



SOMEBODY LOVES YOU, MR.HATCH | STUDY GUIDE

This Study Guide includes suggestions about preparing your students for a live theatre performance to help them get the most from the experience. Included is synopsis of the show, pre and post-performance activities, drama games, a colouring page, and ideas on how to use the performance to enhance aspects of your education curriculum. The exercises within are designed to help students respond to the themes and the dramatic and musical elements presented in the play.

Please copy and distribute this guide to your fellow teachers.

CREDITS

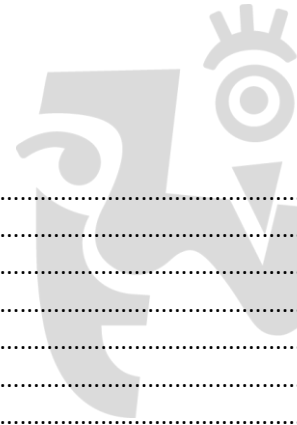
- » Based on the book by Eileen Spinelli, with illustrations by Paul Yalowitz.
- » Adapted and directed by Chris McGregor.
- » Puppet Designed and Crafted by Frank Rader.
- » Puppet Wardrobe by Barbara Clayden.
- » Sound Design Composition by Stephen Bulat.
- » Set Design by Shizuki Kai.
- » Artistic Team Jillian Perry, Jeny Cassidy, Christine Reinfort, and Sarah May Redmond.

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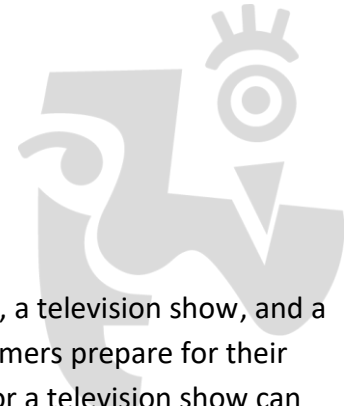
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CONTENTS

| | |
|--|----|
| PRE-PERFORMANCE ACTIVITIES | 3 |
| MOTION PICTURE VS LIVE THEATRE..... | 3 |
| HOW TO BE A POSITIVE AUDIENCE MEMBER | 3 |
| SYNOPSIS | 3 |
| CHARACTERS | 4 |
| VOCABULARY..... | 5 |
| THEMES | 6 |
| ABOUT THE AUTHOR | 7 |
| POST-PERFORMANCE ACTIVITIES | 8 |
| REVIEW THE SHOW | 8 |
| WHO DO YOU LOVE? (SUGGESTED GRADE: K – 3) | 9 |
| YOU ARE SPECIAL! (SUGGESTED GRADE: K -3) | 9 |
| MY COMMUNITY (SUGGESTED GRADE: K – 4) | 9 |
| STORYTELLING WORKSHOP (SUGGESTED GRADE: K – 7)..... | 10 |
| CANDY GRAMS (SUGGESTED GRADE: K – 7) | 10 |
| STEPPING INSIDE (SUGGESTED GRADES 2-7) | 10 |
| SELF PORTRAIT | 10 |
| SHARING CIRCLE/COMMUNITY CIRCLE (SUGGESTED GRADE: K – 7) | 11 |
| BACKYARD BASH | 11 |
| RECOMMENDED BOOKS | 11 |
| DRAMA GAMES..... | 12 |
| LAUGHTER CIRCLE | 12 |
| MIRRORS | 12 |
| WHAT ARE YOU DOING? | 12 |
| PLAYING WITH SONG AND STORY | 12 |
| PUPPETRY ACTIVITIES | 13 |
| MOVING WITH STRINGS..... | 13 |
| FUN WITH PUPPETS! | 14 |
| PUPPETEER..... | 14 |
| HAND PUPPET TALK SHOW | 14 |
| PUPPET MONSTERS | 14 |
| MAKE A PUPPET! | 15 |
| APPENDIX..... | 16 |
| BROWNIE RECIPE..... | 16 |
| COLOURING PAGE | 17 |
| TEACHER RESOURCES | 18 |
| CURRICULUM CONNECTIONS K-7 | 18 |
| WEBSITES FOR REFERENCE | 20 |
| ABOUT AXIS THEATRE COMPANY | 21 |

PRE-PERFORMANCE ACTIVITIES



MOTION PICTURE VS LIVE THEATRE

Talk about the similarities and differences between watching a movie, a television show, and a “live” theatre presentation. Include discussions about how the performers prepare for their roles in each of the situations. For instance, how an actor in a movie or a television show can redo a scene if a mistake is made versus an actor in a “live” performance must carry on regardless of mistakes. Discuss how an audience influences each type of performance.

Remind your students to notice the way that the set, costumes, and live music help make the performance of **SOMEBODY LOVES YOU, MR.HATCH** exciting and fun to watch!

HOW TO BE A POSITIVE AUDIENCE MEMBER

Next, prepare your students for watching a “live” performance by discussing the characteristics of a positive audience member. For example, a positive audience member:

- Will sit quietly so everyone around can see and hear the performance.
- Will listen attentively and remain focused on the actors and musicians.
- Will not distract performers by moving about or by waving or calling out to performers.
- Will laugh and applaud appropriately.
- Will contribute to the performance when asked.

SYNOPSIS

SOMEBODY LOVES YOU, MR.HATCH is set in a friendly and quaint town in the 1940s. Mr. Hatch is a tall, thin, lonely man who works a simple but important job attaching the aglets to shoelaces at a factory. He often spends time alone and doesn’t have the confidence or desire to make or keep friends. One day his life turns around when he receives a package on Valentine’s Day with a pink bow that has a message that reads, “Somebody loves you.” Mr. Hatch’s world is turned upside down and he begins to make friends, enjoy all sorts of nice foods and the fun parts of life that he once ignored. After receiving the note, Mr. Hatch goes on a hunt to find out who sent him the mysterious package. Mr. Hatch is loved after all!

CHARACTERS

Edna: Washerwoman.

Betsy: Washerwoman.

Molly: Washerwoman.

Mr. Hatch: Works in a Shoelace Factory.

Mr. Smith: Newsstand Clerk, wears a red toque and scarf.

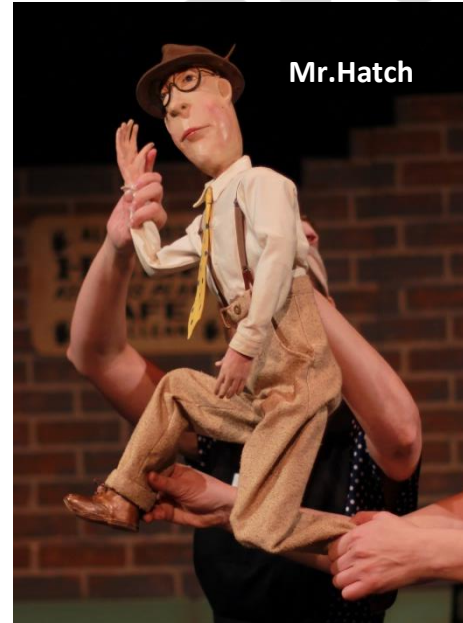
Mr. Todd: Grocery Store Clerk, wears a white hat.

Melanie Todd: Mr. Todd's daughter, wears a pink hat.

Mr. Goober: Mailperson, wears a hat of leather and fur.

Mrs. Weed: Townsfolk.

Mr. Dunwoody: Townsfolk.



Mr. Hatch wears glasses, a fedora, a white button-down shirt with a yellow and blue polka dot tie, brown pants with suspenders, and brown shoes.



VOCABULARY

Washerwoman: A job that includes washing dirty clothes and bedding and putting clean loads of laundry in dryers or setting them out on a clothesline to dry.

Factory: A building where goods are assembled.

Aglet: A small plastic sheath used on the end of a shoelace.

Ukulele: A small guitar-like instrument.

Responsibility: A job or task that must be completed.

Fluttered: Another word for floating.

Peeking: To sneak a look.

Admirer: Someone who likes or loves another person.

Attention: To be focused on.

Mysterious: Difficult or impossible to understand, explain, or identify.

Superior: Someone who is in charge.

Recall: To remember.

Loneliness: Sadness because one has no friends or company.

Change: Make (someone or something) different; alter or modify.

Individuality: The quality or character of a particular person or thing that distinguishes them from others of the same kind, especially when strongly marked.

Friendship: The emotions or conduct of friends; the state of being friends.

Community: A group of people living in the same place or having a particular characteristic in common.

Care: Serious attention or consideration applied to doing something correctly or to avoid damage or risk.

Valentine: A card sent, often anonymously, on St. Valentine's Day (February 14) to a person one loves or is attracted to.

Piggyback ride: A ride on someone's back and shoulders.

Brownies: A small square of rich chocolate cake, typically containing nuts.



The image above shows two black shoelace ends that are finished with a plastic aglet.

The image below is of a ukulele, a 4-stringed instrument of Portuguese origin and popularized in Hawaii.



THEMES

Loneliness: The protagonist is a lonely man that likes to keep to himself. Every day after work, Mr. Hatch goes and buys a turkey wing and sometimes a fresh slice of ham. He reads the paper, goes to bed early, and wakes up early at 6:30 AM sharp for work. While at work, he sits in a corner alone to eat his lunch.

The Importance of Change: Often people are afraid of change. People fear the unknown which can prevent change – this may be positive or negative change. If we live our lives without embracing growth and change then we can get stuck in ruts and never enjoy anything new or different. Mr. Hatch is a man that lives a plain and predictable life until one day he receives a candy-filled heart with a note on it that says, “Somebody Loves You.” He starts making friends and helping others because he was able to open his heart after someone showed him affection.

Exploring Individuality: In life, it is important to embrace your individuality, which includes deciding what to wear, what you eat, which TV shows you watch, down to the values we hold. After receiving his heart-shaped Valentine, Mr. Hatch puts on a bright yellow tie with blue polka dots. His choice of clothing is used to express his inner state of joy and happiness.

Caring About Others: Even when we feel lonely, like Mr. Hatch does, we always have people that care about us. That special someone might be a friend at school, a neighbour, or a family member. You should never feel like you are alone in this world because there is always someone to make your life a little bit brighter. Ask you students who they care about in their lives.

Importance of Friendship: Mr. Hatch keeps to himself. When he receives a Valentine that says, “Somebody Loves You,” he begins to have hope that someone loves him and becomes friendly with everyone around him. In life, it is very important to make personal connections and friendships with the people around us as they can help us grow and support us when we are in need.

Power of Community: The town that Mr. Hatch lives in is a very tightly knit community. People are friendly to one another and always greet each other as they cross paths in the town. Involving oneself in the community is essential and makes for a happy, friendly town or city!

ABOUT THE AUTHOR

Eileen Spinelli is a poet and writer of children's books. She gets some of her best ideas from her many grandchildren. Spinelli's book *Somebody Loves You, Mr. Hatch* won a Christopher Award which is an award given to writing "which affirms the highest value of the human spirit." Other books include: *Thanksgiving at the Tappletons*, *One Earth*, and *Birdie*.

When Eileen is not writing you may find her playing board games with her family, watching old movies with her husband, fellow author Jerry Spinelli, and browsing thrift shops with friends.



Jerry and Eileen Spinelli.

POST-PERFORMANCE ACTIVITIES

Now that your students have seen **SOMEBODY LOVES YOU, MR.HATCH** it is the perfect time to expand on their excitement and interest in drama and music and to discuss ideas and themes presented in the performance.

There are a variety of ways for students to respond to, reflect on and analyze dramatic and musical performances: for example, through discussion, writing, storytelling, art, singing, and playing drama games.

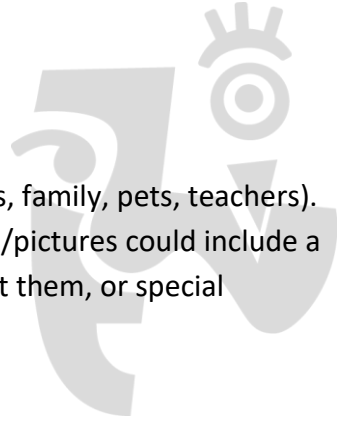
The following suggested activities will help to engage your students to have fun and laugh while building critical thinking skills, self-awareness, and confidence. Choose the activities that are best suited to your grade level and, if necessary, modify the skill level of the activities to meet the needs of your students.

REVIEW THE SHOW

The following questions can be used for whole group discussions or for sharing with a partner or in a small group. After sharing with a partner or small group, students can take turns sharing ideas with the whole group.

If using the questions as sentence starters for a writing activity, the students can also draw pictures to accompany their writing.

- Which character is your favorite? Why?
- What did you notice about how the actors used the puppets?
- What was the most interesting part of the performance?
- What was the happiest part of the play?
- What was the saddest part of the play?
- Has anyone ever sent you a Valentine to you? How did it make you feel?
- Why is it important to spend time with friends and family?
- Have you ever used or made a puppet? If so, how did it look? How did you animate it?
- How is a puppet different from a live actor?
- What did you like about the Mr. Hatch puppet?



WHO DO YOU LOVE? (SUGGESTED GRADE: K – 3)

Have your students identify people in their lives that they love (friends, family, pets, teachers). Have them create a special card or picture for these people. The cards/pictures could include a list of reasons why they love these people, their favourite things about them, or special memories they have with them.

YOU ARE SPECIAL! (SUGGESTED GRADE: K -3)

Mr. Hatch’s life became interesting and meaningful when he received a special Valentine from a secret admirer. It is important for us to build powerful connections and interactions with others. Each week, choose a couple students to be the special students of the week. Those students can have their name and picture on the wall, with a brief description of facts or interesting things about them. Have a show-and-tell where the students of the week bring three special items from home that represent their hobbies/interests and they identify with. This will allow each student a chance to feel appreciated and valued by others. Allocate time for any questions and comments. Students will practice giving positive feedback and compliments as well as expressing admiration and kindness to others.

MY COMMUNITY (SUGGESTED GRADE: K – 4)

Mr. Hatch discovers the importance of community and daily interactions after understanding that people care about and love him and learns to love himself! Arrange a day and invite a small group of parents to come in the class and talk about their careers. Consult with the parents beforehand and ensure there is a variety of career choices such as baker, teacher, nurse, banker, nanny, etc. Allocate a whole afternoon or a block of time for parents to individually deliver a short presentation about their job, their daily responsibilities, and their overall role and explain how they are a part of the community and their important contributions. Parents may also bring artifacts or items and share interesting stories with the class. Allow students to ask questions and have time to communicate with parents. This will be a chance for students to engage and bond with other adults through conversations and inquiry-based learning.

Prepare a small gift or handwritten card to show appreciation for parents who volunteered and took time to participate in this event. Follow up activities include a discussion or sharing of ideas of the overall event with the class, an art project that requires them illustrating and writing something important that they learnt.

STORYTELLING WORKSHOP (SUGGESTED GRADE: K - 7)

Have students retell the story using their creativity and imagination. For younger students, you can provide loose parts and black mats as part of storytelling workshops and have students tell their story to you while you scribe for them. For older students, they can write a short summary of their favorite scene of the play or create a short skit in groups. Encourage your students to be as creative as possible! The sky's the limit!

CANDY GRAMS (SUGGESTED GRADE: K - 7)

Have your students each draw and design a card template following the themes of friendship, kindness, and love. Attach candies or chocolate with each card. This could be for a whole class Valentine's Day candy gram event or a school candy gram fundraiser. Just like Mr. Hatch, you just might receive a surprise treat from a secret admirer!

STEPPING INSIDE (SUGGESTED GRADES 2-7)

Have your students 'step inside' the lens of a character and discover what it would be like to be in their shoes. Some things you may want students to explore include the character's feelings, opinions, values, characteristics, and relationship to other characters etc. This can be a free write/ journal entry or a 2-3 minute monologue as the character.

SELF PORTRAIT

As a group, brainstorm a list of categories that make up identity, i.e. culture, community, gender, family, friends, likes/dislikes. Have students draw a picture of themselves and identify some of the things that they feel are important about them. Children begin to develop a "self-concept" around age 3. At this time, they categorize themselves with *this or that* labels, such as *short or tall*. Elementary age children have a deeper definition of what makes them unique and should be able to list aspects of themselves, their family and their culture that they think make up their more complex sense of self.

SHARING CIRCLE/COMMUNITY CIRCLE (SUGGESTED GRADE: K - 7)

A sharing circle or a community circle is a way to gather the class to share or discuss a topic. This is a good way to start the day or to facilitate a beginning of a class discussion. You may also bring in or create an item such as a special rock or stick as a symbol of a “talking” object. During circle time, pass the object along to everyone in an orderly manner. Explain to the class that the person who has the talking object is the only one who should be talking or sharing ideas. The rest of the class are paying attention by caring and listening.

Here are some sample questions or topics you may choose:

- What did you like about the play?
- What did you learn from the play?
- How do you show someone that you care about them?
- What makes you happy?
- If you could give one piece of advice to Mr. Hatch, what would it be?
- Name one thing that you are thankful for in your life, home, and community.
- What are some ways to show kindness?
- What makes a community close-knit?
- How can you build an inclusive and caring classroom environment? Think about the ways you talk and listen to each other.
- What are some ways you can express your individuality?

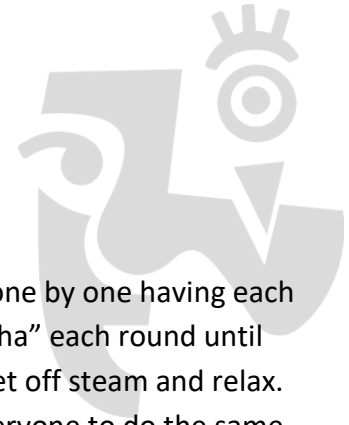
BACKYARD BASH

Mr. Hatch makes brownies and lemonade for his friends and has a party. Print off the recipe found in the Appendix to make chocolate brownies and lemonade and have your students make them at home with a parent or guardian.

RECOMMENDED BOOKS

- » Home (Jeannie Baker)
- » A Colour of His Own (Leo Lionni)
- » I Like Myself! (Karen Beaumont)
- » Chrysanthemum (Kevin Henkes)
- » Thunder Boy Jr. (Sherman Alexie)
- » It’s Okay to be Different (Todd Parr)

DRAMA GAMES



LAUGHTER CIRCLE

With your students, get into a seated circle and go around the circle one by one having each person say “ha” once, then another round twice. Continue adding a “ha” each round until everyone cannot hold their real laughter. Laughing is a great way to let off steam and relax. Another version is to start laughing, keep laughing and encourage everyone to do the same. Eventually everyone will be laughing for real.

MIRRORS

A game of mirrors is a great group activity that gets students working together and paying close attention to each other. Have the students pair off in partners around the classroom, one person is A the other is B. To begin, A will be the leader and B the mirror. The two partners face each other, and partner A begins to move and partner B will mirror everything that partner A does. When the teacher calls out “freeze” everyone must pause, then call out “switch”, then partner B will become the actor and partner A will be the mirror. Do this a few times throughout the activity.

WHAT ARE YOU DOING?

Ask your students to get in a circle, one person is in the center doing a mimed activity, someone jumps in and asks, “What are you doing?” The person in the center says something different from what they are doing; the person who jumped in mimes that new activity. Example: the person in the middle is cutting the lawn, the person jumps in and asks, “What are you doing?” The person in the middle says, “screwing in a light bulb”, the person that jumped in mimes “screwing a light bulb”, and so on around the circle.

PLAYING WITH SONG AND STORY

Using a familiar song that the students love to sing, write a class story related to the song. Add characters, simple dialogue and actions that can help to make the song come alive! By combining the story and the song, the students will experience the fun of participating in a musical drama. Challenge the students to vary the tone of their voices and to use body movements to help portray the personalities of the characters in the story. Experiment with using simple sound effects, props, and costumes.

PUPPETRY ACTIVITIES



Puppetry is a style of performance where a person called a puppeteer moves a puppet. The individual who is controlling the puppet speaks with the unique voice of the puppet and coordinates the physical movement and action of the puppet's body. Internationally, there is a wide range of puppetry styles, from hand and rod puppets to mouth puppets to shadow puppets. As an art form, puppetry is over 3,000 years old. A marionette is a puppet controlled from above using wires or strings. A marionette's puppeteer is called a marionettist.



The images starting from top left to bottom right show a white goat marionette puppet on strings, the right image is a fuzzy red bear hand puppet on a puppeteer's arm. The bottom left image is of two tabletop puppets, they are about the size of dolls, their heads and arms are being manipulated by two puppeteers. The bottom right image has a silhouette of a shadow puppet of two Kwantlen girls in a canoe, the background is a projection of a riverbank, taken from the Axis film *Kwi'ah: The Girl Who Heals*.

MOVING WITH STRINGS

If you have a wide-open space with lots of room to move and walk freely, get the students to walk in the space. Now add tempo, ranging from 1-5, with one being very slow (like slow motion) and 5 being a rigorous pace. Tell the students that when you call out a body part, they are to imagine that a string is attached to that body part. Tell them that the movement they make with that body part should be light and airy.

FUN WITH PUPPETS!

Start by getting everyone into a circle formation. Ask your students to think about how the puppet that they made moves and speaks. Next, in the character of their puppet, get them to introduce themselves to the puppet beside them and then take turns asking each other questions about their puppets. Then, get your students to switch puppets with their partner and create a new voice and personality with the new puppet that they are holding.

PUPPETEER

Arrange the students into groups of threes. Tell each group that one student will be the voice of the puppet while the other two students will be the arms and the moving the head of the puppet – for this activity it’s great to use a large stuffed animal or a simple puppet made from large sheets of paper. Give the students a setting like a water park or a restaurant and then ask them to think of how their puppet will perform in the setting. Play the game again but have two sets of puppets interact with each other in the imaginary setting that you give them.

HAND PUPPET TALK SHOW

Get three people to come up to the front of the class seated on chairs. You will also need a “talk show host” who keeps the show moving. Get each student to introduce their puppet as a famous person (for example: Olaf, The Little Mermaid, or whomever they would like to play). The members of the audience will put up their hands and ask the puppets questions. The host/facilitator should invite steady dialogue between the puppets and the audience members.

PUPPET MONSTERS

This is a great game to practice simple improvisational skills! First, get your students to pair up and decide on a location where the scene will take place. Some ideas might include at school, at the playground, or playing a sport on a field. With the puppet that each student has made (or by using their hand has a puppet), get each pair of students to pretend that they have both encountered a monster and that they need to find a way to get away from the monster or else it will eat their puppet!

MAKE A PUPPET!

Puppets don't have to be detailed like Mr. Hatch. They can be made from lots of different materials. Below are two class friendly crafts.

SOCK PUPPET

Materials:

- clean old sock
- yarn
- buttons
- coloured construction paper
- pieces of felt or material
- scissors
- glue stick
- markers, crayons or coloured pencils
- pipe cleaners



Decide on what kind of puppet you want to create. For ideas, visit <https://www.playideas.com/25-playful-puppet-crafts-kids/>.

PAPER BAG PUPPET

Materials:

- brown paper bag
- coloured construction paper
- scissors
- glue stick
- wiggle eyes
- pompoms
- markers, crayons, coloured pencils



For how to create a monster puppet pictured above click the following link <https://iheartcraftythings.com/paper-bag-monster-puppets.html>.

APPENDIX

Please print and distribute the areas of this Appendix as you see fit with your students.



BROWNIE RECIPE



CHOCOLATE BROWNIES

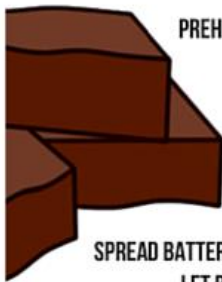
1/2 CUP BUTTER 1 CUP SUGAR 2 EGGS 1 TSP VANILLA EXTRACT



1/3 CUP UNSWEETENED COCOA POWDER



1/2 CUP FLOUR 1/4 TSP SALT 1 TSP BAKING POWDER



PREHEAT OVEN TO 350 DEGREES F. GREASE PAN.

IN LARGE SAUCEPAN, MELT 1/2 CUP BUTTER. REMOVE FROM HEAT AND STIR IN SUGAR, EGGS, AND VANILLA. BEAT IN COCOA, FLOUR, SALT AND BAKING POWDER.

SPREAD BATTER INTO PAN AND BAKE FOR 25-30 MINUTES. LET BROWNIES COOL IN PAN. SERVE AND ENJOY!

BEST LEMONADE EVER!

1 3/4 CUPS WHITE SUGAR 8 CUPS WATER 1 1/2 CUPS LEMON JUICE



IN A SMALL SAUCEPAN, COMBINE SUGAR AND 1 CUP WATER. BRING TO BOIL AND STIR TO DISSOLVE SUGAR. ALLOW TO COOL TO ROOM TEMPERATURE, THEN COVER AND REFRIGERATE UNTIL CHILLED.

REMOVE SEEDS FROM LEMON JUICE, BUT LEAVE THE PULP. IN PITCHER, STIR TOGETHER CHILLED SYRUP, LEMON JUICE AND REMAINING 7 CUPS OF WATER.

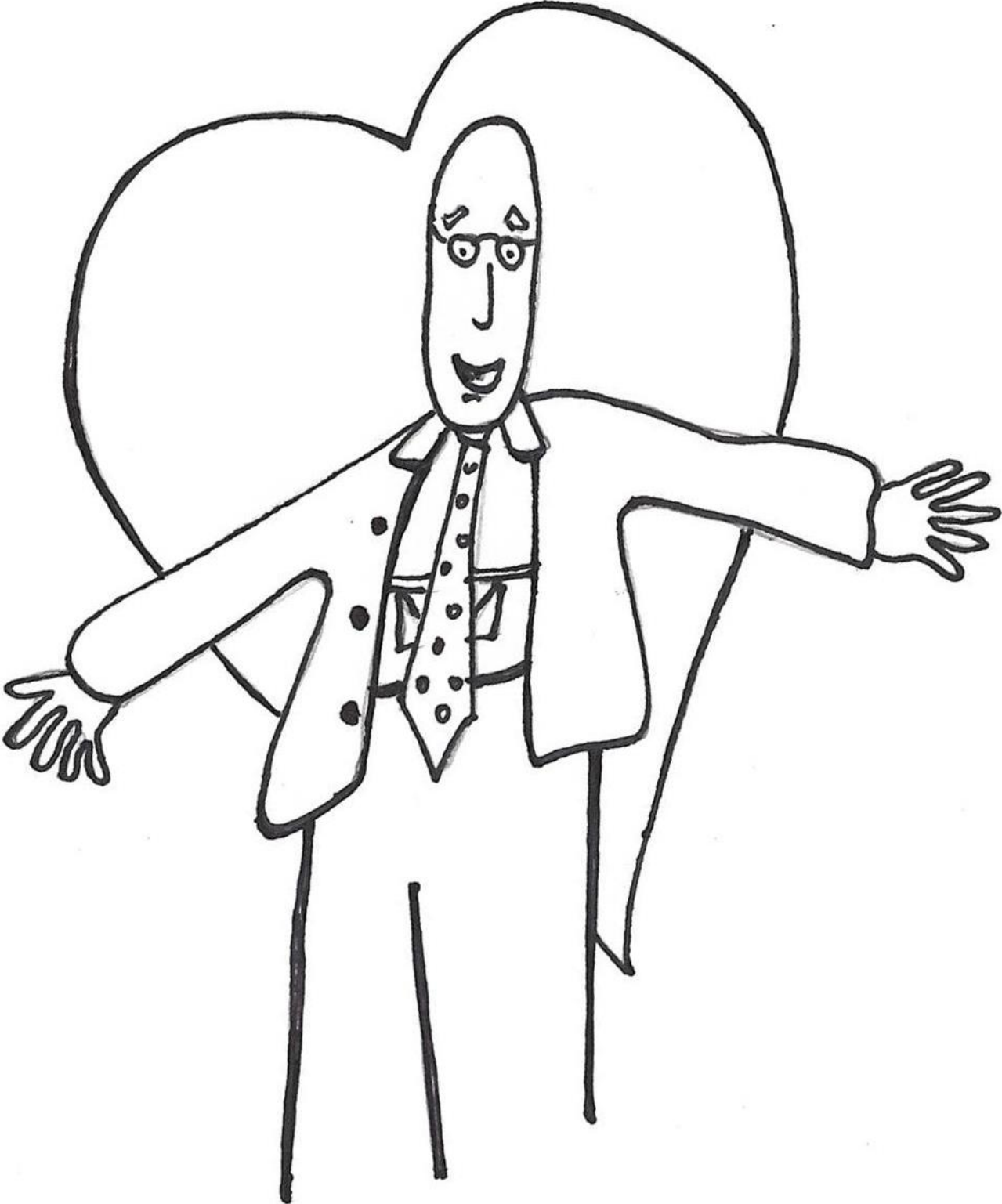
SERVE AND ENJOY!



INVITE YOUR FRIENDS!

CUT OUT PAPER HEARTS AND MAKE INVITATIONS FOR ALL YOUR FRIENDS!

COLOURING PAGE



TEACHER RESOURCES

CURRICULUM CONNECTIONS | K-7

ARTS EDUCATION

Big Ideas - Students will understand that:

- People create arts to express who they are as individuals and community.
- People connect to others and share ideas through drama and music.
- Engaging in creative expression and experiences expands people's sense of identity and belonging.

Curricular Competencies - Students will be able to:

- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play.
- Express feelings, ideas, stories, observations, and experiences through the arts.

Content - Students will know:

- Elements in the arts: drama (character, time, place, plot).
- Symbolisms as expressions of meaning.

CAREER EDUCATION

Big Ideas

- Strong communities are the result of being connected to family and community and working together toward common goals.
- Communities include many different roles requiring many different skills.
- Family and community relationships can be a source of support and guidance when solving problems and making decisions.

Curricular Competencies

- Recognize the importance of positive relationships in their lives.
- Identify and appreciate the roles and responsibilities of people in their schools, families, and communities.
- Recognize the need of others who can support their learning and personal growth.
- Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time.

Content - Connections to Community:

- Roles and responsibilities at home, at school, and in the local community.
- Personal Development: Emergent leadership skills including communication, motivation, and support.





ENGLISH LANGUAGE ARTS

Big Ideas - Students will understand that:

- Everyone has a unique story to share.
- Stories and other texts help us learn about ourselves and our families.
- Language and text can be a source of creativity and joy.
- Texts can be understood from different perspectives.
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Curricular Competencies - Students will be able to:

- Recognize the importance of story in personal, family and community identity.
- Use personal experience and knowledge to connect to stories and other texts to make meaning.
- Construct meaningful personal connections between self, text, and world.
- Respond to text in personal, creative, and critical ways.

Content - Students will know:

- Structure of story.
- Literary elements and devices.
- Oral language strategies (such as focusing on the speaker, taking turns, asking questions related to the topic, making personal connections, and making relevant contribution to discussion).
- Presentation techniques.

CORE COMPETENCIES CONNECTION

Positive Personal and Cultural Identity

- I am aware of myself as different as others.
- I can describe my family and community.
- I can identify my individual characteristics.
- I can describe/express my attributes, characteristics, and skills.

Social Responsibility

- I build and sustain positive relationships with diverse people, including people from different generations.

SOCIAL RESPONSIBILITY PERFORMANCE

» The themes in the production support an understanding of the importance of contributing to the community, solving problems in a peaceful way, defending human rights and exercising democratic rights and responsibilities.



WEBSITES FOR REFERENCE

Friendship Activities: <https://www.kidssoup.com/activity/friendship-crafts-activities-games-and-printables>

Interview with author, Eileen Spinelli <https://www.eerdmans.com/Pages/Item/9058/Author-Interview-Eileen-Spinelli.aspx>

Biography of author, Eileen Spinelli

<http://biography.jrank.org/pages/460/Spinelli-Eileen-1942.html>

Info on Puppetry, different styles of puppets and uses of puppets in theatre

<https://www.britannica.com/art/puppetry>

Information on the 1940s in the United States, factories, machines and culture.

<http://americanmachinist.com/features/1940s>

Books about individuality:

<http://www.notimeforflashcards.com/2012/04/booksaboutbeingyourself.html>

ABOUT AXIS THEATRE COMPANY

Axis Theatre Company exists to create physical theatre for the young and young-at-heart - exploring aspects of clown, commedia dell'arte, music, movement and puppetry to produce original plays. In the age of “looking down” at electronics, Axis Theatre draws young eyes up to engage them in interactive experiences that educate, inspire and transform. Telling stories in unique ways, Axis Theatre is guided by these words: inventive, youthful, kinetic, multicultural, smart and engaging.

Axis Theatre’s rich 46-year history has inspired 60+ new creations and our current mission is to create solely for young audiences. In the past seasons our productions have completed several BC, cross-Canada and international tours. In 2017, the BC Touring Council voted Axis Theatre Artistic Company of the Year.

Axis Theatre is led by Artistic Director, Chris McGregor; Managing Producer, Daune Campbell; Tour & Production Coordinator, Jillian Perry, Booking & Marketing Coordinator, Petrice Brett, and Artistic & Marketing Associate, Cassandra Bouchier. We are located in Vancouver, British Columbia. To learn more about Axis or our team please visit www.axistheatre.com.

Axis Theatre acknowledges that we live, work and play on the unceded and traditional territories of the Coast Salish peoples – sḵw̓xw̓7mesh (Squamish), sel̓ílwitulh (Tsleil-Waututh), and xʷməθkʷəy̓əm (Musqueam) nations.

Our shows are made possible through the generous support of these organizations:



Conseil des arts
du Canada

Canada Council
for the Arts



BRITISH
COLUMBIA

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An agency of the Province of British Columbia



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We would like to thank you for taking the time to use **SOMEBODY LOVES YOU, MR.HATCH** study guide as a resource to support and strengthen your students’ experience with our production. If you or your students have any questions or comments, we would love to hear from you. We also welcome letters and drawings from the class and accept mail at:

Axis Theatre Company, 1405 Anderson Street, Vancouver, BC Canada, V6H 3R5

info@axistheatre.com

We wish you all the best in the school year and hope your experience is a positive one!