



# CLASS SHOW GUIDE

# SEED FOLKS

## Pre-Show Activities

### Theater Etiquette

IN-CHAIR ACTIVITY • 10-15 MINUTES

**Objective:** To actively explore proper theater behavior.

**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.

### E is for Environment!

OUT-OF-CHAIR ACTIVITY • 20-30 MINUTES

**Objective:** Students will work together nonverbally to create an environment.

**Discussion:** "We are going to see a play at The Rose Theater next week. An important theme from the show *Seedfolks* is togetherness and forming a community. In this activity, we are going to work together to create a series of nonverbal environments."

**Brainstorming:** "What is an environment? An environment is an area where people, animals, or plants live! The environment for *Seedfolks* is a trash-filled lot in Cleveland that comes alive when the people in the surrounding community decide to make it into a community garden. What are some examples of environments that you experience each day?"

**Modeling:** In front of the class, show an example of creating a grocery store environment. Begin by walking around the space as if in a grocery store. Pantomime picking up produce, looking at nutrition facts, buying orange juice. Then, ask the class for suggestions of other people or other actions that different people do in a grocery store. Choose one student at a time to add to the scene, using only their bodies, not their voices. Choose up to three students for this example, encouraging students to build off of what they see in front of them (for example, if one student comes up to be a cashier, another student could come up to be a customer who is checking out).

**Activity:** Invite two volunteers to come to the front of the class. Whisper an environment to the two volunteers and announce to the class that they will need to guess what this new location is. Students will use their bodies to show where they are. Audience members can raise their hands once they've figured out where the location is and one by one be added to the scene. Once there are about 10 students in the picture, ask them to freeze, and invite the audience to guess where they are. Repeat with two more environments, so that each student who would like to participate gets the opportunity.

**Side Coaching:** "If you are one of the actors starting the scene, I encourage you to think of clear and big actions that could occur in this environment."

**Extension:** Add words! Once all of the actors have been added to the scene and the teacher freezes them, allow for a "spotlight moment" where the actors in the scene can share what they think their character could be saying or thinking in this moment.

# UPCOMING SHOWS



**ALICE'S ROCK & ROLL ADVENTURE**  
Based on Alice's Adventures in Wonderland and Through the Looking Glass and What Alice Found There

## **Wonderland: Alice's Rock & Roll Adventure**

**BEST FOR K - 8th GRADE**

**ROCK & ROLL EXTRAVAGANZA  
60 MINUTES**

Book by Rachel Rockwell. Music by Michael Mahler.  
Lyrics by Michael Mahler and Rachel Rockwell.

Join Alice as she encounters the familiar faces of Wonderland whirled together with a wild wide range of modern music styles, from glam rock glitter and pop-hook punk to jangly guitar grinds and stadium anthem swagger.



## **Curious George & The Golden Meatball**

**BEST FOR PRE-K - 4th GRADE**

**MUSICAL MONKEY BUSINESS  
60 MINUTES**

Based on the Books by Margret and H.A. Rey and the Play Owned by Universal Stage Productions  
Music by John Kavanaugh  
Book & Lyrics by Jeremy Desmon

Everyone's favorite little monkey and his trusty human companion, The Man with the Yellow Hat, bring their fun-filled friendship to The Rose stage in this live musical delight.

## **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](http://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](http://www.nebraskaartscouncil.org) (click "Grants" to see all categories) or [www.target.com/fieldtrips](http://www.target.com/fieldtrips).

### **Write To Us!**

**Letters may be written to:**  
Michael Miller, Literary Manager  
2001 Farnam Street  
Omaha, NE 68102

**Emails may be sent to:**  
Michael Miller at  
[michaelm@rosetheater.org](mailto:michaelm@rosetheater.org)

**Facebook:** Rose Theater – Omaha  
**Twitter:** @RoseTheaterCo



**the Rose**  
**Performing Arts**  
FOR CHILDREN AND FAMILIES



## Post-Show Activities

### Walk This Way!

OUT-OF-CHAIR ACTIVITY • 15-20 MINUTES

**Objective:** Students will use their bodies to walk and move like different characters.

**Discussion:** “The actress in *Seedfolks* played over 20 different characters! For this next activity, we are going to use our bodies in new and interesting ways as if we are different characters, too.”

**Modeling:** Ask students to stand in a line on one side of the room. Before beginning, remind the students that this activity is not a race. Invite one student to walk in a very specific way across the room. Halfway across the room, direct the student to turn around to the rest of the class and say “Walk this way!” in a character voice that matches their walk. The rest of the students will mimic the initial walk to the other side of the room.

**Extension:** Invite students to choose one of the walks from the activity and begin walking around the classroom. While they walk, encourage students to think of what kind of character might walk like that. Encourage the students to think of their character’s name, age, occupation, and other fun facts. Students can introduce themselves one at a time in front of the class.

### Seed, Plant, Flower, Grass!

OUT-OF-CHAIR ACTIVITY • 15-20 MINUTES

**Objective:** Students will use their bodies and voices to act as plant characters

**Discussion:** “Actors use their bodies to create characters and tell stories. Actors must use their bodies to communicate to the audience all sorts of information like the character’s age, or whether they’re a human, animal, or plant! Think of how the actor in *Seedfolks* used her bodies to show us different characters. Now, we are going to use our bodies to explore the non-human characters - the plants!”

**Brainstorming:** As a class, make a list of different plants that were seen in the production of *Seedfolks*.

**Modeling:** Standing in a circle, explain to students that this is a “repeat after me” activity - so say as the teacher says, and do as the teacher does. The teacher will have the following four actions/voices prepared:

Seed - Teacher crouches into a ball close to the ground. “Seed!” said with a high pitched voice

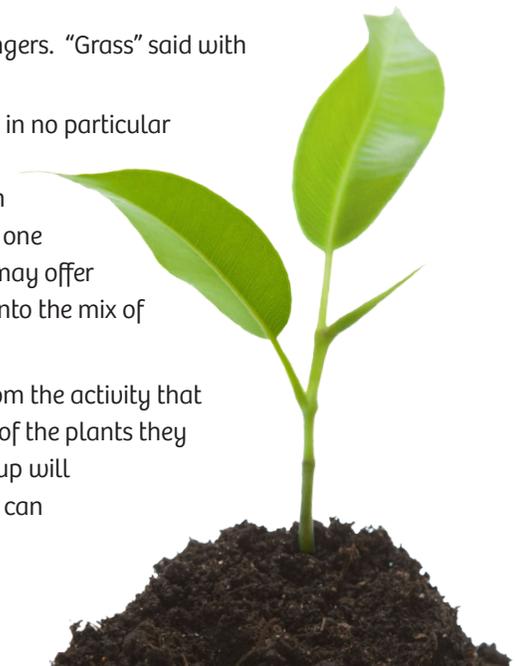
Plant - Teacher stands straight like a pole, hands to their sides. “Plant” said with a flat, robot voice

Flower - Teacher stands and spreads arms out above them, as if their arms are blossoming from their body.  
“Flower” said with an airy, whimsical voice

Grass - Teacher crouches to the ground and taps the floor with their fingers. “Grass” said with a whispered voice

**Activity:** The teacher alternates between the four body and vocal choices in no particular order. After each of these motions and voices have been repeated a few times, invite the class to offer suggestions of another plant that could be in the garden (one from the brainstormed list). Once a suggestion is chosen, one student may offer the movement for the new plant, and another student may offer the voice for that plant. After each new plant is suggested, incorporate it into the mix of seed/plant/flower/grass a few times before asking for more suggestions.

**Extension:** Garden orchestra! Each student can choose a specific plant from the activity that they enjoyed acting out. Students stand in small groups, based on which of the plants they have chosen to act as, and when the teacher points to their group, the group will activate using their voices and their bodies! By the end of this, the teacher can point to different groups quickly enough that it sounds like a wonderful, garden-tastic orchestra.



# Sculpture Garden

OUT-OF-CHAIR ACTIVITY • 15-20 MINUTES

**Objective:** Students will use their voices to communicate information to another student.

**Discussion:** “Many of the characters in *Seedfolks* assisted the other members of the community garden by offering advice, watering plants, and encouraging the people around them. For this activity, we will work in pairs to grow our own sculpture garden! Think of something that you would like to add to your own community, whether it be this school, or even your neighborhood, that can help make things brighter, just like all of the different plants in the garden from *Seedfolks*!”

**Modeling:** Invite one volunteer to the front of class to act as modeling clay. Using only words, direct the clay and give instructions to guide the student into a frozen statue position. Once the sculpture is complete, give it a title inspired by a type of flower or plant. Discuss with the class how or why the title was given.

**Activity:** Divide the group into pairs. In each pair, students decide who will be the artist and who will be the clay first. Without touching the other person, the artist must mold the clay into a different shape. Challenge the artists to only use their words to guide the clay. Once all of the sculptures have been made, become the Museum tour guide and take all of the artists around to view other sculptures. When approaching sculptures, each artist can share what title they have assigned to their sculpture. Once every sculpture has been visited, all players can switch roles and repeat.

**Side Coaching:** “What are types of poses that can help make us look like flowers?” “Titles help us understand what we are looking at and maybe even the feeling that the artist had while creating their sculpture, does that help you think of your own sculpture’s title?”

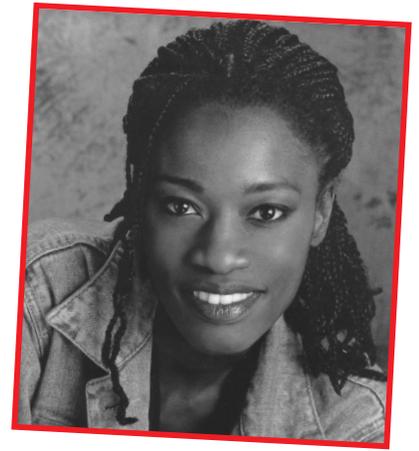
**Extension:** Add vocals, and tie in improvisation: “If our sculptures could speak, what would they say? What contributions would they hope to give to the surrounding community? Let’s imagine that they have a small ‘activate’ button, and when we press it, the sculpture can make one gesture and say one sentence.”



# Behind the Scenes Spotlight: The Actor!

## Meet the Artist, Sonja Parks!

An accomplished actor, writer, director & speaker, Sonja has worked both nationally and internationally at many notable venues. She trained at UT-Austin, The Dance Theater of Harlem & The National Black Theater/NYC. She is an NEA Fellow; a McKnight Artist Fellow; a 2-time Minnesota State Arts Board Fellow; a TCG-Fox Distinguished Achievement Resident Acting Fellow; a McCarter Theatre Center-Princeton/Sallie B. Goodman Fellow; has been a featured artist in Time Magazine and named “One to Watch” and one of “Seven Artists You Must See” by American Theatre Magazine.



### **Q: What does an actor do? How did you learn to be an actor?**

A: Actors help bring the people to life. As an actor, my job is to give the character(s) the playwright has written on the page a physical life—to make them real. I always wanted to be an actor! When I was young, I read a lot and wrote stories and plays and acted them out for my family and friends. In high school, I joined the drama club and participated in school plays and competitions. I studied theatre in college and after graduation, I moved to New York where I worked in Off-Broadway productions. There’s a saying that goes: “Do what you love and you’ll never work a day in your life”. So, even though I’ve put in a lot of time, energy and effort becoming an actor, I’ve loved every minute of it!

### **Q: You play 20 different characters in Seedfolks! That sounds difficult! What are some ways you differentiate between each character?**

A: It can be very challenging to play so many people! The way we’ve differentiated between the characters is to make sure each character is as distinct, individual and as “fleshed-out” as possible. It’s important to be as specific as possible in developing each character’s physicality so that if/when they show up again, the audience recognizes them and knows exactly who is speaking to whom. A little added bonus is that I never have to go to the gym when I’m doing this show. I get a completely full workout onstage!

### **Q: What is it like to tour all over the country with the play Seedfolks? Do audiences react the same or differently depending on the part of the country you're in?**

A: I've love sharing this play with a variety of communities and people because it's about a variety of communities and people! At it's core, the story is that no matter who we are or where we come from, we are all more alike than we are different. That message is universal so no matter where we tour the show, people see themselves and their community in some aspect of the play and, hopefully, that helps them connect to the story.

### **Q: What is your favorite thing about being an actor?**

A: My favorite part of being an actor is being able to share my feelings with a group of people as we experience a story together. I like to believe I'm helping us understand one another one play at a time.

### **Q: Do you ever get nervous when you act? What if you mess up onstage?**

A: I ALWAYS get nervous when I act! To me, it's not a bad thing to be nervous. It means you care and I always want to care. And I'll tell you a little secret. Every actor messes up onstage. I do too but, usually, the only people who know I messed up are me and the crew and we're not going to tell anybody!

## **Thank you for sharing your work with us, Sonja!**

# Explore More!

If you enjoyed **Seedfolks**, be sure to check out these other great resources!

## Books You Might Enjoy!

### 1) *The Curious Garden* by Peter Brown

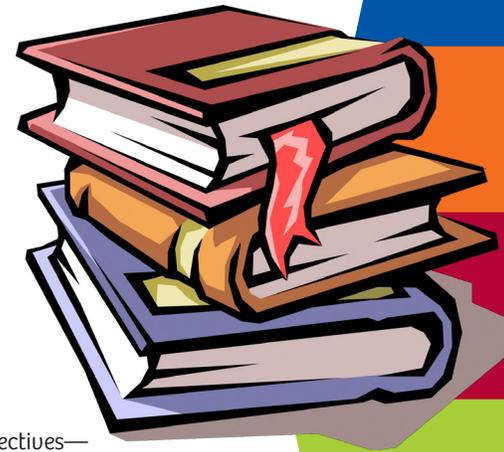
While out exploring one day, a little boy named Liam discovers a struggling garden and decides to take care of it. As time passes, the garden spreads throughout the dark, gray city, transforming it into a lush, green world. This is an enchanting tale with environmental themes.

### 2) *Seedfolks* by Paul Fleischman, Illustrations by Jesse Pedersen

Newbery Medal-winning *Seedfolks* from Paul Fleischman tells thirteen stories from diverse perspectives— young and old, immigrant and native, haunted and hopeful. A fractured neighborhood unites with just a few seeds, turning a drab empty lot in Cleveland into beautiful green garden.

### 3) *How Does my Garden Grow?* By Gerda Muller

This delightful book introduces young children to life in the garden including an introduction to common vegetables and how they grow. Young Sophie lives in the city but goes to visit her grandfather in the country in the summertime. Grandpa maintains a large garden and introduces Sophie to gardening techniques, kinds of vegetables, and the value of insects to the garden.



## Songs to Listen To!

### 1. *Big Yellow Taxi* by Joni Mitchell

"I wrote 'Big Yellow Taxi' on my first trip to Hawaii. I took a taxi to the hotel and when I woke up the next morning, I threw back the curtains and saw these beautiful green mountains in the distance. Then, I looked down and there was a parking lot as far as the eye could see, and it broke my heart... this blight on paradise. That's when I sat down and wrote the song."

## In the Omaha Community!

### 1. **The Big Garden** at 5602 Read Street, Omaha, NE 68152

The Big Garden grows healthy food, healthy kids, and healthy communities by building gardens; teaching children to grow, cook, and preserve their own food; and providing education on addressing the systemic nature of hunger in our communities. Check out The Big Garden's youth and family programming at [www.biggarden.org](http://www.biggarden.org)



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