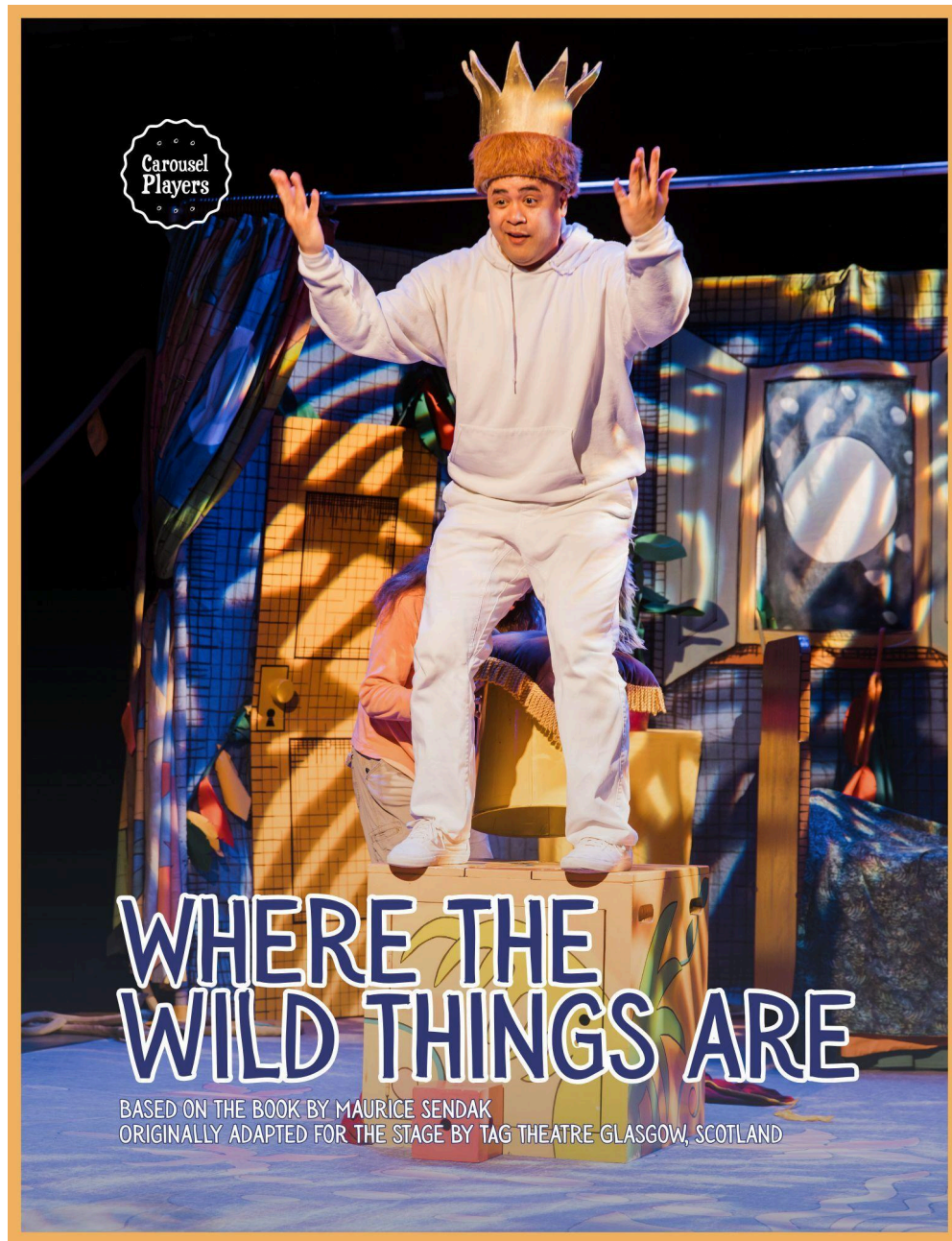


# Carousel Players

... THEATRE YOU NEVER OUTGROW ...



## School Study Guide

Developed by Mike Metz and Allison Metz

Curriculum Connections:  
The Arts, Language, and Kindergarten

Study Guide and Teacher's Resources Pack available for download at  
[www.carouselplayers.com](http://www.carouselplayers.com)

## About Carousel Players

### Our Company




Carousel Players is an award-winning professional theatre company for young audiences. For over 50 years, we have presented inspiring, creative, and challenging plays for children in schools, theatres, and community venues across Southern Ontario, Canada, and beyond. Since our inception, more than 2.8 million students, teachers, and families have experienced our productions.

Founded in 1972, by the late Desmond Davis, a Professor of Drama at Brock University in St. Catharines, Carousel Players has been led by six other Artistic Directors since then: Duncan McGregor, Pierre Tetrault, Kim Selody, Pablo Felices-Luna, Jessica Carmichael, and Monica Dufault.

At Carousel players, we believe that live theatre fosters artistic awareness, enhances learning skills, and nurtures a sense of well-being in children. Every year, we bring theatre directly to dozens of school gyms and auditoriums, and we ensure that our performances, summer theatre camps, and school programs are affordable for all children regardless of their socio-economic status or background. This commitment is made possible through the generous support of funders, sponsors, and individual donors.

## Contact Carousel Players

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 366 St Paul Street  
 St Catharines ON L2R 3N2

**Learn more about us at**  
[www.carouselplayers.com](http://www.carouselplayers.com)  
 /carouselplayers  
 @carouselplayers 

## Carousel Players Staff

Monica Dufault - Artistic Director  
 Annie Slade - General Manager  
 Izzy Saranchuk - Production Manager

Mike Metz - Education Coordinator  
 Lisa Donati - Sales and Tour Manager

**Carousel Players' 2025/2026 season is supported by**



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St. Catharines

# *Where The Wild Things Are*

Based on the book by Maurice Sendak

Originally adapted for the stage by TAG Theatre Glasgow, Scotland

## Performers

**Max:** Victor Mariano

**Narrator:** Lisa Marie DiLiberto

## Creative Team

**Director:** Monica Dufault

**Stage Manager:** Sara Allison

**Set, Prop, & Costume Design:** Linda Leon

**Lighting Design:** Brad Trenaman

**Composer & Sound Design:** Cathy Nosaty

**With Original Production Director:** Kim Selody

## Synopsis

Sail away to the land of the Wild Things! Jump in and help Max transform his bedroom into an exotic jungle, then transport yourself to where the Wild Things are. After being crowned king of these magical creatures, Max must make a decision: stay and rule the Wild Things or return home.

Based on the timeless children's book, *Where the Wild Things Are* by Maurice Sendak, this interactive adventure is filled with guided play. Together, young ones and their adults can join the wild ride!

## Using this Guide

This study guide is intended to be used before and after watching the show to help students explore and deepen their understanding of the play. Here's how you can use it in your classroom:

**Meet the Characters** - Teachers can show their students this page before the show to become familiar with the actors and their roles in the play. They can also refer to this page after the play to remind them who the characters were.

**Class Discussion Questions** - A list of questions created to encourage class discussions and/or reflections about themes and topics in the play. These questions are divided into pre- and post-show.

**Pre- and Post-Show Activities** - Activities teachers can do with their classes before and after seeing the show. Each activity has a description, rationale, list of objectives, estimation of required class time, and supplies list.

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# Curriculum Connections

## Dramatic Arts

### [Grade 1](#), [Grade 2](#), [Grade 3](#)

- Engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times, and places
- Demonstrate an understanding of the element of role by communicating thoughts, feelings, and perspectives appropriate to the role being played
- Express thoughts, feelings, and ideas about drama experiences and performances in a variety of ways

## Music

### [Grade 1](#), [Grade 2](#), [Grade 3](#)

- Create simple compositions for a specific purpose and a familiar audience
- Demonstrate understanding that sounds can be represented by symbols

## Dance

### [Grade 1](#), [Grade 2](#), [Grade 3](#)

- Use a variety of locomotor and non-locomotor movements to depict creatures and objects in the world around them
- Imitate movements found in their natural environment in a variety of ways and incorporate them into a dance phrase
- Use dance as a language to express feelings and ideas suggested by songs, stories, and poems, with a focus on the element of body, particularly body shapes

## Language Arts

### [Grade 1](#), [Grade 2](#), [Grade 3](#)

- Use effective listening skills, including listening attentively and asking relevant questions, in formal and informal contexts, including conversations and classroom activities
- Identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, to interpret or contribute to the meaning of messages

## Visual Arts

### [Grade 1](#), [Grade 2](#), [Grade 3](#)

- Create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature
- Use elements of design in art works to communicate ideas, messages, and understandings

## The Kindergarten Program

### [Learning Expectations](#)

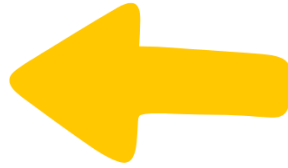
- Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts
- Identify and use social skills in play and other contexts
- Communicate their thoughts and feelings, and their theories and ideas, through various art forms
- Demonstrate an awareness of themselves as dramatists, actors, dancers, artists, and musicians through engagement in the arts
- Express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures and communities

## Meet the Characters

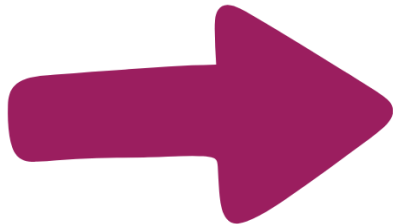
Show your class these images of the actors so they can identify them when they see the play!



# Max



# Mom & Narrator



## Note from the Director

Dear Teachers,

Thank you for engaging with this study guide! We hope it helps you and your students to further explore the characters and ideas from *Where the Wild Things Are*.

The original idea for this adaptation of Maurice Sendak's beloved story comes from TAG Theatre in Scotland. Their goal was to use guided play to bring very young children into the world of Max and the Wild Things.

When we took up this idea at Carousel Players, we wanted to create an immersive participatory theatre piece where the young audience members actually become the Wild Things in the story. This extraordinary imaginary world comes to life for everyone for the duration of our play, and the children get to embody characters as they interact with the professional actors in role.

This shared experience can become a launching pad for further explorations of dance, drama, visual arts and language activities in the classroom. We hope that you find the curriculum related activities in this study guide useful as you extend the creativity of the stage production into your lesson plans with your students.

Let the wild rumpus continue!

- Monica Dufault  
Artistic Director, Carousel Players

## Class Discussion Questions

### Pre-Show Discussion Questions

**Before the show, teachers can choose whether or not to read *Where The Wild Things Are* to their class. We recommend that, if you do not read the book, use questions 1 and 2. If you *do* read the book, also use question 3!**

1. Have you ever dreamed about travelling to a mysterious place? What was it like?
2. What do you think a Wild Thing is? What does your Wild Thing sound like?
3. Based on question 2, and after reading the book: are the Wild Things different from what you expected? Explain your thinking.

### Post-Show Discussion Questions

1. How did Max's bedroom change during the story? How did they create the forest?
2. If you were the King or Queen of the Wild Things, what would you do?
3. Why did Max leave the Wild Things?
4. Do you think Max dreamt all of this up? Why or why not?
5. How were you able to take part in the play? Did you enjoy being involved?
6. If you read the book with your class before the show: how was the play different or similar from the book?

## Pre-Show Activity

### Activity #1: Max Says

**At the end of this activity, students will be able to:**

- Understand how to act during a performance
- Use their imagination to become different things

**Rationale:** In *Where the Wild Things Are*, students are asked to both sit and listen to the story, while also being asked to interact and create the performance alongside the actors. This activity is designed to get students thinking about how to act during a play since for many students it may be their first time seeing one! This activity is connected to the Drama Curriculum in the *Creating and Presenting* strand, and also the Self-Regulation and Well-Being frame.

**Class Time:** 10-15 minutes

#### Instructions:

1. Ask the students to stand in a group in front of the caller.
2. When the caller prefaces their instruction with “Max Says”, they have to perform the instruction. If the caller instructs without saying “Max Says”, they have to ignore the instruction.
3. The caller’s first few prompts can be used to teach the students how they should act during the show. For example:
  - During the show we will be sitting on the ground. Max Says sit on the ground
  - When something that is funny or silly happens we can laugh. Max Says laugh.
  - In order to follow what is happening, we need to be able to hear the actors. Max Says Be Quiet.
  - At the end of the performance we want to tell the actors they did a good job. Max Says Clap.
4. The caller may also pick some silly prompts along the way. For example: Jump, Wiggle, Roar, Be A Tree.
5. The game can become competitive by having students sit out if they follow the instructions when they were supposed to ignore them.

#### Discussion Questions:

- ★ How do we act while we are watching a performance?
- ★ How do we tell the actors that we think they did a good job?



## Post-Show Activities

### Activity #1: Creating your Wild Thing

**At the end of this activity, students will be able to:**

- Translate their imagination into a physical creation and further embody what they have imagined. This activity is best to do right after your class sees *Where the Wild Things Are*!

**Rationale:** During *Where the Wild Things Are*, students get a chance to wear a Wild Things mask and embody a Wild Thing. In this activity, students will use their imagination to create what their own Wild Thing might look like and make their own mask. This activity is connected to the Arts Curriculum in the *Creating and Presenting* strand and the Belonging and Contributing frame!

**Class Time:** 20-30 minutes.

**Supplies:**

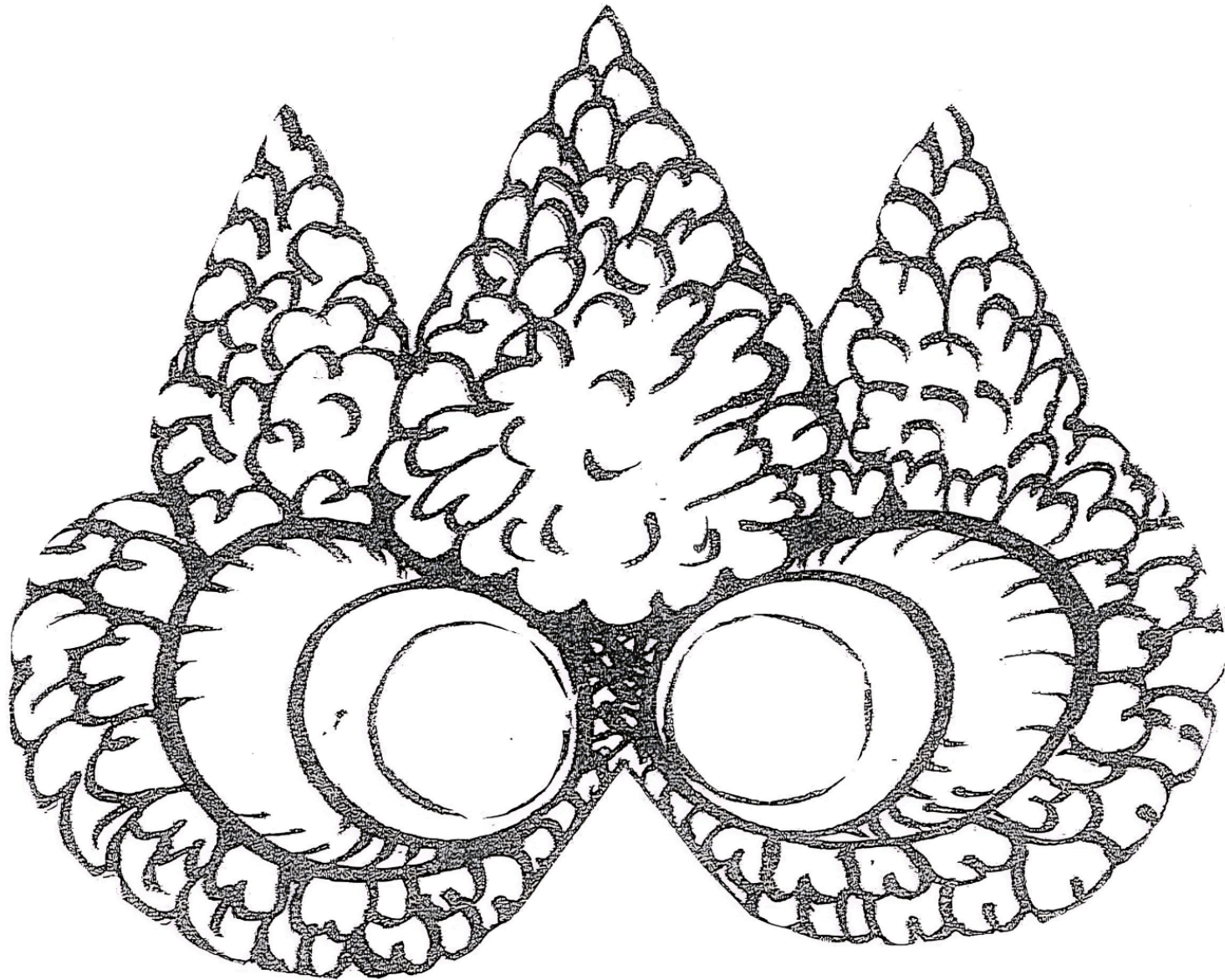
- Mask templates (on the following three pages)
- Card Stock
- Hole Punch
- Elastic or String
- Mask decor (stickers, markers, pompoms, etc)
- Glue
- Scissors

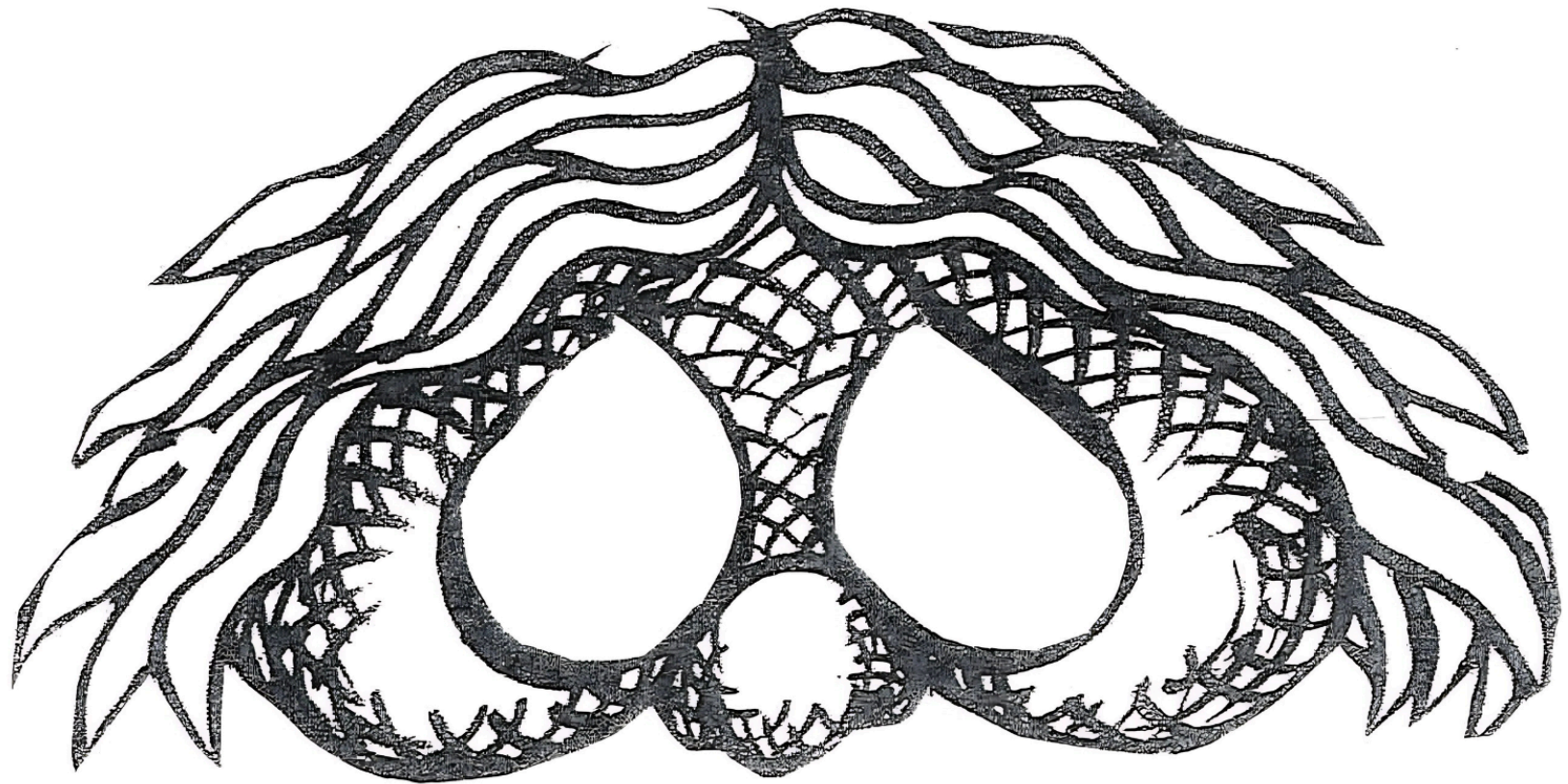
**Instructions:**

1. Have the students recall the performance of *Where the Wild Things Are* and how they were asked to imagine and embody their own Wild Thing. Today, they are going to get the opportunity to create their own mask to represent their wild thing.
2. If students need adult assistance with cutting and tracing the templates, you may want to ask the students to first design what they picture their mask looking like on a blank piece of paper as you work your way around to each student.
3. Place mask decor in an accessible way for students to grab what they need for their mask.
4. As students finish, punch a hole on either side of the mask. Measure and cut the elastic for each student's head and tie to bind the mask.

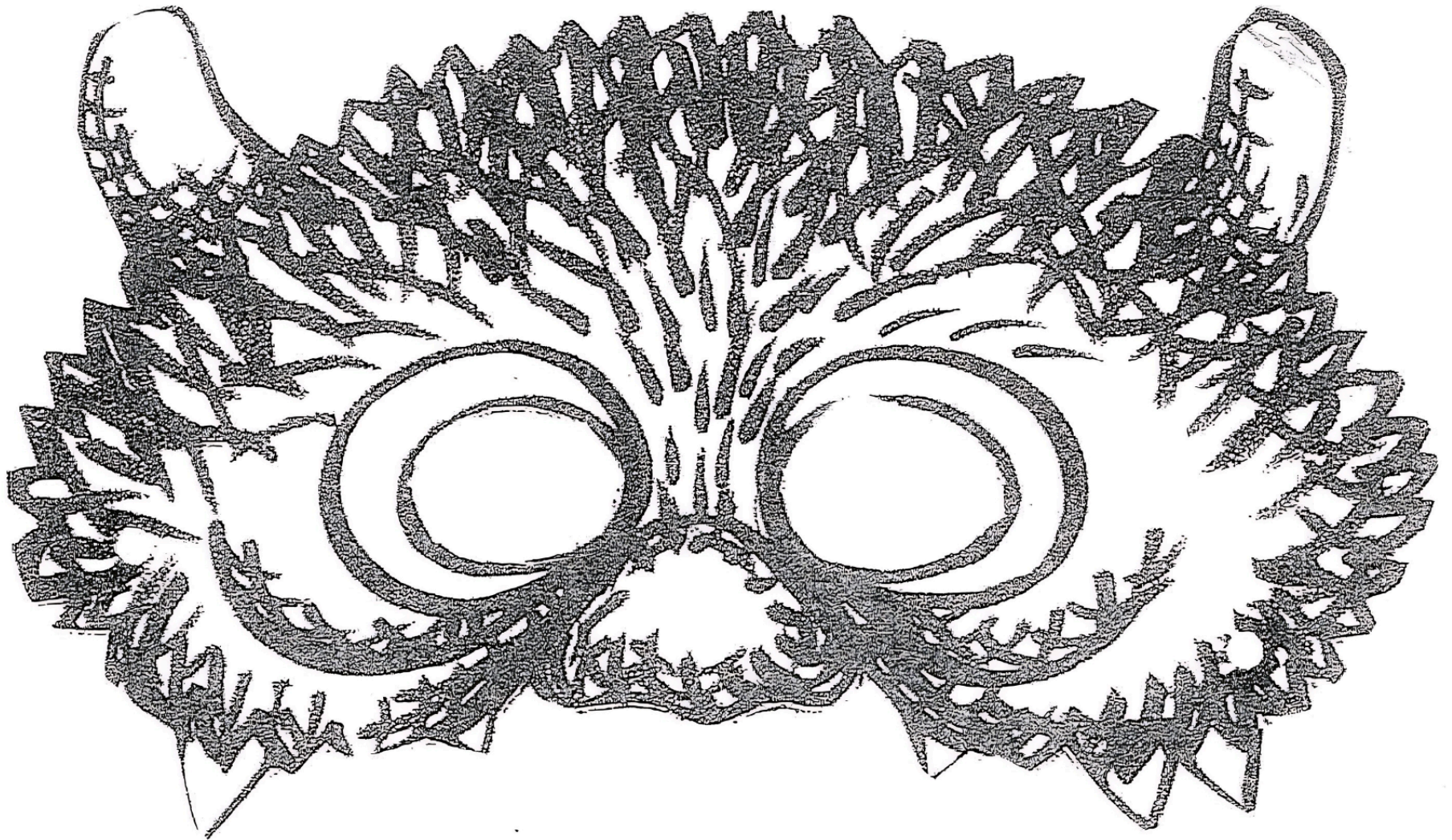
**Extension**

1. In an open space such as a gymnasium or outside, have the students wear their masks and explore the space as their Wild Things.
2. Coach them through embodiment, asking how their Wild Thing moves, are they fast or slow, do they stand up straight or crouch to the ground? What noises do they make? How do they interact with others?









## Activity #2: The Wild Rumpus

**At the end of this activity students will be able to:**

→ Use dance to express feelings and create dance phrases to connect movements

**Rationale:** Max uses his power as king to have a big party for his Wild Things. Let us celebrate King Max by dancing together. This activity is connected to the Dance Curriculum in the *Creating and Presenting* strand and the Problem Solving and Innovating frame!

**Class Time:** 10-15 minutes

### Supplies:

- An open space such as a gymnasium or outdoors
- A speaker capable of playing music
- A kid friendly playlist

### Instructions

1. Have the students divide into groups of 4-5 each and have each group stand in a single file line.
2. Teacher Instructions: For our Wild Rumpus today we are going to play a game called Follow the Leader. When the music starts, the student at the front of the line will start moving around the space while dancing in response to the music.
3. The students behind the leader will respond by copying their movement while following along behind them.
4. When the music stops, the student at the front of the line will move to the back and a new student will become leader.
5. Repeat until each student has had a chance to lead.

### Extension

1. In those groups or in different groups, have the groups create a short dance sequence for a song.
2. Each member of the group will contribute one movement and as a group they will decide the order the movements will take place.
3. Have the groups rehearse for a few minutes with the music.
4. Groups can take turns presenting to the class.



## Activity #3: Soundscape

**At the end of this activity, students will be able to:**

- Apply elements of music to the instrument of their body
- Respond to musical performance
- Create compositions for a specific purpose

**Rationale:** During the performance the audience is asked to contribute through participation. In one scene, parts of the audience are asked to make different sounds, creating an ocean soundscape. As a class you are going to make the forest come alive through its own soundscape. This activity connects to the Music Curriculum in the *Creating and Presenting* and *Reflecting, Responding, and Analysing* strands!

**Class Time:** 10 - 15 minutes

**Supplies:**

- A space for the students to sit in a circle

### Instructions

1. The goal is to create the sound of a rainstorm using only our bodies. This requires no speaking. Ask everyone to sit with you in a circle on the floor.
2. The teacher begins a sound, then the person to the right will join in, then the person to their right, and so on. Once it reaches back to the teacher, they will begin a different sound, and this creates a second wave.
3. Tell the students that they are to carefully copy the movements of the person to their left, and not switch sounds until that person switches. Try to encourage them to not focus on “the leader”, but instead on the person to their left.
  - Rub your hands together. (This is the wind)
  - Tap one finger on the palm of your hand. (These are the first raindrops.)
  - Tap all 4 fingers. (Many more rain drops.)
  - Full out clapping. (It’s getting more intense!)
  - Slap on the floor, or your thighs. (Thunder enters!)
  - After a big crescendo, repeat each sound in reverse order as the storm dies down, until you’re rubbing hands together.
  - Then quietly stop, and there should be absolute silence.

### Discussion Questions

- ★ Did we accomplish our goal of sounding like a rainforest?
- ★ Are there other sounds we could add to make it better?
- ★ What other ways could we make sounds other than our bodies?

### Extension

1. Create groups of 5-6 students and ask them to create their own soundscape based on an environment of their own choosing (e.g. the ocean, construction).
2. After sufficient rehearsal time, have the groups present their soundscape to the class and have audience members guess what environment they chose.

## Activity #4: If I Was a King or Queen

**At the end of this activity, students will be able to:**

- Communicate feelings through two-dimensional work
- Demonstrate an understanding of creativity in written context

**Rationale:** In *Where the Wild Things Are*, Max was crowned King of the Wild Things in a royal ceremony. This activity allows students to explore what their royal ceremony would look like and what they would do as King or Queen. This activity connects to the Visual Arts and Language Curriculums in the *Creating and Presenting* and *Literacy Connections and Applications* strands!

**Class Time:** 20-30 minutes

**Supplies:**

- 1 copy for each student of the worksheet (refer to [Page 17](#))
- Colouring/writing utensils

**Instructions - Part A:**

1. Prompt the students to recall the moment in the performance when Max had his royal ceremony.
2. As King, Max decided to have a Wild Rumpus for the Wild Things. Ask the students to think about if they were in the same situation, what would they do as King or Queen?
3. Hand out the [If I Was a King or Queen](#) worksheet to each student. On the bottom they may write about what they would do as King or Queen. They also may draw what they would want their sceptre, crown and throne to look like.

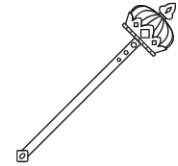
**Discussion Questions**

- ★ Who would like to share what they would do as King or Queen? Why did you make that choice?
- ★ Did anyone make a similar choice? Was your reasoning the same or different?
- ★ What would you want the Wild Things to think about you when they saw your sceptre, crown and throne?



# IF I WAS KING OR QUEEN

## OF THE WILD THINGS



MY SCEPTRE

MY CROWN

MY THRONE

If I was King or Queen of the Wild Things, I would...

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