

Roald Dahl's The Enormous Crocodile The Musical

Educator Guide



ROALD DAHL'S THE ENORMOUS CROCODILE THE MUSICAL

2025

children's
theatre
company

2026

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Behind the **SCENES**



Photo by Danny Kaan

Learn more about the
artists, history, and
themes of this production.

What is this show about?

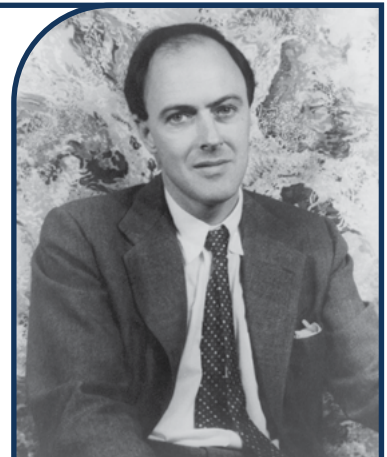


He's greedy, he's grumpy, he's horrid!

The Enormous Crocodile is weaving his way through the jungle with his tummy rumbling... Only the other jungle creatures can foil his secret plans and clever tricks, but they're going to have to find a large amount of courage to stop this greedy brute. Get to know all of the creatively puppeted creatures—from frogs and birds to hippos and monkeys—in the U.S. premiere of this smash U.K. hit. You'll go from the jungle into outer space and back again, just in time for a wild dance party!

From Page to Screen to Stage

The Enormous Crocodile is based on the book by the same name written by Roald Dahl in 1978. Before Dahl became a writer, he was a fighter pilot and spy in World War II. As a writer, Dahl became known as one of the world's greatest storytellers. His stories champion kindness and often have a dark comedy to them. In addition to *The Enormous Crocodile*, his works include *Charlie and the Chocolate Factory*, *Matilda*, *James and the Giant Peach*, *The BFG*, and *The Witches*.



Roald Dahl

Where does this story take place?

The Enormous Crocodile starts on the River Nile, the “biggest, brownest, muddiest river” in the African wilderness. The river is surrounded by lush vegetation which provides the perfect cover for hunting crocodiles. While the specific location isn't named, the setting implies a wilderness area that is close to a nearby town.

Puppetry

In *The Enormous Crocodile*, the animals are brought to life through colorful, dynamic puppets. The actors playing the animals are very much a part of the puppet, and the puppet design integrates the performer's body into the animals so the two become one. Before your trip, [watch this short video](#) to get a look into the puppet workshop that designed and built the puppets in the play.



Photo by Danny Kaan

Animals in the Show

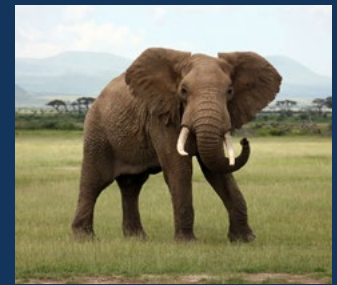
The Enormous Crocodile

The Nile crocodile is native to freshwater habitats of sub-Saharan Africa, primarily in the eastern, southern, and central regions of the continent. They are the largest predator in Africa. Usually, adult crocodiles are between 11.5 feet to 16.5 feet long, but there have been crocodiles exceeding 20 feet in length—that's about as tall as a two-story house! These crocodiles are very dangerous and eat a variety of prey including fish, birds, other reptiles, and mammals.



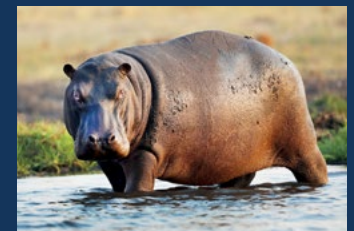
Trunky the Elephant

African elephants are social herbivores. They live in family units as part of a herd. Elephants use their trunks to pull leaves and foliage off of trees. Lions, hyenas, and crocodiles may attempt to prey on young or sick elephants, but elephants are generally successful at fending off predators.



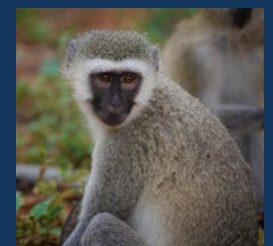
Humpy Rumpy the Hippopotamus

Hippopotamuses, or hippos, are the third largest land mammal after elephants and rhinoceroses. They spend their days remaining cool in the water or mud emerging at dusk to graze on grasses on land. Despite being herbivores, hippos are very dangerous due to their aggressive and unpredictable nature. Crocodiles and lions will sometimes prey on young hippos but will generally leave adult hippos alone.



Muggle Wump the Monkey

While Muggle Wump's specific species is never named, it's possible that his character is based on vervet monkeys. These are small monkeys native to eastern and southern Africa. Vervet monkeys are omnivores and eat mostly plants and bugs.



Before **YOU GO**



Photo by Danny Kaan

Use these activities in
your classroom to prepare
your students for their
field trip to CTC.

Animal Exploration

Grades: Grades K and up **Time Required:** 10-20 minutes

Set-up: This activity works best in an open area where students can move, like the front of a classroom.

Supplies: Whiteboard or large chart paper and marker

Students will meet many animal characters in *The Enormous Crocodile*. In this activity, students will identify characteristics of different animals and use their bodies and voices to embody those animals.

Characteristic—A distinguishing feature or trait belonging to a person, place, or thing that helps to identify it.

Instructions:

1. With students seated at their desks, explain what **characteristic** means and start brainstorming external characteristics (size, color, number of legs, type of tail, ear shape, etc.) of the following animals that you'll meet in *The Enormous Crocodile*: crocodile, elephant, monkey, hippopotamus, and bird. Write the students' responses on the whiteboard.
2. Animals are also identified by the sounds that they make. Repeat the brainstorm and identify sounds that the animals make.
3. Next, invite your students to begin walking around an open space, like the front of the classroom. As they walk around, tell them to start thinking about a crocodile. Remind them of the external characteristics that you thought of earlier. Using just their bodies, ask the students to show you the various characteristics that you brainstormed. For example, the four legs, the long tail, and the sharp teeth. Your students should now be moving around the open space as crocodiles. Once they've created the physical embodiment of the crocodile, have them add on one of the sounds that you brainstormed.
4. Repeat the exploration with the other animals: elephant, monkey, hippopotamus, and bird.

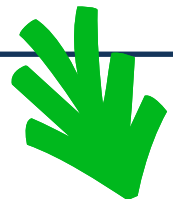
Reflection Questions

- What was your favorite animal to embody? Why?
- What characteristic was the most challenging to portray?



Variations and Adjustments

Use images of the different animals during your brainstorm to help students generate ideas. Have a relay race in groups with each student being a different animal. Challenge them to truly keep the embodiment of the animals while they are racing, including the pace that those animals would move at in the real world.



Craft Stick Crocodiles

Grades: Grades K and up **Time Required:** 15-30 minutes

Set-up: This is an independent activity for students to work on at their desks.

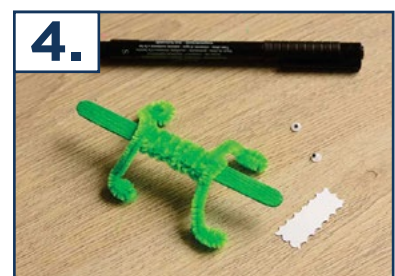
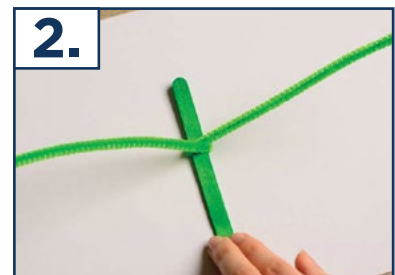
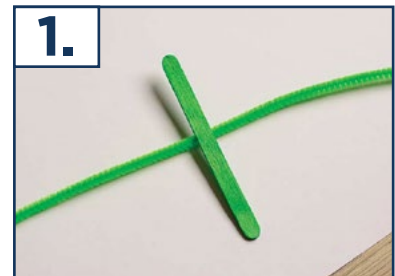
Supplies: Popsicle sticks (pre-colored or colored green), green pipe cleaners, and black marker. Optional supplies include small googly eyes, zigzag scissors, white paper, and glue.

Have your class make their own Enormous Crocodile using popsicle sticks and pipe cleaners! Once your class has made them, you can extend the activity by creating dioramas of a crocodile's habitat.



Instructions:

1. Place the middle of a popsicle on the middle of a pipe cleaner.
2. Start wrapping the pipe cleaner around the stick, working towards one end.
3. Wrap up the stick until there is about of a quarter of the stick remaining. Use the ends of the pipe cleaner to make legs. Repeat the process on the other end of the stick with a second pipe cleaner.
4. Use the marker to draw eyes and nostrils (if using, stick on the googly eyes). If using the zigzag scissors, white paper, and glue, you can cut teeth for the crocodile by cutting out a small rectangle of white paper using the scissors. Glue the teeth on the bottom of the craft stick.



7 Sentence Story Creation

Grades: Grades 2 and up **Time Required:** 15 minutes

Set-up: This activity can be done with students sitting at their desks or sitting in a circle.

Supplies: Whiteboard or large chart paper and marker

In this activity, students will work together to build original stories. They will familiarize themselves with basic story structure to create stories with a beginning, middle, and end. This activity also encourages students to think on their feet and listen and respond to others' ideas.

Instructions:

- With your class, brainstorm a list of adjectives and a list of animals. For example:

| Adjectives | Animals |
|------------|----------|
| Terrifying | Horse |
| Nervous | Turtle |
| Shy | Elephant |
| Excited | Cow |

- Together, choose an adjective and an animal from your list and use these as a title for your very own story (i.e. "The Nervous Horse" or "The Terrifying Turtle"). Have the following story structure up on the board for your students to reference:

7 Sentence Story Structure:

Once upon a time...

And every day...

Until one day...

And because of that...

And because of that...

Until finally...

And ever since then...

- Once you have your title selected, have students take turns filling in the sentence for each prompt line. The goal is to have each sentence of the story relate and connect to the rest of the story.
- Coach students to avoid unnecessary destruction. Students should build on each other's ideas and not negate them.
- After you've created your story, have the students act it out.
- Repeat the process as many times as desired.

Example Story

Once upon a time... there was an excited cow.

And every day... the cow ran to the farmer's house to see the farmer's kids.

Until one day... the kids had left to go to college.

And because of that... the cow left the farm to go in search of them.

And because of that... the cow got to see the world, which was very exciting for her.

Until finally... she crossed the ocean, went to Oxford College, and found the farmer's kids!

And ever since then... the cow has been by their side and walked across the stage with them at graduation.



Variations and Adjustments

After you've done one story as a class, split them up into small groups to create more original stories. Use this structure as a jumping off point to create written scripts for a play.

3 Things

In the day or so before your field trip, share the following prompts with your students. You can read them aloud to your class or give each student a copy. When you return from the performance, review the list again. What do they remember noticing or thinking about during the performance?

During the performance:

Look for...

1. The crocodile getting his teeth cleaned. What kind of animals help clean his teeth?
2. The crocodile disguised as a coconut tree.
3. A spaceship. What character goes to space at the end?



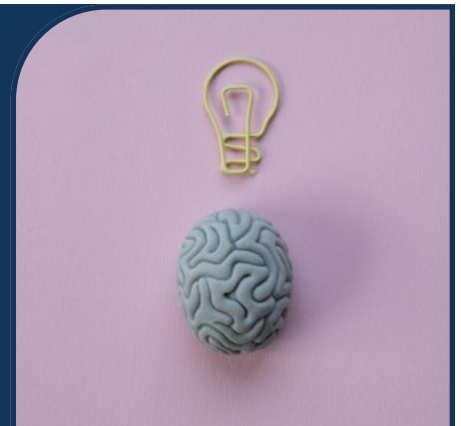
Listen for...

1. Words that rhyme with crocodile. How many can you remember?
2. Jungle sounds. Can you identify any animals you hear just by their sounds?
3. An explosion. What causes the explosion?



Think about...

1. Have you ever stood up to a bully?
2. The crocodile has multiple setbacks when his tricks don't work. When have you kept going even after a setback?
3. The animals work together to stop the crocodile even though they're scared of him. When was a time when you were brave?



Before You Go— **AT HOME**



Photo by Danny Kaan

Print this section and send it home with permission slips. This section supports family engagement and provides tools to help families reflect with students about their theatre experience.

Resources for Families

Extend your child's theatre experience at home!

Questions to ask your child BEFORE they see the show:

- *The Enormous Crocodile* takes place in the jungle in Africa. What do you know about the African jungle? What animals live there?
- How do you think they will use puppets to become the animals? How do you think they will make the crocodile look enormous?
- What about your field trip are you most excited about?

Questions to ask your child AFTER they see the show:

- Do you think that the crocodile's clever tricks really were clever? Why or why not?
- The animals worked together to stop the crocodile. When was a time you worked with others to solve a problem?
- What was your favorite part of the play? Who was your favorite character?

Get Involved in Theatre Arts Training

Children's Theatre Company offers Theatre Arts Training classes and camps year-round for ages 2-18. Theatre is a fun and powerful way for kids to learn and grow. Through active, hands-on learning, young people build important life skills—like creativity, resilience, and the confidence to express themselves, both on stage and off! Learn more at childrenstheatre.org/classes



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Habitats at Home

Before your student's field trip, talk with them about the habitats of the animals that they will meet in the play (crocodile, monkey, elephant, hippopotamus, bird, frog, etc.). What are the characteristics of these habitats? What do the animals need to build their homes or to shelter themselves?

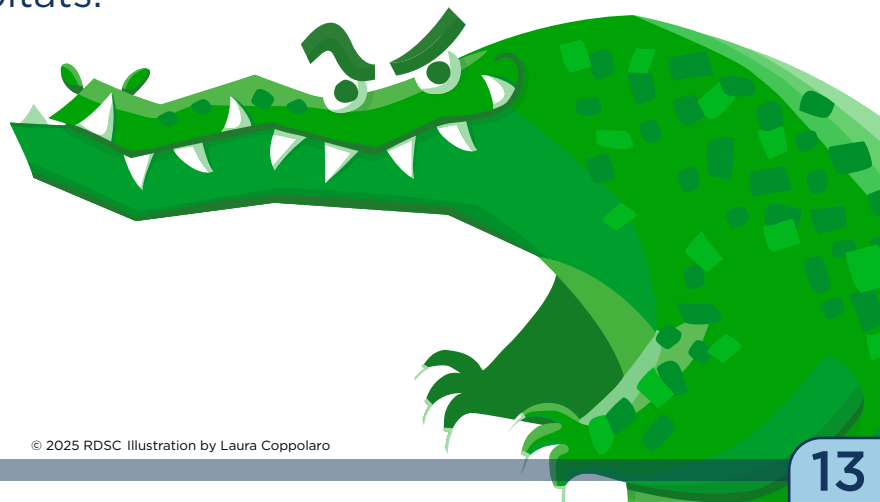


Head outside for a nature walk and gather materials to create a nature collage of one of the animal's habitats. You might collect:

- Twigs
- Bark
- Grass
- Rocks
- Leaves, etc.

Once you're back inside, work together to glue or tape your nature materials onto a piece of paper to create a picture of the animal's habitat. Use pens, pencils, or markers to add more detail or draw a picture of the animal in their habitat.

After your student's field trip, ask them what the stage looked like and how it depicted the animals' habitats.



Heading to **CTC**



Photo by Danny Kaan

Provide this resource to all teachers, staff, and chaperones attending the field trip. This section contains field trip procedures, accessibility information, and CTC's approach to theatre etiquette.

Trip Guide

CTC Theatre Etiquette

At CTC, we encourage audiences to engage with the live theatre experience and react freely. It's ok to laugh if something is funny, exclaim if something is surprising, gasp if something is scary, and maybe even dance along in your seats if the music inspires you. We value the real-time, honest reactions of our student audiences.

We do, however, thank you for your partnership in making sure that any reactions from your students are kind and respectful towards the actors onstage and towards all of the people who worked so hard to make the show possible. If there is a group seated near you that is being disrespectful, please don't hesitate to notify an usher.

Arrival

Check-in begins one hour prior to the performance. Buses can unload in the circle driveway on 3rd Ave S between 24th St. and 25th St. An usher will greet you at your bus and will need to know the name of your school and how many buses you are traveling with. If all of your buses have arrived, we will ask you to unload and make one line. We will lead you inside to the MacMillan Family Lobby. Groups are seated in the order of arrival, and your entire group must be present before you can check in. Seating begins 30 minutes prior to the start of the performance.

CTC does not print or issue individual tickets or stickers for student matinee performances. Instead, as you line up in the lobby, one of our ushers will count your group to ensure that you are not over your allotted number of seats. It is helpful if you can provide the usher with a final count for your group, but not required.

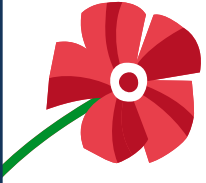
Seating

Seating in the theatre begins 30 minutes prior to the performance. An usher will lead your group into the theatre in one line. We recommend spacing chaperones throughout the line to aid in guiding the students. To ensure that everyone gets a seat, please take whichever seat the usher is asking you to, including chaperones. Once your whole group has been assigned a seat, you are more than welcome to rearrange students and chaperones as you need to and utilize the restroom facilities.

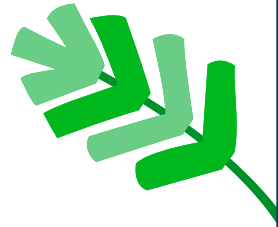
Lunch

Lunch space must be reserved in advance. If your group has reserved space in our lobby to eat lunch after the show, please bring the lunches inside with you when you arrive. We will store them in the lobby during the show. We recommend consolidating lunches into paper or reusable shopping bags. Large coolers and bins can be heavy and unwieldy, and individual lunches can easily be lost or forgotten on the bus.

After the show, those with reserved lunch space will have a designated area of the lobby to utilize. The lunch space allows for picnic-style eating on the floor. You may be sharing the lobby with other schools or may be directed to our other theatre's lobby if we have multiple groups staying for lunch. Custodial services are provided by CTC.



Accessibility



Mobility Accessibility

The MacMillan Family Lobby and Cargill Stage are fully accessible on the ground level. CTC's accessible seating area is located in the front row of the theatre. Please email schools@childrenstheatre.org in advance to request accessible seating, if needed. The rest of the seating can be accessed by going up a set of stairs. The restrooms in the MacMillan Family Lobby are fully accessible.

An Accessible/All-Gender/Family Restroom is located next to the elevator on the 2nd level in the Red Lobby. An adult-sized changing table is available upon request.

Sensory Sensitivities

The performance is live streamed in the lobby for anyone needing to take a break during the performance. Please feel free to come and go from the lobby as you need to throughout the show.

Please let an usher know if someone in your group would benefit from a fidget, ear plugs, noise canceling headphones, or coloring/activity sheets during your visit.

Assistive Listening Devices

Please let an usher know if you would like to use an assistive listening device. These devices come equipped with an over-the-ear earpiece. This earpiece can be unplugged, and other devices, such as cochlear implants, can be plugged into the receiver using the 1/8" jack. If you will be plugging in your own device, please bring the appropriate cord as CTC does not have these on hand.

Sign Interpretation and Audio Description

A sign interpreted and/or audio described student matinee performance is scheduled for each production at CTC. We suggest booking your field trip for these scheduled performances if you need either of these services. Please contact schools@childrenstheatre.org if you are unable to reserve your field trip for the scheduled performance(s) and need to request this service for a different date. CTC requires at least 3 weeks' notice to schedule ASL interpretation or Audio Description.

Prayer/Private Nursing Space

During your visit, please ask a member of our staff to use our private space for nursing, pumping, prayer, or other needs.





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Roald Dahl's The Enormous Crocodile

The Musical Content Advisories

Language: 1 out of 5 stars ★☆☆☆☆

There is some body humor and an animal talks about tasting a hippo's fart in the air. Another character mentions peeing in their pants.

Themes and Situations: 0 out of 5 stars ☆☆☆☆☆

Violence and Scariness: 0 out of 5 stars ☆☆☆☆☆

A monkey says that they hope the crocodile chokes to death. A kid briefly gets stuck in the Crocodile's mouth but still manages to escape.

Sensory Advisories: 2 out of 5 stars ★★☆☆☆

Small items are thrown into the audience, and the audience is told to throw them at the Crocodile and yell, "Eat nuts!" There are several moments in the show where the audience is encouraged to repeat words or sounds. Some audiences can get quite loud. There is a small explosion when the Crocodile hits the sun.

Potentially Anxious Moments: 2 out of 5 stars ★★☆☆☆

Audience interaction is encouraged, and several characters may come into the audience. A kid briefly gets stuck in the Crocodile's mouth but still manages to escape.

Please contact schools@childrenstheatre.org with any questions.

Trip Guide



This tool is called a **social story** and tells students what to expect at the theatre. Hand it out to anyone who may benefit from knowing procedures in advance.



Bus—I will ride on the **bus** from my school to the theatre.



Lobby—I will enter the **lobby** and be greeted by the theatre staff and ushers. I can say hello to them. There may be a lot of other students from different schools in the lobby at the same time. I will stay with my teachers.



Bathroom—If I need to go to the **bathroom**, I will let my teacher know, and they can take me. I can go to the bathroom any time I need to during the show.



Enter the Theatre—When it's time to **enter the theatre**, there may be a line at the door. I will wait in line for my turn to go through the door.



My Seat—An usher will show me to my **seat**. During the show I will sit in my seat next to my classmates.



During the Show—If the show is funny, I can **laugh**. If something surprises me, I can **gasp**. At the end of the show, I can **clap** to tell the actors I enjoyed the performance.



After the Show—I will wait **patiently** for my teacher to lead me out of the theatre.



Leave the Building—I will leave the building with my classmates and get **back on the bus** to my school. There may be a lot of other students from different schools leaving at the same time. I will stay with my teachers.

After the **SHOW**



Photo by Danny Kaan

The discussion prompts and activities in this section are an extension of the theatre-going experience and allow students to reflect on the experience of seeing a live show and further engage with the art forms and themes of the performance.

After the Show

Springboard

Use this page to recall observations, reflect, and think critically about the show you just saw!

The part of the show that grabbed my attention the most was

The show made me think about

Before seeing this show, I didn't know that

A question I have about the show is

If I were the director, one thing I would change is

One thing I saw during this show that I've never seen before was

After seeing the show, my friends and I talked about

Overall, the show made me feel

While watching the show, I had the strongest reaction to

Story Sequence

So much happens in the plays we see and the books we read! See if you can remember the order of events in *The Enormous Crocodile* by numbering the pictures below from 1-6.













Alphabet Frozen Pictures

Grades: Grades 1 and up **Time Required:** 15-20 minutes **Supplies:** None

Set-up: This activity works best in an open space like the front of the classroom or gym.

In *The Enormous Crocodile*, the Crocodile disguises himself as multiple different objects to trick the children into getting close enough to eat. In this activity, students will come up with words that begin with different letters and communicate those words with their bodies.

Instructions:

1. With students standing in their own personal space, prompt them to make a frozen picture, or tableau, of anything that starts with a specific letter in the alphabet. For example, the letter C. Give the students 5 seconds to make a frozen picture of anything that starts with the letter C. Examples could include crocodile, cookie, crayon, cheetah, cat, chicken, etc.
2. Once students are frozen, go around and tap a few students on the shoulder to find out what they have become. The student will share out loud.
3. Give students 5 seconds to return to neutral.
4. Select a new letter from the alphabet and repeat.

Variations and Adjustments

With younger students, you can choose to pick a letter and then brainstorm ideas as a group. Then, ask students to make a frozen picture of anything that starts with that specific letter. It could be something that was just brainstormed or something they thought up on their own.

For older students, you can make the activity more challenging by putting a limit on obvious choices. For example, you could say, "Make a frozen picture of anything that starts with the letter M, but there will be no monkeys."

Secret Plans and Clever Tricks

Grades: Grades 1 and up **Time Required:** 15-20 minutes **Supplies:** Pencil and paper
Set-up: This activity can be done at a table or on the floor with a clipboard/writing surface

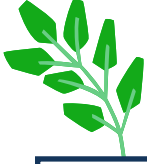
The Enormous Crocodile insists that he has “secret plans and clever tricks” to capture the children he wants to eat. He first disguises himself as a coconut tree and then as a seesaw. Each time the children fall for his trick, but the other animals save the day. In this activity, students will work in small groups to plan a new trick that the Enormous Crocodile could use.

Instructions:

1. As a class, talk about what you remember from the play about the Crocodile’s clever tricks. What were the tricks and how did the other animals defeat them?
2. In small groups, have students draw or write a new clever trick on paper. Once they’ve thought through the trick, have them think about how the other animals might help the children avoid getting trapped.
3. Next, have the groups work on acting out their trick, playing the different characters from the play.
4. Have each group act out their trick or share their written plans in front of the class. Discuss similarities and differences between the groups’ ideas.



Trunky's Spinning Color Wheel



Grades: Grades K and up **Time Required:** 15-20 minutes

Set-up: This activity can be done with students seated at their desks.

Supplies: Coloring supplies, heavy white paper or white paper glued onto cardboard cut into circles (optional template on the next page), wooden skewers

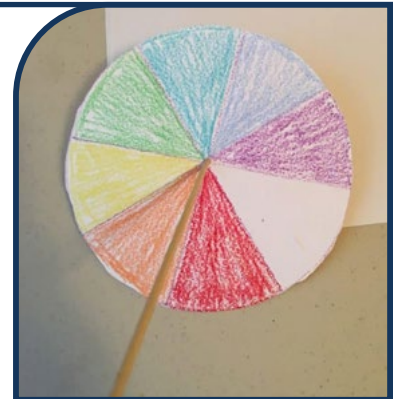
*"Then he swung him faster...
And faster...
And faster...
And faster still..."*

Soon the Enormous Crocodile was just a blurry circle going round and round Trunky's head."

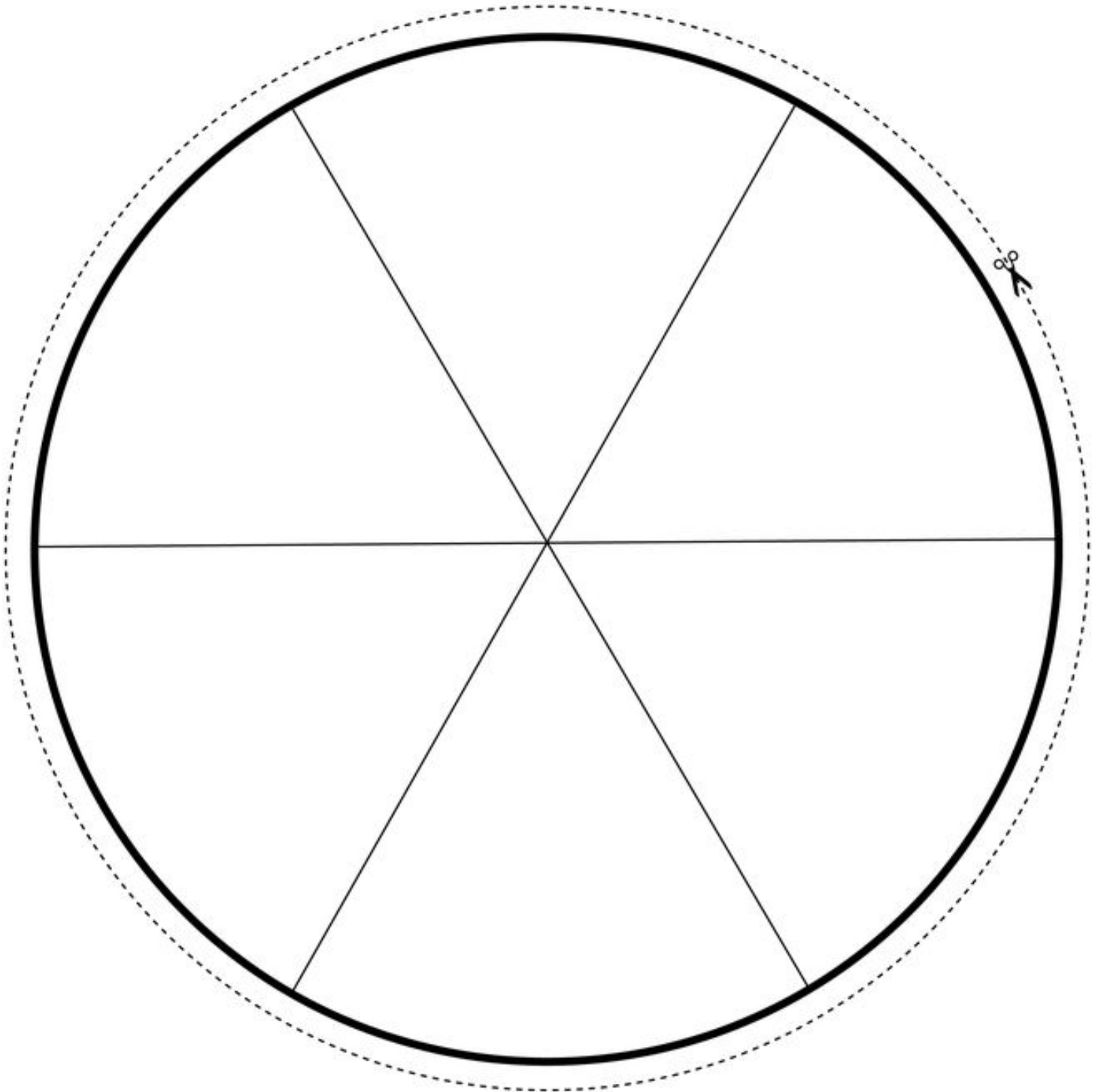
In this activity, students will create Newton color discs and learn about the persistence of vision.

Instructions:

1. Begin by reading the excerpt above from the book by Roald Dahl. Remind your students about the play and what it looked like onstage when Trunky the Elephant swung the Crocodile around and launched him into space.
2. Hand out round pieces of paper to the class. If you haven't done so ahead of time, have students divide the circle into equal sized segments.
3. Next, color in the segments in the order of the colors of the rainbow: Red, Orange, Yellow, Green, Blue, and Violet.
4. Pierce the middle of the disc with a wooden skewer. While watching their colored wheel, instruct students to spin the wooden skewer between their fingers. If the wheel moves up and down too much on the skewer, you can wrap tape around the skewer above and below the wheel so it stays in one spot on the skewer.
5. The students should notice the colors blurring together until the wheel appears to turn white. Explain that the colors are blending together because their eyes can't keep up with how fast the wheel is spinning. This is called persistence of vision. This is why the picture of the Crocodile in the book being spun around is so blurry. He's moving so fast, our eyes can't keep up!



Trunky's Spinning Color Wheel Template



Further Resources

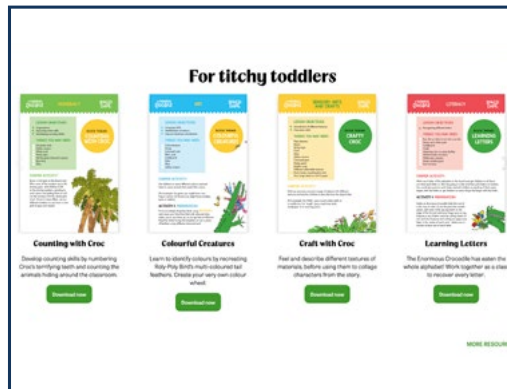
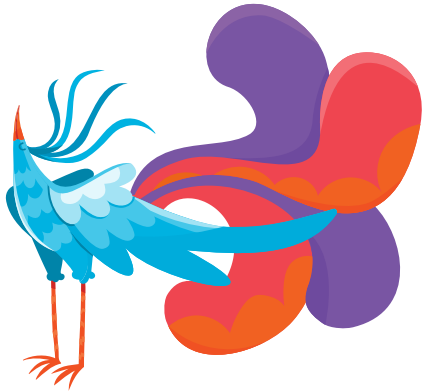


Inside Rehearsals—Join the cast and creatives for a look inside the rehearsal room - [YouTube](#)



Photo by Danny Kaan

Sing Along to the Opening Number from *The Enormous Crocodile* - [Youtube](#)



More *The Enormous Crocodile* activities from the Roald Dahl Story Company - [Learn More](#)



Questions? Email:
schools@childrenstheatre.org

Mail letters to:
Children's Theatre Company
2400 Third Avenue South
Minneapolis, MN 55404

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