



We *Educate, Entertain* and *Enrich*
the lives of children through
the magic of professional theatre.

STUDY GUIDE

Goldilocks and the Three Bears

About the Play: *Goldilocks and the Three Bears* is a new stage adaptation of the classic poem by Robert Southey written in 1837. The version you will see at the Birmingham Children's Theatre was written especially for you last year by Mrs. Jean Pierce. When asked why Mrs. Pierce wrote this specific story she said, "Our Wee Folks audience likes familiar stories and this well-known tale is a gem. I hope the children will take with them some memorable characters and a not too preachy lesson: unless invited to share, please don't touch other people's things." Mrs. Pierce went on to say, "I thought it would be fun for our audience to see that Goldilocks could be a modern girl who seems to get into mischief everywhere she goes." Mrs. Pierce stated, "I added an opening scene to show that the trouble begins at home, continues in the woods and ends at the bears' cottage. Baby Bear acts as a narrator and of course there are songs. I couldn't resist putting into the mix a reality show with the bears as stars!"

Summary: Originally a short story, *Goldilocks and the Three Bears* is a delightful story of animals behaving like humans and one young human behaving very badly. You and your class will see that its rich characters translate very well to the stage. Goldilocks is a lively girl who has one big problem: she can't keep her hands off other people's things! Come along as Goldilocks gets into trouble with everything from a jewelry box to a bird's nest and see what happens in that little cottage in the woods while the Bears are out for a walk. In a new twist Goldilocks is caught on tape and is taught a lesson by the Bears and the audience. She learns that unless she is invited she won't touch other people's things!

Characters:

Baby Bear

Linda/Mama Bear

Bob/Papa Bear

Goldilocks

A Bird

A Squirrel

Settings:

Goldilocks' Family's Living Room

The Forest

Inside the Bear's cottage



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Classroom ACTivities

Feelings explored in Storytelling: *Goldilocks and the Three Bears*: **Grades K-3**

Language Arts Skills Addressed: *Making Connections, Sequence of Events, Building Background Knowledge, Compare and Contrast, Story Elements*

Goldilocks and the Three Bears is a story that touches many different feelings and emotions, just like those we experience in real life. Even though some characters are animals, it is important to value all living things.

Pre-performance ACTivities:

- 1) Before seeing our production at the Birmingham Children's Theatre, discuss with your class the idea of "feelings." What is a feeling? What kind of feelings have they already experienced that particular day? Do any of your students have a pet at home? Discuss with them how their pet is an important member of their family. Ask how their pet shows its feelings.
- 2) With the student's help, create a list of feelings and write them on a chart paper. Tell students that they can add new feelings to the list as they experience them.

Performance ACTivities:

- 3) At the performance, remember that the actors love to hear laughter when they do or say something funny, but please, no talking or whispering during the performance unless you are helping the actors.
- 4) It is rude to chew gum, eat or have a drink in the theatre.
- 5) For the actors safety, do not use cameras, laser pointers or recording devices during a performance. It is also rude to use a cell phone or beeper during the show.
- 6) Actors love to hear applause! Show your appreciation by clapping at the end of the play.

Post-performance ACTivities:

- 7) After seeing our production of *Goldilocks and the Three Bears*, review the list of feelings with the class and allow new suggestions to be added. Once you have reviewed the list, ask them to discuss the feelings that the characters displayed on stage. How do they know these feelings were alive or real? What helped them understand the feelings the characters exhibited? Was it the actor's face? Voice? Posture (how their body looked)? Perhaps it was the lighting? The Set? The Costume?
- 8) Let each student pick their favorite character and feeling from the play. Give them an opportunity to create a real still "picture" in front of the class that portrays this character and demonstrates the feeling. Allow students to guess what that feeling is and what character the student is modeling
- 9) End with applause!



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Classroom ACTivities

Comparing different version: *Goldilocks and the Three Bears* : **Grades K-3**

Language Arts Skills Addressed: *Making Connections, Sequence of Events, Building Background Knowledge, Compare and Contrast, Story Elements.*

Goldilocks and the Three Bears, like many fables, has different versions that have been handed down through the tradition of oral and written literature. You and your class will see a version of *Goldilocks and the Three Bears* on stage at the Birmingham Children's Theatre.

Pre-performance ACTivities:

- 1) With your class, read aloud the text of traditional version of *Goldilocks and the Three Bears*. (one may be found at: http://www.dltk-teach.com/rhymes/goldilocks_story.htm).
- 2) With your class, create a timeline that chronicles the important points of the story's sequence of events. Keep this timeline to use after you come to the theatre.

Performance ACTivities:

- 3) Explain to your class that they will see a "version" of story you read in class.
- 4) As they watch the show, ask them to quietly think about how the story and the play are similar (like each other) or different (not alike).
- 5) At the performance, remember that the actors love to hear laughter when they do or say something funny, but please, no talking or whispering during the performance unless you are helping the actors.
- 6) It is rude to chew gum, eat or have a drink in the theatre.
- 7) For the actors safety, do not use cameras, laser pointers or recording devices during a performance. It is also rude to use a cell phone or beeper during the show.
- 8) Actors love to hear applause! Show your appreciation by clapping at the end of the play.

Post-performance ACTivities:

- 9) After seeing the production, you can excite your class' imagination and creativity by discussing: **character**, someone in a book, play, or movie; **compare**, to examine two or more people or things in order to discover similarities; **contrast**, to examine two or more people or things in order to discover differences; **non-traditional**, not based on tradition (a certain way of doing things); **scene**, a small part of a story that occurs in one time and place; **setting**, the time and place of a story; **traditional**, handed down from one generation to the next.
- 10) Let each student tell his/her favorite thing about the play.
- 11) With your class, make a timeline that chronicles the important points of the play's sequence of events and create a timeline that chronicles the important points of the play's sequence of events.
- 12) Using the timeline you created based on the story and the one based on the play, allow volunteers to discuss the similarities and differences that they see in the two versions.
- 13) End with applause!



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Dear _____,

I wanted to tell you all about my trip to the Birmingham Children's Theatre on
_____ (date) _____ (month) _____ (year)! I thought the play *Goldilocks and
the Three Bears* was (how did it make you feel?) _____.

My favorite part of the play was (something that was real to you) _____
_____.

A character that I really liked was _____, because (why did you
like them?) _____.

The set looked like (what did you see?) _____.

The music sounded like (what did you hear?) _____.

Something else that I loved about the play was _____
_____.

I would love to go back again sometime! Maybe you can take me to a public performance
and we can see a play together. We can look up the schedule on the internet at
www.bct123.org, or you can call 205-458-8181. It would be fun if _____ went
with us too!

Love,



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Special Thanks:

Carla DuMontier

**Donald Garrett, Supervisor of Theatre, Dance and Debate
Jefferson Count Board of Education**

**Diana F. Green, Arts in Education, Program Manager
Alabama State Council on the Arts**

**Birmingham Children's Theatre is the resident professional theatre company
at the Birmingham-Jefferson Convention Complex.**

Founded in 1947, BCT is one of the nation's oldest continuously run children's theatre.

**BCT has over six decades of making a positive difference in the lives of over
twelve million of our children.**

Dane Peterson

Director of Education

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