



CLASS SHOW GUIDE

Babe THE SHEEP PIG

Pre-Show Activities

Acting Out: Theater Etiquette

IN-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will actively explore proper theater behavior through role playing.

Discussion: “*Etiquette* is a word we use to describe the way people behave when they are in social situations with other people. What is the proper etiquette when you see a play? How should you behave during the show? Is it the same way you should act when watching a movie at home or playing outside? Is it okay to laugh during a play if you think it is funny? Is it okay to talk to your neighbor during the performance?”

Brainstorming: As a class, create a list of ways that audience members might behave, good and bad, while in the theater. Write these behaviors on the board in two different columns: one for “Good Theater Etiquette” and one for “Bad Theater Etiquette.”

Modeling: Pick two students to come and sit in chairs in front of the class. Ask them to act out one of the “Bad Theater Etiquette” behaviors (with the teacher if desired) for ten seconds. Then have the class discuss why the behaviors were inappropriate and how they could be fixed. Now have the two students act out one of the behaviors under “Good Theater Etiquette” and discuss why this behavior is better.

Activity: Give the entire class one of the scenarios from their list of bad behaviors, like talking to their neighbor or not paying attention. Have the class act out this behavior for ten seconds then ask the students how they think this behavior makes the actors or the other audience members feel. Have them fix the behavior and act out this new scenario for twenty seconds. Repeat with a few other bad behaviors from the list.

Down on Hogget's Farm

OUT-OF-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will use their bodies and voices to act as different farm animals.

Discussion: “The play we’re about to see, *Babe the Sheep Pig*, has a lot of characters that are animals on a farm. How do you think actors use their bodies to become these different animals on stage? How about their voices? Let’s try it together.”

Modeling: Ask the students brainstorm a list of some of the animals that might be found on a farm and write them on a board. Then, ask for a volunteer to come up, select one of the animals from the list, and show how they might become that animal with their body. (For example, to become a chicken, perhaps the student would hunch down, tuck her thumbs under her arms, and use high steps while making a pecking motion with her head). Ask the student to add some sounds that the animal might make.

Activity: After a couple of examples, ask the students to each find their own acting space in the room. Ask the students to walk around the room while staying in their own space, being careful not to run into anyone or interfere with others. Then ask the students to “Freeze” in place. Call out one of the animals listed on the board. Ask the students to move around the room as that farm animal using both their bodies and voices. Then “Freeze” the students and ask someone to select another animal to act out. Continue until most of the animals on the board have been selected and acted out. You can challenge students to incorporate the emotions the animals might feel, or to move at a faster or slower tempo.

Extension: Ask the students to come up with some specific activities that the animals might engage in, such as eating, interacting with other animals, sleeping. With guidance and narration from the teacher, ask the students to create a day in the life of one of the animals and act it out for the class.

UPCOMING SHOWS



Madagascar: A Musical Adventure

BEST FOR K - 8th Grade
MADCAP MUSICAL MANIA • 60 MIN.

Based on the DreamWorks Animation Motion Picture.
Book by Kevin Del Aguila. Original Music and Lyrics by
George Noriega & Joel Somellian.

Join all your favorite friends from the hilarious Dreamworks animated adventure as they embark on an exciting expedition that takes them from the safety of Central Park Zoo to mysterious Madagascar. It's must-see manic musical mayhem that everyone will enjoy!



Van Gogh & Me

BEST FOR 3rd - 10th Grade
ART HISTORY & HUMANITY • 60 MIN.

By Matthew Gutschick

When artist Vincent Van Gogh finds himself in an out-of-the-way French town, the citizens are not sure what to make of the strange man and his unusual painting style. A young and curious girl named Adeline strikes up a friendship with the mysterious and misunderstood painter. Based on actual events, this moody atmospheric story about the power of art and friendship will give you a new appreciation of the artist and his work.

Want to book a workshop?

Workshops at Your School

The Rose offers several workshops that can take place AT YOUR SCHOOL. A professional Rose teaching artist can visit your classroom for one to five days in a one week time period to explore, through drama, a curriculum topic of your choice. **To register your class for a workshop that will take place at your school, please contact Melissa Richter at (402) 502-4625 or melissar@rosetheater.org.**

Workshops at The Rose

A workshop AT THE ROSE is the perfect way to explore themes from a school field trip show or learn about the profession of theater. A professional teaching artist with a college degree in dramatic arts education will lead your class. **To register your class for a Workshop at The Rose, please contact Melissa Richter at (402) 502-4625 or melissar@rosetheater.org.**

Visit www.rosetheater.org for more information!



Free Funding Is Available for Field Trips! We understand that budgets are tight. That's why we're offering two great solutions to help pay for your school's field trip expenses. Both Nebraska Arts Council and Target Stores are offering financial assistance to help underwrite the cost of providing your students with experiences such as those provided by The Rose Theater. For more information, please visit www.nebraskaartscouncil.org (click "Grants" to see all categories) or www.target.com/fieldtrips.

Write To Us!

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Performing Arts
FOR CHILDREN AND FAMILIES

Babe THE SHEEP PIG

Post-Show Activities

Baa!

IN OR OUT-OF-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will discover and explore the ways actors use their voices to convey different characters and emotional states.

Discussion: “When actors are bringing characters to life on the stage, they try to imagine what emotions characters have in different moments of the story. What are emotions? What are some emotions that we saw characters have during the play? We’re going to do an activity in which we use one word—the sound a sheep makes—and see if we can show lots of different feelings and thoughts with it!”

Brainstorming: Ask students to think of the different characters in the play and their different personalities. What are the ways one way a character might say “Baa” differently than another character? What are some different emotional moments in the play, and the emotions or feelings behind those moments? For example, how might the sheep make the “baa” sound during the encounter with the rustlers? How about the moment when the sheep see Babe after Ma introduces him?

Modeling: In a standing circle, the teacher can use a combination of moments and vocalizing and the word “Baaaa!” to show a few emotions—happy, sad, angry, etc. The students will echo back what the teacher says and does. After getting students to repeat after them with their voices and bodies, teachers will begin to say “Baa” in a continuous variety of ways, experimenting with their voice and movements

Activity: After a few minutes of teacher-led “Baaaa!”s, the teacher will select students to lead with their own “Baa” sounds and movements. You can also incorporate ideas as they may relate to characters from the play. Students and teachers stand in a circle and repeat what the teacher does with their voice and body.

Side Coaching: “I like how I hear that you’ve made a big bold choice with your voice, how might we also show that emotion with our bodies AND our voices at the same time?” “We’ve heard a lot of emotions from (this student); who can think of a brand new emotion that we might have seen in the play? Can anyone guess which character this student is demonstrating? What part of the story?”

Extension: A student could select a “Baaaa!” moment and create a word and picture illustration to show what a particular character was feeling at a particular moment in the play.

Find Your Farm Family

OUT-OF-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will use their imaginations to empathize with the feeling of being separated from your family like Babe was from his family.

Materials: Desks pushed out of the way for safety purposes

Discussion: “In the beginning of the play, Babe felt very alone on the farm. What were some of the things that made Babe feel so alone? How did the other characters affect his feelings? In this activity, you will be asked to find your own family, using your own imagination, voice and body.”

Brainstorming: Ask the students to list some of the animal characters that were in the story of *Babe the Sheep Pig*. Ask for student volunteers to come up (with a friend if it helps with shyness) to demonstrate how each animal character type would sound and move. Students could also make suggestions for how to make each animal more distinct and recognizable.

Activity: The teacher will randomly (but evenly) assign different animal families to different students: “If everyone could please close their eyes and hold out their hands, I will come by and tap you now if you are a member of the pig family.” (does it) “Pigs, put your hands down. I will now tap you if you’re a member of the dog family.” And so on until all students are in animal groups of 4 or 5. “Now I’m going to move some animals around the room so that it takes a little more time to find each other. When I say go, keeping eyes closed, you are going to make whatever sound your animal makes in a whispered voice, and you are going to try to listen for the other animals like you so that you can reconnect with your family! Once you believe you’ve found everyone in your family, you may stand still in a circle with your eyes closed. Once all families have reconnected, we can open our eyes and see how we did!”

Note: This activity can also be done with eyes open if safety or the age of your students is a concern.

Behind the Scenes Spotlight: Director

Meet the Artist, Matthew Gutschick!

Our first production of the season has been directed by **Matthew Gutschick**, who is the director of many main stage productions at The Rose and is also the Artistic Director of The Rose Theater. You may have seen some of Matt's productions, including **Prancer, Robin Hood, A Christmas Story: The Musical, Harold and the Purple Crayon** and Disney's **The Little Mermaid**. We asked Matt to tell us about his work as a DIRECTOR and his production of **Babe the Sheep Pig**, and his work as Artistic Director.



Thank you for sharing your work with us, Matthew!

Q: Thank you for talking to us, Mr. Gutschick! What does a DIRECTOR do to bring a show to the stage at The Rose?

A: A director is the person responsible for coordinating the work of the team that works on a show, including the actors, the playwright, the designers, and technicians. Think of them as similar to coaches on a sports team, the person guiding practices (we call them rehearsals) until we get to game day (we call them performances).

Q: When you direct a production, what are some of the tasks that you have to do?

A: First, I try to get really familiar with the story. This helps me understand how I want the play to look, feel, and sound to the audience. Then, I start working with designers to make sure that what we put onstage actually supports that vision for the play. Towards the middle of the overall process, we audition the actors and cast them in their roles. During rehearsals, I try to help the actors understand their characters in addition to giving them suggestions about where to move onstage. In the final week before a show opens, we have what are called technical rehearsals to bring all the lighting, sound, and scenery together with the actors.

Q: What are some of the special challenges and opportunities you've encountered as you've directed this production of *Babe the Sheep Pig*? Is there anything special you hope audiences will notice about how you have directed the show?

A: I hope audiences realize that Babe is struggling to find his place on the farm. Rather than just accept the job that a pig normally does on the farm, Babe follows his heart and creates a truly original job for himself. I want audiences to look at each other as the show happens, and this is why we have some audience members seated onstage with the actors. I hope this helps viewers realize that we do not have to fulfill specific roles in the world, but that we are called to be loving friends and family members to one another. If we do that, and if we are brave enough truly be ourselves, then wonderful things can happen.

Q: In addition to directing shows for The Rose, you are also the theater's Artistic Director. What are your responsibilities as an Artistic Director? Is it difficult to do both jobs?

A: As the artistic director at The Rose, I get to help all of our mainstage and Hitchcock productions come to life. This includes selecting shows, creative teams, and managing the process that occurs with each one of them. I also get to work with our team of teachers and administrators to make our fantastic classes, workshops, school partnerships, and youth productions as strong as they can be.

Q: What are your favorite parts of your job? Is there anything that you find challenging about your roles at the theater?

A: I love getting to work with very creative people who care passionately about serving the children of the metro area. The people who work at The Rose are really smart, funny, and generous, which inspires me to demonstrate those same qualities. Sometimes I wish more people in the metro area knew about all the cool things we do at The Rose, and that is the most challenging part of my job.

Q: How did you learn to be a director? Do you have any advice for young people who think they might like to be DIRECTORS when they grow up?

A: I learned to be a director by asking very experienced directors to let me observe them working. I also acted in plays and took a lot of acting classes to understand how to work collaboratively with other storytellers. My university encouraged all of us to take classes in scenery design and in scenery construction to understand how sets are created. This experience helps me work with designers. My advice to young directors is to see and read a lot of plays and to observe as many aspects of theater creation as possible, including design, acting, and even marketing and management. Eventually, you will draw on all those wonderful experiences as a director.

Exploring the Job of a DIRECTOR: Herding Sheep

OUT-OF-CHAIR ACTIVITY • 20 MINUTES

Objective: Students will practice their listening skills and following directions given by a director

Discussion: “Just like the sheep need to pay close attention to Babe’s directions so Hogget’s Farm can win the herding tournament, actors must pay attention to the instructions of their director. What are some things that actors can do to make a director’s job easier? What are some things actors might do that could make it harder to direct a show? In this activity, we will get a chance to follow directions like actors do with the help of a director!”

Brainstorming: Make a list of some of the animal characters that are in the story of *Babe the Sheep Pig*. Ask for volunteers to come up and use their bodies and voices to pose and make sounds like some of these characters. Depending on your group, those sounds could simple be animal sounds or actually using words and emotions like the characters might say in that story.

Modeling:

Clear desks so that there is a large open playing space for the students. This will be “The Stage.” Ask all students to start in the center of the “stage.” The teacher, acting as The Director,” should stand in the center of the room and give out the following commands (you may want to add and demonstrate one at a time and/or decide which ones are appropriate for your student group):

If the Director (currently the teacher) says “Hogget Farm” all actors should go to the left side of the room and pose as an animal on the farm doing a daily activity (in one spot, frozen poses often work best with younger students.)

“County Fair” - go to the right side of the room and pose as if you’ve just won a prize

“Puppies” - get into a group of three actors, pose like you’re acting snotty/rude

“Ma” - get into a group of two actors, one poses as an old sheep, the other as a curious Babe

“Rustlers are coming!” – All actors freeze where they are on the “stage” and cover their heads. They cannot move until they hear:

“Coast is clear!” - gets the players out of their frozen rustlers position. All say “Whew!” once this command is said

“Ducks in a row” - get into a group of three, make a straight line and pose/quack like ducks

Activity: Once the teacher had demonstrated how to be a “Director”, other students can volunteer to use the commands to direct the actors. Other actions could also be added or subtracted—perhaps a new “Director” has a different directing command to create. Usually simple actions and frozen poses work best.

Side Coaching: “A good way to show that you are all different types of animals at Hogget’s farm is to use Levels! How tall or small is this creature? Would the actor need to stand tall or crouch down close to the ground? How can you show that with your body?”

Extension: Try adding some emotions to the different poses in different areas of that stage. The Director could also get some ideas about activities from their actors. Directors could also select certain actors to improvise a line while in a certain pose to express what the character is thinking or doing in that moment of the story.



Explore More!

If you enjoyed **Babe The Sheep Pig**, be sure to check out these other great resources!

Age-Appropriate Books You Might Enjoy!

1) *Babe the Sheep Pig* by Dick King-Smith

When Babe arrives at Hoggett's farm, he is first seen as not much more than a future meal. But before long, Babe reveals a talent no one could have expected: He can handle herding sheep better than any of the sheep dogs!

2) *Charlotte's Web* by E. B. White

High up in the Zuckerman's barn, there is a spiderweb that frequently houses words like "humble" and "radiant." These words reflect how Charlotte, the spider, feels about a little pig on the farm named Wilbur. This story is about how these two unlikely friends meet and bond, and teaches young people that some good things must come to an end.

3) *The Water Horse* by Dick King-Smith

When eight year-old Kirstie finds a strange egg near her home, she has no idea what will come out. Part horse, part toad, part turtle, and part crocodile? This is the oddest and gentlest creature, and later becomes the BIGGEST friend that Kirstie has ever known. But will she and her family be able to keep this gentle giant?

Non-Fiction Books You Might Enjoy!

1) *Sheepdog Training and Trials* by Nij Vyas

This book describes innovative ways of training sheepdogs such as: Working with sensitive dogs and dogs lacking confidence, the "square movement," and the "concept of opposites." It's an interesting book offering insights about the world of sheep herding!

2) *Know Your Pigs* by Jack Byard

Did you know that pigs are smarter than your average three year-old? Discover interesting facts about 29 different breeds, each accompanied by a description of the pig's appearance, history and breeding, and details of its personality!

DVDs Related to the Show!

1) *Babe* (1995)

Hoggett wins a piglet named Babe at a county fair. Narrowly escaping his fate as Christmas dinner when Hoggett decides to show him at the next fair, Babe bonds with a motherly border collie named Fly and discovers that he too can herd sheep.

2) *Babe: Pig in the City* (1998)

Babe, fresh from his victory in the sheepherding contest, returns to Farmer Hoggett's farm, but after Farmer Hoggett is injured and unable to work, Babe has to go to the big city to save the farm.

DVDs Related to the Show!

1) kids.nationalgeographic.com/animals/pig/#pig-fence.jpg

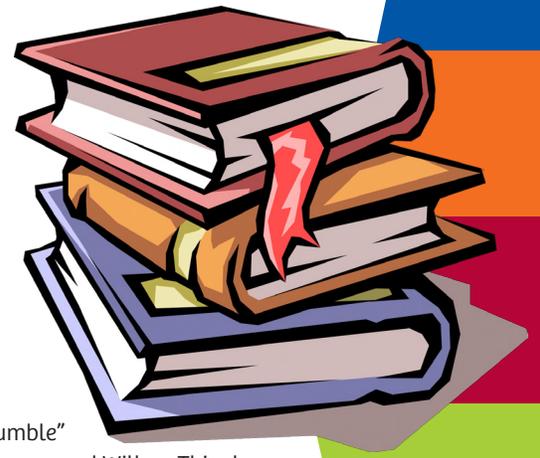
This webpage discusses common misconceptions that people have about pigs and reveal true facts about pigs that are fun and interesting to share!

2) dickking-smith.com

The official Dick King-Smith website where you'll find out all sorts of things about the author of over a hundred much-loved children's books.

3) Mesmerising mass sheep herding: <https://youtu.be/tDQw21ntR64>

A video showing how sheepdogs organize themselves around a large mass of sheep in order to get the sheep through a small hole in the fence.



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