



CLASS SHOW GUIDE



Pre-Show Activities

Santa's Workshop

OUT-OF-CHAIR ACTIVITY • 15 MINUTES

Objective: Students will use their bodies and imaginations to demonstrate pantomime [or act without words or props].

Discussion: "The elves in Santa's workshop had to make a lot of different toys for all of the children. Today, we are going to pretend like we are Santa's elves. What toy would you make in Santa's workshop? We will each have a turn with my magic clay and create a gift."

Modeling: Pantomime [or act without words or props] holding a big chunk of magic clay. Show the students the clay and explain that it can turn into any object they can imagine that Santa's elf would create! Pantomime sculpting the clay into an object such as a flower, bottle of bubbles, or jump rope, and show the students how to interact with the object (smelling the flower, blowing bubbles, jumping rope). Invite the students to guess what the object is. Once they have guessed correctly, mold the object back into a piece of clay and pass it to one of the students.

Activity: In a circle, pass the magic clay around so each student can mold the clay and interact with their object.

Theater Etiquette

IN-CHAIR ACTIVITY • 10-15 MINUTES

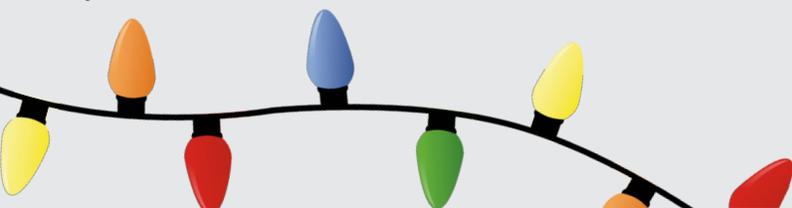
Objective: To actively explore proper theater behavior.

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.



UPCOMING SHOWS

Return to NIOBRARA

Return to Niobrara

BEST FOR 4th - 10th Grade
HISTORICAL FICTION DRAMA • 75 MINUTES

By Mary Kathryn Nagle

180 years ago, Steven's great-great grandfather Chief Standing Bear stood up in court and demanded that a federal Judge recognize that Indians are "persons" under the law. Today, following an altercation where Steven is bullied at school on account of his long hair, Steven must follow in his grandfather's footsteps and speak out against his school's attempt to force him to cut his hair, and ultimately, to erase his identity.

THUMBELINA

Thumbelina

BEST FOR Pre-K - 2nd Grade
INTERACTIVE ADVENTURE • 30 MINUTES

Adapted by Stephanie Jacobson

Based on the story by Hans Christian Andersen

Back by popular demand! Thumbelina is a flower-sized girl determined to discover the true meaning of friendship. Follow her on a magical, thumb-sized adventure that will find your child swimming with fish and flying with sparrows using inventive puppetry and innovative design.

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



Post-Show Activities

1,000 Ways to Travel

OUT-OF-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will use their bodies and imaginations to move in many ways.

Discussion: “Buddy had to travel all the way from the North Pole to New York City. Once inside the city, there are even more ways to travel! We are going to explore all the ways Buddy can travel to and through New York City.

Activity: Have students stand on one side of the room. Invite students to cross the room as if they were Buddy the Elf, using their bodies and voices. Say, “Cross the room as if you were walking outside at the North Pole.” “Cross the room as if you were sailing on a boat and it is storming.” “Cross the room as if you were ice skating in New York City.” Take suggestions of travel from your students!

Extension: Ask students to freeze halfway across the room as statues. When you tap students on the shoulder, they can share a line as Buddy.

Relationship Statues

OUT-OF-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will work together to create frozen statues of different kinds of relationships.

Discussion: “Throughout the musical Elf, Buddy must learn how to relate to other people. He meets his human family, and he learns about his dad’s job. We are going to use our bodies to create the different kinds of relationships people in the story.”

Brainstorming: Using suggestions from your students, create a list of different types of relationships seen in the musical (siblings, parent/child, boss/employee, friends, etc.) on the board.

Modeling: Ask for a volunteer to come to the front of the classroom with you and create a relationship statue. Ask the student to become a teacher while you become a student. How do you show the relationship through your bodies?

Activity: Invite the students to find a partner and choose which relationship from the list they’d like to explore. Guide them as they create frozen statues depicting that relationship.

Side Coaching: “Using just your body and facial expressions, how can you convey the relationship between those two people?”

Extension: Each pair can choose one of the statues they were most proud of. Working together, they can create a scene between the two characters in that statue. What would those characters be saying to one another at that moment? Students can perform these short scenes or write them down.



Create Your Own Picture Book!

IN CHAIR ACTIVITY • 1+ HOUR TO COMPLETE

Objective: Students will write an original holiday story.

Materials: Paper, pencil, markers/crayons, 3 hole punch, yarn/ribbon

Discussion: “Buddy’s dad, Walter Hobbs, is a children’s book publisher. When Mr. Greenway pressures Walter into coming up with a new holiday story, he and his employees are at a loss. That is, until Buddy has an idea! We are going to use our imaginations and come up with our very own holiday stories. Everyone will get a chance to create their very own picture book.”

Brainstorming: Discuss some characters that might star in a holiday story, where these might take place, some conflicts that could occur, and how pictures might help tell these stories. Maybe challenge your students to think beyond Santa and Mrs. Claus: who else could be in a holiday story?

Modeling: Have a few picture books on display [preferably ones with different styles of illustrations] so that students can reference them.

Activity: On the board, write down the order of steps students should take: 1) Brainstorm; 2) Write the Story; 3) Cover Illustration; 4) Inside Pictures. First, invite students to brainstorm the plot of their stories. Next, students will write the text, and create a cover illustration. Finally, Students will create the pictures to go on the inside of their stories! Bind the picture book (staples, hole punches and yarn, hole punches and ribbon, etc.)!

Extension: Invite the students to write a business letter to Walter Hobbs, asking him to consider publishing their story. Focus on business letter format and how they would create a short summary of their story.

Exploring the Job of THE CHOREOGRAPHER: Moves to the Music

OUT-OF-CHAIR ACTIVITY • 40 MINUTES

Objective: The students will understand the job of a choreographer by creating their own dance moves.

Materials: Holiday music and an open space.

Discussion: “A choreographer is someone who helps to tell a story through dancing. We are going to step into the role of the choreographer and create our very own dance to a holiday song!”

Brainstorming: Play a few holiday song options and have students vote for which one they like the best.

Modeling: Create a dance step for the first few counts of the music and teach this to your students. Remind them that the steps could either be on the rhythm, or beat, of the song or the moves could have something to do with the lyrics to help tell the story of the song.

Activity: Allow students to offer suggestions for what dance move should go next. Students will demonstrate the step for their peers. This activity could be facilitated in a big circle, giving every student an opportunity to choreograph; or it could be facilitated around the classroom with selected students choreographing. Keep practicing the dance from the beginning to make sure everyone remembers!

Extension: Encourage your students to sing the lyrics while dancing, film the dance, and show your class. If more than one classroom at your school saw the production of Elf and completed this activity, have a showcase!



Behind the Scenes Spotlight: The Choreographer!

Meet the Artist, Sue Gillespie Booton!

Sue Gillespie Booton's choreographic credits include *Mary Poppins*, *A Christmas Story*, *Tarzan*, *Narnia*, *Joseph and the Amazing Technicolor Dreamcoat*, *Madeline's Christmas*, *High School Musical* and more! She was a 2015 Theater Arts Guild Best Choreographer nominee for *Tarzan*, recipient of the 2014 National Freddy G Award given to outstanding musical theater educators, 2014 Theater Arts Guild nominee for her choreography of *Tarzan*, and awarded the 2014 Theater Arts Guild Education Award. She is The Rose Theater's Resident Choreographer and Director of BROADWAY at the Rose, as well as the Rose Brigade and The Dance Lab Performing Company. She is thankful that she could return to her hometown and continue her professional career at The Rose Theater.



Q: Can you tell us about being a Choreographer? What is the Choreographer's job in the creation of a musical?

A: A choreographer is the person that creates dances to be performed onstage. There are many kinds of choreographers. When choreographing for musicals, the choreographer is part of the telling the story, just like the the director and actors. The songs are in the play to enhance the story and characters, so the choreographer's job is to create dance moment for the actors to do that help tell the story. When beginning choreography on a musical, the choreographer should read the script and listen to all of the music in the show. Once familiar with the story and songs, the choreographer decides what type of dance is needed for each musical number. The most important thing is that the dance supports the song and the story of the show. Then, the choreographer's job is to teach the performers the dance movement for the show during rehearsal. Many times, changes and adjustments are made to the choreography to suit the show or individual performers in the show. My job is to make the show and the actors in it look their best while dancing onstage!

Q: How did you become a Choreographer? Did you have to take special classes?

A: I began dance training in ballet, jazz and tap at the age of four and continued my training through adulthood. I began choreographing when I was in high school for my dance team, show choir and school musicals. From then I did choreography on and off, and eventually became a professional dancer, actor and singer. I learned lots of amazing things from the choreographers I worked with! I never took specific classes in choreography, but having intense dance training combined with my experiences has helped me become the choreographer I am today.

Q: You choreograph a lot of different shows for the Rose! What inspires you to create new and unique work for each production?

A: I'm inspired to choreograph for musicals by several different things: The story of the play, the music style, the director and the style he/she wants the show to be portrayed, and the actors! All of these things combined will help define the dance steps we will use in the show and how they will be executed.

Q: What is one really awesome and one challenging aspect of your job?

A: The best part of my job is getting to do what I love every single day. Dance has been a great love of mine since I was very little and it is a privilege to get to dance every day for my job. A challenging aspect of my job is finding new dance creations all the time. We do a lot of musicals at The Rose, and I also teach some of our dance classes, so I'm creating new dances almost daily. It's not uncommon to have a day when new dance combinations aren't coming to me as freely as others, which can be frustrating. When that happens, I try to relax, close my eyes, and listen to the music so I can allow my imagination to work.

Q: What is your advice for a young person who wants to choreograph musicals?

A: Become well educated in dance and learn as many dance styles and techniques as you can. The more dance steps you have in your "tool box," the better. In addition to having a strong dance education, I recommend you take classes in music theory, acting and improvisation. Also, just try to choreograph something. Take a piece of music, listen to it, and make something up. Voila! You're a choreographer!

Thanks for sharing your work with us, Sue!

Explore More!

If you enjoyed *Elf The Musical*, be sure to check out these other great resources!

Books to Read:

1) *Elf's First Adventure* by Sarah Greenwell

After helping Santa get ready for Christmas, Elf decides to go on a quest to find a family that will give him a loving home. Promoting kindness, fun, and good behavior, this tale is told in charming rhyme and with original illustrations.

2) *The Polar Express* by Chris Van Allsburg

A young boy, who is beginning to doubt the existence of Santa, is awakened in the night by a train. He boards the Polar Express straight for the North Pole. A beautifully illustrated story about finding the Christmas spirit.

3) *The All-I'll-Ever-Want Christmas Doll* by Patricia C. McKissack

In the heart of the Depression, Nella and her sisters wish for a Baby Betty doll for Christmas. When the doll appears on Christmas morning, Nella claims the doll for herself, but she quickly learns that Baby Betty isn't nearly as much fun as her sisters. A beloved holiday tale centering on the importance of family!

4) *Olive, the Other Reindeer* by Vivian Walsh

Find out what happens when a sweet dog named Olive mishears the lyrics to "Rudolph the Red Nosed Reindeer!"

Movies to Watch:

1) *Elf* (2003)

The movie from which the musical is based! Students could compare and contrast the musical and movie.

2) *The Polar Express* (2004)

A film adaptation of Chris Van Allsburg's picture book. Go on a North Pole adventure to find the childlike wonder of Christmas.

Websites to Check Out:

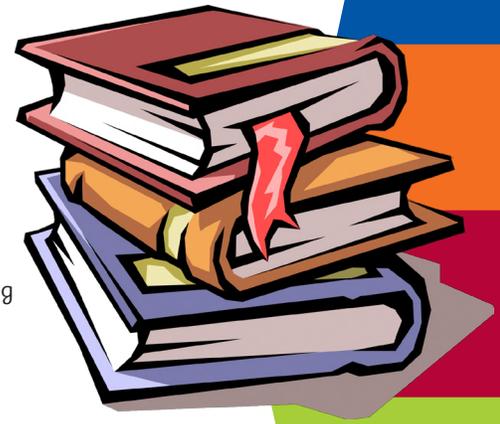
1) *Why Christmas? -- Christmas Around the World* - <https://www.whychristmas.com/cultures/>

This website has a great section about different Christmas traditions celebrated in cultures around the world!

Places to Visit:

1) Tannenbaum Christmas Shop, 1007 Howard St., Omaha, NE 68102

Omaha's own Tannenbaum Christmas Shop is a one stop shop for all your Christmas decoration needs! Located in the historic Old Market.



the musical

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