



CLASS SHOW GUIDE



What Is **FIRST STAGE**?

Our **FIRST STAGE** productions are perfect for preschoolers, children with special needs or sensory needs, or others who desire a gentler, more interactive and personal performance.

Our **FIRST STAGE** productions feature:

- Interactions with performers
- A smaller theater space where kids are part of the action
- Flexible seating in chairs, on the floor, on benches, etc.
- A "shush-free" environment
- Minimal lighting changes or periods of complete black-out
- Few, if any, loud sounds
- A whole lot of imagination and fun!

Presented in the intimate setting of The Rose's Hitchcock Stage (a smaller theater space located on our 4th floor), **FIRST STAGE** allows children to become completely absorbed in the theatrical experience. We encourage interaction with the performers and children are invited to say goodbye to the performers after the show!

Preparing For A Visit To The Rose Theater!

CIRCLE ACTIVITY • 10-15 MINUTES

Objective: To prepare students for their field trip to The Rose Theater.

Materials: The Rose Theater Social Story
<http://www.rosetheater.org/box-office/accessibility/social-stories/>

Discussion: "Seeing a live play is different than watching a movie or a TV show. The actors in a live play are really in front of you! If you yell out or talk during the show, the actors will hear you. But they might ask you to participate or yell along with them!"

Activity: Share the Social Story via a SmartBoard. Be sure to let them know their show will be in a different, smaller theater than the Mainstage in the photos!

Monsters OR Meows!

OUT-OF-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will act out characters to identify the three basic tools of acting.

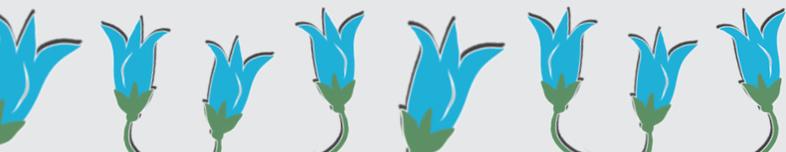
Discussion: "We will be going to see a play at The Rose Theater. What is a play? (an answer might be something like "a live performance on stage in which actors pretend to be different characters and tell a story to the audience") What do we call the people who pretend to be characters and act out a play (actors)? We are going to do a short acting activity to see if we can discover the 3 most important acting tools!"

Brainstorming: List some of the tools that actors need to act out a story on the board (a script or story, costumes, makeup, scenery, props, lights, music, microphones, etc.). Ask students to discuss how each of these tools help the actors to do their job of acting our characters and telling stories.

Modeling: Ask for a volunteer to come up to pretend to be a character from a recent story that the class has read. Give the volunteers about 20 seconds to pretend to be the character (this can use actual words from the story or just gibberish sounds). Once the performance is done, ask the students to identify some of the things that the actor was doing to pretend to be someone else.

Activity: Inform the students that everyone is going to act out ONE of two different specific characters in their own space by their desks (no touching other actors or being a part of their stories—this is a "Solo Performance!"): students can choose to be a "cute, tiny, adorable, meowing KITTEN" or a "big, fierce, frightening, growling MONSTER." Give the students a "Curtain Countdown": "3...2...1..CURTAIN!" at which point students will act out their character choice by their desks. Allow the performance to last about 10 seconds, then ask all of the actors to take a bow. Ask the students to identify what "tools" they needed to perform the character (eventually leading them to **BODY**, **VOICE**, and **IMAGINATION**, perhaps also recognizing that the technical tools on the board help the actors--and audience--to use their imaginations).

Extension: Choose a book or story that class has recently been reading. Go through all of the characters and ask the students act them out. Ask the students to note how they are using their bodies, voices, and imaginations for each character. Do some characters seem to require the use of one acting tool more than another?



UPCOMING SHOWS



Winnie the Pooh

BEST FOR Pre-K to 3rd Grade

65 MINUTES

Dramatized by Le Clanche du Rand

Music by Allan J. Friedman

Lyrics by A.A. Milne and Kristin Sergel

Additional Lyrics by Le Clanche du Rand

Join Pooh, Piglet, Eeyore, and Christopher Robin's other friends in this gentle adaptation of A.A. Milne's classic stories. Winnie-The-Pooh spends his days searching for honey, doing his exercises, and playing with his best friends. One day, the group learns that a new animal will be moving into the forest, one that Rabbit fears might be dangerous -- a kangaroo! The group's plan to avoid this bouncy animal changes when they actually meet Kanga and her child Roo and learn just how much fun new members of the community can be.

Dragons Love Tacos



Dragons Love Tacos

BEST FOR Kindergarten - 4th Grade

45 MINUTES

Written by Ernie Nolan.

Based on the Book By Adam Rubin and Illustrated By Daniel Salmieri.

Published by Penguin Group.

Discover the dietary delights and dilemmas of DRAGONS in this fun-filled farce! In this hilarious adaptation of Adam Rubin's giggle-generating book, we meet Boy—and his faithful fido, Leroy—as they wrestle with a particularly stubborn homework problem. When Mom suggests that they take a break while she runs out to pick up dinner, a sharp-suited spokesperson on the TV suddenly draws Boy and Leroy into a documentary about dragons and their favorite food: TACOS! Before long, they are swept up into the "Dos & Don'ts" of serving tasty treats to big beasts. Fortified with his new dragon knowledge, will Boy make a homework breakthrough? Come join the culinary quest and find out!

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 Lindy Glenn at (402) 502-4625 or lindygl@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 Lindy Glenn at (402) 502-4625 or lindygl@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!

Letters may be written to:

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Facebook: Rose Theater – Omaha

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Performing Arts
FOR CHILDREN AND FAMILIES



Thumb Theater

IN-CHAIR ACTIVITY • 15-20 MINUTES

Objective: To have students exploring the traits that make a good friend using their imaginations and thumb characters like at the end of the play.

Materials: Washable Markers

Discussion: “In *Thumbelina*, we learn that small friends can accomplish big things, including being a good friend to someone who needs one. What does it mean to be a friend? What did Thumbelina learn about being a good friend on her journey in the play? What are some other things friends do for one another? We are going to make some short plays about friendship using our thumbs as characters!”

Brainstorming: Generate a list of friendship activities on the board. Ask students to think of things they like to do with their friends or times they helped a friend in need. Remind the students that people demonstrate good friendship in happy times and sad times, too.

Modeling: The teacher will then draw a smiley face on their thumb to create tiny character. The teacher can introduce their character (perhaps giving their name, where this small character lives and a couple of favorite activities. Select an activity or situation from the board (for example, “Sharing a Snack”) and ask for a volunteer to come improvise a short “Thumb Theater” scene about the activity (perhaps the student’s thumb character says they forgot their snack and the teacher’s character offers to share theirs). When the short scene is done, have the thumb characters take a dramatic bow!

Activity: Ask each student to draw a smiley face on their thumb with a washable marker to create their character (it’s up to the individual teacher how elaborate—hair, ears, etc.—the ink work should get!). Then pair students up to introduce their characters. Ask each pair to select one of the activities/situations on the board and create a small friendship scene to share with the class.

Extension: Have each pair of Thumb Friends create a large picture illustrating their friendship story. It could include characters made by tracing their thumbs/hands and dialogue bubbles conveying the words their characters might speak in the situation.

Small World Sound & Movement Circle: Animal Friends

OUT-OF-CHAIR ACTIVITY • 15-20 MINUTES

Objective: To create animal movements and sounds based on the characters in the play using the acting tools of body and voice.

Discussion: “In the play, Thumbelina meets a lot of animal friends. What were some of the lessons she learned about friendship from these animal friends? We will imagine we are some of the animal friends that we met earlier and try to move and sound just like they do!”

Activity: Ask students to stand in a circle. The instructor will lead a few rounds, creating a simple sound and movement and passing it around the circle like a wave. Ask for a student volunteer to name one of the animals Thumbelina meets in the story. Ask for a student to do a simple movement and make a sound that represents that animal. This sound and movement must be repeated around the circle until all players have imitated the volunteer. The next person in the circle then becomes the volunteer. Eventually all players share a new sound and movement.

Extension: If time permits, have students discuss which animals Thumbelina should meet next. Students can even propose animals that do not exist and collectively create a new sound and movement for that animal. Students could also try to think of short, simple friendship advice (such as “Use Kind Words” or “Lend a Helping Paw”) that an animal character might offer and use a character voice to pass that “sound” around the circle.



It's a Great Big World Out There

OUT-OF-CHAIR ACTIVITY • 25-30 MINUTES

Objective: Students will use their imaginations to explore what it would be like to be a tiny character in a big world.

Discussion: “*Thumbelina* is the story of a little girl who is only about as big as a thumb! Can you think of other story with a small character in a big world? (Some examples might include Tinkerbell stories, *The Borrowers*, or *The Mouse and the Motorcycle*.) What would it be like to be tiny in a big world? What would be exciting? What could be challenging or scary? We are going to use our imaginations to act like we are little characters in a big place!”

Brainstorming: As a class, create a list of everyday places that could be fun to explore as a little person. Don't forget every day locations like a kitchen or a bathroom or a classroom.

Activity: Ask your students to spread out around the room and select “Imagination Stations” where they can do their pretending. Each student should have enough space to move around a bit in their own space without interfering with the imagination work and movement of others. You may want to ask students to create a “bubble” of space around their Imagination Stations to keep some boundaries. Select one of the locations from the list (for example, a kitchen). Ask students to imagine themselves shrinking down to about 3 inches tall (you may wish to do a “shrinking noise” as a class to assist their imaginations with transformation. Ask the class to name something that might be found in the location (for example, a kitchen stool) and them pretend as a class to interact this the object (pretending through pantomime to climb the stool to the counter). Once they have explored that idea, ask for another object that might be found (say, a coffee mug) and explore that (maybe climbing over the side and swimming around like being in a hot tub). Continue through 4 or 5 objects. Then select another location and begin finding new objects to interact with.

Extension: Students could use this idea to write a short descriptive story about “The Time I Was Only 3 Inches High!” recapping some of the objects they encountered or adding their own new ideas. How did they end up so tiny? Did they ever grow back to their usual size?

Exploring the Job of a Writer: Create Your Own Animal Friendship Tale

Objective: To create a new story in which an animal character teaches a lesson about friendship

Materials: Paper and Pencil

Discussion: “To create the story of *Thumbelina*, the writer had to use her imagination to think about what it would be like to have just arrived in the world and have to learn about friendship. Thumbelina meets several animal characters who teach her about what it means to be a good friend. What are some ways that you can be a good friend? What could animals teach us about being good friends?”

Brainstorming: Under the heading “How to Be a Good Friend,” ask students to list some important ways to be a friend. This might including things like, “Share Your Things,” “Cheer Someone Up If They Are Sad,” or “Invite Someone to Join Your Game.” Ask students to think about animals or insects that might know something about each friendship lesson.

Activity: Divide students into small groups of 4-5 and ask them to select one of the ideas on the board make up a short scene about Thumbelina meeting a group of animals who teach her a lesson about friendship. (You may wish to create one scene as a class using student volunteers and the teacher directing the process: “What would the animals be doing when Thumbelina walked up? How would the animal characters move and talk? What would they tell Thumbelina about friendship? How would they show her? What would Thumbelina do once she learned the lesson about friendship?”). Ask each student team to practice their short scene a couple of times and then share them with the class.

Extension: Students could work individually to create a simple illustrated story version of their scene using story pages. It might be interesting to compare different versions of the story from members of the same group.



HOW TO BE A GOOD FRIEND:

- Play games together
- Share your thoughts
- Cheer someone up if they are sad
- Invite someone to join your game
- Say kind words
- Cheer each other on
- Take turns being the leader

Behind the Scenes Spotlight: The Props Mistress

Meet the Artist, Devon Denn-Young

Devon Denn-Young: The resident Prop Mistress of The Rose Theater is now in her third season here. Devon received a BFA from Nebraska Wesleyan University and a MVPA from Charles Sturt University, both in technical theatre. Devon has worked in many areas of technical theatre over her career. Costume Designer at Brownville Village Theatre from 2011 to 2016; Technical Director of Theater at Peru State College from 2010 to 2016; Instructor and Costume Designer at Doane University from 2008 - 2010. She is elated to work on this world premiere production of *Thumbelina*!



Q: Can you tell us about being a Puppet and Prop Designer? What is the Puppet and Prop Designer's job in the creation of a play?

A: A Props Designer/ Master / Mistress is responsible for obtaining all props needed for the production. This includes purchasing items, pulling items from stock, and building items as needed. They also work with the Stage Manager in gathering appropriate rehearsal props early in the rehearsal process to be used in rehearsals. Some Prop Masters, like in our theater, may also be called upon to help the Scene Designer dress the set. Props are smaller items, often hand held, which actors carry or interact with on stage. Set dressing are items that appear on stage to complete the look of a set such as furnishings, art on a wall, curtains, rugs, décor on a shelf or even trash – the items chosen are determined by the location and style of the set.

Q: How did you become a Puppet and Prop Designer?

A: I have worked in the tech theater industry for 20 years now. In college I specialized as a theater generalist, which means that I learned as much as I could about as many different areas of the theater as I could. I have been a Prop Mistress many times in my career. This position is a lovely blend of crafting, building, and sewing; so, it encompasses many of the skills I have honed over the years.

Q: Did you have to take special classes?

A: Yes, I studied prop making in high school, college, and graduate school. I still take classes whenever possible to brush up on skills and learn new ones. Puppet making is especially challenging for me, prior to working at The Rose Theater I had only worked with puppet building a few times. So it was exciting to come here and get to build puppets more regularly and develop new types of puppets I had never tried before.

Q: What is your favorite thing about being a Puppet and Prop Designer for Thumbelina?

A: I really enjoy crafting, so every day at work is just awesome! I get to hot glue things together, sculpt items from clay, and sew beautiful puppets. In particular for *Thumbelina* I have enjoyed creating the fish hat puppets. They are very colorful and whimsical looking; they just make me happy to look at them.

Q: What is like to be the designer of a remounted production?

A: Since I was the designer the first time around – to remount it again is fun and a little less work than the first time. Some of our puppets are being reused as are some of the props. So to get ready for the show this time I spent more time fixing up the items instead of having to build them from scratch.

Q: Did you have to change anything about this production?

A: Yes, this time around we have brand new ant puppets and fish puppets.

Q: Do you have any advice for a young person who would like to become a Puppet and Prop Designer when they grow up?

A: If this is the field you would like to work in then it is important for you to learn as much as possible about how to build different types of things. You will want to learn how to sew, both by hand and on a machine. It is also important to have basic carpentry skills and a general knowledge of painting, crafting, welding, & electrics. Studying history and having a keen grasp of research techniques will serve you well too. Because as a Prop Master you are expected to be able to not only identify different types of furniture styles and when they were popular, but also be able to build a variety of smaller items. This career is fun and challenging, no two days are ever the same as a prop Master.

Thank you for sharing your work with us, Devon!

Explore More!

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

Books You Might Enjoy

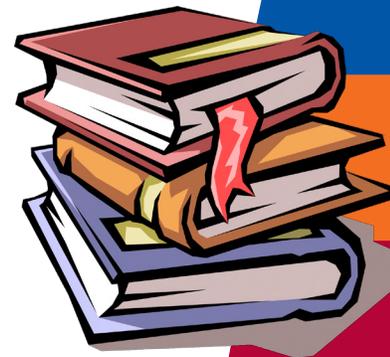
- 1.) **Thumbelina** by **H. C. Andersen** and **Adrienne Adams**. New York: Scribner, 1961. Print.
- 2.) **Thumbelina** by **Diane Landolf, Elise Allen** and **Allan Choi**. Barbie New York: Random House, 2009. Print.
- 3.) **Barbie: A Fairy Secret** by **Mary Man-Kong**. New York: Random House, 2011. Print.
- 4.) **The Snow Queen: Hans Christian Anderson** by **Lesley Sims, H. C. Andersen** and **Alan Marks**. Tulsa, OK: EDC Pub., 2004. Print.

DVDs

- 1.) **The Tale of Despereaux (2008)** When you are so small, even for a mouse, the world can be a dangerous place, but when your heart is brave, nothing can stand against your dreams.
- 2.) **Honey, I Shrunk the Kids (1989)** The scientist father of a teenage girl and boy accidentally shrinks his and two other neighborhood teens to the size of insects. Now the teens must fight diminutive dangers as the father searches for them.
- 3.) **The Adventures of Tom Thumb & Thumbelina (2002)** When two tiny people reunite fifteen years after their village was ransacked by a giant, they learn that they were very special people in the village.
- 4.) **Hans Christian Andersen (1952)** A musical story about the imagination of beloved fairy tale creator Hans Christian Andersen. The opening scene of the movie describes it best: "Once upon a time there lived in Denmark a great storyteller named Hans Christian Andersen. This is not the story of his life, but a fairy tale about the great spinner of fairy tales."

Websites or Apps

- 1.) For lots of fun Thumbelina-related activities, log on to: www.treegatepublications.com/thumbelina.html
- 2.) To read Thumbelina online, log on to: <http://home.in.tum.de/~kirsch/maerchen/englisch/storyofthumbelina.htm>
- 3.) To find out more about Hans Christian Andersen's stories, log on to: <http://hca.gilead.org.il/>



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