



2018-19 SEASON  
*for*  
Young People

Performance Guidebook

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*The Rainbow Fish*  
Mermaid Theatre of Nova Scotia



*presented by*



REGIONS &

TENNESSEE  
PERFORMING  
ARTS CENTER

# From our Season Sponsor



For 135 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.

One area that we are strongly committed to is the education of our students. We are proud to sponsor TPAC's Humanities Outreach in Tennessee (HOT). What an important program this is – reaching over 30,000 students, many of whom would never get to see a performing arts production without this local resource. 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 experience. You are creating memories of a lifetime, and Regions is proud to be able to help make this opportunity possible.



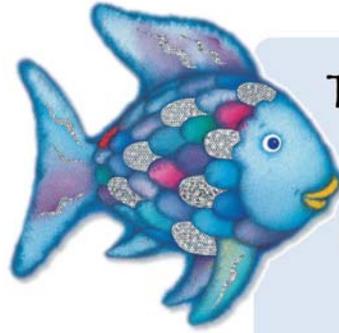
**2018-19 SEASON  
for  
Young People**

## Dear Teachers,

The stories of *The Rainbow Fish* resonate with all of us, reminding us of **the importance of sharing and friendship**. Author Marcus Pfister describes it beautifully: "*Rainbow Fish* has **no political message**. The story only wants to show us the **joy of sharing**. We all enjoy making presents for holidays and birthdays and the warm feeling it gives us when we do so. I want to show children the **positive** aspect of sharing: To share does not only mean to give away something (what is quite hard for a child), but **above all to make someone else happy – and themselves happy by doing it.**"

We hope sharing the experience of live art with your students brings happiness to you all. Enjoy the show!

## TPAC Education



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The entire presentation is about one hour long. Included at the end of the performance is time for the students to see the performers. The puppeteers will come back onstage to demonstrate to the audience how some of the puppets work and how they create some of the special effects.

Guide written/edited by Cassie LaFavor with lessons by Rising Moon Bishop.

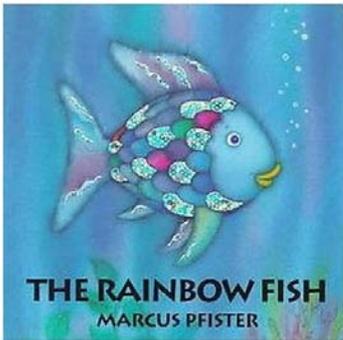
Production photos by Michael Venn.



# About the Production

Mermaid Theatre of Nova Scotia's productions make it seem as if the pages of the storybooks have come to life right on the stage! To accomplish this, *The Rainbow Fish* employs a variety of styles of **PUPPETRY**—including rod, full-body, and hand puppets—to tell three stories. Part of the visual magic of this production comes from the use of **BLACK LIGHT**, which allows only certain elements onstage to be seen by the audience. The puppets and scenery are painted with fluorescent paint, which glows in the dark under ultraviolet light (also called black light). Under black light, anything black becomes invisible. During the show, the puppeteers will be on stage as they work with the puppets. They wear black clothing and black masks and perform in front of a black wall. This makes them almost invisible to the audience and allows them to execute all kinds of visual illusions with the puppets. The show also employs pre-recorded **NARRATION** of the text by Laura Benanti and Linda Wonneberger, and **ORIGINAL MUSIC** composed by Steven Naylor especially for this production.

## In This Performance

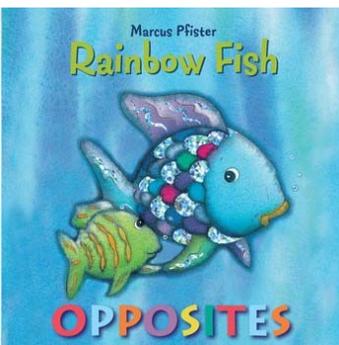
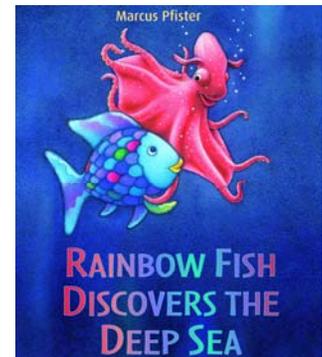


### The Rainbow Fish

*The Rainbow Fish* tells the story of the most beautiful fish in the sea, whose scales shimmer in all the colors of the rainbow. He is admired by all the underwater creatures, who invite him to come play with them. But he is not interested in joining them. One day, a small blue fish asks for one of his scales, but the Rainbow Fish refuses to share. Realizing he is alone and friendless, the Rainbow Fish finds his scales begin to mean less to him with no one to admire them. Taking the advice of a clever octopus the Rainbow Fish gives his scales away one by one, and finds that having friends is more important than being beautiful.

### Rainbow Fish Discovers the Deep Sea

Rainbow Fish's last glittering scale falls off and sinks down in the deep sea. To go looking for the scale in the great unknown, Rainbow Fish will have to overcome his fear. Finding the courage to explore the deep sea, he discovers a whole new world, filled with wonderful sights and friendly creatures of all shapes, sizes, and colors, who are eager to get to know him.



### Opposites

*Opposites* uses striking images from Rainbow Fish's underwater wonderland to introduce the concept of opposites, such as up/down, in/out, over/under, big/little, long/short. As a fitting finale, the story ends with the most satisfying opposite of all – give and take – as Rainbow Fish shares one of his glittering scales with a friend.

# Before the Show

## Read the Books

The performance includes the stories from three *Rainbow Fish* books – *The Rainbow Fish*, *Rainbow Fish Discovers the Deep Sea*, and *Opposites*. Read the books with your class and discuss.



- In *The Rainbow Fish*, Octopus told Rainbow Fish that having friends is more important than being beautiful. Do you agree? Why?
- How do you feel when you share with someone else? When they share with you? The Rainbow Fish gives away his most prized possessions. What are your most prized possessions? Why are they important to you?
- At one point in the story, the Rainbow Fish becomes the 'loneliest fish in the entire ocean'. Try a role play activity to interview him and find out how he is feeling. Can you suggest things that he could do to find some friends?
- What are some of the things you like to do with your friends? What does it mean to be a good friend?
- Does this story have a moral? What is it? Can you find other stories that have a meaning for the reader?
- In *Rainbow Fish Discovers the Deep Sea*, Rainbow Fish was afraid of going into the unknown deep sea. Did you ever do something you were afraid to do? How did you feel after you did it? How do you think Rainbow Fish felt?
- What is like to meet new friends? What are some things you have in common with your friends? What are ways you are different from your friends?
- Can you rewrite the story (or a part of it) as a playscript? Could you perform this to others?

## Talk about the Show

- After reading the books, start talking about the show they will see. Which story are they the most excited about seeing onstage? What part or character are they looking forward to seeing?
- Share information from our "About the Production" section. Explain to them the use of puppets and black lights. Bring in a black light and show them how it affects colors in your classroom.
- Do they think the show will look like the illustrations on the pages of the book? Why or why not?

# After the Show

## Reflect and Discuss

- What was your favorite part of the performance?
- Did the performance look like pages out of the book? Did it look like you expected, or different?
- If you could jump into any page *Rainbow Fish* book, which one would you choose?
- Was it easy to forget the characters were puppets? Why or why not?
- What was similar about the show and the book? What was different?
- What was the best part of seeing the story told as a live performance?

# Lesson 1 – Every Shade of Blue, Green, and Purple

*Rainbow Fish is described as having scales of “every shade of blue and green and purple.” This lesson provides an opportunity to explore creating multiple tints of these specific colors. ~Lesson by Rising Moon Bishop.*

- Objectives:**
- The student will identify meaning for terms such as “more,” “most,” “less,” and “least” as they relate to a group of objects.
  - The student will demonstrate basic color mixing by combining primary colors to create a variety of tints of blue, green, and purple.
  - The student will compare shades of colors.

**Materials Needed:** 2-3 items in clearly different shades of blue; Pencils; Plastic drink lids (or similar) for tracing circles approximately 1-2 inches in diameter; Tempera paint (or similar) in blue, red, yellow, and white; Paper suitable for painting, 2 pieces per student; Palettes (Recycled plastic container lids work well for this, as do wax-coated paper plates), 1 per student; Paintbrushes, 1 per student; Cups of water, 1 per student or 2 per small group; Paper towels or old cloths/rags; Scissors, 1 per student; Optional: large circle punch(es)

## **Teacher Preparation Notes:**

- ✓ Palettes may be prepped with paint the day before and covered well in plastic wrap until ready to use.
- ✓ Circles may be preprinted on paper before lesson to save time.
- ✓ Watercolor paint may be used instead of tempera but is more difficult to control when mixing colors. Ideally, use liquid watercolor and plain water for children to dilute the color intensity, i.e. make the color lighter.



## **Warm Up:**

- Hold up one of the selected blue objects and ask students to identify the color (blue.) Hold up the second and again ask for the name of the color. Repeat as desired. If each item is blue, why do they look different? Discuss the concept of different shades or hues of a color.
- Divide classroom into three color groups and challenge students to gather and sort as many different blue, green, and purples as they can find. These items can be of any type as long as they are different versions of the same color.
- Once students have gathered a large variety of objects for each color, invite each group to arrange their objects from darkest to lightest or from “most” to “least” blue/green/purple. Are there overlaps between the groups (objects that some think are blue and others think are green, for example?)

## **Instructional Procedures:**

- If you haven't yet, read *The Rainbow Fish* by Marcus Pfister together as a group and discuss the story. Who is in the story - who are the characters? What are the actions of the story?
- Revisit the initial description of Rainbow Fish. Discuss with students what the author might mean by “every shade of blue and green and purple.”
- How do students think different values of the same color might be created? (Add white, mix in other colors, water it down, etc.)
- Distribute paper to students and instruct them to fill the paper with circles by tracing round objects (or teacher may preprint circles on paper to skip this step).
- Again, divide classroom into three color groups (or keep the original groups) and assign each group one of the following combinations: red/blue/white, blue/yellow/white, blue/white only. Everyone gets blue and white; two groups get the addition of either yellow or red. Distribute applicable paint colors to students' palettes (a quarter-sized dollop of each color should be adequate). \*Variation – you may also choose to extend this lesson and have all students create all of the color combinations.

- Instruct each group to combine the paint colors to create as many DIFFERENT combinations/colors as they can with the colors their group has been assigned. Ask students to fill each circle on their papers with a different tint of their group color. It might prove helpful to demonstrate how little paint is needed to fill a circle.
- Allow to dry overnight or use a blow dryer to speed up the process.

### **Reflection and Closure:**

- Gather the painted papers together by color and facilitate a discussion about the differing tints in each color set. How did students go about creating some of the specific tints? Is it possible to determine which tints used more/less of certain paint colors? Which blue is the “most blue?”
- With the students’ assistance, create a display of all the blues, greens, and purples. Allow students to determine in what order or pattern the colors should be displayed.

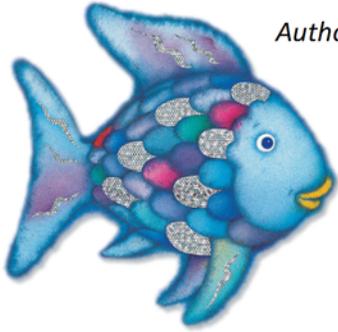
### **Extension Possibilities:**

- Invite students to name each of the new colors they made and assist them in labeling them as needed.
- Invite students to cut out their circles and to individually arrange them from lightest to darkest.
- Encourage students to make notes about how they made each tint (how much of each color used, for example.) Referring to these notes, ask students to create a “recipe” card for some of their favorites. In lieu of using words, students may sketch the amount of each color. Can others follow those recipes and create the same or similar color?
- Provide students with lidded containers (baby food jars, for example) and invite them to recreate their favorite blue/green/purple paint, either from a recipe card or through trial and error. These paints can then be used in other projects.
- Provide each student with a blue, green, or purple object and invite them to recreate the exact color using provided paint. How will they determine where to start? What colors do they need? How will they decide they have been successful?

Image from Mermaid Theatre of Nova Scotia’s performance of *The Rainbow Fish*.



## Lesson 2 – All That Glitters, Shimmers, and Sparkles



Author Marcus Pfister uses many words to describe the special scales on *Rainbow Fish*: glittery, sparkly, shiny, dazzling, etc. This lesson provides an opportunity to explore these qualities through group and personal reflection. ~ Lesson by Rising Moon Bishop.

**Objectives:** The student will examine fingerprints to find similarities and differences.  
The student will identify at least one quality that makes the individual student unique/special.  
The student will design their own “sparkly” scale that shares their special quality.

**Materials Needed:** *The Rainbow Fish* book by Marcus Pfister; white butcher paper and washable ink; magnifying glasses for each student; paper suitable for painting, 1 per student; Watercolor paints\* (\*alternately, students may use their painted paper circles from the previous lesson); Cups of water, 1 per student or 2 per small group; Paintbrushes, 1 per student; Paper towels; School glue; Glitter (If you wish to avoid glitter, you may provide a selection of special “sparkly” or “glittery” paper or fabric, or glitter/metallic pens instead); Large piece of butcher paper (large enough to display all the students’ work); Optional: preprinted fish outlines

### **Warm Up:**

- As students enter for the day, help each child use an ink pad (washable ink!) to make fingerprints on white butcher paper and label each print with their name. Once everyone has finished making their fingerprint, give each student a magnifying glass to inspect their own fingerprint and those of their classmates, noting similarities and differences.
- Explain to your students that no two people have the same fingerprints – each person’s fingerprints are unique and special, just like each person is unique and special.

### **Instructional Procedures:**

- If you haven’t yet, read *The Rainbow Fish* by Marcus Pfister together as a group and discuss the story.
- Just like our fingerprints show something unique and special about us, *Rainbow Fish*’s scales showed something unique and special about him! The author uses many words to describe *Rainbow Fish*’s special scales. With students, create a list of all the words the author uses to describe his scales. What’s the difference between “glittery” and “shiny?” Can students think of other words to describe the special scales that weren’t used in the book?
- Facilitate a discussion with students about the special qualities in each person. That conversation might start out like this: “Everyone has at least one special something that makes them unique/different, that makes them “sparkle” like *Rainbow Fish*’s scales. One of my special, sparkly things is that I tell great stories. What are some of your special, sparkly qualities? What are you good at?”
- This conversation may also be facilitated by asking students to identify what they find “sparkly” about each other: What makes Belinda special? Be prepared with multiple qualities for each student to help ensure multiple, positive responses for each child.
- Invite students to draw the outline of a fish (or provide them with the preprinted fish outlines.) Demonstrate how to draw/layer circular shapes on the paper to create scales (beginning at the “head” of the fish) and instruct students to fill their fish with scales.
- Once the drawings are ready, students may paint their fish using watercolor. Encourage students to try to color each scale with a different color as much as possible. If students are using their colored circles from previous lesson, demonstrate how to layer the circles (beginning at the “tail” of the fish) to create scales. Students might also choose to swap with others to get a greater variety of colored scales.

- Once this process is done and dry, provide each student with one “special scale” that they may label with their chosen special quality. If desired, assist students with labeling the back of this scale with their sparkly quality. This should be done before decorating the front of the scale.
- If students are creating the “sparkle” effect themselves, provide them with glue and glitter (or one of the other suggestions) and instruct them to decorate their sparkly scale. This scale can then be added to the student’s fish in their choice of location.

### **Reflection and Closure:**

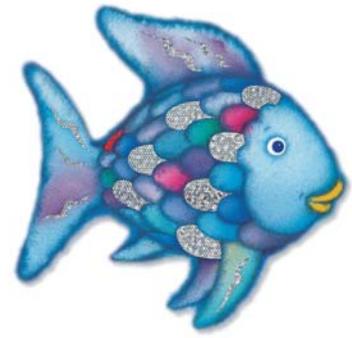
- Bring all students together with their fish. Provide them with the opportunity to share their creation with the rest of the class and what their special scale represents if they wish.
- Once everyone has shared, gather all the fish together on a large piece of butcher paper. Invite students to step back to see the whole collection. What do they notice? Do the fish all look the same? What’s different? Is it better to have one fish with all sparkly scales or to have all the fish be a little bit sparkly? Why?

### **Extensions and Variations:**

- A single, larger Rainbow Fish may be created as a group with students adding their personal sparkly scale to the group fish.
- A single Rainbow Fish may be created with removable sparkly scales ahead of time. These scales may be removed and shared with each student as they identify a special quality for themselves. Alternatively, students may choose a sparkly scale from the Rainbow Fish and then offer it to another student by telling them something special they notice about their friend.
- Invite students to create a list of all the qualities that make a “good” friend. Invite them to choose one of those qualities that they feel they are good at and decorate a sparkly scale inspired by that quality. This list could be added to and referenced over time.
- Facilitate a discussion about what it means to “share” something. How many ways can we share with someone else (draw something for them, tell them how much we care about them, do something for them, etc.)?



# Lesson 3 – The Opposite Is...



- Objectives:**
- The student will respond to teacher instructions by performing an opposite action.
  - The student will identify examples of opposites.
  - The student will create an “Opposites” book using concepts from the Marcus Pfister book.

**Materials Needed:** Paper and drawing utensils to create books; *Rainbow Fish Opposites* book by Marcus Pfister

**Warm Up:** Introduce the idea of opposites with actions. Let students know you will give them instructions, and then you will perform the OPPOSITE ACTION. This activity will help students visualize the idea of opposites.

- Begin by asking students to stand up, while you do the opposite (sit down).
- Have students reach high to the sky, while you do the opposite (reach down low).
- Then ask students to sit down, while you do the opposite (stand up).
- Now students should clap their hands fast, while you do the opposite (clap slowly).
- Ask students to whisper “opposite”, while you do the opposite (yell “opposite”).
- Add any others as you wish.

Next, try switching the order. If you do an action, can students do the opposite action?

- Sit down (students should stand up)
- Reach your arms to the left (students should reach to the right)
- Stand up (students should sit down)
- Add any others as you wish.

## **Instructional Procedures:**

- If you haven’t done so, read the *Rainbow Fish Opposites* book and continue your discussion of opposites. What are some other examples of opposites students can think of?
- Ask students to create their own “Opposites” book of drawings, filling in the blanks with images to represent the following concepts found in the book. Encourage students to come up with new ways to draw representations of the words, not only using the ideas from the book.

Big/Little	Many/Few	Fast/Slow	Long/Short	In/Out
Under/Over	Open/Closed	First/Last	Dark/Light	Give/Take
Alone/Together				

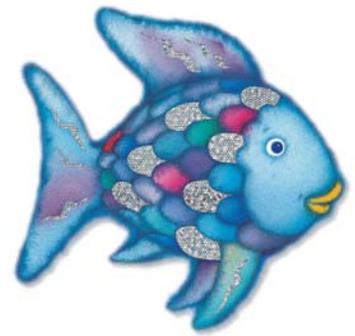
**Reflection and Closure:** Once everyone has created their own “Opposites” books, put students into pairs or small groups to share their stories. Ask students to give feedback to each other, commenting on something they noticed and liked about each book.

## **Extensions for older students:**

- Use music to discuss opposites, comparing and contrasting sounds and tempo. Two interesting options to use are “Down on Grandpa’s Farm” and “Lullaby and Good Night.”
- Make pairs of word cards of opposites. For example, write the word “over” on one card and “under” on another card. Give each child one card from a pair and place the other card in the pair in a box. Pick out a word card and read the word. The child with the opposite word stands up and acts it out.
- Turn exercising into learning about opposites. Examples would be to have them lift their leg HIGH and then make them drop it LOW, or have them take a BIG step and then a SMALL step. This will help them to see the opposites, all while having fun and exercising at the same time.

# Lesson 4 – Everyday Courage

In *Rainbow Fish Discovers the Deep Sea*, *Rainbow Fish* was afraid of going into the unknown deep sea. In this activity students think of something they are afraid of and consider how to face their fears and be courageous.



**Objectives:** The student will identify examples of everyday courage.  
The student will propose solutions for handling personal fears.

**Materials needed:** paper and drawing utensils, *Rainbow Fish Discovers the Deep Sea* book by Marcus Pfister

## Warm Up:

- Start class by writing one word on the board – COURAGE. What is courage? Ask students for feedback. (Doing the right thing even if it is difficult. Facing your fears with confidence – being brave. Courage doesn't mean you don't feel fear, but not letting the fear control you.)
- Discuss: We know it takes courage for people to do big things, like a firefighter rescuing someone trapped in a burning building, but there are many other kinds of courage too, right? There are everyday kinds of courage that normal, ordinary people exhibit all the time, like being the first to say I'm sorry, or going to bed without a nightlight.
- Ask students to identify which action is courageous:
  - ✓ Fighting or walking away from a fight
  - ✓ Doing something dangerous because others are or not participating even if someone calls you chicken
  - ✓ Teasing and bullying someone or standing up for someone who is being mistreated
  - ✓ Blaming others for your mistakes or accepting responsibility
  - ✓ Only looking out for yourself or helping others
  - ✓ Quitting when things get tough or working hard even when it's difficult
  - ✓ Lying to your teacher or parents about breaking something or telling the truth about the accident

## Instructional Procedures:

- Read *Rainbow Fish Discovers the Deep Sea* to the class - Rainbow Fish was afraid of going into the unknown deep sea, but he did it anyway! Did you ever do something you were afraid to do? How did you feel after you did it? How do think Rainbow Fish felt?
- In what ways did Rainbow Fish demonstrate courage? What are ways students can show courage in their lives? In what ways do people they know demonstrate courage?
- There is one feeling that must be present to demonstrate courage - fear. Explain to the class that you can't demonstrate courage without fear. Emphasize that we all have fears. What is important is our response to our fears. What are ways to overcome fear and be courageous?
- Now ask students to think of something they are afraid of, and how to show courage about it. Students should draw a picture of themselves being brave as they face their fear. They should label their drawing with the following sentences, filling in the blanks. "I used to be afraid of \_\_\_\_\_, but then I tried \_\_\_\_\_. Now I am courageous!"

**Reflection and Closure:** Discuss the concept that everyone is capable of courage – do students agree or disagree? Have students create a gallery of their drawings by laying them all on a table or on the floor where the class can walk around all of the drawings and discuss them. Have students share their drawings and ideas with each other.

## Extensions for older students:

- Role play some typical situations which require taking a courageous stand against a group or an individual. After each improvisation have a discussion.
- Have students identify acts of courage by people in the news or by people in your school or community. Then have them make a presentation to the class and conduct a discussion.
- Write a Letter to Fear – Ask students to personify fear – what does their fear look like? The sound of his/her voice? What clothing does fear wear? Does fear get along with his/her parents? Now that fear is a person, address fear by name – what do you need to tell fear?

## More Fun Ideas!

- Create foil art like Marcus Pfister did in *The Rainbow Fish!* To begin trace a fish shape onto aluminum foil. Paint your fish onto the foil. BEFORE your paint dries do the final step - Take Q-tips and use them to draw designs onto this fish so the shiny foil shines through.
- Set up an aquarium or a bowl of fish in your classroom. Discuss the proper care of fish and let the children take turns with the feeding. Have the children observe the fish and draw pictures of their observations.
- Create a Sensory Play area in your classroom and fill it with things like water, sand, pieces of coral, sponges, and seashells. To add motor skills to the fun, float ping pong balls in the water to represent “bubbles” and have students use small shovels to scoop out each ping pong ball “bubble” and place it in another bowl to the side.
- Improve number recognition and develop eye hand co-ordination by setting up a sorting or counting area using plastic fish. Counting Area - Gather plastic fish and add numerals or sets of dots to them. Place the fish into a large plastic bowl or container and have some small clean fish nets available. The children can use the nets to ‘catch’ the fish and state what number is represented on them. Sorting Area - Create a sorting activity by purchasing several different kinds and colors of small plastic fish. Place them all in a basket. Let the children take turns sorting them by color, by shape and by size.
- Write a story about a different 'rainbow' animal, e.g. a Rainbow Bird, a Rainbow Butterfly or a Rainbow Chameleon. What might happen to them?
- Look at the illustrations showing the Rainbow Fish's scales. Share examples of tessellations drawings to students and compare the look of scales to this concept. Have students create their own tessellations that look like fish scales.
- This book has been translated into over 80 languages, including Arabic, Cambodian, Chinese, Danish, English, German, Greek, Hebrew, Hungarian, Icelandic, Irish, Japanese, Korean, Norwegian, PSpanish, Swedish, Tagalog, Thai, Turkish, and Vietnamese – just to name a few! Could you try to translate some of the words / sentences into a different language? Could you try reading one of the translated versions?
- Try to count the scales on Rainbow Fish. How many does he have? Play a Fish Scale Counting Game by giving each student a “Fish Game Board” (blank drawing of a fish) and sequins to be scales. Players take turns drawing from a bowl with printed number cards (1-4 and minus 1-2) and either placing or removing the correct number of scales from their fish. The player that fills all 10 scales on their fish first wins!
- Create Rainbow Fish puppets or provide store-bought fish puppets for your students to use. Structured play related to the story and unstructured play are each valuable activities for students to experience.



Image from Mermaid Theatre of Nova Scotia's performance of *The Rainbow Fish*.

# Marcus Pfister and his stories

## About Marcus Pfister

Marcus Pfister was born July 30, 1960, in Bern, Switzerland. After attending the Bern School of Art, he became a graphic designer, first at a publicity agency, and then as a freelance artist. He published his first picture book, *The Sleepy Owl*, in 1986. After *The Rainbow Fish* was published in 1992, Pfister dedicated himself exclusively to children's books and now has 49 books currently to his credit. *The Rainbow Fish* spawned a series of books recounting the adventures of this colorful character. Since then, the Rainbow Fish books have been translated into more than 50 languages and have sold 30 million copies worldwide.

## Creating the Illustrations

Marcus Pfister's books are known for their vibrant illustrations. Pfister used to work almost exclusively in watercolor, but has since added other techniques like pastel, acrylics, different brush techniques, and added holographic foil stamping for *The Rainbow Fish*. Every part of the illustration becomes a cut out of cardboard before being printed on paper.

With the *Rainbow Fish* books, Marcus wanted to find a way to make Rainbow Fish stand out from the other fish. If colorful scales were the only thing special about Rainbow Fish, then all of the other fish would have to be grey and pale. So Pfister looked for another distinctive characteristic that would clearly set Rainbow Fish apart from the other fish in the sea—a feature that underlined how special his glittering scales were. That's when he remembered a technique he worked with when he was a graphic artist - holographic foil stamping. This process is done as the final step of an illustration. Marcus traces one part of the picture with a black marker and covers it with a transparent film. This part of the picture is then stamped with the holographic foil after the pages are printed and before they are bound together.



# About the Mermaid Theatre



Mermaid Theatre  
of Nova Scotia

Founded in 1972, Mermaid Theatre's unique adaptations of children's literature have delighted more than four million young people on four continents. The company ranks among North America's most respected theatres for the young, and has won widespread recognition for its important ambassadorial role. Mermaid regularly crosses North America, and has represented Canada in the United States, Japan, Mexico, Australia, England, Northern Ireland, Holland, Scotland, Wales, Hong Kong, Macau, Singapore, South Korea, Taiwan and Vietnam.

Mermaid Theatre's emphasis on imaginative design elements, original music, and challenging texts provides a rich opportunity to acquaint young spectators with the visual and performing arts as well as with the pleasures of reading. In addition to its international engagements, Mermaid Theatre regularly tours throughout Nova Scotia with specially designed programs designed to stimulate classroom learning as well as enthusiasm for the art of puppetry. Mermaid's puppetry programs at all levels as well as its dynamic Youtheatre activities offer vital outreach opportunities.

For more information, visit the company's website at <http://www.mermaidtheatre.ns.ca>.

## Mermaid Theatre Fun Facts

- Each year Mermaid presents more than 400 performances for 200,000 spectators – many of them new to the theatre experience.
- Recorded narration featuring outstanding international artists facilitates performances in English, Spanish, Korean, Japanese, French, Cantonese and Mandarin.
- Simultaneous tours have enabled the company to appear in Canada, the United States and the United Kingdom on the same day!

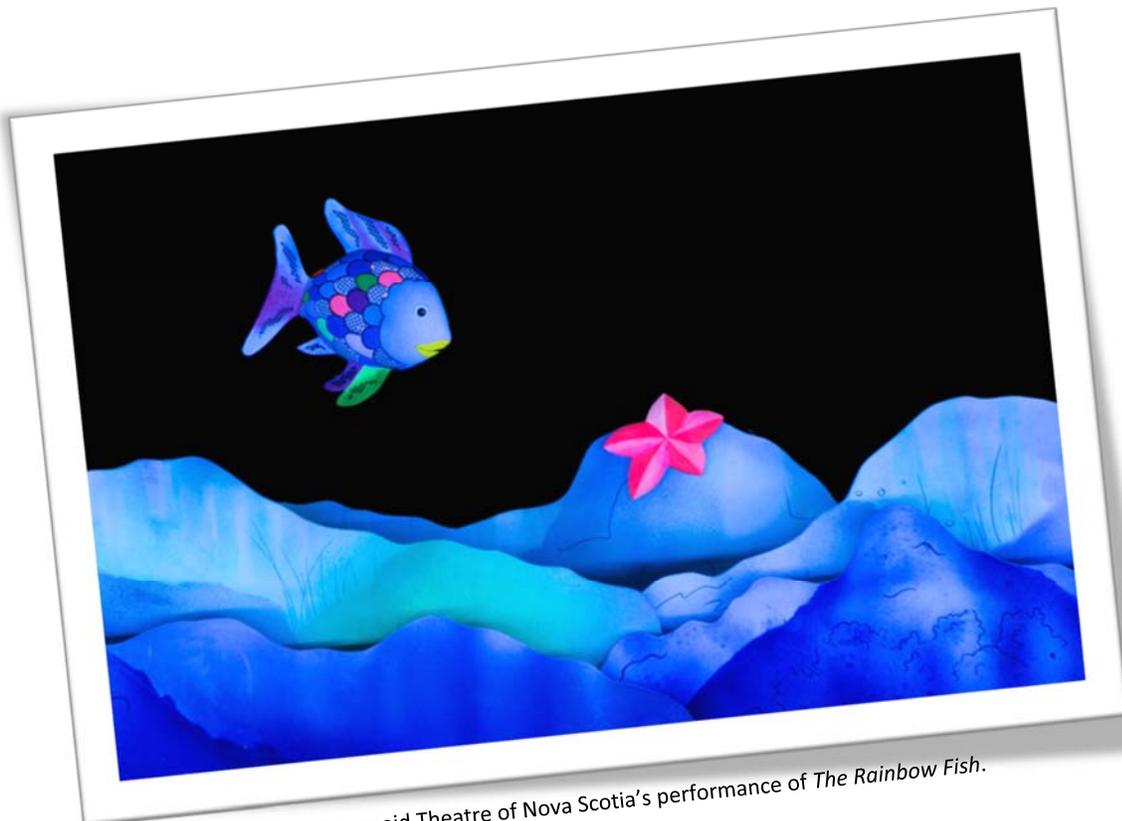


Image from Mermaid Theatre of Nova Scotia's performance of *The Rainbow Fish*.

# *Special Thanks*

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