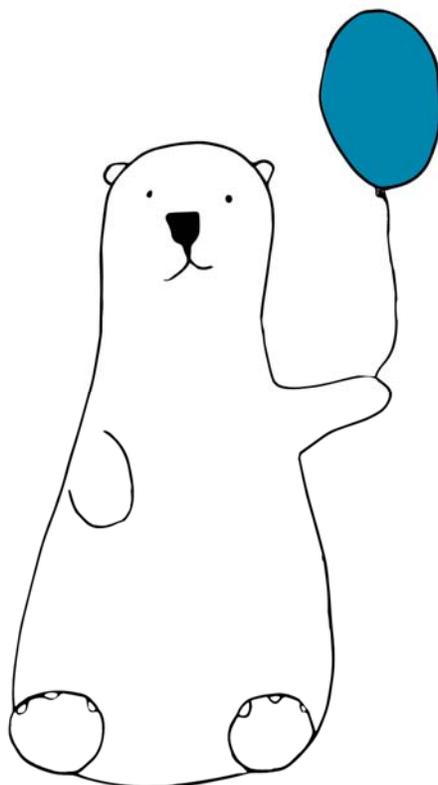


TABLE OF CONTENTS

About the Polar Bears
-Page 1

Lesson – Exploring Polar Bears
-Page 2

Lesson – What Do You Hear?
-Page 3

Lesson – Reflecting on the
performance
-Page 4

More Ideas
-Page 6

Parts of this guide are excerpted with permission from Unicorn Theatre's Teacher Resource Guide for "The Polar Bears Go Wild" and the Educator Packet for "Polar Bears Go Up" by The Polar Bears and Unicorn Theatre co-production.

About the Performance

There aren't many balloons in the Arctic. So when you find one, it's precious. And if it gets lost, you have to go and find it.

The Polar Bears Go Up! is a show about two polar bear friends going on an adventure together in search of their elusive balloon. They climb trees, jump on clouds and reach for the stars as they race each other all the way into Space (and stop for a sandwich along the way, of course).



the
**POLAR
BEARS**

The polar bears are gentle, friendly and quite silly. There are no words spoken in the show, but the bears use mime and movement to clearly show us what is happening. There's also plenty of music and dancing! The set appears simple, with only a few stacked boxes on stage. However, as the show unfolds many things appear from these boxes in inventive and surprising ways, such as elevators, refrigerators, and even space ships!

The Polar Bears and Unicorn Theatre co-production of *The Polar Bears Go Up!* is created and performed by Eilidh MacAskill and Fiona Manson and directed by Lee Lyford.

About The Polar Bears

In 2013, The Polar Bears made their first show, called *The Polar Bears Go Wild*, in which they went on a big adventure going skiing, canoeing, and eating sandwiches on their way to the top of a mountain. To make a new show, it was decided the Bears should go **up**, because the creators thought children would understand the desire to get higher to change your point of view.

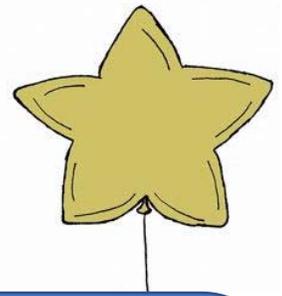
The Polar Bears are Eilidh MacAskill and Fiona Manson alongside their producer, Sarah Gray and the wonderful creative collaborators they work with to make their performances for children. MacAskill and Manson have been creating theatrical encounters with and for children for many years and have worked with companies such as National Theatre for Scotland, Scottish Youth Theatre, Imagine, Cumbernauld Theatre, macrobert arts centre, Fish And Game and the Royal Scottish National Orchestra. But the polar bears are their favorite creation!

For more info about the Polar Bears you can visit the website – www.thepolarbears.org



The Polar Bears Go Up! Photo by Richard Davenport.

Lesson – Exploring Polar Bears



Warm-Up: In the play, there is a big polar bear and a small polar bear. Start the class with a game about being big and small.

- Ask children to walk around the room. When you say “stop” they need to stop still on the spot. When you say “go” they can move again. Encourage the children to find their own path around the room, using all the open space, and not to bump into people.
- Do this a few times for them to get used to it, then give them specific instructions for each stop and go, such as:
 - Stop – Freeze in a BIG shape using your body
 - Go – Travel around the room using BIG footsteps
 - Stop – Freeze into a small shape
 - Go – Travel around the room using small footsteps
 - Stop – Connect with somebody else and together make a BIG shape

Instructional Procedures:

Discuss prior knowledge with students. Share images of polar bears to help answer questions they don’t know, and discuss what they see in the photos.

- ✓ What do you know about Polar Bears?
- ✓ Where do they live?
- ✓ What do they look like?
- ✓ What is it like in the Arctic? What do they eat?
- ✓ What is a baby polar bear called?

Introduce some specific attributes of polar bears, and ask students to act out the actions. Students should find a space in the room where they can move. This can be a silent activity (how can we show with our faces/bodies that a polar bear is growling loudly without making a sound?) or you may choose to let them use their voices to add to the action.

Some actions for students to act out may include:

- ✓ Swim using their big paws as paddles
- ✓ Smell the air for seals
- ✓ Walk slowly and carefully with big feet to avoid breaking the ice
- ✓ Roll in the snow to get clean
- ✓ Wait by a hole in the ice for a seal to appear – and then try to catch it!
- ✓ Growl to warn cubs of danger or to express anger
- ✓ Dig a hole in the snow to shelter from a storm

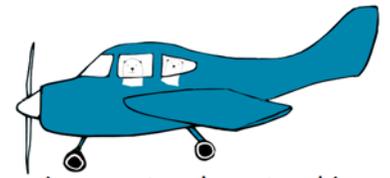
Closure: What information did your students learn today? What was the favorite action they acted out? What do they think the polar bears in the play will do?

Extension: Continue dramatic play with polar bears by playing Follow the Leader. Polar bear cubs stay with their mother for over 2 years before leaving their cave without her. In groups of 3 or 4, ask the children to imagine that one of them is a mother bear and the others are cubs. The mother bear will be the leader and show her cubs what to do. The cubs will follow and copy what their mother does. After a few minutes swap who is the mother bear.

Did You Know?

Working through drama activities allows students to explore things that matter to them within a fictional context, draw on their prior knowledge and apply it to new situations, develop language as they give expression to new understandings and develop emotional intelligence and critical thinking. It also allows students to take responsibility, make decisions, solve problems, and explore possibilities from within the drama.

Lesson – What Do You Hear?



Children will use technology and listening skills to explore the sounds in their outdoor environment and create a big book that uses predictable language patterns to document their experiences.
Excerpts from scholastic.com

Materials Needed: The book *Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin Jr., Chart paper, Markers

Warm-Up: Show students the cover of *Polar Bear, Polar Bear, What Do You Hear?* Have students make a prediction about the book based on the cover. What do they think will happen in the story? What kind of characters do they think will be in the story? Talk about the polar bear, where it lives and what it eats.

Read the story to your students, stopping to ask questions about what is happening in the story. When you have finished reading, compare the story to the predications they made.

Instructional Procedures:

Revisit the sounds the polar bear heard in the story. What sounds do they remember? Record children's responses on chart paper. Ask students to practice making some of the sounds in the story.

Now ask students to listen quietly to sounds in the room. What sounds can they hear around them? Add their responses to the chart paper. Then, take the class and go on a special walk to record the different sounds that can be heard outside to add to your list.

Return to your chart paper and add the outside sounds. How many sounds came from things found in nature? What other types of sounds did they hear?

Explain to children that they will create a big book titled “Children, Children, What Did You Hear?” and that it will be written like the book about the polar bear. Remind students of the patterned text. What patterns can they remember in it? Provide children with large sheets of drawing paper. Ask each child to draw a picture about something they heard on the walk. Depending on age, adults may need to assist the children in dictating their descriptions of their drawings and in writing the patterned text.

Closure: Put student pages together as a book, and read it to the class. Discuss predictions for the kind of sounds they think they will hear during the play. (If you already attended, discuss sounds they heard in the play, such as the stomach growling and music elements. Discuss what you might add to your book if you were using only sounds from the play.)

Extension – Connect to math by creating a graph that documents the types of sounds children hear both in and out of the classroom over the course of a week. Create categories for each column, such as transportation, human sounds, machines, animals, and weather. Invite children to list the types of sounds they hear. Compare the categories. Which column on the graph had the most sounds? Which had the least?



The Polar Bears Go Up! Photo by Richard Davenport.

Lesson – Reflecting on the performance

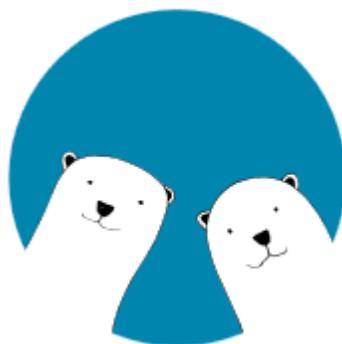


Warm-Up: Ask the children to find a space on their own, lie down and close their eyes to reflect on the performance, thinking back to the show while you talk them through their journey to the theatre and the performance. Ask students to answer the following questions in their heads:

- ✓ What did you see? What colors and shapes could you see on the stage?
- ✓ Can you think of three different things the polar bears did?
- ✓ Did you hear any words or talking? What did you hear?
- ✓ What did you think about? What did you feel?

Instructional Procedures:

- After finishing the reflection questions, come back into a circle and ask students to share some of their thoughts from the reflection. What were some of the things they saw, heard and felt during the show?
- Next, group students in pairs and ask them to discuss with their partner a moment from the show that they can remember very clearly (perhaps the favorite moment). How many details can they tell their partner? If they were telling someone who wasn't at the show, can they fully describe what happened?
- Discuss: Did you notice that the Polar Bears told the whole story of their adventure without using any words at all? Can you think about how they did that? How did they make each other and the audience understand what they meant? Can you remember how they showed that they were hungry? Can you remember how we knew they wanted to go up? What did they do to say "I love you" to each other?
- Ask students to pretend they are one of the polar bears and wants to show how they're feeling. How do you show being SAD, HAPPY, ANGRY, AFRAID, TOO HOT, TOO COLD? Give students time after each feeling to use their bodies and facial expressions to show how they feel. Point out some of the choices made that really showed the particular feeling.
- In a circle guide your students to perform some of the scenes from the show. Ask students what their favorite moments were to begin. If necessary, give them a few examples from below. As a group, use your bodies and facial expressions to act out the favorite moments from the show and any additional examples you give.
 - ✓ Yawning and waking up
 - ✓ Roaring and holding up your polar paws
 - ✓ Stretching and reaching up high to grab the balloon
 - ✓ Jumping on a trampoline
 - ✓ Going up in an elevator – crouch down and slowly rise up to standing while everyone counts from 1 to 5
 - ✓ Flying like a plane with arms out



- Ask students to pair up again. Choosing a moment from the show, plan how they could act it out together, each as one of the polar bears. Remind them of the moments previously mentioned if needed, and ask them to practice acting out their chosen moment. While practicing, help guide their work by helping them consider the details needed to show what is happening. Students may need reminders to slow down their movements, or make them clearer, or that the show had no words.
- After practicing, come back to the circle and ask each pair to perform their scenes from the play for the group.

Closure: After the pairs have performed, ask the class for feedback on what they saw. What did they notice? What did they like about the show and about how their classmates performed a moment from it?

Additional discussion topics for reflection:

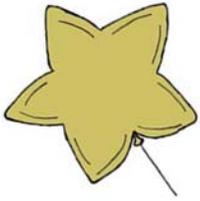
Losing things – In the show, the Polar Bears find a balloon which they really love. But then, by accident, they lose it. Have you ever lost anything? Did you get it back or did it stay lost? How did that make you feel? If a friend lost something, how could you help them to feel better?

Helping Each Other – In the show, the Polar Bears have to try lots of different ways to go up. They each come up with ideas and then together they try it out and help each other. Why is it good to work together? Do you think the Bears would have got their balloon if they tried to do it on their own?

Never Giving Up – The Polar Bears keep trying to get their star balloon back, even though each time they try something it's not high enough. What would have happened if they had given up? Can you think of a time when you've tried to do something difficult? How did you keep going?



The Polar Bears Go Up! Photo by Richard Davenport.



More Fun Ideas

- **Ice Melting Game** – Polar Bears live in the Arctic where there is a lot of ice. Show pictures of polar bears in their habitat so students can see the large ice shapes. Everyone should begin by walking around the room. When you say “stop” students should freeze like ice and make an interesting shape, like the ones in the images you shared. Then, as you count down from 10 to 0 students should melt in slow motion to the floor, until they are a puddle of icy water. The countdown should help keep the melting controlled, as they should be listening and melting slowly with the count, so that they only reach the floor when you reach zero. When you say “go” they get back to their feet and continue walking around the room to prepare to stop again.
- **Build an Arctic Den in your classroom!** Use white and blue fabrics of different textures to make a snow cave in the role-play area in your classroom. Place objects and items the children may have seen in the show inside the den as well, such as mugs, spoons, balloons, airplanes, etc.
- **Camouflage** – Discuss with your children how the polar bears coat of white helps to camouflage him in his white environment. If he had brown fur what would happen? On the other hand, brown bears live in the forests where the color brown blends into their environment. To help illustrate this, give your children a piece of white paper, and a cut out of a brown bear and a white bear. Have them spatter white paint across their page to represent snow. When they are done, ask them which bear is harder to see in the snow.
- **Everyday Item Instruments** – The bears in the play use spoons, cups, shakers and bottles to create music. Gather several everyday items like this for students to use to create music. Practice with different rhythms and sounds.
- **Be a Bear: Costume and Make-Up** – Think about how the performers turn themselves into polar bears. You can still see that they are people, but how do they use costume and make-up? Do you have something white you could wear to become a polar bear? Try using face-paint to give yourself a black nose and white whiskers just like our polar bears. Our bears have ears on their woolly hats, but you could make a headband from white card with ears.
- **THE NEXT ADVENTURE...**The Polar Bears love going on adventures and then sharing those adventures with children in their shows. What adventure would you like to see the Polar Bears go on next? Draw a picture or write an adventure story to share with friends. You could even share them with the Polar Bears by emailing them to info@thepolarbears.org. Finish the sentence THE POLAR BEARS GO.....
- **Do some Polar Bear yoga!** This link takes you to a 12-pose sequence yoga plan that follows the story *Polar Bear, Polar Bear, What Do You Hear?* <https://www.kidsyogastories.com/polar-bear-polar-bear-yoga-lesson-plan/>



The Polar Bears Go Up! Photo by Richard Davenport.

- Compare and Contrast – Talk about differences and similarities of Polar Bears with other species of bears. Help students create a chart showing these attributes. Discuss the characteristics they have in common despite their differences in habitats and physical appearance.
- Jumping Polar Bears – Tape some heavy large white papers on your floor. Let your children pretend to be polar bears and that the white papers are ice sheets floating in the water. Now encourage students to take turns jumping from one ice sheet to the next across your room. To add to this activity, turn it into a phonological awareness game by calling out questions for your students to answer. To do this, place the papers on the floor in a path towards a final destination to “win”. Each time a question is answered correctly, students can move to another “iceberg”. A few versions of this game include:
 - Segmenting Sentences Into Words - Tell each player a short sentence. The player has to count how many words are in the sentence. For example, “Polar bears eat seals.” has four words.
 - Rhyming - Say a word and ask for a word that rhymes. The word “ice” rhymes with nice, slice or dice.
 - Segmenting Words into Syllables - Say a word. Have the child repeat the word and then clap how many sounds they hear in the word. For example, “Arctic” has two syllables (arc-tic).
 - Identifying Beginning Sounds - Say a word and ask the child to tell you the beginning sound he or she hears in the word. It helps for the child to repeat the word before identifying the beginning sound. The word “tundra” begins with /t/.
- “Blubber” Experiment –How do polar bears keep warm in the Arctic? Discuss how fat and trapped air in fur or clothing layers block the flow of body heat into the cold. Tell the class that the outermost hairs on a polar bear's body are called guard hairs. Unlike the fur beneath, the guard hairs are hollow. They absorb radiation from the sun and store the heat inside. Tell students that polar bears have blubber, or a thick layer of fat, beneath their skin. Create a blubber experiment for students to understand how this works. Put vegetable shortening such as Crisco into a plastic storage bag. Have the children put their hand inside the bag. Put a rubber band loosely over the bag at the wrist. Put a plastic bag without vegetable shortening on the child's other hand. Put a rubber band loosely at that wrist. Now have the children experiment by placing their hands in ice water. Ask questions about each hand. Does it feel colder for one hand than the other? Challenge students to guess why blubber helps a polar bear stay warm. (The blubber acts as an effective insulator, preventing body heat from escaping.) You could continue by conducting an experiment to test the insulating qualities of a range of materials. Collect a range of different materials such as cotton, wool, cardboard, fake fur, aluminum foil, tissue paper etc.
- Check out Beyond Penguins and Polar Bears online for lots of information, web cams of the arctic, and fun ideas for your classroom! <http://beyondpenguins.ehe.osu.edu/>
- Home Sweet Home – Bears require large home ranges to survive. It doesn't take much to disrupt a natural habitat. A new highway, a shopping center, the development of homes, or even a new recreational park can unbalance the ecosystem. Bears have suffered the most from the destruction of wilderness areas, but they have also been the victims of trophy hunting, poaching, and human contact. Invite your students to contact a wildlife conservancy (Bear Watch, for example) and find out what measures are being taken to protect bears from these threats.
- Charting Sunlight – The Arctic region is often called the ‘land of the midnight sun’. What predictions can students make about the region based on this name? Help students do a search to find out how many hours of sunlight there will be in the Arctic today. How does this compare with the weather where they are today? Make a chart showing how many hours of sunlight there has been over a week compared with the number of sunlight hours in the Arctic over the same time period.



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