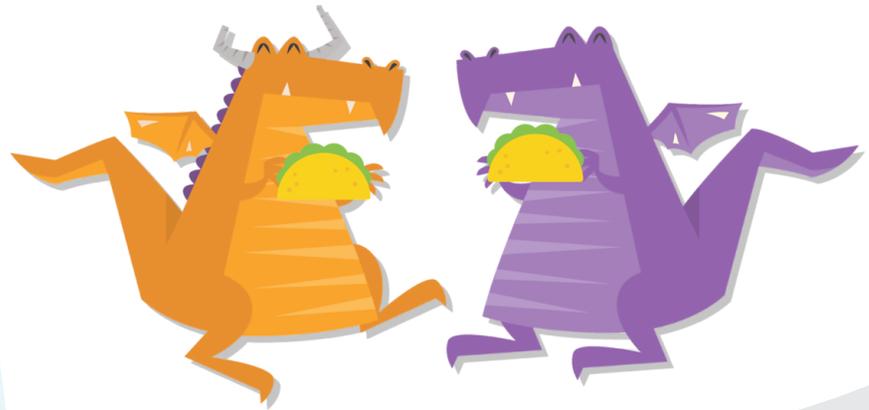




CLASS SHOW GUIDE

Dragons Love Tacos



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.

Every Dragon, Everywhere

OUT-OF-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will learn to use their bodies, voices, and imaginations to act as characters they may see onstage.

Discussion: "Next week, we will visit The Rose to see Dragons Love Tacos. In this play, there are several different types of dragons. How do you think actors use their bodies to become dragons? Will there be an actual dragon onstage? The actors will need to use their bodies and voices to show they are playing dragons. How will actors change their voices to become dragons?"

Brainstorming: Together, brainstorm some of the activities dragons might do: protecting gold, eating tacos, breathing fire, etc. Next, brainstorm different kinds of dragons: water dragons, lightning, fire, hamburger breathing dragons. They could be dragons with tiny wings, big feet, grumpy dragons, etc.

Activity: Invite students to find their own space in the room and lie down. Say "Every dragon, everywhere went to sleep, sleep, sleep..." Invite them to wake up as different types of dragons. Some suggestions are:

- Hungry Dragon
- Dragon with tiny wings
- A Big Head Dragon
- Big Feet Dragon
- Old Dragon

In between each different dragon, invite students to go to sleep.

Side Coaching: "Try to change the levels of your dragon. How tall is your dragon? Does this dragon crawl on all fours?"

Extension: Invite students to create a frozen statue of a dragon of their own creation. Encourage students to come up with one to three fun facts about their dragon they can share with the rest of the class.

UPCOMING SHOWS

2019-20 Season!

- **Go, Dog. Go!**
- **Dr. Seuss' The Cat In The Hat**
 - **A Bucket of Blessings**
 - **Ella Enchanted**
- **Howie D: Back In The Day**
- **The Little Engine That Could**
 - **The Diary of Anne Frank**
 - **Naked Mole Rat Gets Dressed: The Rock Experience**
- **Corduroy**

Call Melissa at
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to reserve today!

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

Dragons Love Tacos

Post-Show Activities

Create a Dragon

OUT-OF-CHAIR ACTIVITY • 10-15 MINUTES

Objective: Students will use their bodies and imaginations to work together to create frozen statues.

Discussion: “In *Dragons Love Tacos*, each dragon was different than the others! They each had their own individual characteristics. Today we are going to work in small groups to create frozen statues of dragons.

Brainstorming: “We know from books and movies that dragons might be much larger than us. Our dragons today will need several actors to work together to show us how big they truly are.”

Modeling: Invite a small group of students to come up in the front of the room. Ask the class for several suggestions of physical characteristics of a dragon: really large feet, big wings, five legs, and so on. Guide the students as they use only their bodies to create that dragon.

Activity: In groups of 3-5, encourage small groups of students to create their own unique dragon. Call out, “Freeze!” and have all the dragons stay still in their space. Walk around the room and tap each dragon on the shoulder. When they are tapped, encourage the dragon to tell you about themselves.

Extension: Ask the different dragons to interact with one another. Start creating dialogue between multiple dragons.

Happy, Mad, Sad, Scared

OUT-OF-CHAIR ACTIVITY • 15 MINUTES

Objective: Students will use their bodies and voices to act out different levels of emotions.

Discussion: “The dragons in *‘Dragons Love Tacos’* get into a lot of different shenanigans. Some of their behavior gets the dragons into trouble and gives Boy and Leroy a huge headache.”

Brainstorm: “What are some of the things the dragons do while they are in the house? How would you feel if dragons were burning your house down?”

Modeling: Stand in a large circle and choose which emotion (Happy, Mad, Sad, Scared) will be first. Turn to the student next to you and say the emotion with a movement that matches that emotion. For example, say “happy!” with a happy movement. Students will pass it around the circle, giving each student an opportunity to try the “happy!” sound and movement.

Activity: In this activity, each emotion will be repeated around the circle three times, each time escalating in feeling. In a standing circle, begin with the emotion happy. Give the students a circumstance from the play as to why the dragons are happy, but not too happy. For example, they are at a party, but there are not any tacos. Send “Happy” around the circle with a movement inspired by the given circumstances. Then, repeat the emotion happy with a given circumstance as to why the dragons could be a little happier. For example, the dragons found a stash of tacos! Send “Happy” around the circle with a movement inspired by these given circumstances. Finally, repeat the emotion happy with a given circumstance as to why the dragons would be incredibly happy! For example, they ate the tacos! Repeat with the emotions “Mad”, “Sad”, and “Scared”.

Extension: Invite students to lead a different emotion from the play. Was there a moment where a character was surprised? Confused?

Taco Party

OUT-OF-CHAIR ACTIVITY • 10 MINUTES

Objective: Students will pantomime [or act without words or props] activities Dragons might do.

Materials: An open space.

Brainstorming: “What are some things that dragons do at taco parties? They could dance, juggle ingredients, eat tacos, play games, accidentally eat spicy tacos, etc.” Create a list on the board and decide on the class’ 4 top favorites.

Discussion: “In *Dragons Love Tacos*, the Man in Suit explains that dragons love to have parties. We are going to come up with a few activities dragons might do at a taco party. For each one you will come up with a movement and a sound to do in specific locations of our room.”

Activity: Direct all the students to begin in the center of the playing space. “This will be the first location of our Taco Party. When I say TACO PARTY! I want you to move to the center of the room and show me you are eating tacos using just your body and your face. This is called pantomime.” Decide on 4 other locations in the room based on the class’ earlier brainstorm. For example, the right side of the room could be SPICY TACOS! and students need to show they are eating a spicy taco when they go to the right side of the room. The left side of the room could be DANCE PARTY! where students show their funkier dance moves. This activity could eventually be played for ‘outs’.



Dance like a Dragon!

OUT-OF-CHAIR ACTIVITY • 15-20 MINUTES

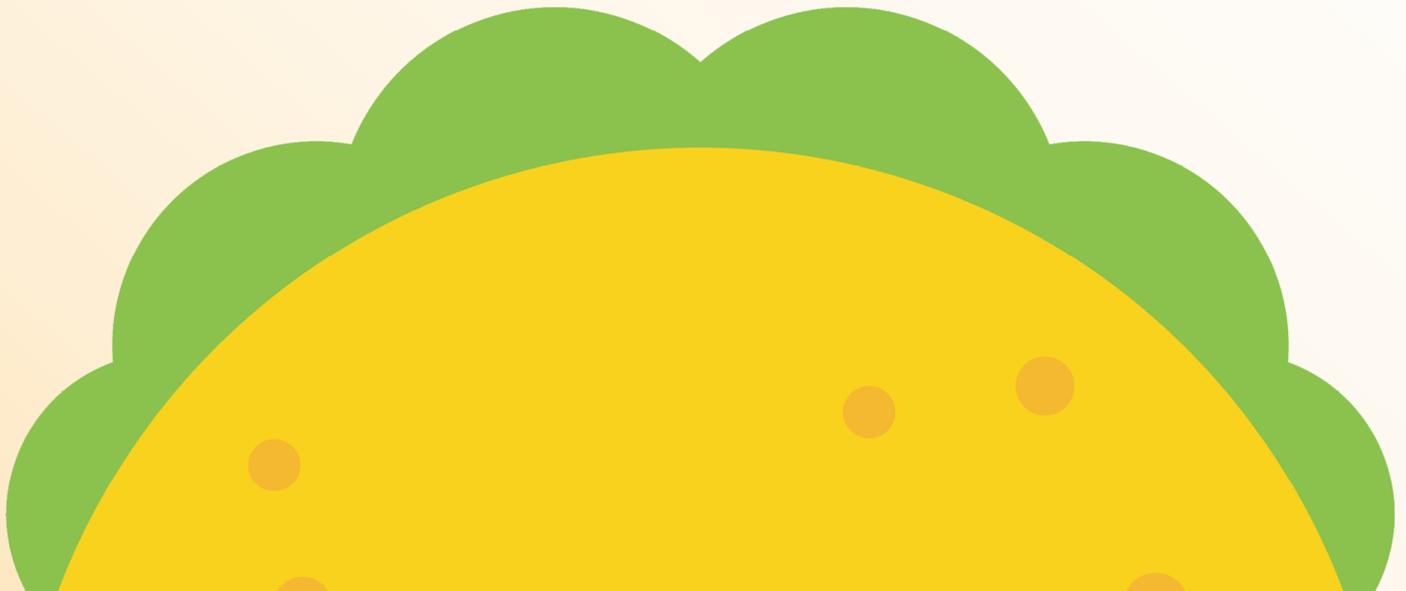
Objective: Students will use their bodies, voices, and imaginations to move like Dragon characters.

Materials: An open space.

Discussion: “In *Dragons Love Tacos*, they dragons loved to dance! How did the actors show the audience they were dragons? They moved their bodies in really interesting ways, both when they were dancing and when they were moving around the stage. Today, we are going to use our bodies and voices to be dragons, too!”

Activity: Invite the students to all stand on one side of the room. One by one, encourage a student to dance, walk, crawl, or move like a dragon from one side of the room to the other. Halfway across the room, the student stops and says to the rest of the class in a Dragon voice: “Dance like a dragon!”. Then, the rest of the class moves to the other side of the room, doing exactly what the first student has modeled. Repeat until every student has shown their Dragon move.

Extension: Invite students to draw what their dragon character looks like.



Behind the Scenes Spotlight: The Costume Designer!

Meet the Artist, Sherri Geerdes!

Sherri Geerdes has been the resident *costume designer* for The Rose Theater for over three decades. She began creating costumes with our theater company when it was still known as The Emmy Gifford Children's Theater. Sherri has designed costumes for over 300 productions!! Her recent work includes *Elf the Musical*, *Charlotte's Web*, *Pete the Cat* and *Peter and the Starcatcher*. We asked Sherri to tell us more about the costumes she designed for *Dragons Love Tacos*!



Q: What does a costume designer do?

A: A costume designer's job is to design costumes for a show through costume renderings. Some costume designers design and build the costumes, like I do, but some costume designers do the designs only and hand the renderings to a design team that builds or makes the costumes. I use commercial patterns or I create patterns for the costumes. I shop at fabric stores, hardware stores, etc. or order fabrics online for the costume. I cut fabrics from patterns and work with my costume shop foreman and seamstresses to sew the cut pieces together. I attend design and production meetings with the director, set designer, production manager, and others on the design team!

Q: What is one important skill to have when designing costumes?

A: You have to be creative, knowing how to draw is very important, and math skills help out greatly when you are cutting patterns or figuring out how much fabric you will need for each costume. You also need to have time-management skills, as it usually takes 4-6 weeks from start to finish for most costumes. The show will be built in a 4-week time-span. I have to help ensure that things get done on time!

Q: What is one of your favorite parts of being a designer?

A: I like seeing my renderings going from drawings and then figuring out or problem-solving on how to build them. I enjoy choosing the fabrics, trims, hats, wigs, and shoes that will create the look.

Q: What are some challenges that come with designing costumes, wigs, and makeup for a dragon or other animal characters?

A: The challenge of building a dragon costume is creating a piece that the actor can easily move in, dance in, and even roll on the stage in and still have the costume look like a dragon.

Q: What is your advice for a young person who would like to be a costume designer?

A: If you want to become a costume designer, learn to draw and learn how to sew with a sewing machine, because life is too short to sew everything by hand!

Thank you for sharing your work with us, Sherri!

Explore More!

If you enjoyed *Dragons Love Tacos*, be sure to check out these other great resources!

Books to Read:

1) *Dragons Love Tacos* by Adam Rubin

Dragons love tacos. They love chicken tacos, beef tacos, great big tacos, and teeny tiny tacos. So if you want to lure a bunch of dragons to your party, you should definitely serve tacos. But if you serve spicy salsa, you may be in trouble.

2) *Dragons Love Tacos 2: The Sequel* by Adam Rubin

It has just been discovered that there are NO MORE TACOS left anywhere in the world. This is a huge problem because, as you know, dragons love tacos. If only there was a way for the dragons to travel back in time, to before tacos went extinct. Then they could grab lots of tacos and bring them back! It's the perfect plan, as long as there's no spicy salsa.

3) *When a Dragon Moves in* by Jodi Moore

On a beautiful day at the beach, a young boy brings his bucket, shovel, and imagination, and builds a perfect sand castle. Right away, a dragon moves in. The boy decides to befriend his dragon and they spend time roaming the shore, flying a kite, braving the waves, defying bullies, and roasting marshmallows.

DVDs Connected to the Themes in the Show:

1) *How to Train Your Dragon* (2010)

A hapless young Viking who aspires to hunt dragons becomes the unlikely friend of a young dragon himself, and learns there may be more to the creatures than he assumed.

2) *Reluctant Dragon* (1941)

Humorist Robert Benchley learns about the animation process at Walt Disney Studios while trying to find the great man himself to pitch him the idea of making a cartoon about a shy dragon.

3) *Pete's Dragon* (2016)

The adventures of an orphaned boy named Pete and his best friend Elliot, who just so happens to be a dragon.

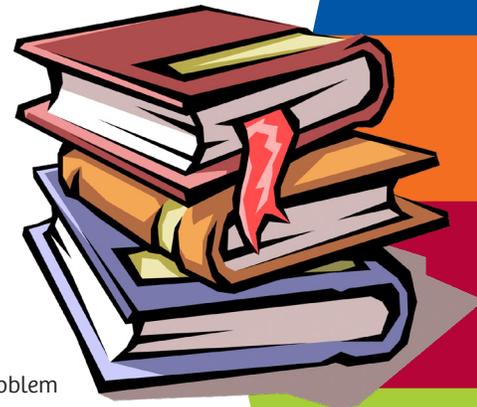
Websites or Apps:

1) www.dragonslovetacos.com/

A website all about "Dragons Love Tacos." In addition to the books, viewers can also find fun arts and crafts, learn more about the author, and purchase fun "Dragons Love Tacos" toys and accessories.

2) <https://kidskonnnect.com/animals/dragon/>

A website dedicated to fun facts, origins, worksheets, and activities revolving around dragons.



Dragons Love Tacos



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