



HYDE BY PUSH PHYSICAL THEATRE

CROSS-CURRICULAR EDUCATIONAL GUIDE

Curriculum Areas of Focus: English Language Arts, Performing Arts, Social Studies, Health/Wellness, Ethics & Philosophy, Media Studies

Blending PUSH Physical Theatre's signature dynamic physicality, a sharp script and audience interaction, HYDE places students inside the mind of Edward Hyde and the rationale behind his actions. It presents ethical dilemmas that, by definition, have no easy answers. But, HYDE isn't all doom and gloom. It's Rock-n-Roll from start to finish. It's one wild ride.

Welcome to the reimagined telling of Robert Lewis Stevenson's *Dr. Jekyll and Mr. Hyde*, originally published in 1886. This time Edward Hyde gets to tell *his* side of the story. He has rented a theatre, put on his fanciest suit and hired a couple of actors. His lofty ambitions to be a superstar career off the rails when his special guest is late and his actors go off script. His play becomes more than just a play. It's a confrontation. A confession. A game where the rules keep changing and the audience is never entirely off the hook.

What is physical theatre?

Physical theatre emphasizes the actor's body as the main tool for a story's emotions, narratives, and ideas. While dialogue may be present, the performance relies on storytelling through movement, gesture, mime, and other physical techniques. Physical theatre can create immersive and engaging experiences for the audience. In HYDE, audience members will interact with the actors, and some might even be brought up on stage.

Content Note: The performance of HYDE includes a loud bang representing a gun shot, theatrical yelling and violence, and acts of rage and self-harm. Comical elements add balance to these moments.

DEEP THINKING

When something truly awful happens, who do you think is to blame? You? Me? All of us? Is understanding a violent act the same as excusing it? Have you ever felt like two versions of yourself were battling for control? Have you ever laughed, only to realize seconds later that the joke was on you? If so, then you already understand something about *HYDE*.

For students unfamiliar with devised theatre or physical storytelling, *HYDE* may feel challenging or overwhelming. What we aim to do with this guide is to give students the tools to analyze and appreciate the structure, themes, and theatrical form. To then, create space for deeper reflection and cross-disciplinary conversation.

Whether students are theatre-makers, critical thinkers, visual storytellers, or ethically curious citizens, this guide will help them step into the world of *HYDE*.

This guide is designed to help educators facilitate thoughtful exploration before, during, and after the performance, offering a range of interdisciplinary activities that connect to English Language Arts, Performing and Visual Arts, Ethics, Health, and Social Studies.

ENGLISH LANGUAGE ARTS/LITERATURE

Themes: Inference, duality of man, unreliable narrators, morality, psychological realism, adaptation

ELA CURRICULUM CONNECTIONS:

Comparative study between the play and *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson

How does the performance adapt the original text for a contemporary audience? What themes are preserved, and what new meanings emerge through theatrical form?

Character study: Hyde as performer/narrator vs. Hyde as monster

Students can explore the function of a narrator in literature and theatre, specifically examining the use of unreliable narration in *HYDE* and *Dr. Jekyll and Mr. Hyde*. They will analyze how point of view shapes audience perception and contributes to dramatic tension.

Compare *Dr. Jekyll and Mr. Hyde* (1886) to PUSH's *HYDE*. How does the performance adapt the original text for a contemporary audience? What themes are preserved, and what new meanings emerge through theatrical form?

Modern adaptation and intertextuality

How does the show use contemporary media references (phones, social media references) to shift tone or emphasize tension? Explore how those choices shape audience perception and critique modern information culture.

Monologue and soliloquy in dramatic structure

Choose a moment in *HYDE* where Edward speaks at length to the audience. Break down What is revealed about his internal conflict? How does this shift the dramatic tension? Is it closer to a monologue or soliloquy and why? How does the structure of the scene (physicality, silence, pacing) support or subvert the traditional form?

SUGGESTED ACTIVITIES (ELA):

Creative Writing: Write a monologue from Jekyll's, the Mother's perspective or another character you create who witnesses the events?

Write and perform a monologue from the point of view of a new character, such as a bystander, the Mother, or a witness. Focus on voice, tone, and tension to match the themes of duality and self-justification.

Analysis Essay: Compare Stevenson's novel with the show's portrayal of duality and moral complexity

Using textual evidence from both Stevenson's novella and HYDE, argue whether the modern Hyde is a villain, victim, or something in between. Support your stance using character analysis and theme.

Media Literacy: Analyze how contemporary references reframe the historical themes.

How does the show use contemporary media references (phones, social media tropes) to shift tone or emphasize tension? Explore how those choices shape audience perception and critique modern information culture.

DISCUSSION QUESTIONS:

How does the play reinterpret the classic novel's themes for a modern audience?

What literary devices does the show use to create ambiguity and tension?

PERFORMING ARTS/DRAMA

Themes: Physical storytelling, audience interaction, performance as confession

THEATRE CURRICULUM CONNECTIONS:
Mime and physical theatre as narrative tools

Demonstrate the use of the body and voice to express character, emotion, and action in performance.

Analyze how movement, rhythm, and gesture communicate meaning and mood in performance.

Use visual storytelling (including blocking and physicality) to support meaning, mood, and intention in performance.



Physical theatre in action- what do you notice and what could this pose be trying to convey? Actor Ashley Jones (center) brings his experience in European clowning to the main character Edward Hyde, presenting a humorous side of Hyde through improvisation and physical comedy.

THEATRE CURRICULUM CONNECTIONS (CONTINUED):

Movement as dramaturgical punctuation

Examine how movement functions not just in performance, but as a structural tool to underscore transitions, shift tone, and mark the rhythm of a story.

Organize performance elements to heighten dramatic impact through staging and movement choices.

Audience role in immersive and participatory theatre

Investigate how the audience can be more than passive observers. How can they become witnesses, collaborators, disruptors, or even characters in the world of a performance?

Devising theatre: structure, improvisation, and integration of real-world content

Investigate how to generate content from interviews, media, personal experiences, and current events, and then shape that content into a clear dramatic structure.

Generate and shape original dramatic material using found source content.

SUGGESTED ACTIVITIES:

Performance Workshop: Recreate the “wink murder” scene using clowning and physical theatre

Devising Exercise: Create a short scene exploring duality using only movement and gesture

Character Work: Develop Edward as a character, tracking shifts in energy, presence, and tone

DISCUSSION QUESTIONS:

What is the effect of breaking the fourth wall?

How do the physical sequences tell the story without words?

Where does the show actually start, when you walk in the auditorium? Later? Never?



Darren Stevenson plays Dr. Jekyll and other characters throughout the performance. He attended the Goldston & Johnson School for Mimes and co-founded PUSH Physical Theatre with his wife, Heather.

DANCE, DESIGN & MEDIA ARTS

DANCE/DESIGN/MEDIA CURRICULUM CONNECTIONS

Creating (Dance/Media): Students generate and develop physical and media-based ideas.

Performing/Producing (Dance/Media): Students present physical sequences and media-integrated work.

Responding/Connecting: Students critique performances and link them to contemporary issues and classical texts.

SUGGESTED ACTIVITIES:

Reenact a scene from HYDE

Reenact HYDE physical sequences using choreographic principles: levels, tempo, dynamics. Integrate documentation via photography or video.

Dance + Video Collage: Students record and edit segments mimicking transformation scenes

Storyboard & Video Interview Project

Students storyboard a scene (e.g., Hyde's confession), film interviews with peers role-playing characters, then edit them into short media pieces reflecting motive and ambiguity.

DISCUSSION QUESTIONS:

How does HYDE's physical storytelling reflect media elements like editing, framing, and pacing?

How can media arts vocabulary like "composition," "contrast," "symbolic props," or "perspective" describe the emotional impact of a scene?



Heather Stevenson plays Hyde's mother and other characters throughout the performance. She attended the Goldston & Johnson School for Mimes and co-founded PUSH Physical Theatre with her husband Darren.

SOCIAL STUDIES/CIVICS

Themes: Violence, societal responsibility, ethics, media portrayal of mass atrocity

SOCIAL STUDIES/CIVICS CURRICULUM CONNECTIONS:

Gun violence and mass atrocity in American history

Bystander effect and collective responsibility

Criminal justice and media framing of perpetrators vs. victims

SUGGESTED ACTIVITIES:

Debate: Should art portray mass violence, crime, or war? What responsibility do artists have to reflect the world around them?

Case Study: Compare monologues in the show to real-life testimonials from mass violence incidents

Media Analysis: Examine how different news sources cover mass atrocities and compare with the play's lens

DISCUSSION QUESTIONS:

How does the show humanize perpetrators without excusing them?

What role does the media play in shaping public empathy or judgment?

Learn Physical Theatre



The team from PUSH has created several tutorial videos on physical theatre. Click the link below to explore the world of physical theatre and meet the cast members from HYDE.

[Link to Physical Theatre Tutorials](#)

HEALTH & WELLNESS/GUIDANCE

Themes: Mental health, trauma, masculinity, emotional regulation

HEALTH/WELLNESS CURRICULUM CONNECTIONS:

Exploring the root causes of violent behavior

Understanding emotional trauma and toxic masculinity

Empathy, vulnerability, and the cost of societal pressure

SUGGESTED ACTIVITIES:

Guided Journal: Reflect on a time you felt pressure to be someone you weren't

Group Discussion: Is vulnerability a strength or weakness?

Role Play: Explore conflict resolution and emotional expression using character scenes

DISCUSSION QUESTIONS (HEALTH/WELLNESS):

What are the warning signs of isolation or distress?

How can school communities support mental health and accountability?

PHILOSOPHY/ETHICS

Themes: Moral paradox, utilitarianism, moral relativism, accountability

PHILOSOPHY/ETHICS CURRICULUM CONNECTIONS:

Trolley problem and consequentialist ethics

Good vs. evil: philosophical perspectives

Audience complicity and the ethics of witnessing

SUGGESTED ACTIVITIES:

Ethics Circle: Discuss the trolley problem and the show's organ-swap moral question

Socratic Seminar: Is Edward Hyde redeemable?

Moral Mapping: Chart moments of moral conflict in the show and evaluate decisions through ethical lenses

DISCUSSION QUESTIONS:

Is morality absolute or situational?

What does it mean to be “good” in a broken world?

VISUAL AND MEDIA ARTS

Themes: Symbolism, multimedia design, visual metaphor

VISUAL AND MEDIA ARTS CURRICULUM CONNECTIONS:

Use of props (the phone, letters, lantern) as symbols

Lighting and set as emotional landscape

Metatheatrical performance as image-making

SUGGESTED ACTIVITIES:

Design Project: Create a mood board for HYDE's set, costume, and lighting

Storyboard: Illustrate a physical sequence using comic-book frames

Prop Design: Reimagine the symbolic phone and letter with your own artistic interpretation

Photography: Take photos from the back of the theater during the show. Choose one that gives the feeling or mood of the entire show. Try to capture moments that express mood, tension, or transformation without needing context or dialogue. What does a single image tell us about a character's emotion or power dynamic?

Sketches: Pencil sketch from the back of the theater or balcony. Try to sketch 3–5 moments where a character's body tells you something before their words do. How does posture convey power, fear, or chaos? Capture; Emotional tone. Energy. Key shapes or poses.

Body Composition & Tableau Analysis: Find a moment when the arrangement of bodies tells a story without movement or words. What emotions or relationships are visible? Observe and sketch; Proximity between characters. Levels (who is high, low, grounded). Focus and direction of gaze. Symmetry/asymmetry

Final Project Ideas

Interdisciplinary Essay or Presentation

Analyze HYDE through at least two curriculum lenses (e.g., literature + ethics)

Theatre-in-Education Unit

Students devise their own immersive play based on a real-life moral dilemma

Panel Discussion

Host a student-led talk on violence, media, and morality using HYDE as a springboard