

Clementine

A (TRUE) STORY



Teacher's
Guide



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A Few Welcoming Words

Dear teacher,

Welcome to the universe of **Clementine - A (True) Story**, a play for young audiences intended for children between the ages of six and ten.

This guide has carefully been put together for you and your students to leisurely discover behind the scenes of the show. The next few pages offer several activities surrounding the themes of the play. We hope they'll gently guide you through Clementine's story, a story filled with warmth and poetry.

We have divided the guide in two parts; one to explore before the performance, and the other to deepen your experience afterwards. The first section introduces the story, the characters and the artists involved in the production. It also focuses on two specific themes, "Discovering Object Theatre" and "Blended Families".

The second section is designed to enhance your theatrical experience by exploring the themes "Time and the Seasons" and "The World of Emotions".

Thanks for being a part of the adventure!

Enjoy the read!

Before The Performance

This section allows you to gradually discover Clementine's world. It's also an opportunity to get familiar with certain themes of the show before welcoming our team into your classroom. Your students will therefore be better prepared to take in the story.

Happy exploration!

Theme A. Discovering Object Theatre

Let's Learn - What is Object Theatre?

Let's Learn - Lexicon of Object Theatre

Let's Practice - Close-up Shot vs Wide Shot

Let's Play - Transforming Objects

Theme B. Blended Families

Let's Learn - What is a Blended Family?

Let's Share - What is a Blended Family for Me?

Clementine

A (TRUE) STORY



Clementine – A (True) Story / Kleine Cie / Rehearsal Photo ©Anais Pellin

The Story

En route to her family vacation, **Clementine** suddenly learns that her parents are no longer in love. The word “divorce” hurts to hear.

She promises herself to do everything she can to prevent it.

But does a child really get to decide her parents’ story?

Navigating episodes of her everyday life with the help of her little sister **Laura**, Clementine tames her sadness and finds the strength to mourn the image she had of the “fairy tale family”.

Synopsis written in collaboration with [La Maison Théâtre](#).



[Link to the trailer](#)

The Main Characters



Clementine

Our protagonist. She's the big sister. Often daydreaming, Clementine never hesitates to call upon her vivid imagination. Her head is filled with stories, so much so, that she sometimes can't tell dreams from reality. She will need all the courage she can muster to accept her new circumstances.

Laura

Clementine's little sister. She is full of life and determined to make the most of their new situation. Don't be fooled by her young age! She is wise and often able to find the right words to comfort her big sister, whom she loves more than anything.



Mom

Martina is Clementine and Laura's mother. Because of her recent separation and new relationship with Sherman, she is going through a whirlwind of emotions, which blinds her to Clementine's anxieties. Still, Martina is trying her best to make sure her children are happy.

Dad

Pierre is the girls' father. He's been a little out of sorts since his divorce. He loves his daughters wholeheartedly, but struggles to understand their needs. He is also overwhelmed by his new status as a single parent.



Jasmine

Jasmine is Clementine's best friend. She is quite shy, but when it comes to defending her friend, she doesn't hesitate to stand up to the other kids. Jasmine's parents are also separated and she enjoys going back and forth between these two completely different worlds.

The Team

Who's Doing What?



Anaïs Pellin

Concept, creation, writing
and acting **Laura**



Anne-Marie Levasseur

Acting **Clementine**
alternately with Isabelle Bartkowiak



Julie Vallée-Léger

Collaboration: set designer,
objects consultant and scenic writer



Isabelle Bartkowiak

Acting **Clementine**
alternately with
Anne-Marie Levasseur



Francis Monty

Collaboration: staging advisor,
dramaturg and scenic writer



Émilie Leclerc

Consultation for the English version

THEMES

The activities suggested in this guide are divided into four categories and adapted for all age groups:

“Let’s Learn”

to get acquainted with the topics of the play and the different techniques used by the actors.

“Let’s Practice”

to use the freshly integrated concepts through fun and concise exercises.

“Let’s Share”

to have group discussions around the themes of the play.

“Let’s Play”

to hone your acting and/or artistic skills.

THEME A Discovering Object Theatre

EXCERPT 1

CLEMENTINE – Laura, stop eating snow!

LAURA – But I love it when the snowflakes melt on my tongue... They’re sweet!

CLEMENTINE – They’re dirty!

1. Let’s Learn What is Object Theatre?

Object Theatre resembles **puppetry** in many aspects. In this theatrical discipline, the actors give life to the objects, which transform into **characters**, **set pieces** or **accessories** relevant to the story.

The objects often create a **comical** effect, and different **clown** techniques are used; looks (shared with the audience), rhythm, facial expressions and movement. Object Theatre uses a lot of **imagery**. It is also quite **poetic**, mainly through the act of repurposing objects, bringing them to life under a new light. And let’s not forget that extra touch of magic!

Object Theatre also borrows certain codes from the film industry, such as the **close-up shot**, which focuses on a detail, a particular object, a body part or the face of a character. There’s also the **wide shot**, which gives an overview and allows the audience to fully take in the set or the mood of the scene.

2. Let's Learn

Lexicon of Object Theatre

Character – noun

A person who is part of the play and generally portrayed by an actor. In Object Theatre, the objects themselves can become characters.

Set – noun

The representation of a location where the action of the play takes place.

Accessory – noun

Object contributing to the smooth running of a performance.

Comical – adjective

Relating to comedy, which makes you laugh.

Imagery – noun

Symbolic use of images or a visual or mental representation of something (an object, a person or an idea).

Poetic – adjective

Relating to poetry. That which is poetic has the power to move or touch someone's heart with its sensitive, original, imaginative, charming and/or ingenious character.

Puppetry – noun

A figurine representing a human being or an animal, operated by hand by someone who's either hiding from the audience or not. There are different types of puppets like marionettes (controlled by strings), rod and arm puppets, hand puppets and many more.

Clown – noun

Comical artist, who wears funny clothes and make up, and performs pantomimes, buffoonery and sometimes acrobatics in the circus. (Since the mid-80s, we have seen a renewal in the art of clowning. Its aesthetics and language have indeed been polished and evolved into a more poetic portrayal of reality.)

Close-up shot – locution

In film, a camera shot where a detail of the human body (face, hand, chest, etc.), or of an object is isolated for emphasis or to invite an emotional response.

Wide shot – locution

In film, also called a long shot or a full shot. It's used to show a character or a group within their surroundings, or a part of the set.

3. Let's Practice

Close-up Shot vs Wide Shot

Time: 5 minutes

What's needed: Nothing OR a pen, pencil or marker if each student has their own worksheet

Classroom configuration: Teacher's preference

For each of the four pictures below, determine which is represented; a close-up shot or a wide shot?

a



b



c



d



Photo credits:

A and **B**: Clementine – A (True) Story/ Kleine Cie/ Rehearsal photos ©Gaëtan Nerinx

C: Ubu on the Table/Théâtre de la Pire Espèce/©Mathieu Djeyo

D: Zen Tales/Théâtre de la Pire Espèce/©Patrick Agirakis

4. Let's Play Transforming Objects



Little Mermaid / Kleine Cie/Rehearsal photos ©Gaëtan Nerinx

Time: 10 to 20 minutes (depending on the age group)

what's needed: An object found in the classroom (a water bottle, a spoon, a book, etc.)

classroom configuration: Designate an area as "the stage" and another as "the audience". (The stage area could simply be the area at the front of the classroom. Otherwise, you may move the desks for all students to sit in rows on the ground, with a stage area of about 6 x 10 ft at the front.)

Imagine how you could transform the object you found (a water bottle might become a phone, a spoon might become a magic wand, a book might become a bird, etc.). You can be as creative and inventive as you wish!

Keep your idea secret until it's your turn. Once in front of your peers, perform the action so your friends can guess how you repurposed the object. Once someone finds the answer, give the object to someone else who will think of a new transformation, always with the same object. Continue this game until everyone has had their chance to play.

Don't hesitate to use facial expressions and to involve your whole body; it's the actor's number one instrument. The other big one would be your voice! You can use it to make noises or to create sound effects.

Important! The chosen object cannot be transformed as the same thing more than once (for example, we can't have a fork become a comb twice).

Are you ready? Let the show begin!

THEME B

Blended Families

EXCERPT 2

CLEMENTINE – What? Your parents are separated?

JASMINE – Yeah.

CLEMENTINE – That’s sad.

JASMINE – Well, not really: that was a long time ago. Plus I love having two houses!

1. Let's Learn

What is a Blended Family?¹

A family that consists of two adults, the child or children that they have had together, and one or more children that they have had with previous partners: Single-parent families and blended families now outnumber traditional families.

1. Definition taken from the Cambridge Dictionary. <https://dictionary.cambridge.org/dictionary/english/blended-family>

2. Let's Share

What is a Blended Family for Me?

Time:	Teacher's preference
What's needed:	Nothing
Classroom configuration:	Teacher's preference

Nowadays, we all know at least one person in our circles who is part of a blended family. That person might be ourselves, a friend, a cousin, a classmate or a neighbour.

It could be interesting to have a group discussion so everyone has the opportunity to share their opinion on what exactly a blended family represents for them. Is it to have new siblings, a step-parent or maybe two homes? Does it involve packing a suitcase every other weekend? You can use words or images to share your thoughts. You can draw inspiration from your own life, or from the circumstances of someone you know.

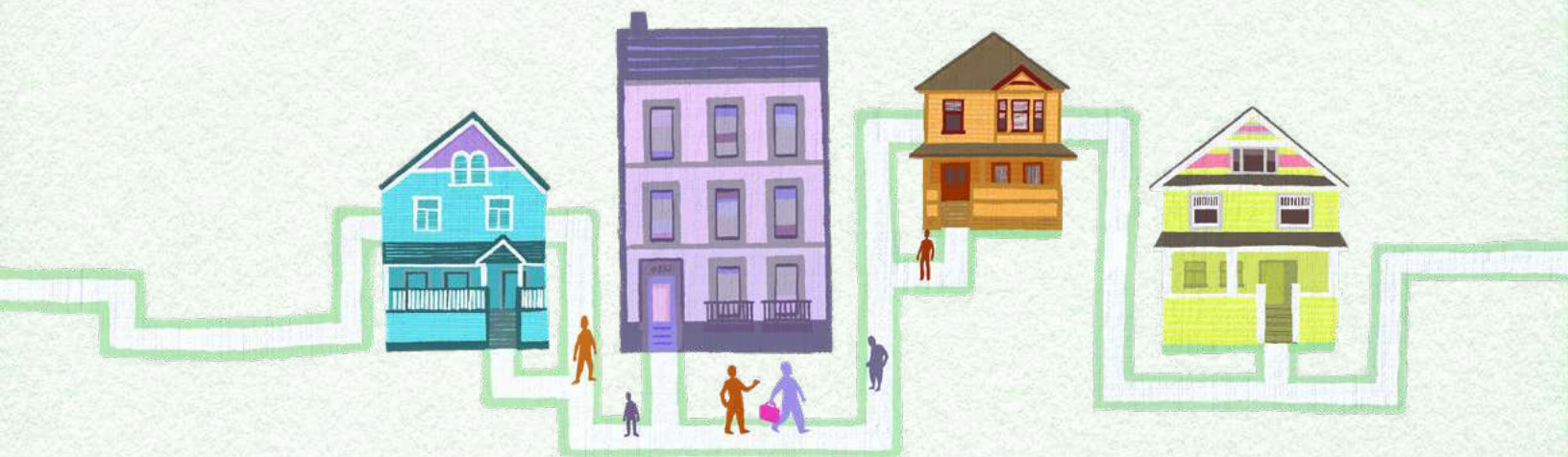
For me, a blended family is...

2. Let's Share

What is a Blended Family for Me?

For me, a blended family is...

A large white rectangular area containing ten horizontal lines for writing a response.



After The Performance

Even after the show, you might want to continue learning about the themes explored throughout the play. In this section, you're invited to participate in various enriching activities to do just that!

Here's to new discoveries!

Theme C. Time and the Seasons

1. Let's Learn - The Seasons of Clementine
2. Let's Practice - "A Story to be Continued" by Claude Roy
3. Let's Play - Illustrating Poetry

Theme D. The World of Emotions

1. Let's Learn - What is an Emotion?
2. Let's Play - The Museum of Emotions

THEME C

Time and the Seasons



EXCERPT 3

CLEMENTINE — *If the leaf falls before the bell rings, Daddy will be home tonight.*

1. Let's Learn. **The Seasons of Clementine**

Seasons are a way to clearly divide the year into quarters. Each one is characterised by a change in weather patterns (colder in fall and winter, warmer in spring and summer) and a change in flora behaviour (buds and flowers in the spring, green leaves and colourful plants in summer, leaves changing colours in the fall, then bare trees in winter).

In *Clementine*, the seasons serve as an indicator of time passing by, with Clementine's emotions slowly evolving to better support her through her parents' separation, which she struggles to accept. Like the spring that always finds its way back, slightly different each year, Clementine comes to realise that she has the power to tame her sadness and anger. Even though her world won't ever be the same, a different form of happiness will surely blossom from her new family life.

2. Let's Practice. **"A Story to Be Continued" by Claude Roy**

Time: 5 to 10 minutes

What's needed: A pen or pencil

Classroom configuration:

Teacher's preference

Part of this poem by Claude Roy is spoken out loud by our protagonist in Mrs Murdle's class.

Can you associate each underlined word to its corresponding season(s)?

Claude Roy

Une histoire à suivre dans *Farandoles et fariboles*
(Translated by Leanna Brodie for the purposes of the play.)

"After all this white comes green,

After winter, spring is seen.

After frost, the nets are made,

After ice and snow comes sun:

Sure as sunlight follows shade,

The story's never ever done."

3. Let's Play

Illustrating Poetry

Time: 10 to 20 minutes

what's needed: markers, crayons or coloured pencils and a sheet of paper

classroom configuration: Teacher's preference.

Can you illustrate Claude Roy's poem?

Which images, symbols, shapes or colours would better represent it? To jump start your imagination, feel free to read the poem as many times as you like, on your own, or with your peers.



THEME D Emotions

EXCERPT 4

JASMINE – Want to play with us, Clementine?

CLEMENTINE – No thanks, Jasmine. I'd rather be alone.

1. Let's Learn What is an Emotion?²

There are five big types of emotions that inhabit us and from which all the other emotions stem from: **joy, fear, anger, sadness** and **disgust**.

No matter how old you are, recognizing, accepting and expressing emotions is not an easy task.



Joy indicates what I like or find pleasurable and what makes me happy



Sadness is a clue that something is missing.



Anger tells me that **one of my boundaries is being pushed**, that something inside of me is being triggered.



Fear warns me of any **danger** ahead. Fear's mission is to protect me, but if it becomes excessive, it can freeze me and prevent me from moving forward.



Disgust informs me of what I consider to be **not good or repulsive**. In a way, it shows me what my limits are.

2. Source: Dominique Sellez, psychomotor therapist : <https://jemeliberedustress.com/comment-expliquer-les-emotions-aux-enfants/>

1. Let's Learn **What is an Emotion?** (continued)

Emotions colour my personality, indicating who I truly am and highlighting how I may be different from my parents, my siblings or my friends. Emotions are an aspect of my nature, they help carve memories into my brain before storing them into my personal library of important moments.

When a certain emotion arises, it can take up a lot of space and make me feel like I'm not in charge anymore. If the same emotion visits me over and over again, I can lose sight of the full spectrum of my personality and forget that I have access to a whole rainbow! It's as if I were to paint an entire picture with only one colour; it can make for a much smaller world... and it can make me feel small too.

If a specific emotion is rarely or never experienced, it's like erasing a colour from reality: a summer landscape without the blue of the sky or the green of the trees would appear a little off. More often than not, there's a colour missing to our own internal landscape, and we might not even be aware of it.

In our story, Clementine finds it challenging to process her emotions, and after her parents' divorce, moments filled with joy are less frequent. Clementine sees her sadness and anger as a big rock inside of her that can sometimes turn into a monster and become impossible to carry.

Slowly but surely, she realises that the rock has always been a part of her. As unsettling as that may be, it doesn't have to be a negative thing. She can polish the rock, cherish it, and accept it as an important aspect of her personality... all of which might be the secret to getting her joy and happiness back.



2 Let's Play The Museum of Emotions

Time: 10 to 15 minutes
What's needed: Music
Classroom configuration:
cleared space for students to move around the room.

There are two parts to the game:

1st part:

- Students fill the space across the room and calmly walk in no particular direction, in a neutral way (no facial expression), with their arms along their body.
- The teacher calls an emotion (joy, fear, sadness, anger, disgust), and students embody that emotion involving their face and entire body (from head to toes).
- When the teacher claps their hands, students freeze in a position they think best represents the emotion.
- The teacher can wander in the museum and admire the statues, checking if the emotions are clearly portrayed.
- The same process can be repeated with various emotions (five times maximum).

2nd part:

- The teacher plays an upbeat song for the students to dance along.
- Whenever the teacher pauses the music to call out an action and an emotion, students are to perform the action expressing the emotion (students are free to move now, as they are not statues anymore!).

For example, eating an apple while angry, painting while sad, writing while disgusted, watering plants while happy, etc.

BEFORE WE SAY GOODBYE...

One Last Picture

Which moment of the play either stayed with you or amazed, surprised, moved you the most? Would you be able to draw it?



We're very curious to see how the world created in the show inspired you.
You're more than welcome to send us your drawings at info@kleinecompagnie.com

Answer Keys

PAGE 10

Let's practice Close-up Shot vs Wide Shot

a



Wide shot

b



Close-up shot

c



Close-up shot

d



Wide shot

PAGE 15

Let's Practice "A Story to be Continued" by Claude Roy

winter
 "After all this white comes green,
spring
 After winter, spring is seen.
winter
 After frost, the nests are made,
spring
 After ice and snow comes sun:
winter
 Sure as sunlight follows shade,
spring, summer fall, winter
 The story's never ever done."

The Companies that Co-Produced the Show



KLEINE COMPAGNIE – Vancouver, 2020

The Kleine Compagnie was founded in 2020 on the unceded territories of the Musqueam, Squamish and Tsleil-Waututh First Nations, in the city also known as Vancouver. This company develops intimate and poetic theatre for young and old alike, inspired by Object Theatre, puppetry, clowning and visual arts.

Infos : www.kleinecompagnie.com Contact : info@kleinecompagnie.com



THÉÂTRE DE LA PIRE ESPÈCE – Montréal, 1999

Since 1999, La Pire Espèce has been borrowing techniques from different disciplines such as puppetry, theatre of objects, clowning, cabaret and street theatre. By exploring the creative process, it explores stage conventions and the rules of dramatic narration, and seeks to establish a close complicity with the audience.

Infos : pire-espece.com Contact : info@pire-espece.com

Special Thanks

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Conseil des arts
du Canada

Canada Council
for the Arts



The Kleine Compagnie would also like to acknowledge that we live and work on the unceded territory of the Coast Salish Peoples, including the traditional territories of the xwməθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), and Selilwətaʔ/Selilwitulh (Tsleil-Waututh) Nations.

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Clementine
A (TRUE) STORY

