

**Robert Morgan
&
The Children's Peace Theatre**

Present

Morgan's Journey

By Robert Morgan and David S. Craig

Morgan's Journey – Teacher's Notes

Robert Morgan and the Children's Peace Theatre gratefully acknowledge the support of the Canada Council for the Arts, The Ontario Arts Council, The Toronto Arts Council, the Laidlaw Foundation, The John McKellar Charitable Foundation, TD Canada Trust and the Ontario Trillium Foundation for helping make all our programs and productions possible. For more information visit, www.childrenspeacetheatre.org

THE CLOWN is not at the centre of events. He appears between the great acts, fumbles and falls and makes us smile again after the tensions created by the heroes we have come to admire. The clown doesn't have it together. He does not succeed in what he tries. He is awkward, out of balance and left handed, but... he is on our side. We respond to him not with admiration but with sympathy. Not with amazement but with understanding. Not with tension but with a smile. Of the virtuoso we say "How can he do it?" The clown reminds us with a tear and a smile that we share the same human weakness... and hope.

Henri Nouwen

Purpose of the Play

Morgan's Journey was created to encourage young people to meet new and challenging experiences with a sense of hope. Audiences have a unique opportunity to help Morgan, a clown-like character, respond to newly discovered feelings that prove to be difficult to deal with. They are asked to question the truth of the common premise, 'the more we get the happier we will be.' The insight, humour and enthusiasm Morgan brings to all his experiences make this a delightful and moving play for audiences of all ages.

Credits

MORGAN'S JOURNEY
Performed by Robert Morgan
Written by Robert Morgan and David S. Craig
Produced by Robert Morgan and the Children's Peace Theatre
Production Designer – Lucinda Zak
Seamstress – Jean Rumney
Original Teaching Notes by Bridget Lynch
General Manager, Children's Peace Theatre – Anahita Azrahimi
Program Director, Children's Peace Theatre – Meghan McClenaghan

Introduction for the Teacher

Morgan's Journey has been delighting children and family audiences across North America and in the United Kingdom for more than two decades. First presented in Canada in 1982 and winner of the prestigious Chalmer's Canadian Play Award for outstanding play in 1987,

Morgan's Journey has enjoyed a performance history unparalleled in theatre for young audiences.

The play is a captivating introduction to live theatre and a delightful exploration of joyous yet sometimes challenging childhood experiences. It offers the audience a unique opportunity for active participation in Morgan's joy, anger, fear, despair and finally, hope and trust. Students identify with Morgan because he relates to the world at their level, as an 'innocent', open, vulnerable and emotionally inexperienced.

From the moment of his birth, we follow Morgan the Clown on a journey of discovery. We celebrate his birthday and share his delight in opening the presents he receives, one of which is Herkamur, a simple sock puppet who becomes his companion. Complications begin when Morgan comes to believe that presents will make him happy for the rest of his life. As the play unfolds, he faces a fundamental decision. With the help of Herkamur and the audience he chooses to leave behind his search for more presents and in the process learns a moving and valuable lesson about love and the true meaning of friendship.

ACTIVITIES

In order to gain maximum benefit from the production, teachers are offered the following activities designed to provoke reflection and to help students better understand their responses and feelings. It is hoped that these activities will help students tap their own creativity and realize its importance in their lives

Reflections on the Play

1. How did the play make you feel?
Did you like how you felt? Why? Why not?
Was the heart a magic heart? What made you think so/not?
Who was Herkamur? What do you think of him? How did he talk?
Was Morgan a Clown? Explain why he was/was not.
Where did Morgan go on his Journey?
What gift did Herkamur give Morgan?
How was Herkamur's gift different from Morgan's other gifts?
What happened to the heart at the end of the play?
Where did Morgan and Herkamur go at the end of the play?
2. Paint or draw your favourite part of the play, or the part that made you feel the most uncomfortable.
Paint or draw a picture that expresses how you feel about the play.
3. Write a letter to Herkamur or Morgan. You may want to tell them how you felt about them – or ask them questions about some special part of the play. Examples: Why doesn't Herkamur talk out loud? Why was Morgan alone on his birthday? Etc.
4. Write a review of the play.
Would you recommend that other children your age see it? Why/Why not?
5. Write or discuss the next "scene" in the play – either alone or in small groups. What do you think happened to Herkamur and Morgan after the play ended?
Act out your scene for the rest of the class.

Feelings

1. Think, for a moment, about the feelings of Morgan and Herkamur.
What emotion did Morgan feel when he opened his presents?
What feeling did Herkamur have for Morgan?
How did Herkamur and Morgan show their feelings?
List all the feelings on the board. Look at the list. Everyone think of times when you have had the same emotions. Share them.
2. Sit in a circle. One person volunteers to 'make a face' and tell what your feeling is. Pass your feeling on to the next person and have everyone take a turn around the circle. Have someone else with a different emotion volunteer. Take turns doing OPPOSITE feelings.
3. We are going to play some 'make believe'. Listen carefully and pay attention to how you FEEL.

Someone has just come into the room with a big double-scoop cone of your favourite ice cream. Everyone who feels happy – jump up!

You've just been told you can't go to a movie you've been wanting to see because you are too sick. Everyone who feels sad – sit down.

Your little brother rode your brand new bike and crashed it into a tree, bending the front wheel. Everyone who feels angry – stamp your feet.
Continue this game with different situations.

Journey

1. What is a journey? Is there another word for journey?
What journeys have you taken?
What did you experience on your journey?
Write about your journey and what you did and learned.
2. We are going on an imaginary journey to the store. What might happen along the way? List your experiences on the board (example: Dog that barks at you, crossing a busy street, helping an elderly person carry a bag, etc.)
3. Separate into groups of 4 or 5. You, as a group, are going on a journey. Decide who is going, what role each will play, where you are going, how you will get there, what happens on the way, etc.
4. What types of Journeys are there?
Can we have an imaginary journey like a daydream?
Write about an imaginary journey. Remember, anything can happen. Use your imagination!
5. Pack a suitcase for a journey you plan to take.
What would you like to bring?
Make sure you have a good reason for what you bring.
6. Is each person's life a special journey?
Write about where you hope your life journey will take you.

Friendship

1. Were Morgan and Herkamur friends? Why?

What happened during their friendship?

What is a friend?

Everyone suggest some of the things friends might do for one another – or with one another. List your ideas on the board.

2. Cut a piece of red construction paper in the shape of a heart. Make sure it is big enough so you can write on it. On your heart, write “ A friend is someone who...” and finish it with your own thought.

Put the hearts on the wall in a big ‘Friend-Ship’

Or

Hang the hearts from the ceiling to create a ‘flock of friends’

3. The following is from a cooperative game book that may be familiar to some:

Sit in a circle. Person A says to Person B on the right, “This is a handshake”, shaking hands with person B. Person B says, “A what?” to which Person A responds “A handshake”, again demonstrating.

Person B then says to the person on their right (C), “This is a handshake”, shaking hands with Person C, who asks, “A what?” Person B asks “A what?” of person A, who responds, “A handshake”, shaking hands with Person B. Person B turns and says to Person C “A handshake”, demonstrating. And so on. The question “A what” is relayed back to Person A and the answer “A handshake” is sent back to the individual.

In the meantime, Person A says to the person on the left (X), “This is a Hug” and hugs Person X. The game develops in the same way. When hugs and handshakes (or any other form of physical affection) meet on the other side of the circle it is often very amusing.

4. Write a letter to a special friend telling why that friendship is special. The friend may be a relative, a classmate or a pet! Tell the class about that friendship

Puppet Making

1. Everyone brings from home:
 - an old sock
 - 2 big buttons
 - a needle and thread

Thread the needle, knot the thread and sew buttons onto the sock to make 2 eyes. (Ask for help if you need it).

Practice how you hold your puppet and ‘make it talk’.

Give your puppet a name.

You may wish to decorate your puppet with extra bits of fabric and yarn.

2. Think of five different feelings (emotions) and list them on the board. Using only facial expressions and movement (no voices) demonstrate each emotion with your puppet. Practice in pairs to perfect your technique.
3. As a class, brainstorm ideas for short scenes to do with your puppets. List the ideas on the Board.

Separate into groups of 4 or 5 people. Develop a short play to do with yourselves and your puppets. You may or may not wish to have your puppets talk. When you are ready, present the play to the rest of the class.

An introduction to Robert Morgan & the Children's Peace Theatre

Robert Morgan has helped to establish Canada as one of the world's foremost producers of theatre for young audiences. He has written more than twenty professionally produced plays, many of which have toured nationally and internationally and he has acted in and directed over forty productions. He has won the prestigious Chalmers Award for outstanding play writing six times and four of his plays have won the Dora Mavor Moore award for best production. His work has received a total of ten Dora nominations and has been performed around the world.

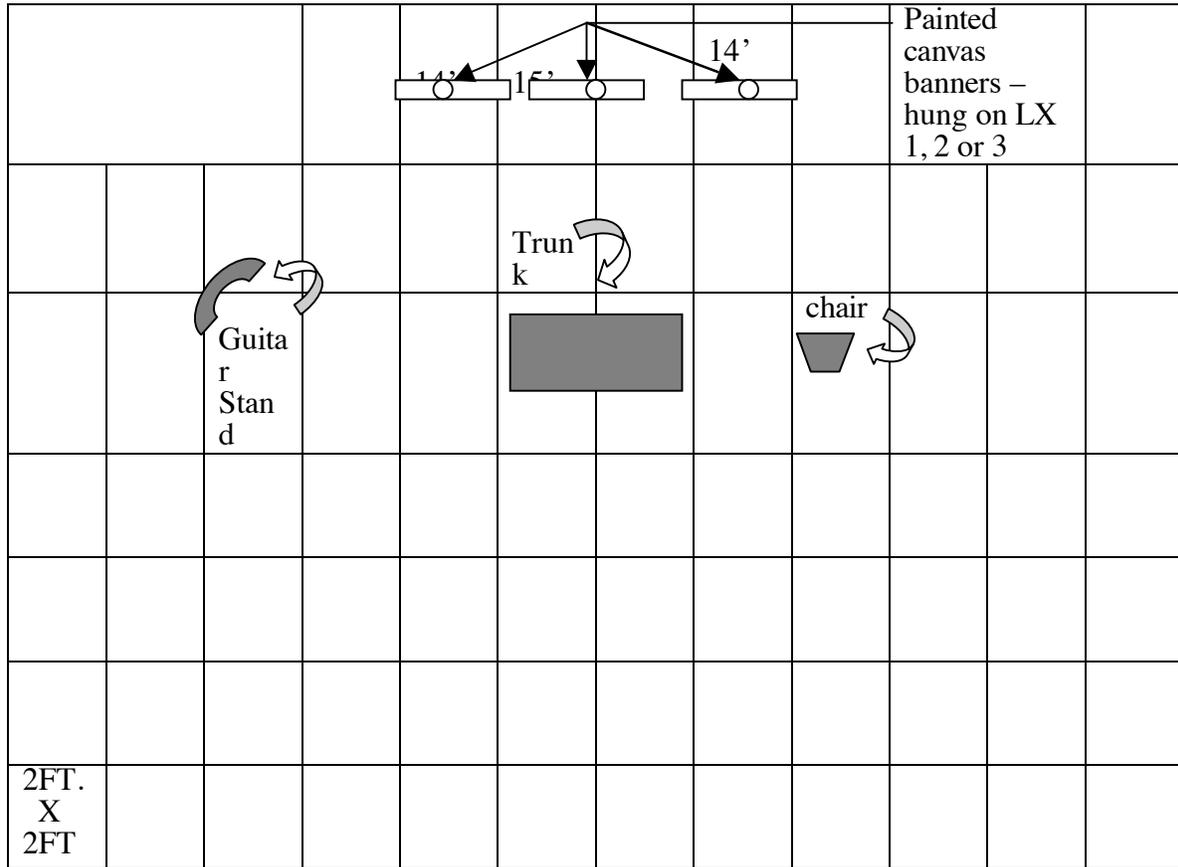
In 2001, Robert founded the Children's Peace Theatre in Toronto, Canada. In its first three seasons, the Peace Theatre involved more than three hundred children, teenagers, adults and elders in active programs of training, workshops and performances. In his role as Artistic Director, Robert delivered two official presentations to the United Nations in New York at the 2002 Special Session on the Children of the World. The work of the Peace Theatre is part of a global movement reflected in the United Nations declaration that 2001-2010 is the decade for the establishment of "a culture of peace for the children of the world."

Prior to his work with the Peace Theatre, Robert formed Roseneath Productions in 1986 with David S. Craig in order to produce and tour his solo show *Morgan's Journey*. The play, which has become the longest running touring play in Canadian history, has been called "a Children's classic" and the company, which incorporated as Roseneath Theatre in 1993 has established an international reputation for producing plays of the highest quality for audiences of all ages.

Robert has planned, produced and presented large theatrical events nationally and internationally, most recently a celebration for more than 16,000 people at Lourdes, France. He produced and directed 'The Circus of the Heart' with a cast of over 150 performers, co-produced and co-wrote "One Heart at a Time" presented at the Winter Garden and Markham Theatres in Toronto with a cast of 60, and officially thanked Mother Teresa when she spoke in Toronto. In the summer of 2000, Robert was invited to Belfast to direct a play he co-authored, "A Time for Magic" for an international festival of the arts for children. He has prepared and performed at youth events across Canada, given workshops and made many appearances as a keynote speaker.

Robert has been a strong advocate for arts in education, committed to bringing performances to schools and non-traditional venues so that all children, particularly those who would not otherwise have the opportunity are able to experience live theatre. While continuing to perform in prestigious venues and at international theatre festivals throughout North America and the UK, Robert welcomes opportunities to perform in remote areas, which to date have included schools in all of the provinces and territories, prisons, churches, synagogues, Northern Cree communities on the shores of the James and Hudson Bay, Alaskan Villages on the Arctic Ocean and a one-room school in Black Tickle, Labrador...

For more information about Robert Morgan and the Children's Peace Theatre please contact General Manager, Anahita Azrahimi or Program Director, Meghan McClenaghan at 416-752-1550 or email to: info@childrenspeacetheatre.org. Please visit our website at: www.childrenspeacetheatre.org



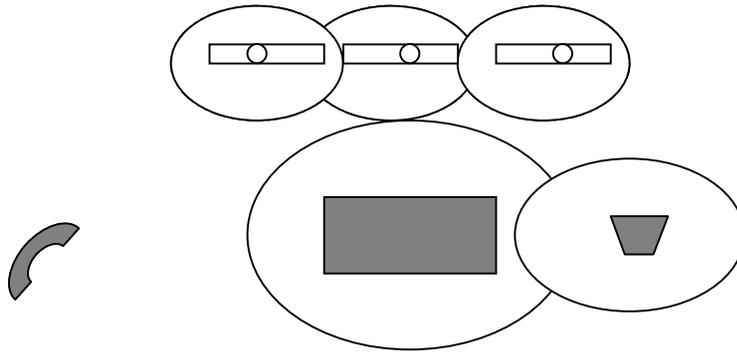
Set Plan for: **MORGAN'S JOURNEY**

Produced by: The Children's Peace Theatre

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Three area - SL, CS and SR - general wash.

Lighting specials for: **MORGAN'S JOURNEY**

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