

Happy Campers

Happy Actors Pack



About the Happy Actors Pack

Performances are a fun way to show parents, teachers, and other classes in school all of the learning that is taking place during the year. They are also a great opportunity to involve all students in a child-centered, engaging activity that builds confidence and team spirit.

The **Happy Actors Pack** contains performance pieces for each level of *Happy Campers*. These pieces can be performed at any time throughout the school year. Every **poem**, **song**, and **play** includes language from the program. Each piece also includes an **audio recording** that can be used in class to practice pronunciation and delivery. These audio recordings can be downloaded from the **Teacher's Resource Center**. There are notes for each level to provide ideas for **props**, **costumes**, **scenery**, and **actions**. There are also guidelines for **preparation** and **rehearsal** times.

Whether the Happy Actors Pack materials are performed for large or small audiences, the experience of **collaborating** in a team performance will create long-lasting, positive memories.



Why Use the Happy Actors Pack?

- ✓ Practicing and performing make students **better readers** and **communicators**.
- ✓ Practicing language through poems, songs, and plays helps students improve **intonation**, **pronunciation**, and **listening**.
- ✓ Remembering and reinforcing language is easy with the **rhythm**, **rhyme**, and **repetition** in poems and songs.
- ✓ Practicing for a performance promotes **teamwork** and encourages students to **listen** to one another.
- ✓ Performing a poem, song, or play that uses familiar language can give students greater **self-confidence** when speaking English.

Preparing for a Performance

Performing Poems



The original poems in the Happy Actors Pack have been specially written to be read aloud by many voices. All of the poems have an element of humor and tell a story, so they are enjoyable to watch and listen to. During the rehearsals, encourage students to express the humor in the poems using vocal and facial expressions as well as gestures.



Performing Songs



Performing a song involves much more than just singing! Dance moves can be added to any performance, props can be used, and verses can be easily adapted with new lyrics or additional harmonies.

Every song comes with a music sheet, so students, teachers, or parents can accompany the songs with musical instruments.

If students prefer a different song from the course, any song can be chosen for a performance.



Performing Plays



Performing a play is a great community event that brings students, staff, and parents together. Parents will love the chance to see their children "in the spotlight"!

Every play has narrator and chorus roles that can be performed by multiple actors. The narrator role is designed for students who are comfortable speaking in a group, while the chorus lines contain rhythm and rhyme more suitable for students who are musically inclined.

Have students audition for the roles they are interested in by giving them the script and setting up a time for each volunteer to do a short reading. Students will appreciate the opportunity to play different roles!



Preparing for a Performance

Allow plenty of time to prepare for each performance. For poems and songs, allow **at least two weeks** to prepare. For plays, allow **four to six weeks** to prepare.

Step 1: Generate Excitement

Remember to show **enthusiasm** when you tell your students that they are going to put on a performance. If possible, involve the class in deciding which piece from their level pack they would like to perform.

Step 2: Get Ready

When you have chosen a performance piece, print out the Performance Notes and copies of the poem, song, or play. Download the corresponding audio track from the Teacher's Resource Center.

Step 3: Make a Schedule

Start planning a **rehearsal schedule** once the performance piece has been chosen. Think about **when** and **where**, and **what** parts you are going to practice. Think about **props**, **costumes**, and who needs to be involved in the preparations. Involve the **whole class** in the rehearsals.

Step 4: Learn the Parts

Use the audio track to **model** pronunciation, intonation, and expression. Students should try to **memorize** all of the lines just like they heard them, so they will be clear and easy for the audience to understand.



Step 5: Prepare the Materials

Allow plenty of time for making any props, scenery, or costumes. Keep these **simple**—they should complement the performance, not overtake it. Involve the students and parents to share the workload.

Step 6: Practice and Rehearse

Actions and movements will make any performance more entertaining for the audience. **Keep rehearsals short** and focus on specific parts to practice each time. Make time for one or two **full rehearsals** using all of the costumes and props before the big day!



Preparing for a Performance

Materials for Performances

Background **scenery**, **costumes**, and **props** will visually stimulate the audience and give context to the theme of the performance piece. Include scenery, costumes, and props that are both simple and practical. This will ensure they are easy to create and not distracting to the audience during the performance.

Scenery

The scenery for an on-stage or classroom performance can easily be transformed with everyday objects. Use different **colored cloth** to cover chairs and desks. You can also draw background scenes on **butcher paper** and then tape it to the wall.



Costumes

Encourage students to bring in their own **clothing** and **accessories** for the performance. Simple costumes can also be made by sewing together cloth, ribbon, yarn, and/or beads.

Props

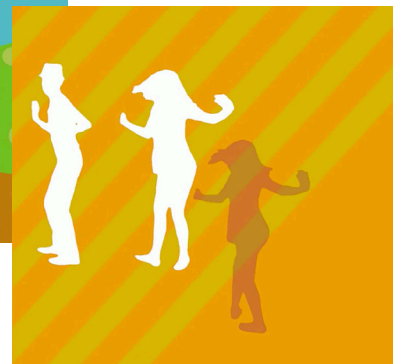
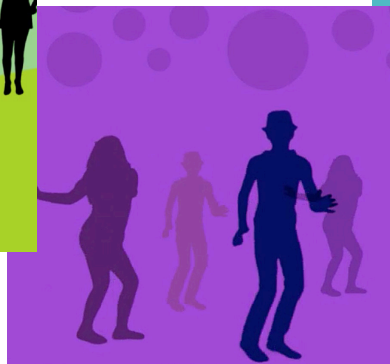
Simple props can be made to add **musical** and/or **visual effects** to any performance.

You can use everyday objects such as cardboard boxes or empty plastic bottles to make musical instruments. Other props such as students' drawings can be oversized to ensure that the audience can clearly see them.



The Happy Campers Song

Performance Notes



Song: The Happy Campers Song

Materials: Printed copies of the song "The Happy Campers Song" on **Page 7**, Audio **Track 01**

Preparation and Performance Ideas

Show the class the Happy Campers Course Song Video. Teach the class the song and dance then have rehearsals with the class.

Props and Performance:

- Have students in Starter–Level 2 stand in a semicircle and with enough space between them while they perform.
- Have students in Level 3 and Level 4 make maracas using water bottles filled with beads. Some students can do the actions while others shake the maracas to the beat.
- Have some students in Level 5 and Level 6 sit in the audience and participate in a Flash Mob. Have them copy the students who are performing in front of the audience, and encourage audience members to follow along.



Song

The Happy Campers Song



Everyone:

Clap your hands
And move your feet!
Let's have fun,
Dance to the beat!



Happy Campers everywhere!
Happy Campers, hands in the air!

Spin around! Move your feet!
Hands up high! Clap to the beat!



Level



Happy
Campers

Poem 1: What's Your Name?

Materials: Printed copies of the poem "What's Your Name?" on **Page 11**, Audio **Track 02**

Preparation and Performance Ideas

Costumes: Have all students in Group 1 wear shirts that are one color and all students in Group 2 wear shirts that are a different color. This gives cohesion to each group since the members are spread across the stage.

Performance: Divide the class into two groups. Then put students into pairs. Each pair should have one student from Group 1 and one student from Group 2. During the performance, have pairs line up across the performance area so that all students in Group 1 are standing on the left side of their partners, and all students in Group 2 are standing on the right side of their partners. Students speak to their partners as they recite their lines with their groups.

Poem 2: Favorite Clothes

Materials: Printed copies of the poem "Favorite Clothes" on **Page 12**, Audio **Track 03**

Preparation and Performance Ideas

Props and Costumes: Have students in each group wear clothes that correspond with their lines in the poem. For example, students in Group 1 could wear green shirts, brown shoes, orange pants, and/or blue jackets. Alternatively, students could use the clothing items as props.

Performance: Divide the class into two groups.

- Have students point to or touch their clothes as they mention them in the poem: the collars of their jackets, the sleeves of their shirts, their shoes, and their legs when they say the line about pants. Have students take off and wave their caps before they put them back on their heads.
- Prompt the audience to join in. Have students hold up clothing items as cues for the audience to say the names of the items.

Poem 3: What Is It?

Materials: Printed copies of the poem
"What Is It?" on **Page 13**, Audio **Track 04**

Preparation and Performance Ideas

Costumes: Prepare costumes of the animals for each group to wear during the performance (cow, duck, and rabbit). Try to include the animal body parts mentioned in the poem on the costumes so students can point to them during the performance.

Performance: Divide the class into three groups.

- For the lines spoken by everyone, have students wag their fingers for the line *No! No! No!* and put their hands up in the air for the line *Yes! Yes Yes!* You may consider making a giant question mark out of poster board for one member in each group to hold up for the lines spoken by everyone.
- Have each group step forward as they recite their stanza during the performance. As the groups move, they walk like the animal they are pretending to be.

Song: This Is Me!

Materials: Printed copies of the song
"This Is Me!" on **Page 14**, Audio **Track 05**

Preparation and Performance Ideas

Performance: Have students perform the song with actions.

- **Verse 1:** For each line, first have students point to the body part they are talking about (nose, teeth, head, eyes, ears, and mouth). Then have students do movements for the repeated words that follow. Students sniff in the air for *Sniff! Sniff!*, chomp their teeth for *Chomp! Chomp!*,

tap their heads for *Tap! Tap!*, and blink their eyes for *Blink! Blink!* Students can put their hands behind their ears for *Listen! Listen!* and put their hands up in the air for *Hooray!* Have students make big, exaggerated movements so they are clear for the audience.

- **Verse 2:** For each line, have students point to the body part they are singing about (nose, teeth, head, eyes, ears, and mouth).
- **Verse 3:** Have students repeat the same movements used for the lines in Verse 1. For the final line, have students stand in different poses or point to themselves and shout *This is me!*

Poem 1

What's Your Name?



Group 1:

Hi, friend! What's your name?

Is it Tom, or Sam, or James?

Is it Kate, or Ann, or Sue?

Group 2:

My name's Chris.

What about you?

Group 1:

How are you? Are you sad?

Are you tired, scared, or mad?

I'm happy today. How are you?

Group 2:

I'm excited, and happy, too!

But what about you?

Poem 2

Favorite Clothes



Group 1:

I have a green shirt,
And two brown shoes.
I have orange pants,
And my jacket is blue.

Group 2:

I have a yellow T-shirt.
My sneakers are red.
My favorite purple cap
Is here on my head.



1

Everyone:

What is it?

Can you guess?

No! No! No!

Or, yes! Yes! Yes!

Group 1:

I have four legs.

My head is brown.

Moo, moo, moo!

I'm a cow.

Everyone:

What is it?

Can you guess?

No! No! No!

Or, yes! Yes! Yes!

Group 2:

My nose is orange.

I'm white, yellow, or black.

I'm a duck.

Quack, quack, quack!

2

Everyone:

What is it?

Can you guess?

No! No! No!

Or, yes! Yes! Yes!

Group 3:

I have two big ears

And a pink nose.

I'm a rabbit.

Watch me go!

Everyone:

What is it?

Can you guess?

No! No! No!

Or, yes! Yes! Yes!



Everyone:

This is my nose. Sniff! Sniff!
These are my teeth. Chomp! Chomp!
This is my head. Tap! Tap!
These are my eyes. Blink! Blink!
These are my ears. Listen! Listen!
This is my mouth. Hooray!



This is my nose.
These are my teeth.
This is my head.
These are my eyes.
These are my ears.
This is my mouth.



Sniff! Sniff!
Chomp! Chomp!
Tap! Tap!
Blink! Blink!
Listen! Listen!
Hooray!
This is me!

Music Sheets



Happy
Campers

The Happy Campers Song

Written by Michael Nickolas

1 (8 Bar Intro) G A-7

1: Me1ody Clap your hands And move your feet

4 G A-7 G

1: Me1ody Let's have fun Dance to the beat Hap py Cam pers

7 A-7 G A-7

1: Me1ody eve ry where! Hap py Cam pers hands in the air!

10 G G A-7

1: Me1ody Spin a round Move your feet

14 G A-7

1: Me1ody Hands up high Clap to the beat

16 G A-7 G

1: Me1ody Spin a round Move your feet Hands up high

19 A-7 G G

1: Me1ody Clap to the beat Clap your hands And

23 A-7 G A-7

1: Me1ody move your feet Let's have fun Dance to the beat

26 G A-7 G

1: Me1ody Hap py Cam pers eve ry where! Hap py Cam pers

29 A-7 G G

1: Me1ody Hands in the air! Spin a round

33 A-7 G

1: Me1ody Move your feet Hands up high

35 A-7 G

1: Me1ody Clap to the beat Spin a round

37 A-7 G

1: Me1ody Move your feet Hands up high

39 A-7 G

1: Me1ody Clap to the beat Spin a round

41 A-7 G

1: Me1ody Move your feet Hands up high

43 A-7 G

1: Me1ody Clap to the beat Spin a round

45 A-7 G

1: Me1ody Move your feet Hands up high

47 A-7 G

1: Me1ody Clap to the beat