

BIRMINGHAM CHILDREN'S THEATRE

# STUDY GUIDE

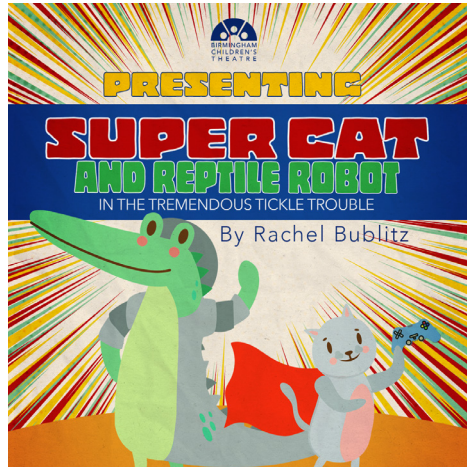


## PRESENTING **SUPER CAT AND REPTILE ROBOT**

IN THE TREMENDOUS TICKLE TROUBLE

By Rachel Bublitz

This classroom guide for BCT's production of *Presenting: Super Cat & Reptile Robot In The Tremendous Tickle Trouble* is designed for Alabama students in Kindergarten through 2nd grade. The activities can be easily adapted for a wide range of age groups.



## PRESENTING: SUPER CAT AND REPTILE ROBOT IN THE TREMENDOUS TICKLE TROUBLE

By Rachel Bublitz

Directed by Najah Ali

January 24th - March 28th

In our Wee Folks Theatre  
Recommended for ages 4 - 8 years  
Approximate Time: 50 minutes

## SHOW THEMES

Respecting Personal Space and Boundaries, Speaking Up, Appreciating Everyone's Likes and Dislikes

## SHOW DESCRIPTION

Cass and Ray are best friends who like different things. Ray enjoys scary movies and smores. Cass prefers ice cream and comedies. They even sometimes disagree on how to play their favorite game: The Adventures of Super Cat & Reptile Robot! Will their friendship survive?

Filled with imaginative adventure, best-friend handshakes, and audience interaction, *Presenting: Super Cat and Reptile Robot* explores how to speak up, listen, and work through our differences.

## WHY THIS SHOW IS IMPORTANT FOR KIDS TODAY

*Presenting: Super Cat & Reptile Robot In The Tremendous Tickle Trouble* helps students learn to communicate clearly with parents and siblings and to pay attention to how their actions affect others. We acknowledge that sleepovers and play-dates like the one depicted in the play are off-limits for the time being for many students, but that doesn't make discussions about being a good friend and demonstrating respect for others less crucial. Indeed, as in-person interactions gradually become common again, it's more important than ever to be aware of and intentional about how we physically interact with each other.

## HOW TO USE THIS GUIDE

We invite you to use this guide to prepare for your trip to the theatre. On the following pages are activities that can be integrated into your current classroom curriculum before and after attending the performance at BCT to enrich the education experience for your students.

We would love to hear from you! Please have your students fill out the Post-Show response at the end of this packet and send it back to BCT! Classes who return their post-show responses will be entered into a drawing for free tickets to an upcoming performance.\*

Questions? Email at [education@bct123.org](mailto:education@bct123.org)

\*One winner per semester. Up to 30 free tickets for their class to attend an upcoming performance at BCT.

## THEATRE INFO



### ACCESS

- Ramp to Main Entrance of Theatre
- Wheelchair lift to access Wee Folks & PlaySpace
- Wheelchair accessible seating in Mainstage, Wee Folks & PlaySpace

### LOBBY

- Three single stall restrooms (Handicapable, with a changing station)
  - Lower & Upper Lobby have Men's and Women's restrooms, both have multiple stalls
  - Mothers Room for nursing needs
    - First Aid kits available
    - Two water fountains

*(One on the upper, lower and hallway of WeeFolks)*



### BOX OFFICE

- Kulture City bags if needed by any sensory sensitive students
- Masks for both students and adults
- Printouts of our CARES Commitment
- First Aid kits
- Extra clothes if accidents occur

### SENSORY ROOMS

- Two Sensory rooms.
  - One downstairs by our Wee Folks/ PlaySpace.
    - (One in the back right corner of the Main Lobby)*



### EDUCATIONAL RESOURCES

- All of the above resources are available during any of our classes or workshops
- Resources include:
  - Classroom management tactics
  - Diverse learner tools and exercises
  - CASEL - Collaborative for Academic, Social & Emotional Learning
    - Framework guide
  - In Class tools and exercises
    - Examples of Social and Emotional Learning in Theatre Arts Standards

*For specific Educational needs email [education@bct123.org](mailto:education@bct123.org)*

### ADDITIONAL NEEDS

*(upon request)*

- Water
- Clothes
- Diapers and Wipes



**WWW.BCT123.ORG**

OR CALL US AT  
**205.458.8181**

Where does *Presenting: Super Cat and Reptile Robot in the Tremendous Tickle Trouble* fit into my curriculum?

## KINDERGARTEN

Kindergarten students are naturally creative, imaginative, and inquisitive. They learn most effectively through active learning experiences and multi-sensory stimuli. The kindergarten theatre program, therefore, involves students in acting experiences that incorporate life skills. They will need prompting and support to help develop their artistic voice. Kindergarten content standards focus on artistic play, connecting art to their daily lives, and teaching a world perspective through exploration of cultures. Students gain basic theatre skills through process-oriented instruction. Examples of activities that can be used include creative drama, story drama, and process drama.

## GRADE 1

Students in Grade 1 are focused on themselves and their own experiences. The effective teacher uses process-oriented instruction to draw on these characteristics to introduce and expand the theatre experience. In Grade 1, the theatre program is closely aligned to reading skills, incorporating stories familiar to students as well as ones they create. Content standards include opportunities to use voice, space, and movement to create emotion; techniques for collaboration within theatre; and demonstration of ways the arts are used in different cultures. Theatre standards in Grade 1 also address multi-sensory stimuli, spatial relationships, and appropriate audience behavior. Examples of activities that can be used include creative drama, story drama, and process drama.

## GRADE 2

The second grade theatre program builds on theatre knowledge gained in kindergarten and first grade. Second-grade students display a range of abilities and levels of development. They enjoy dramatic play, demonstrate much-improved manipulative abilities, and are increasingly social. The second-grade classroom, therefore, includes multi-sensory stimuli and simple theatrical activities that continue to develop students' interest and abilities in theatre. As they become more proficient readers, writers, and thinkers, these students develop a growing sense of pride in their achievements in theatre. In Grade 2, students begin to demonstrate various types of movement and create guided dramatic experiences through process-oriented instruction. At this level, they are introduced to the components of a dramatization and are able to identify the characters and setting in a drama, the emotions evoked by performers, and the common ideas in stories from various cultures and periods. Students also become aware of the contributions the arts make to different cultures.

## PLAYWRIGHT: RACHEL BUBLITZ



Rachel Bublitz is an award winning and internationally produced playwright known for telling stories about women, and creating exciting new work for young performers. She received the prestigious Will Glickman Award for the best premiere play in the San Francisco Bay Area for her full-length *RIPPED*, produced at Z Space. In 2015 she was recognized as the top emerging female playwright in the Bay Area, receiving the June Anne Baker Prize. Other plays include *BURST* (World Premiere coming soon to Alleyway Theatre. Her published plays include: *RIPPED* (Original Works Publishing), *THE NIGHT WITCHES* (Dramatic Publishing), *BIZ TOWN* (Playscripts), and *THE BOOK WOMEN* (Stage Partners). She is a member of the Dramatists Guild of America. When she isn't writing, she's watching her two kids dominate at water polo. For more visit: [RachelBublitz.com](http://RachelBublitz.com).

## DIRECTOR: NAJAH ALI



Director Najah Ali grew up in Philadelphia, PA and moved to Atlanta, GA shortly after graduating from her undergraduate BA program in theatre and math. She is always delighted to take part in Birmingham Children's Theatre's productions on the creative team or as an actor. She has previously directed the 2019 iteration of *City Mouse, Country Mouse* and has been seen in *The Hundred Dresses* (Peggy) and *The Snowy Day* (Peter). Najah's works as a creative and/or project manager with Artists Thrive, Behavioral Health Solutions, Emily Tremaine Hall Foundation, Americans for the Arts, Badie Designs, and others.

## VOCAB SPECIFIC TO THE SHOW / WORDS TO KNOW

**Delicate:** easily broken or damaged; fragile.

**Temporary:** lasting for only a limited period of time

**Obnoxious:** extremely unpleasant

**Raucous:** making or constituting a disturbingly harsh and loud noise

**Affirmative:** stating that a fact is so

**Tentacles:** a slender, flexible limb or appendage in an animal

**Complicated:** make (something) more difficult or confusing by causing it to be more complex

**Nemesis:** a long-standing rival; an archenemy

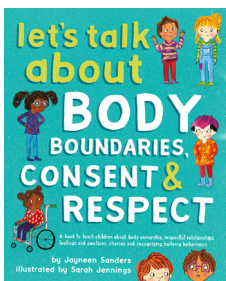
**Noble:** a person of noble rank or birth

**Translation:** the process of translating words or text from one language into another

### How this show supports teachers and students through the Alabama Literacy Act:

Communicate personal boundaries and respect the personal boundaries of others. Speak up when they are uncomfortable with a social situation. Be sensitive to the discomfort of others by reading body language or other social cues. Respond respectfully to differences in opinions or preferences, understanding that friends do not always have to like the same things

## OTHER BOOKS AND ADDITIONAL RESOURCES



### LET'S TALK ABOUT BODY BOUNDARIES, CONSENT & RESPECT

Written by Jayneen Sanders (2017)



### THE GREAT BIG HUG

Written by Isy Abraham-Raveson (2019)

Other Resources (with links):  
2020-Classroom-FINAL.pdf ([planbtheatre.org](http://planbtheatre.org))

## READING/WRITING (ELA) ACTIVITY

### STORY COMPREHENSION & DISCUSSION

**After attending the play, or reading the story in class, ask your child/students:**

- How are Cass and Ray alike?
- How are Cass and Ray different?
- How could Cass be a better friend?
- How could Ray be a better friend?
- Cass doesn't like to be tickled, but was afraid to talk to Ray about it.
- Ray doesn't like Cass's favorite movie, but they watched it together every week.
- Why is it sometimes hard to speak up when you don't like something?
- How can you tell if a friend isn't having a good time?

## STEM ACTIVITY

### BE AN INVENTOR

In *PRESENTING: SUPER CAT AND REPTILE ROBOT IN THE TREMENDOUS TICKLE TROUBLE*, Cass invented the Mega Remote 2000. Challenge your students to design their own inventions.

#### 1) Choose a Problem

- Inventions are created to solve a problem or fill a need.

Suggest some problems for your students to solve such as:  
Cass has a hard time waking up in the morning. Ray wants to be better at swimming. Cass's bedroom gets really hot in the summer.

#### 2) Design a Solution

- Have your students draw an invention that would solve the problem.

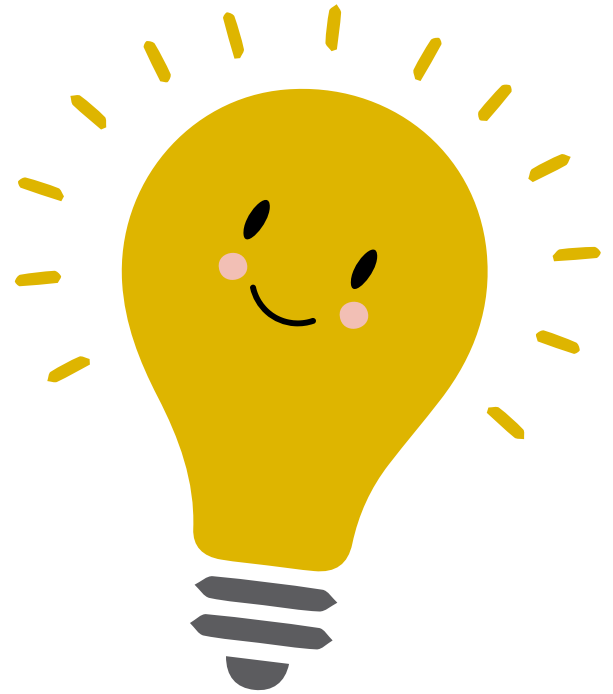
#### 3) Test and Improve

- Encourage your students to refine their ideas by asking questions:

Would your invention work?

How could you test it out?

What problems could arise and how would you solve those problems?



## KINETIC MOVEMENT ACTIVITY

### ROLE PLAY (ACT IT OUT)

You are playing tag with a friend or family member. Whenever they tag you, they grab you in a way that makes you feel uncomfortable. What will you say to them?

You are playing with a friend or family member. You suggest a game and they say "okay," but it looks like they are not that excited about it. What should you do?

You are playing at your friend's house. Your friend likes to play a battle game where they karate chop and hit. Sometimes your friend gets a little carried away and hurts you. When you suggested a different game, your friend said, "But, we are best friends and we have to like everything the same."  
What should you say back to your friend?

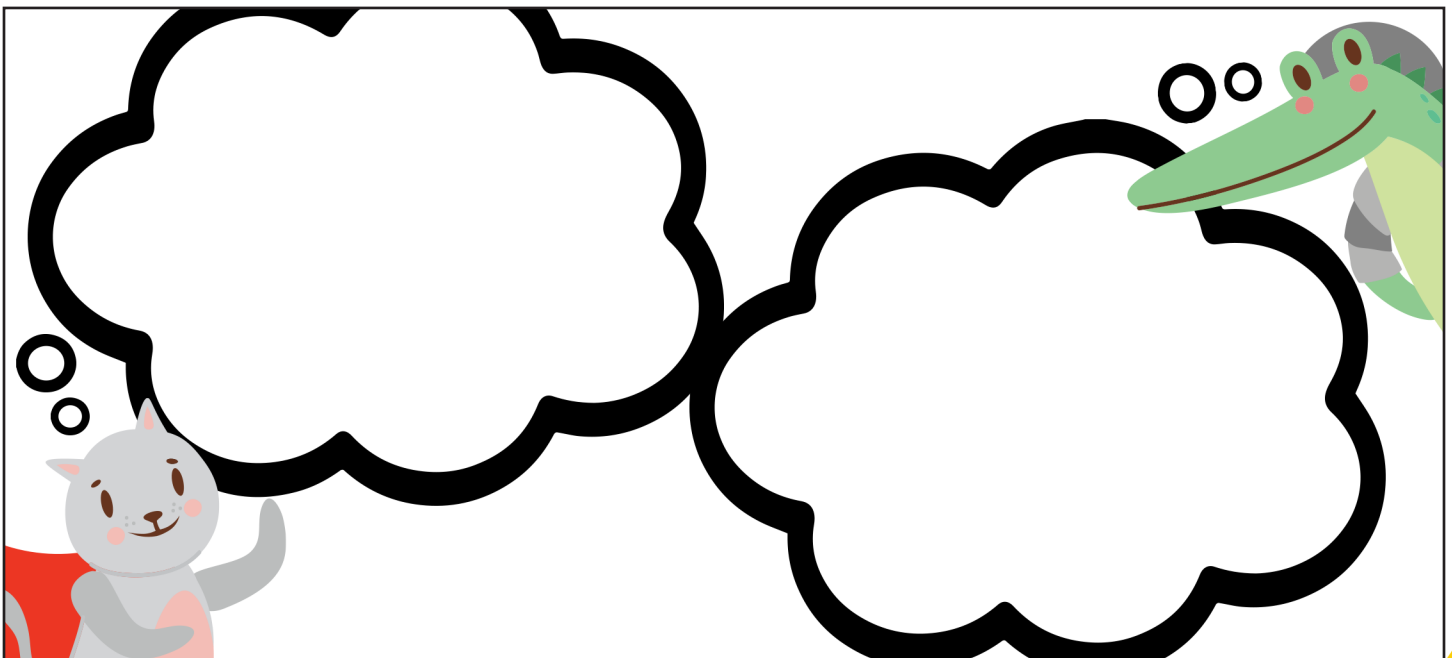
You suggest a movie to a friend or family member. They say that they don't want to watch it because they don't like scary movies. What should you do next?

You talk to a friend or family member about the way you are feeling when they tickle you without your permission. They continue to do it. What should you do? Who should you talk to? What if you talk to someone and the issue continues?

You are talking with a friend on the phone or via video messaging. They say something mean, and you get upset. They tell you that you shouldn't be hurt because they are just joking. They continue to make fun of you. What should you do?

## ART ACTIVITY

### DRAW CASS & RAYS IMAGINATION



## POST-SHOW RESPONSE

Dear (who was your favorite character?) \_\_\_\_\_

I am (how old are you?) \_\_\_\_\_ and I am in the \_\_\_\_\_ grade at (what school do you attend?) \_\_\_\_\_.

I saw your performance of \_\_\_\_\_ on (what day?) \_\_\_\_\_.  
I thought the play was (how did the play make you feel and why?) \_\_\_\_\_ [at least three full lines] \_\_\_\_\_.

My favorite part of the play was \_\_\_\_\_.

I really liked (who was your favorite character?) \_\_\_\_\_ because (what made you like them?) \_\_\_\_\_.

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

Something else I loved about the play was \_\_\_\_\_  
\_\_\_\_\_.

I would really love to see a play about \_\_\_\_\_  
performed next year at Birmingham Children's Theatre.

Love,

\_\_\_\_\_

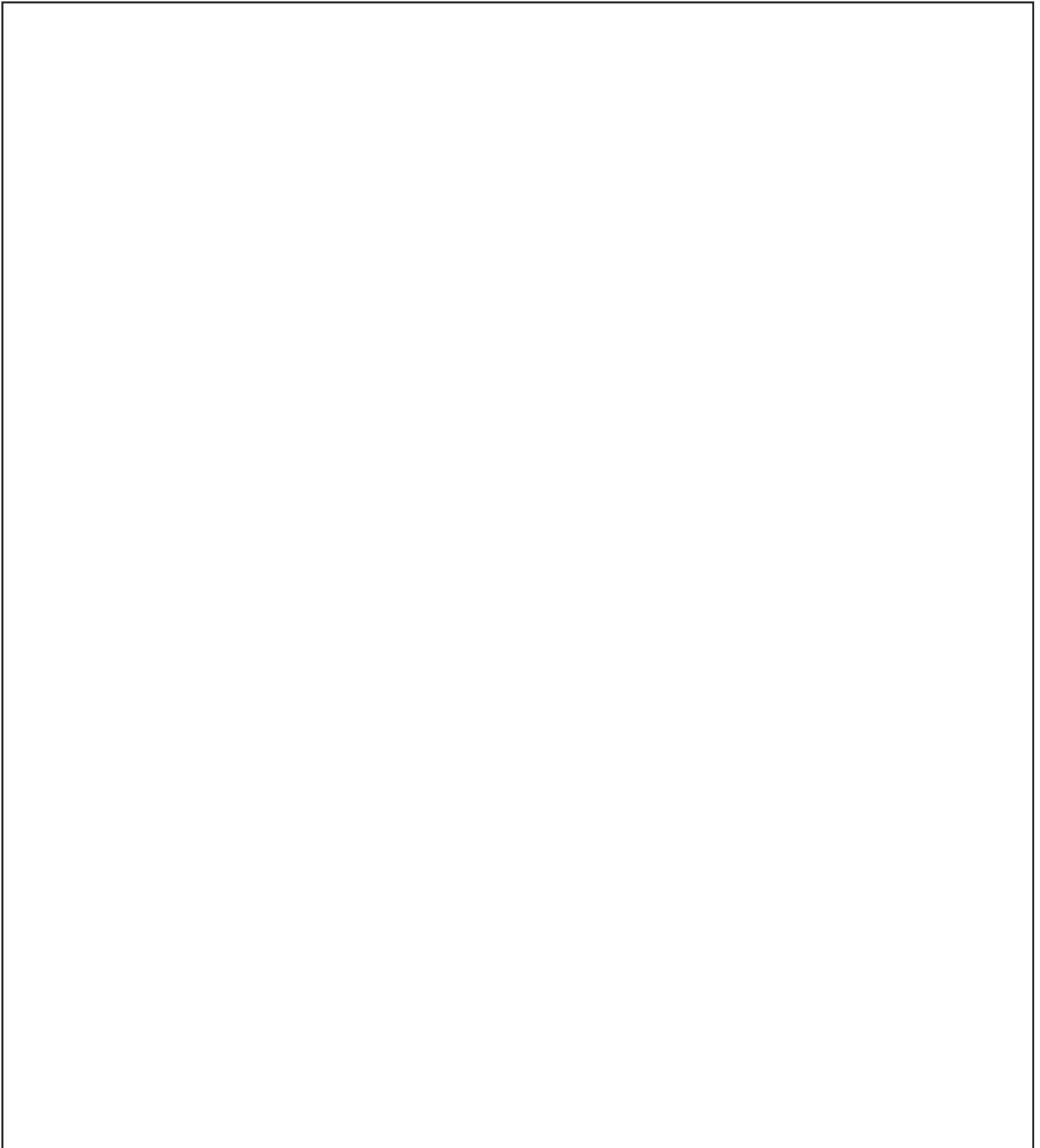
Please send us your responses! You can email [education@bct123.org](mailto:education@bct123.org) or mail them to:

Birmingham Children's Theatre  
P.O. Box 1362 | Birmingham, Alabama 35222



## ART/DRAWING SPACE

Draw your favorite character or moment from the show!



## CORE STANDARDS

Attending a theatrical production and completing the accompanying activities will satisfy the Core Standards listed below:

K-6).T.CO.1 Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.

(K-6).T.P.4 Use body to communicate meaning through space, shape, energy, and gesture.

(K-6).RF.4 Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RL.2 Determine a theme of a story, drama, or poem from details in the text: summarize the text.