

# BOIS

# WOODS



spectacle sans paroles  
tout public / 40 minutes

*a show without words*  
*all audiences / 40 minutes*

## Study Guide

Discussions - Background information - Classroom

## About the Company

Founded in 1996 in Bulgaria and established in Montreal since 2004, "Théâtre Puzzle" has a unique style by combining various types in the traditional and the contemporary: drama theatre, object and puppet theatre, "Théâtre Puzzle" distinguishes itself by the coloured amalgam of styles and the great diversity of means of expression that it proposes.

Leave the audience the freedom to interpret the unmentioned, to freely associate ideas and allow it to feel what is not explicitly told. This is what became the artistic characteristic of the company.



**Csaba Raduly**  
Creator / Performer

After finishing his studies in Drama at the University Babes-Bolyai in Kolozsvár, he worked for the Hungarian repertoire theatre in Székelyudvarhely where he played many leading roles. In 2006, he settled in Montreal where he joined the Puzzle Theatre and embarked on a new artistic approach – creative theatre.

**Pavla Mano**  
Artistic Director / Creator

Holder, since 1996, of a Masters in Staging for the puppet theatre from Sofia National Theatre and Cinema School, Pavla is a director, puppet and set designer, as well as a puppeteer. She leads as well puppet making and theatre workshops.

## ABOUT THE SHOW

### WOODS

Created and performed by  
CSABA RADULY and PAVLA MANO

Original music by  
PETYA NEDEVA

40 minutes, without words  
For all, 4 years up



A green leaf that grows on a dead branch, pieces of wood that come together to form strange creatures, some hostile, some comical...

A curious world that surprises, amazes, and inspires. A world that also makes you think and wonder.

In keeping with its artistic approach, Puzzle Théâtre is once again drawing inspiration from a whole new medium to create an atypical, colourful puppet show, full of humour and unexpected situations.



**SHORT VIDEO :**

<https://vimeo.com/644153015>

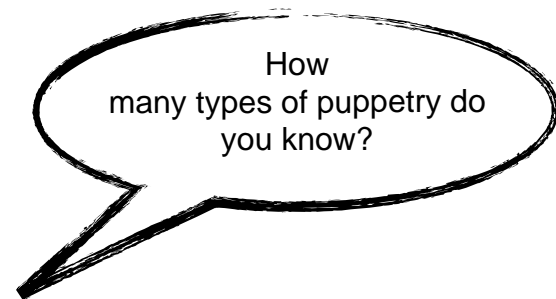
What is a  
show without words?

## GENERAL INFORMATIONS

Puppetry is a form or ART of theatre or performance that involves the manipulation of puppets – inanimate objects, often resembling some type of human or animal figure, that are animated or manipulated by a human called a puppeteer. Such a performance is also known as a puppet play. The puppeteer uses movements of her hands, arms, or control devices such as rods or strings to move the body, head, limbs, and in some cases the mouth and eyes of the puppet. The puppeteer often speaks in the voice of the character of the puppet, and then synchronizes the movements of the puppet's mouth with this spoken part. The actions, gestures and spoken parts acted out by the puppets are typically used in storytelling. There are many different varieties of puppets, and they are made of a wide range of materials, depending on their form and intended use. They can be extremely complex or very simple in their construction.

More information on history of Puppet theatre you can find here:

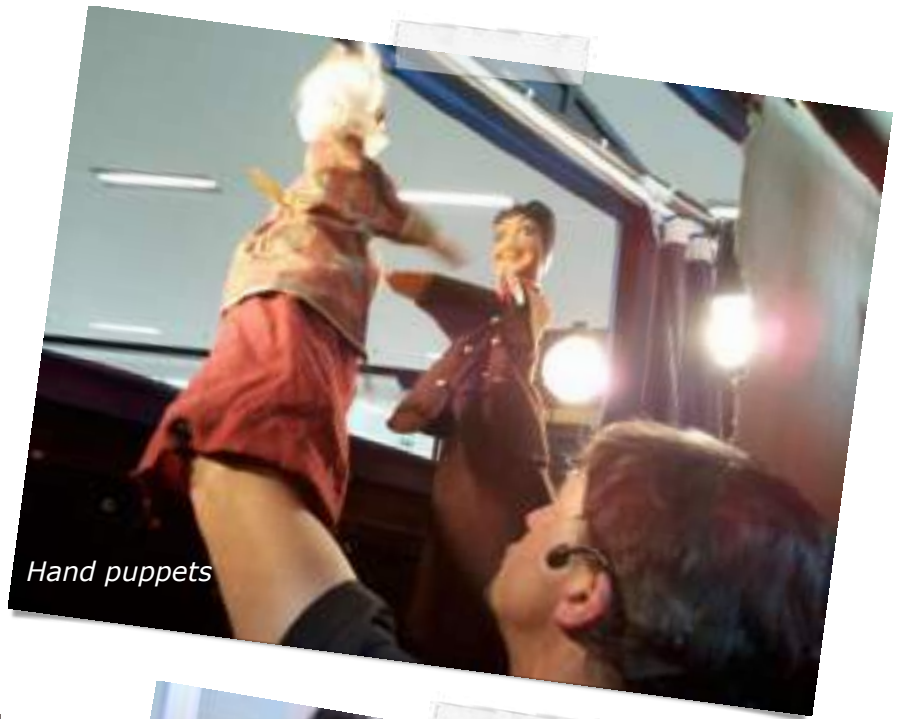
<https://en.wikipedia.org/wiki/Puppetry>



*Puppet on sticks*



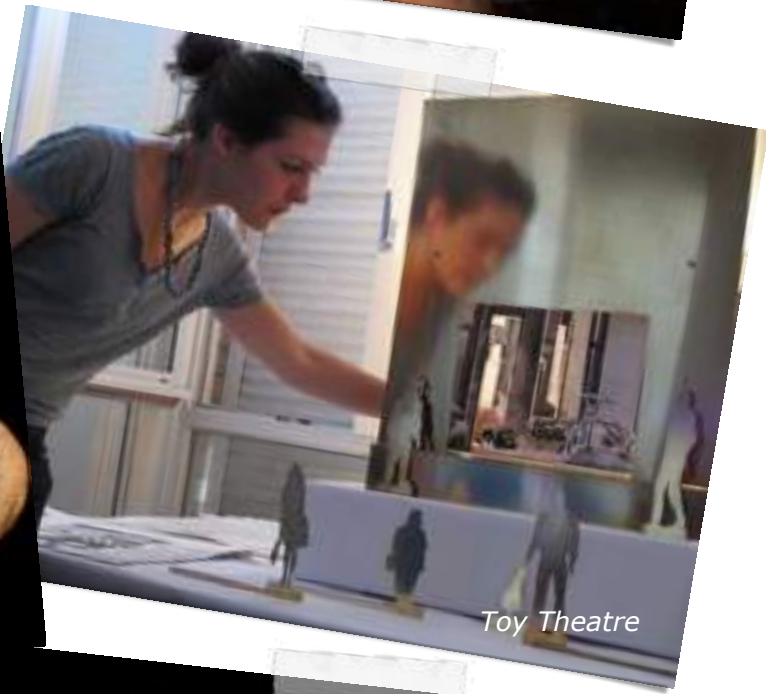
*Hand puppets*



*Shadow Theatre*



*Toy Theatre*



*Water theatre(Vietnam)*



*Puppet on a table*



## **ABOUT THE OBJECT THEATRE**

In object theatre the untransformed "thing" is explored, either in itself (to find its inherent movement/physical properties) or to use as a character/symbol in a story. The popularity of this practice developed in the 1980s, though the genre of course has older roots. Puppeteers have embraced the form, often as a method of "quick and dirty" art-making that does not demand high costs of developing special figures, long period of building, or extensive technical/visual arts training. The practice is not confined to puppetry, but shared with allied fields, including dance and performance art. Due to its "ready-made" nature, object theatre has been popular in workshops for community participants who may not be trained in building or animation of figures.





Why the creators chose to use object instead of traditional puppet?

# **Pre-Show Discussion and Activities**

## **Minds On : Assessing Prior Knowledge :**

### **Primary**

#### **Introducing Object Theatre**

- Make a list of various kinds of puppets and where they have seen or played with them.
- Discuss the various materials puppets are made of, and why these materials might be used.
- Demonstrate, using found objects, that everyday objects can become puppets.
- Introduce the idea of Object Theatre where a whole puppet show can be made of everyday objects, and brought to "life" by the puppeteers. (See Teacher Resources)

#### **Introducing the Performance**

- Using pieces of woods, demonstrate how it can be made into a character. Ask the children to suggest or demonstrate.
- Explain that they are going to see a puppet show, with wooden pieces as puppets.
- Ask them to predict how the Performers will use the wooden pieces.

### **Junior**

#### **Introducing Object Theatre**

- Make a list of various kinds of puppets, and where they have seen puppets and the various materials puppets are made of.
- Ask why might puppet makers use these materials (easy to obtain, inexpensive, recyclable environmentally friendly).
- Ask what kind of puppets they have made or used in puppet shows.
- Introduce the idea of Object Theatre where the puppets are made of everyday objects, and brought to "life" by the puppeteers. (See Teacher Resources)

#### **Introducing the Performance**

- Show part of the Theatre Puzzle video (see Teacher Resource Section).
- Discuss what was surprising in the video.
- Discuss what material the artists used to create their puppets and suggest why they might have used wooden pieces.
- Predict what else the artists might do with the wooden pieces.



# Preparing for the Story

## What to watch/listen for during the performance:

### Primary: children should watch to see:

- How the artists make puppets from wooden pieces.
- How many ways the wooden puppets move (jump, fly, creep, crawl).
- How the puppet characters treat each other (friendly, unfriendly, violently, etc.)



### Junior: Students should watch to see:

- How the artists make puppets from wooden pieces.
- How the puppeteers manipulate the puppets.
- How the puppeteers tell a story without words.
- They should listen for an environmental lesson in the show.

# Post-Performance Discussion and Activities



## Primary

### Focus on the Story

- List some words to describe the performance
- Talk about a part that made you laugh, that surprised you, that was scary
- Discuss the behaviour of the characters. We're there friends? How do you know?

### Focus on the Arts

- Talk about all the ways the wooden pieces were used to make characters.
- Recall the many ways they made the puppets move; jumping, flying, creeping, crawling etc.
- Discuss how these movements are like those that the class is learning in dance class.

### Focus on the Environment

- Review what they know about the clear cutting and the environment
- Discuss why is it important to protect the forest and the ways they already do this.

## Junior

### Focus on the Story

- List some words to describe the performance.
- Talk about a part that made you laugh, that surprised you, that was scary.
- Discuss the behaviour of the characters. We're there friends? How do you know.
- Recall what happened when the characters had just one leaf to share and how else could they have handled the situation? Share similar stories in their own lives.

### Focus on the Arts

- Talk about all the ways the puppeteers used to make characters.
- Discuss how WOODS is different from other puppet shows. (no set, the puppeteers are visible, some puppets have no facial features).
- Recall the many ways they made the puppets move; jumping, creeping, crawling etc.
- Discuss how these movements are like those that the class is learning in dance class.

### Focus on the Environment

- Suggest why the artists might have chosen wooden pieces to make puppets
- Review what they know about the clear cutting and the environment and why it is important to protect the forests. What ways do they already do this?

# Post-Performance Discussion and Activities

## Visual Arts

### Primary/Junior

- Make puppets using wooden pieces found in the forest
- Add other materials to decorate the puppet

### Junior

- Make puppets using wooden pieces found in the forest
- Add other materials to decorate the puppet
- Create sets and props for your puppets
- Use wooden pieces in other art projects - collage, sculpture etc.

## Drama/Movement

### Primary

- Whole Group: Students move around the way the puppets moved, jumping, turning, changing directions, speed and levels
- Repeat the same activity using their wooden pieces puppets
- In pairs, act out stories with the puppets. If there is conflict in the story, find an appropriate way to resolve the conflict. Listen to some music and make the puppets move to the music

### Junior

- Make your own puppets from wooden pieces. Experiment with different shapes and sizes.
- In pairs, create a story for your puppets and act it out for the class.
- Whole group: In role, hold a city council meeting at which you discuss the banning the clear cuts. Ask for volunteers to take each side of the debate.
- Choose some music to accompany the puppet show .

## **Informations about the Clear-Cutting and the environment**

### **WHAT IS CLEAR-CUTTING?**

Clear-cutting is practiced on a large scale by lumber and logging companies. From small farmers slashing and burning a few acres for subsistence to large agribusiness corporations clearing thousands of acres, clear-cutting is part of the worldwide phenomenon of deforestation. According to National Geographic, 30 percent of the Earth's land is covered by forests. In the early 21st century, a forested area the size of Panama is cut down every year.

The controversial practice of clear-cutting fells and removes all the trees from a tract of forested land. Clear-cutting's main purpose is to convert forests into farmland. Large portions of the Amazon rain forest have been clear-cut to make way for large-scale cattle grazing operations. Logging companies build roads in heavily forested areas to accommodate the bulldozers and heavy equipment needed to remove the old growth trees. These activities have many negative consequences for the environment.

A forest biome is a balanced and interwoven set of ecosystems. The community of trees, plants, animals, insects, fungi and lichen all work together to increase one another's chance of survival. This finely tuned ecological niche is disrupted by clear-cutting. Removal of the forest canopy negatively affects the other ecological zones. The umbrella-like canopy regulates the amount of wind and sunlight the forest floor receives. The disruption of the forest's uppermost protective layer upsets the biome's microclimate.

Removal of all the trees from an area destroys the physical habitats of many species of wildlife. The most famous is the northern spotted owl. The bird is one of many that nest and live in dense forests. Woodpeckers, hawks, bats and flying squirrels are some of the forest fauna that lose their homes and hunting grounds as a result of clear-cutting. The diversity of animal species is decreased by the removal of mature trees.

Mass removal of trees increases the soil erosion by water runoff. Excessive runoff muddies waterways and harms aquatic life. Removal of trees shading streams raises the water temperature and lowers its oxygen levels to the detriment of fish and other aquatic fauna. The soil decreases in quality once the falling leaves that provide nutrient-rich humus are gone. Building roads and operating heavy equipment in the woods compacts the soil, harming the habitat of dirt-dwelling organisms.



## Teacher resources



### Links and Citations

Puzzle Theatre : [www.puzzletheatre.com](http://www.puzzletheatre.com)  
Puppet theatre : <https://en.wikipedia.org/wiki/Puppetry>  
Object theatre : <https://wepa.unima.org/en/object-theatre/>

## THE CLEAR-CUTTING AND THE ENVIRONMENT

### Negative Effects of Clear-Cutting

<https://sciencing.com/timber-industry-effect-water-pollution-23000.html>

### Effects of Clear Cutting

<https://greenliving.lovetoknow.com/environmental-issues/effects-clear-cutting>

### Clear-Cutting Pros & Cons And Its Effects On Forests

<https://eos.com/blog/clear-cutting/>

### The Debate Over Clear-Cutting

<https://www.thoughtco.com/clearcutting-the-debate-over-clearcutting-1343027>

### Want to Fight Climate Change? Stop Clearcutting Our Carbon Sinks.

<https://www.nrdc.org/stories/stop-clearcutting-carbon-sinks>

### For Love of The Forest

<https://yellowpointecologicalsociety.ca/tag/ecoforestry/>

## Videos

Puzzle Theatre : <http://www.puzzletheatre.com/woods.html>

### The Waswanipi Cree Call to Protect Their Last Pristine Land

<https://www.youtube.com/watch?v=jqb6DbW0jEM>

### Clearcutting in California

<https://www.youtube.com/watch?v=uf3yv2GMj2E&t=15s>

### The Consequences of Clear Cutting Old Forest

<https://www.youtube.com/watch?v=h49pZ1XjB2g>

### Legacy - Icel Dobell - Where Do We Stand

<https://www.youtube.com/watch?v=NAKUcTuBVw0>



## Student activity page

### A Review

Write A Review of the Performance by completing the Sentence Stems :

Today we saw a performance by Puzzle Theatre called \_\_\_\_\_,  
with puppets made from \_\_\_\_\_ .

Three words which describe the show are \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_.

My favourite part was \_\_\_\_\_  
\_\_\_\_\_.

I saw the puppeteers using the following movement elements:  
\_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_.

I would like to ask the artists how/why \_\_\_\_\_  
\_\_\_\_\_.

This show made me think about \_\_\_\_\_  
\_\_\_\_\_.

I would like to create a puppet using \_\_\_\_\_  
\_\_\_\_\_.