



STUDY GUIDE FOR

# The Pied

# Piper

Adapted by Kevin M Reese

## TO THE PARENT/TEACHER

This guide has been provided to help children benefit the most from experiencing a live theatrical event. The activities described herein are only suggestions. Please feel free to pick and choose the things that will most benefit your children in the time you have available. It is our hope that the performance is not only entertaining, but is a valuable educational experience as well.

You will find that some of the activities contained in this guide are geared for younger, some for older children-- but there is something for everyone. Please feel free to reproduce and distribute any of the enclosed pages and activities for your personal use.

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# Theatre Etiquette

1. Attending a theatrical performance is a social event. Just as the way you act (and behave) in church or temple is different than the way you act on the playground, there is certain behavior that is appropriate in a live theatre. Discuss with your children the types of behavior that is appropriate when they are members of an audience.

2. Explain that they need to act differently when they're watching a live play than if they're watching a movie in a theatre. Live actors can hear the audience's laughter and applause as well as their talking to their neighbor or rustling papers. And their responses-- appropriate or not-- really do affect the actors' performance. The end line is: How would they want to be treated if THEY were up on the stage.

3. Write to the actors. After you see the show, have your students write a letter to their favorite character or draw a picture of their favorite character or scene and send it to the theatre. The actors would LOVE to hear from your students. The actors may even have time to send a reply of some sort to your class (because of the volume of mail they receive, individual replies are probably not possible).

4. Audience Participation. Normally, audience members should never talk during the play--and especially not talk directly to the actors (it distracts other audience member and may even make the actors forget their lines). But the plays by KMR Scripts are unique in that we offer the audience special opportunities to participate in the production. They will probably not be asked to come onstage, but there are various times throughout the production where the actors will ask them questions or ask them to use their imaginations and pretend they are animals, trees, or people. At those times we encourage the audience to participate and/or answer them wholeheartedly (but not in an overly loud yell). Over the years, this has become one of the hallmarks of KMR Scripts' productions.

**[Note to Producing Organization:** *Feel free to replace the KMR Scripts logo on the first page of this Study Guide with your own. You may also replace any mention of KMR Scripts on this page with your organization name. Do not change the copyright notices.*]

# Activities & Discussion

## *The Pied Piper*

1. **STORY CIRCLE.** Have the children make up their own version of The Pied Piper. Have them sit in a circle. Pick one child to begin the story and go clock-wise around the circle, allowing everyone a chance to add to the story. You may have to limit each child's contribution to one story event (some children are avid storytellers!).
2. **REVIEW.** Have the students write a review of the play. What were their favorite parts? Their least favorite? Did anything happen that they didn't understand or seemed confusing? Did they like the music or did it "get in the way of the story?" What did they think of the costumes and scenery? Help them understand that their opinions are most certainly valid and will most likely differ from that of others (and that is OK). Being able to objectively discuss their opinions and others' is a skill that will benefit them the rest of their lives.
3. **VISIT THE INTERNET.** If you have a computer at home or school and have access to the Internet, you can look at a special web site that is just for you! Kevin M Reese, the man who wrote the play, works for a company called **KMR Scripts**. They have a web site and there is a special area for kids. There are lots of fun things to do and you can even send the playwright a letter. You can find it by typing:

[www.kmrscripts.com](http://www.kmrscripts.com)

Then click on the words; "Hey, Kids!" and it will take you to the Kids' area. You'll be surfing!

4. **LYING.** The Mayor was constantly lying and breaking promises! What is so wrong with that? What happens when people can't trust what you say is always the truth? Why is it wrong to lie to get people to like you? Are "little white lies" or those little fibs told to keep from hurting others feelings still a lie?
5. **DRAWING.** Draw a picture of their favorite character or event in the play or write a letter to their favorite character. Display it on the wall or bulletin board. Or, send it to theatre. The actors LOVE to receive mail from their audiences.
6. **DISCUSSION.**
  - A> Read the Browning poem to the class. How was the play different from the original poem?
  - B> The Mayor cheated the artist. Why is it important to pay for art? Why isn't it all free? What would happen if artists (or ANYBODY) were expected to just give away their pictures, music, and writings?
  - C> The Mayor didn't like kids- they should hurry and grow up! Why is it important for kids to go through childhood? What kinds of things do we need learn as a child that will come in handy when we're adults?
  - D> In the play, the Piper hid the children from the Mayor to protect them. To protect them from what?
  - E> In the end, the Assistant becomes Mayor. Was that a good choice? Why?