

THE JACK SPRAT LOW-FAT WORLD TOUR

SHOW TIME FOR TEACHERS

Welcome to Show Time,

a performing arts resource guide published for the CSB/SJU Fine Arts Education series. This edition of *Show Time* is designed to be used before or after a performance of *The Jack Sprat Low-Fat World Tour*.

Suggested activities in this issue include background information and ideas for integrating the performance with several subject areas. The activities may be adapted to meet your classroom time and needs.

Please feel free to copy pages in this guide as needed for student use.

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presented by

THEATREWORKS/USA



THE JACK SPRAT LOW-FAT WORLD TOUR

PERFORMANCE SYNOPSIS

The story centers around Jack Sprat, who eats no fat, and his wife, Gloria, who eats nothing BUT fat. Jack has discovered that a high fat diet is bad for Gloria's health.

He tries to help Gloria change her eating habits by hiring MC "old Mutha" Hubbard, a professional cupboard consultant. MC rids Gloria's cupboard of junk food and takes her on a whirlwind "nutrition safari" through the super-market, educating Gloria about healthy food choices.

Students will participate in this lively musical as they pretend to be antibodies fighting disease, dish their feelings about

vegetables on the

"Okra Winfrey Show"

and dance to the

beat of the

"Vitamin C Conga!"



THE JACK SPRAT LOW-FAT WORLD TOUR was originally commissioned by the American Cancer Society, New York Division.

The first aim was to make children aware of the effect a good diet can have on the body's resistance to disease. The project developed into an entertaining musical survey of the nutritional value of different food groups that engages students in understanding healthy eating habits.



The American

Cancer Society calls

THE JACK SPRAT LOW-FAT WORLD

***TOUR** "an exciting, stimulating way to teach young people about the importance of good nutrition. It stresses the basics of the American Cancer Society's guidelines for cancer risk reduction through healthy eating."*



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HEALTH AND NUTRITION

FOOD LOG

Invite students to keep a written list of everything they eat for two or three days. The list should include everything they ingest down to the last M & M!

Photocopy the USDA food pyramid on the following page and pass out copies or post it in the room. Invite students to categorize the foods on their lists according to the food groups on the pyramid.

QUESTIONS TO ASK:

- * How does each student's diet profile compare to the recommended daily amounts on the food pyramid?
- * What are some changes each student could make to improve his or her daily diet?

HEALTHY EATING "ADS" UP

Ask students to create print ads or commercials geared toward the benefits of healthy eating using the food pyramid (page three) and the color group chart (page six) as resources. Remind students to back up their ads or commercials with facts.

NOTE: You may want to introduce older students to the USDA website:

<http://www.mypyramid.gov>

Students can input their food intake, age, exercise level, and gender to receive food pyramid recommendations, calculate nutrient intake, create a personal pyramid plan, and more!

CLASS RECIPE BOOK

Share a few simple, healthy snack recipes like the ones below with your students.

Fruit Kabobs

Cut up small size pieces of your favorite fruits. Carefully push the fruit pieces onto a toothpick or small plastic straw. Enjoy your snack-on-a-stick!

Snowy Strawberry Mountains

Flatten the tops of fresh strawberries by cutting the green leafy part away. Dip the pointed end of each strawberry in cream cheese that has been thinned with a little bit of orange juice. Set the strawberries on a plate with the pointed ends up and eat your way across the mountain range!

Invite students to bring in favorite healthy snack recipes from home or create their own recipes in small groups.

Ask them to print their recipes on the cards on page four.

Organize the recipes into a class cookbook and send a copy home with each student.





The Food Guide Pyramid

A Guide to Daily Food Choices

These symbols show fats and added sugars in foods:

KEY

-  Fat (naturally occurring and added)
-  Sugars (added)

Fats, Oils, & Sweets
USE SPARINGLY

Milk, Yogurt,
& Cheese Group
2-3 SERVINGS

Vegetable
Group
3-5 SERVINGS

Meat, Poultry, Fish,
Dry Beans, Eggs, &
Nuts Group
2-3 SERVINGS

Fruit Group
2-4 SERVINGS

Bread, Cereal,
Rice, & Pasta
Group
**6-11
SERVINGS**

Source: U.S. Department of Agriculture, U.S. Dept. Health and Human Services.

SHOW TIME FOR KIDS: RECIPE CARDS

This Healthy Kids Recipe is from_____

Directions:_____



This Healthy Kids Recipe is from_____

Directions:_____





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"FIGHT-O-CHEMICALS"

PHYTOCHEMICALS are plant substances found in fruits and vegetables that along with vitamins, minerals, and fiber, help human bodies maintain good health. It is believed that phytochemicals also give fruits and vegetables their color.

There are five color groups among fruits and vegetables: blue/purple, green, white, yellow/orange, and red. The color group is determined by the edible part of the fruit or vegetable. For example, a banana is part of the white group as the yellow peel is inedible.

Each color group provides different health benefits such as helping the body maintain its energy, protecting against the effects of aging, and reducing the risk of cancer and heart disease. It is important to eat something from each color group every day for a healthy diet.

See page six for a breakdown of color groups, common foods, and the health benefits of each color.

Fruits and vegetables come in many forms. They may be eaten fresh, frozen, canned, dried, or as juice.

COLOR IT HEALTHY

Option #1

Divide students into groups according to the five color groups. Give each group a large piece of paper to match their color. Set a time limit and instruct each group to brainstorm and list fruits and vegetables that fit into their color group.

Option #2

Hand out magazines or supermarket ads and ask students to cut out examples of fruits and vegetables in different forms. Post large pieces of paper representing the five color groups around the room. Invite students to place their examples on the appropriate color.

Option #3

Instruct students to draw a circle on a large piece of paper and divide the circle into five sections "pizza style." Ask students to label each section with one of the colors of the five color groups. Invite students to color pictures of the fruits and vegetables they have consumed in the last twenty-four hours in the appropriate color section.



For healthy eating, include a **RAINBOW** of colors on your plate; just like a box of crayons!

- * Which are the most popular colors?
- * What is the hardest color to fill?



BLUE/PURPLE: Include this color in your daily diet to help maintain memory function, healthy aging, urinary tract health, and a lower risk of some cancers!

blackberries
elderberries
purple cabbage

blueberries
purple grapes
purple peppers

dried plums
plums
purple asparagus

raisins
eggplant
purple figs

GREEN: Go green every day to help maintain vision health, strong bones and teeth, and a lower risk of some cancers!

avacados
honeydew
artichokes
green beans
peas

green apples
kiwifruit
asparagus
cabbage
green pepper

green grapes
limes
broccoli
cucumbers
spinach

green pears
celery
lettuce
zucchini



WHITE: Include white, tan, and brown fruits and veggies each day to help maintain heart health, good cholesterol levels, and a lower risk of some cancers!

bananas
white peaches
ginger
mushrooms
potatoes

brown pears
cauliflower
jicama
onions
parsnips

dates
garlic
kohlrabi
shallots

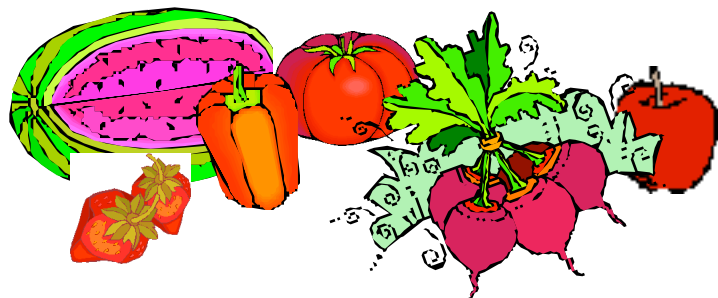
YELLOW/ORANGE: Put some 'sunshine' in your daily diet to help maintain a healthy immune system, good vision, a healthy heart, and a lower risk of some cancers!

yellow apples
grapefruit
mangoes
oranges
pineapples
yellow squash
sweet corn

apricots
yellow figs
papayas
peaches
tangerines
carrots
sweet potatoes

cantaloupe
lemon
nectarines
pears
pumpkin
yellow peppers
yellow tomatoes

yellow potatoes
rutabagas



pink/red grapefruit
watermelon
rhubarb

pomegranates
beets
tomatoes

RED: Start seeing red on your plate every day to help maintain memory function, a healthy heart, a healthy urinary tract and a lower risk of some cancers!

red apples
cranberries
raspberries
red peppers

blood oranges
red grapes
strawberries
radishes

cherries
red pears
red potatoes
red onions



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WHAT'S IN A RHYME?

Vocabulary

lean - containing no fat

betwixt - between

nursery rhyme - a poem for children written in rhyming verse and handed down in folklore

The Jack Sprat nursery rhyme is sometimes seen as a lesson in cooperation between people whose interests don't create conflict, but complement one another.



Jack Sprat could eat no fat,
His wife could eat no lean,
And so betwixt the two of them
They licked the platter clean!

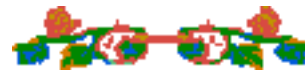


Some historians consider Jack Sprat to be political in nature. In this case, Jack Sprat and his wife are named for King Charles I and Queen Henrietta, who ruled England from 1625-1649.

King Charles' reign was plagued with wars, financial problems, and mistrust. Parliament refused to fund the war efforts of the king leaving him "lean." When King Charles I angrily disbanded Parliament, Queen Henrietta imposed an illegal war tax to get some "fat" for the king's war chest.

Eventually, King Charles I became so unpopular that he was executed, ending rule by monarchy in England in 1649.

The state of **Maryland** is named for Queen Henrietta Maria, wife of Charles I, King of Great Britain and Ireland. King Charles I signed the 1632 charter establishing the Maryland colony.



Jack-sprat is an old term referring to a dwarf or "very little fellow." This interpretation leads some people to believe that this rhyme is about a married couple consisting of a man who is a dwarf and a woman who is larger than average.



THE JACK SPRAT LOW-FAT WORLD TOUR

WRITE ON!

POETRY FEAST

Invite students to create poetry about healthy food using the food pyramid and color chart (on pages three and six) as a guide. Share the poetry types and the examples below to help students get started.

ACROSTIC POEM: a poem in which the first letters of each line reveal the subject word.

*Lovely, bumpy, yellow skin.
Eat it and your lips will pucker.
Makes refreshing lemonade.
Ode to my heart and eyes.
Necessary to avoid ah-choos!*

CINQUAIN: a five line poem that contains, in order, two, four, six, eight, and two syllables.

*Yogurt
Creamy delight
Strong bone and tooth builder
Strawberry, lemon, vanilla
Tasty!*

HAIKU: a Japanese poetry form that consists of three non-rhyming lines of five, seven, and five syllables.

*Sweet peach awaits me,
Golden glow on velvet skin,
Dripping when I bite.*

NURSERY RHYME: a short poem for children with rhyming verses handed down in folklore.

*Four carrots in the salad sat,
Among the spinach and the leeks.
Until two young ladies came along
And stuffed them in their cheeks!*

FRUITS AND VEGGIES ALIVE!

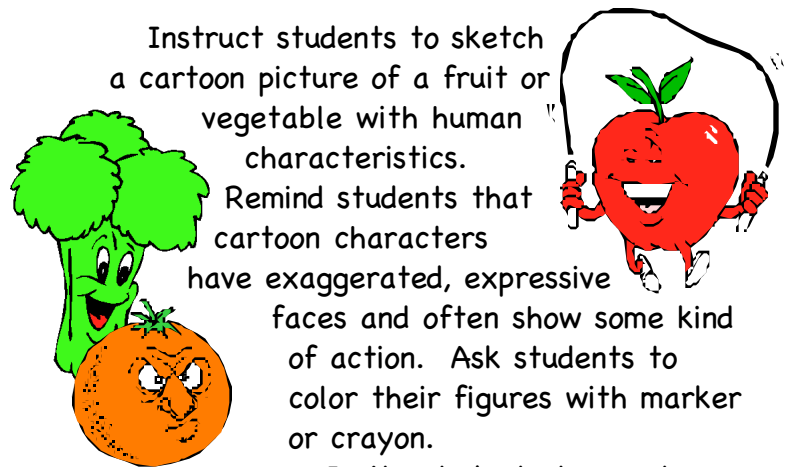
Instruct students to sketch a cartoon picture of a fruit or vegetable with human characteristics.

Remind students that cartoon characters have exaggerated, expressive

faces and often show some kind of action. Ask students to color their figures with marker or crayon.

Invite students to create a name for their character and then to imagine what their character would be thinking about or doing if it were truly alive.

Ask students to write a short paragraph from the perspective of their character using his or her voice.





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YOU ARE WHAT YOU EAT!



Summer by Guiseppe Archimboldo, 1573

Giuseppe Archimboldo (Gew-seppy Arc-em-bold-o) was an Italian Renaissance painter. After studying with Leonardo Da Vinci, Archimboldo became a court painter for the Italian emperor. One of Archimboldo's duties was to paint portraits of the royal family and other leaders of the court.

Archimboldo also created a unique style of humorous portraits like the one on the left by using plants and animals for facial features. The portrait shown here is called *Summer*. It is part of a series of portraits the artist created about the seasons.

QUESTIONS TO ASK:

- * What foods can you identify in Archimboldo's portrait, *Summer*?
- * How do the food choices the artist made in this portrait reflect the summer season?
- * How has the artist "signed" his work?
- * What foods might you choose to reflect the other three seasons?

*Note: For additional examples of Archimboldo's work, check your local library for the book *Hello, Fruitface! The Paintings of Giuseppe Arcimboldo* (pub. 1999) by Claudia Strands. The book is also available at: <http://www.barnesandnoble.com>



THE JACK SPRAT LOW-FAT WORLD TOUR

YOU ARE WHAT YOU EAT!

FOOD FACE

Share the image and text on page nine with students as an introduction to this activity. Point out how the artist **overlapped** the food images to fit them together more naturally.

Pass out old magazines to groups of students and instruct them to tear out pages that have food images on them.

After students have collected several food images, ask them to **carefully** cut the images out to preserve the shapes of the edges of the food.

Allow students to choose from a variety of colored paper (8.5" x 11" or larger) for the background. The paper may be used horizontally or vertically.

Invite students to arrange their food images into a "food face" portrait on the colored paper. The portrait may be a side profile or front facing. Remind students to include all facial features:

eyes	eyebrows	nose
ears	mouth	neck

Then, students may glue the image down using glue sticks.

Instruct students to make a list of all the foods used in their portrait on the back side of their paper. Students will then choose a word from the list and

create a name for their portrait using alliteration.

For example, a portrait with an apple for a chin might become Annie Applechin. Invite students to print the names at the bottom of their portrait and display the portraits in the school cafeteria.

COOL FOOD WEBSITES FOR KIDS

Try **Del Monte Kid Zone** for games, desktop patterns, screensavers, and e-cards!

www.freshdelmonte.com/content.cfm?pageID=74

Check out **Dole's 5 A Day** for a kids cookbook, games, a teacher site, and more!

www.dole5aday.com/Kids/K_Index.jsp

Log on to **Sunkist Kids** for games, experiments, and fun facts about citrus fruits!

www.sunkist.com/kids/



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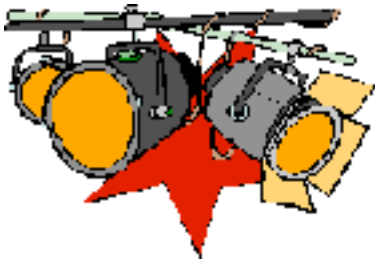
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THEATER ETIQUETTE

Each year, thousands of teachers, students, bus drivers, and parents take part in CSB/SJU's Fine Arts Education Series. Please review the **LOOKING** and **LISTENING** information with your students to help make your theater experience the best it can be.

LOOKING and LISTENING

Attending TheatreWorks/USA live musical performance of *The Jack Sprat Low-Fat World Tour* will be interesting and enjoyable for everyone if you remember to...

~listen in order to understand the communication between the actors

~listen in order to understand the lyrics of the songs

~watch for facial expressions to help you understand what the actors are feeling

The performers in *The Jack Sprat Low-Fat World Tour* need help from you, the audience. You are an important part of the play. Being an audience member in a theater is different from watching a movie or television show. The performers are in the same room with you and are affected by what you do. To do their best, the performers need you to watch and listen closely. Audience members also depend on your quiet attention during the performance so that they can enjoy their theater experience as well.

Please review the **PROCEDURES** information below to help your theater visit go smoothly.

PROCEDURES

~Please bring a minimum of one adult chaperone for every fifteen students.

~Please remind chaperones that the theater etiquette they model speaks volumes to your students.

~Prepare your students to enter the theater in single file in order of seating.

~Position your chaperones to maximize adult supervision of your group.

~Please wait until your whole group is seated before making trips to the rest room.

Then students may go in small groups with the teacher's permission. Younger students making trips to the rest room will need to be chaperoned.

~The theater is a food, gum, drink, radio, camera, tape, and video recorder free zone!

~Please leave inappropriate behaviors behind when visiting the theater.

~Please remain seated following the performance. Your group will be dismissed from the theater by a Fine Arts Programming staff member.

ENJOY THE JACK SPRAT LOW-FAT WORLD TOUR !

This study guide was written and designed by Janine Bunkowski. Some parts were adapted from material provided by TheatreWorks/USA.