



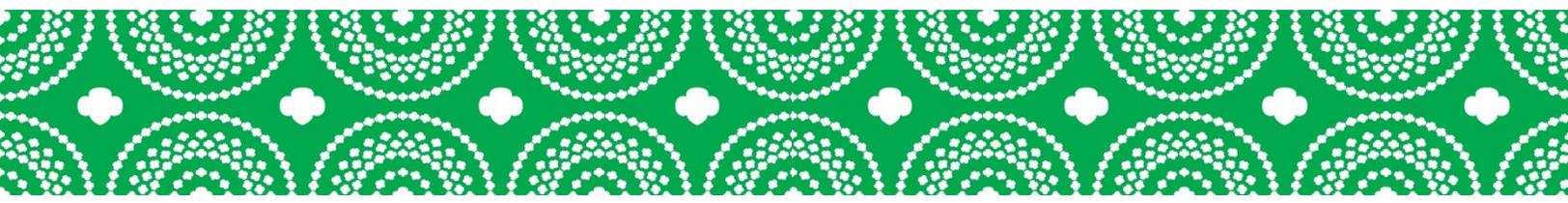
# The Tobin Endowment



# Girl Scout Daisies

Girl Scouts of Southwest Texas  
811 North Coker Loop  
San Antonio, Texas 78216  
(210) 349- 2404 or 1-800-580-7247  
[www.girlscouts-swtx.org](http://www.girlscouts-swtx.org)

To learn more about The Tobin Endowment and their mission, visit [www.tobinendowment.org](http://www.tobinendowment.org)



Girl Scouts of Southwest Texas & The Tobin Endowment  
are proud to bring to you the...  
The Tobin Endowment the Arts Initiative



The arts inspire girls of all ages to explore visual expression and ideas in music, theatre and dance. The Tobin Endowment Arts Initiative incorporates education in visual and performing arts.

Through arts programs, girls focus on self-expression and discovery. The arts are vital to youth development and provide limitless possibilities for growth and exploration. Research shows that arts can reach students where other academic subjects cannot. With arts-integrated learning, students gain a greater depth of understanding of academic topics.

Girl Scouts who complete The Tobin Endowment Arts Initiative develop their artistic skills and learn about the performing arts through pathways which include painting, sculpture, jazz, blues, rap, classical music and dance.

# Steps to Earn the The Tobin Endowment the Arts Patch

Girl Scouts is the premier girl leadership development program—girls have fun with a purpose! All activities are girl-led and girls should decide what activities to complete when earning a Business Patch Initiative (BPI) patch. In the spirit of Girl Scouting, girls may choose to participate in activities that are not listed in the booklets and/or supplements. If girls complete the minimum required number of activities based on the theme of the BPI, they have earned the BPI patch. For more information, contact Larissa Deremiah at [lderemiah@girlscouts-swtx.org](mailto:lderemiah@girlscouts-swtx.org).

## Step One:

1. Read through the Activities
  2. Think about what you would like to do
  3. Choose 3 out of the 4 Units
  4. Complete 2 Activities from each unit chosen
- NOTE: Girls will complete a total of 6 activities

## Step Two:

1. Complete the [Business Patch Initiative \(BPI\) Evaluation](#)
2. For more information, contact:  
Girl Scouts of Southwest Texas  
ATTENTION: Program  
Phone: (210) 319- 5775  
Toll Free: 1-800-580-7247  
Fax: (210) 349- 2666  
[lderemiah@girlscouts-swtx.org](mailto:lderemiah@girlscouts-swtx.org)



## Step Three:

1. Receive you're the Tobin Endowment the Arts Patch!



## The Girl Scout Leadership Experience

Girls at every level of Girl Scouting participate in the “*leadership experience*.” A *leadership experience* is an exciting way of working with girls in a series of themed activities focused on building leadership skills. By enlisting the three keys to leadership (*Discover, Connect, and Take Action*) girls learn that they can take the lead to make a difference in their community and the world. The three keys are at the heart of the Girl Scout philosophy of leadership:

### Discover

Girls understand themselves and their values and use their knowledge and skills to explore the world.

### Connect

Girls care about, inspire, and team with others locally and globally.

### Take Action

Girls act to make the world a better place.

It’s not just “what” girls do, but “how.” When girls are engaged that creates a high-quality Girl Scout leadership experience. All Girl Scout experiences are built on three processes (*Girl-Led, Cooperative Learning, and Learning by Doing*) that make Girl Scouting different from school and other extra-curricular activities. When used together, these processes ensure the quality and promote the fun and friendship so integral to Girl Scouting.

### Girl-Led

Girls play an active role in the planning and implementation of activities while adults provide age-appropriate facilitation, ensuring that planning, organization, set-up, and evaluation of all activities are done jointly with the girls.

### Cooperative Learning

All members of a group work together towards a common goal that can only be accomplished with the help of others.

### Learn by Doing

A “hands-on” learning process that engages girls in cycles of action and reflection resulting in deeper understanding of concepts and mastery of practical skills.

When Discover, Connect, and Take Action activities are girl-led and involve learning by doing and cooperative learning, girls achieve the desired and expected leadership outcomes ultimately resulting in Girl Scouting achieving its mission:

**Building girls of courage, confidence and character, who make the world a better place.**

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# Art

## Art: Let's Draw an Elephant

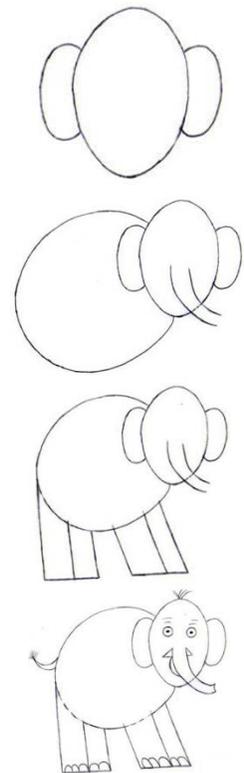
Drawing helps with creativity and hand-eye coordination. Children innately like to draw but begin to criticize their own drawings. Some basic knowledge can help children learning to draw. All drawings consist of shapes: circles, squares, rectangles, triangles and lines. Look around you and see if you can identify the shapes of different things. What shape is a table, house or a bee? If you know your shapes you can draw many realistic looking pictures.

**Materials:** Number of materials is contingent on the desires and number of girls participating.

- Paper
- Markers, crayons, pencils

**Directions:** Help the girls draw a circle, triangle, square, and line.

1. To draw an elephant, show the girls how to draw a large circle and two smaller ones for ears. These drawings are from [www.hellokids.com](http://www.hellokids.com).
2. Draw a large circle for the body and use two curved lines for the trunk.
3. Show how to draw three straight lines down and one across for each leg.
4. Show how to draw a small circle for eyes and a smaller circle for the iris, a triangle for the tusks and a curved line for the mouth. Using curved lines, draw the tail. The last thing is to add toenails, eyebrows and hair!
5. Encourage the girls to color their elephant any way they want to. Each elephant will be completely unique!



### Additional Activities:

For those that need more help, have them draw whatever they want and then ask them what shapes they see in their drawing. Help them see the shapes they have created and how it helps in making the picture.

For those that want to do more, encourage them to create a story and draw a picture based on their story.

Art is all about feeling and expressing, connecting to others and understanding the human spirit. Art helps with critical thinking and solving problems. Art connects us to our past and other cultures.

Materials: Number of materials depends on the desires and number of girls participating.

- Art books from the library or on the internet.
- Books:
  - Katie Meets the Impressionists by James Mayhew
  - Sister Wendy's 1000 Masterpieces.

Directions:

1. Look at pictures in an art book or on the internet. Look closely. Look from far away. An easy one to start with is [“The Scream” by Edvard Munch](#).
2. Ask questions about the picture. What do you see in this picture? How does it make you feel? Why do you feel that way? What do you think is happening in this picture?
3. The following are some web sites of suggested artists to study:
  - a. [Edgard Degas](#)
  - b. [Mary Cassatt](#)
  - c. [Georgia O’Keefe](#)
  - d. [Rembrandt](#)

Additional Activities:

After looking at pictures, schedule a field trip to an art museum. The McNay Art Museum and the San Antonio Museum of Art have many of the recommended artists in their collection along with sculptures and other forms of art. Both museums offer special programs for children.

In every city, there is art all around us. Statutes, murals and beautiful buildings. San Antonio has several [murals](#) around town.

## Art: Snap!

Everyone has access to a camera through a cell phone. If you have access to a digital camera then you will have even more options with different lens and settings. Photography is an art form. The difference between a painting and a photograph is that “unlike any other visual image, a photograph is not a rendering, an imitation or an interpretation of its subject, but actually a trace of it. No painting or drawing, however naturalist, belongs to its subject in the way that a photograph does.” (art critic, John Berger)

Materials: Number of materials depends on the desires and number of girls participating.

Cell phone camera

- Digital cameras
- Optional: computer and printer

Directions:

1. Take one photograph or several of anything.
2. Make up and share a story about the photograph(s).
3. If you can print the picture out, then pass it around or put it on a board so others can see it.

Additional Activities:

Create a book with your pictures. It can be an alphabet book, with a picture for each letter or a color book with a picture for each color.

[Go see National Geographic LIVE!](#) at The Tobin Center (Three dates available with different themes. Contact [education@tobincenter.org](mailto:education@tobincenter.org) for event schedule and scholarship options.

Look at photography books or look up [famous photographers](#) on the internet  
Suggested Books:

[Little Blessings](#) by Anne Geddes

[Photographs](#) by Isabel Thomas

[Antsy Ansel: Ansel Adams, A Life in Nature](#) by Cynthia I. Jenson-Elliott

[Dorothea Lange: The Photographer Who Found the Faces of the Depression](#)  
by Carole Boston Weatherford

# Music

## Music: Instrument Safari

Music is much more than entertainment. Every society has music. Every ancient society has music. Currently, cutting-edge scientific research has shown the effect that music has on the brain, the individual, and society. There is scientific evidence that shows that music exposure increases math scores and can help build resiliency. This activity introduces the girls to different instruments and classical music. If you have access to musical instruments, use them. If not, there are many YouTube videos and CDs at the Library and on the internet.

Materials: Number of materials depends on the desires and number of girls participating.

- Computer, IPAD, or phone with internet access and books (list provided). All of these books are at the San Antonio Public Library
- Space for moving to music

Directions:

1. Using the internet and CDs, introduce musical instruments to the girls. If you have instruments, use them to demonstrate the notes they play. Ask the girls, what they think of when they listen to the notes.
2. The Tobin Center for Performing Arts hosts instrument petting zoos. This is an excellent opportunity for children to actually touch, hold and hear orchestra instruments with professional musicians.
3. Playing music while reading a story is like having a theme song in a movie (Mullet, 2016). Reading a story to the girls while playing music is an excellent way for the girls to learn about the emotion of music. Below are several books along with a suggested musical composition to play along. Read the story and then encourage the girls to dance or imitate the actions in the book with the music.

### Owl Moon by Jane Yolen

A story about a little girl and her father who go out into a wood to search for an owl at night. This would work really well with some night time music like the Harry Potter theme tune because of the mysterious mood.

Music: [BBC's Proms Hedwig's Theme Song from Harry Potter](#)

### Bears Snores On by Karma Wilson

A sleeping brown bear who snores in his cave. While he is asleep he is slowly joined by other animals from the forest who come in to shelter. The girls can act out the different animals while listening to the music.

Music: [Pachelbel's Canon In D](#)

Additional Activities:

Go see a musical performance at the Tobin Center. Contact [education@tobincenter.org](mailto:education@tobincenter.org) for event schedule and scholarship options.

Attend free concerts offered by the Tobin Center, San Antonio Library and other organizations in San Antonio and surrounding counties.

## Music: Tejano

This activity is to introduce the girls to Tejano music while making musical instruments. Tejano music fuses Mexican, European, and U.S. influences. It began in northern Mexico (a variation known as *norteño*) and Texas in the mid-19th century with the introduction of the accordion by German, Polish, and Czech immigrants.

Materials: Number of materials depends on the desires and number of girls participating.

- Space for moving to music
- Space to make instruments
- Computer, IPAD, or phone with internet access and books (list provided). All of these books are at the San Antonio Public Library
  - [Selena](#) by Joanne Mattern
  - [Selena: The Queen of Tejano](#) by Jill C. Wheeler
  - [Biography: Selena](#)
- Selection of [Tejano Music Top 100 Songs Las 100 Mejores Canciones Tejanas](#)

Directions:

Start playing some musical selections while making instruments. After the girls make their instruments, encourage them to play along with the music.

### Popsicle Stick Harmonica

Materials:

- 2 Popsicle Sticks
- 2 Rubber Bands
- A strip of paper the same size as the Popsicle Stick
- 2 toothpicks cut the width or just wider than the Popsicle Stick
- Markers or Crayons

Directions:

1. Sandwich the paper strip in between the 2 Popsicle Sticks.
2. Wrap a rubber band around one end until it is snug.
3. Slide a toothpick to the inside of the rubber band.
4. Sandwich the last toothpick at the other end of the Popsicle sticks and wrap with a rubber band.
5. Decorate!

### Maracas

Materials:

- 2 Plastic cups
- Packing Tape
- Beans or Rice
- Markers or Crayons

Directions:

1. Put Beans, Rice or Both in one cup.
2. Cover with second cup.
3. Have someone wrap tape around where the two cups meet.
4. Test it to make sure that everything stays inside cups.
5. Decorate!

### Tambourine

Materials:

- Paper plate
- Glue
- Yarn
- Scissors
- Jingle Bells
- Cotton Balls
- Markers or Crayons
- Hole punch or something to make holes
- Clothespins

Directions:

1. Color the paper plate then fold in half.
2. Stuff some cotton balls inside folded plate to make it soft and fluffy.
3. Glue edges together use the clothespins to hold edges together till dry.
4. Punch six holes around edges of plate after it dries
5. String ribbon or yarn through the holes and tie a jingle bell to yarn. Keep the yarn long enough so you can jingle when playing.

## Music: Musical Menagerie

There are so many types of musical styles. Encourage the girls to enjoy music and pick out different selections to listen to. Music can be enjoyed while drawing, reading and do chores. Music can be actively engaged in while dancing and singing.

Materials: Number of materials depends on the desires and number of girls participating.

Ask the girls some of their favorite songs. Have them teach each other the lyrics. Find it on YouTube, Spotify or Google.

- Space for moving to music
- Chairs
- Suggested Resources: all of these CDs are at the San Antonio Public Library
  - *Sound of the World Presents: Beyond the Horizon* by BBC Radio DJ Charlie Gillett
  - *Warner Classics & Jazz* (2 sound discs)
  - World Music Disney Records (1 sound disc and booklet)

### Directions:

Play musical chairs. Explain the game to the girls if they don't already know it. Find different types of music to play for the game.

- Jazz
- Tejano
- Folk songs
- Blues
- Classical
- Rock
- Rap
- Country
- Songs from around the world

### Additional Activities:

Go see a musical performance at the Tobin Center, such as:

[Aida Cuevas](#) – October 14, 2018 (mariachi)

[Flying Bach](#) – November 3, 2018 (classical music, breakdance)

[Jazz at Lincoln Center Orchestra](#) – December 3, 2018

Black Violin – March 22, 2019 (Hip hop)

[San Antonio Symphony Fiesta Pops](#) – April 26-28-2019 (mariachi)

Contact [education@tobincenter.org](mailto:education@tobincenter.org) for event schedule and scholarship options.

# Dance

## Dance: Tip Toe Twirl

Ballet is storytelling through dance and music without words.

Materials: Number of materials depends on the desires and number of girls participating.

- Space for moving to music
- Books about the Nutcracker Ballet:
  - [Mary Engelbreit's Nutcracker](#) by Mary Engelbreit
- Upcoming performances to attend:
  - [Ballet San Antonio, The Nutcracker](#) – November 23-December 2, 2018
- Additional resources:
  - Book: [Emma and Julia Love Ballet](#) by Barbara McClintock

Directions:

1. Ask the girls if they know what ballet is. If they do, let them dance like ballerinas.
2. If you read the story of the Nutcracker to the girls, it will make watching the ballet more enjoyable since they will know the story.
3. The Nutcracker is a story that was adapted into a ballet and is one of the most well-known and performed ballets.

### The Party Scene

It is Christmas Eve at the Stahlbaum house, a large and grand house with the most beautiful tree imaginable. The Stahlbaums are hosting their annual Christmas party, welcoming the arrival of their family and friends. The children, Clara and Fritz, are dancing and playing as they welcome their friends too.

The party grows festive with music and dance as godfather Drosselmeyer arrives. He is a skilled clock and toy maker and always full of surprises. Drosselmeyer draws everyone's attention as he presents two life-size dolls. They are the delight of the party, each taking a turn to dance.

The children begin to open gifts when Drosselmeyer presents his to Clara and Fritz. Although his gift to Fritz is quite nice, he gives Clara a beautiful Nutcracker that becomes the hit of the party. Fritz becomes jealous and, having a bit more spunk than a boy should have, grabs the nutcracker from Clara and promptly breaks it. Clara is heartbroken looking on as Drosselmeyer quickly repairs the Nutcracker with a handkerchief he magically draws from the air.

As the evening grows late, the guests depart and the Stahlbaum family retires for the evening. Clara, worried about her beloved Nutcracker, sneaks back to the tree to check on him, falling asleep with him in her arms.

### **The Fight Scene**

As the clock strikes midnight, strange things begin to happen. Clara begins shrinking as her beautiful Christmas tree grows high above her. The toys around the tree come to life while the room fills with an army of mice, led by the fierce Mouse King. As the Nutcracker awakens, he leads his army of toy soldiers into battle with the mice. The Mouse King corners the Nutcracker and battles him one-on-one. The Nutcracker seems to be no match for the Mouse King.

The Nutcracker and his army can go on no longer and are captured by the mice and their King. Clara makes a final daring charge throwing her slipper at the Mouse King, hitting him square on the head. The Mouse King drops to the floor and the mice run away, carrying off their leader's lifeless body.

### **The Land of Snow**

The Nutcracker turns into a Prince and takes Clara on a journey to the Land of Snow, an enchanted forest wonderland where they are welcomed by dancing snowflakes.

### **The Land of Sweets**

The Prince escorts Clara to the Land of Sweets where they are greeted by the Sugar Plum Fairy. The Prince tells her about their daring battle with the army of mice and she rewards them with a celebration of dances.

- The Spanish Dance
- The Arabian Dance
- The Russian Dance
- The Chinese Dance
- The Mirliton Dance
- The Waltz of Flowers

As a finale, the Sugar Plum Fairy and the Cavalier dance a beautiful Pas De Deux.

### **The Dream Ends**

Clara awakens from her dream and finds herself by her Christmas tree with her beloved Nutcracker.

This book is a story about a ballerina and a little girl who wants to be a ballerina.

Additional Activity:

Go see a performance of the Nutcracker Ballet

[Ballet San Antonio, The Nutcracker](#) – November 23-December 2, 2018

Contact [education@tobincenter.org](mailto:education@tobincenter.org) for event schedule and scholarship options.

## Dance: Move to the Music!

Dancing is fun! It is a way to engage your mind and body.

Materials: Number of materials depends on the desires and number of girls participating.

- Room to dance
- Selection of Different kinds of music

Directions:

1. Explain to each girl that they are going to dance their name. Have the girls practice making the letters of their name with their body.
2. A good song to practice is with the song [“YMCA” by The Village People](#). Have the girls practice doing this song.
3. Then have them figure out how to make the letters of their names. When everyone is ready, play some selections. Try to find music the girls are not familiar with. Remember there are no incorrect moves!
  - [Big Band Sound](#)
  - [Blues](#)
  - [Beatles](#)

Additional Activity:

Have them make up a dance and teach the other girls.

Go see a dance performance at the Tobin Center, such as:

[Ballet San Antonio, The Nutcracker](#) – November 23-December 2, 2018

[San Antonio Symphony Fiesta Pops](#) – April 26-28-2019 (mariachi)

Contact [education@tobincenter.org](mailto:education@tobincenter.org) for event schedule and scholarship options.

## Dance: Everybody Dance!

Let's get energized! Take a moment to show your best moves or just be silly doing the moves you love to do! No experience required for this fun activity.

Materials: Number of materials depends on the desires and number of girls participating.

- Tissue or paper towels
- Room to dance
- Music selections
  - [Somewhere Over the Rainbow by Israel Kamakawiwo'ole](#)
  - [Limbo Rock](#)
  - [The Twist](#)

### Directions:

1. Have each girl put a tissue or paper towel on her head.
2. Let them practice dancing with them on their head.
3. The goal of this game is to be the last one to have the tissue fall off their head.

### Additional Activities:

The *Zoo Guess Who Dance Game* involves a lot of favorite zoo animals, so make sure the girls are aware of them. Once the girls know the traits of each animal, they will have to make moves through the dance that resemble the same. So once an animal's name is called out, here is how the girls CAN make the moves:

**Snake:** Ask the girls to lie down on the floor and slither about like a snake.

**Rabbit:** The girls will have to bend down on the floor in one spot and place the hands down. Next, ask them to make jumping motions in the same spot by maintaining the pose.

**Tiger:** Let the girls bend down comfortably on the floor with both hands down and arch the back.

**Kangaroo:** Ask the girls to stand in a place and do a few high jumps. the girls will have to try and touch her bottom with their feet as she jumps.

**Cheetah:** the girls will have to stand in one place and do a mock run as fast as they can.

Have the girls come up with other animals!

# Theater & Movie Making

Opera is a live theater performance where all speaking parts are sung. Opera includes text along with the vocals and instruments. Great opera is dramatic with dancing, musical instrumental and lavish costumes and sets. Children like to sing with their whole bodies and that is what opera is all about.

Materials: Number of materials depends on the desires and number of girls participating.

- Computer with to access [YouTube](#) and [Hansel and Gretel at the Opera](#) (an interactive game where kids can create costumes and choreograph the players in the Hansel and Gretel opera)
- Suggested Books:
  - [Marian Anderson: Amazing Opera Singer](#) by Pat McKissack
  - [Opera Cat](#) by Tess Weaver

Directions:

1. Before accessing [Hansel and Gretel at the Opera](#), read story of Hansel and Gretel provided below.
2. After you read it to the girls, then show this 10-minute YouTube [video of the Hansel and Gretel](#) opera when they are going out and off into the woods.
3. Opera singers sing large and use a lot of emotion. This will seem silly to the girls. Let them practice singing like an opera star. Even statements like “Open the Door” are sung in an opera.

*Hansel and Gretel*

### ACT I

In the broom-maker’s house. Hansel complains he is hungry. Gretel shows him some milk that a neighbor has given them for the family’s supper, and the children dance. They are interrupted but the return of their mother, who wants to know why they have got so little work done. When she accidentally spills the milk, she angrily chases the children out into the woods to pick strawberries. The father, a broom-maker, returns home drunk. He brings out the food he has bought, to the mother’s delight, then asks where the children have gone. The mother replies that she sent them into the woods. Alarmed, he tells her about the Witch who lives there and that the children are in danger. The parents rush off to look for them.

### ACT II

In the woods. Hansel picks strawberries. The children hear a cuckoo singing. Imitating the bird’s call, they eat the strawberries, and soon there are none left. In the silence of the wood, Hansel admits to Gretel that he has lost the way. The children grow frightened when suddenly the Sandman appears to bring them sleep, sprinkling sand over their eyes. Hansel and Gretel say their evening prayers. In a dream, they see 14 angels.

### ACT III

The gingerbread house. The Dew Fairy comes to wake the children. Gretel rouses Hansel, and they notice the gingerbread house. The Witch appears and decides to fatten Hansel up. She puts a spell on him, so he can’t run away, but Gretel has overheard the Witch’s words and sets Hansel free. When the Witch asks her to look into the oven to make sure it’s hot, Gretel pretends she doesn’t know how to: the Witch must show her. When the Witch peers into the oven, the children shove her inside and shut the door. The oven explodes. The enchanted gingerbread children come back to life. The mother and father, still looking for their children, arrive, and all express gratitude for their salvation.

Additional Activities: Go see an Opera or open rehearsal at the Tobin Center. Email the Contact [education@tobincenter.org](mailto:education@tobincenter.org) for event schedule and scholarship options.

Theater & Movie Making: Shakespeare's *A Midsummers Night's Dream*

This Shakespeare play is a comedy. It is a good one to use to introduce Shakespeare to children. There are fairies and magic along with people acting silly.

Materials: Number of materials depends on the desires and number of girls participating.

- Books:
  - [Ella Bella Ballerina and A Midsummer Night's Dream](#) by James Mayhew
  - [William Shakespeare's A Midsummer Night's Dream](#) by Bruce Coville
  - Read the book [online](#).

Directions:

1. It is a good idea to read the story to the girls before having them watch a video or live performance. See the summary of Shakespeare's *A Midsummer Night's Dream* below.
2. Show the girls The Animated Tales—[A Midsummer Night's Dream](#). (25 minutes and 41 seconds).
3. Have the girls draw or color pictures of the story. They could draw the castle, forest or what the characters look like.

### Summary

Theseus, the Duke of Athens, is preparing for his marriage to Hippolyta, Queen of the Amazons, A courtier seeks the Duke's intervention because his daughter, Hermia, will not agree to his choice of Demetrius as a husband: she's in love with Lysander. The Duke tells Hermia to obey her father, or either die or accept a life as a nun in Diana's temple. Lysander and Hermia plan to elope, and they tell Helena, who is in love with Demetrius, but he hates her and loves Hermia. The lovers run away from Athens but get lost in the woods. They are followed by Demetrius, and then by Helena, who has told him of their intentions.

Oberon, king of the fairies, who lives in the woods, has quarreled with his queen, Titania, over an Indian boy she refuses to give him. Oberon overhears Helena and Demetrius arguing and sends his mischievous servant, Puck, to get a flower whose juice has the power to make people fall in love with the first creature they see when the juice is placed on their eyelids while asleep. He instructs Puck to put some drops on Demetrius' eyes. Mistaking the Athenian he seeks, Puck puts the flower juice on the eyes of the sleeping Lysander so that when he is woken by Helena he immediately falls in love with her and rejects Hermia.

Some artisans are rehearsing a play about the tragic love-story of Pyramus and Thisbe to present before Theseus on his wedding day. Bottom, the weaver, is to play the lover, Pyramus, while Flute, the bellows-mender, is to play Thisbe. The others play the parts of the Moon, the Wall and the Lion and they are directed by Quince, the carpenter. Puck overhears their rehearsals in the wood and he plays a trick on them by giving Bottom an ass's head which frightens the others away. Bottom is lured towards the sleeping Titania whom Oberon has treated with the flower juice. On waking, she falls in love with the ass and entertains him with her fairies, but when Bottom falls asleep beside her, Oberon restores Titania's sight and wakes her. She is appalled at the sight of what she has been in love with and is reunited with Oberon.

Puck removes the ass's head and Bottom returns to Athens and rejoins his friends as they prepare to perform their play. Meanwhile the lovers' arguments tire them out as they chase one another through the woods and when Demetrius rests, Oberon puts magic juice on his eyes so that both he and Lysander pursue Helena until the four lovers fall asleep, exhausted. Puck puts juice on Lysander's eyes before the lovers are woken by Theseus and Hippolyta and their dawn hunting party. Happily reunited to each other, Lysander with Hermia, Demetrius with Helena, they agree to share the Duke's wedding day. The rustics perform the play of Pyramus and Thisbe before the wedding guests. As the three couples retire Puck and the fairies return to bless the palace and its people.

Additional Activity:

Go see a live performance of *A Midsummer Night's Dream*.

Materials: Number of materials depends on the desires and number of girls participating.

- Towel or sheet
- Idea Cards: (some suggestions)
  - Act like something is heavy
  - Act like something is really funny
  - Act like you can fly
  - Act surprised
  - Act like you just got a present

Directions:

1. Have each girl pick a card and have them read it to them self or tell them quietly what it said so no one hears
2. Hold up the sheet or towel and have the girl go behind it and when they come out they pretend whatever was on the card.
3. Do it once with the cards, then have the girls decide what they want to do and everyone can guess.
4. For the girls that want help, model what their card says.
5. For girls that want more, come up with a skit and put it on and you record it.

Additional Activity:

Go see a musical performance at the Tobin Center, such as:  
[Charlie Brown Christmas](#) – December 22, 2018

Contact [education@tobincenter.org](mailto:education@tobincenter.org) for event schedule and scholarship options.

**YOU DID IT!**



**CONGRATULATIONS!**



# End of Booklet

Girl Scouts of Southwest Texas  
811 North Coker Loop  
San Antonio, Texas 78216  
(210) 349- 2404 or 1-800-580-7247  
[www.girlscouts-swtx.org](http://www.girlscouts-swtx.org)

To learn more about The Tobin  
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