

**SHAW  
FESTIVAL**

# **“Let’s Explore Your Community!”**

A **Role Drama** for Primary Division Students

TEACHER’S GUIDE

The **Stage Door Program** is sponsored by

**Scotiabank**®



# TABLE OF CONTENTS

## THE PROGRAM

Introduction to the Scotiabank Stage Door Program	3
Planning and Implementing the Stage Door Program	4
Extension Activities and Curriculum Links	5

## SUPPORT MATERIALS

Student Template - Same or Different?	6
Teacher Resource - Same or Different Answer Key	7
Student Template - Researching Jobs in the Theatre	8
Student Resource - Word Explorers Glossary	9
Student Template - Coded Message	13
Student Template - The Code Key	14
Teacher Resource - The Solution	15
Student Template - Design your own Explorer!	16



# “Let’s Explore Your Community”

## A Role Drama for Primary Division Students

Welcome to the **Shaw Festival Stage Door Program**, generously sponsored by Scotiabank. Initiated in 2016, the Stage Door Program is designed to provide Elementary students in the Niagara Region with access to the performing arts. Due to Covid-19, and the closure of our live theatre venues, we have reimagined how to deliver this programming, and the result is the “Let’s Explore Your Community!” program - a virtual in-role drama experience for students in grades 1-3!

We sincerely hope that you and your students enjoy this program, which incorporates elements of the arts, language, and social studies in a fun, cross-curricular experience!

Thank you for participating in the Scotiabank Stage Door Program with the Shaw Festival, and we hope to see you back in our theatres again soon!

### Curriculum Links

#### **Drama, Gr. 1-3:**

B1 - Creating and Presenting

B2 - Reflecting, Responding and Analysing

B3 - Exploring Forms and Cultural Contexts

#### **Language, Gr. 1-3:**

Oral Communication - 1. Listening to Understand

Media Literacy - 1. Understanding Media Texts; 1. Understanding Media Forms, Conventions, and Techniques

#### **Mathematics, Gr. 1-3:**

A - Social-Emotional Learning Skills in Mathematics and Mathematical Processes

C - Algebra (C.3 - Coding)

#### **Social Studies, Gr. 1-3:**

Gr. 1 - B - People and Environments: The Local Community

Gr. 2 - A - Heritage and Identity: Changing Family and Community Traditions

Gr. 3 - B - People and Environments: Living and Working in Ontario

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## Planning the Stage Door Program

There are three phases to this exciting role drama:

- a) Watch introductory video - featuring Kelly Wong, Shaw Ensemble Member
- b) Solve the code - discover the secret message
- c) Extension activities - use the role-play as a launchpad to discover your community

### IMPLEMENTATION

- 1) Preview the Introductory Video with Shaw Ensemble Member Kelly Wong:  
<https://youtu.be/HcfTFHEYRa4>
- 2) Read through the Teacher's Guide. Decide if you would like to do the activities in one day, or spread the video, code-breaking and extension activities over a few days.
- 3) Assess student knowledge. Have students complete the "Same or Different" activity (see p. 6-7) to gauge their understanding of live theatre. You can have a class discussion if you feel they need more information to understand what a theatre is, or you can jump to the video with Explorer Kelly.
- 4) Preface the video by telling students that they are going to become theatre explorers. Play the video. If students need extra time to solve the in-video puzzles, feel free to pause or replay as needed.
- 5) At the end of the video, the students, in-role as Junior Explorers, will be asked to help Explorer Kelly break a coded message. Ensure you have enough copies of the coded message and key (see p. 13-14) for each student (in-person instruction) or upload a copy of the coded message and key for your students (virtual instruction).
- 6) Once the message is decoded the students have solved their explorer mission! Read the concluding message from Explorer Kelly (see "The Solution" p. 15).
- 7) Engage your students with any of the optional extension activities, or create your own (see p. 5 for suggestions)!
- 8) Provide feedback on the program. The Stage Door Program is very generously sponsored by Scotiabank, and we appreciate any feedback from participants (students and educators) - both to improve the program for future participants, and to provide qualitative data to our sponsors. Following program completion, please complete the survey at <https://forms.gle/u1bUBuDs6yTAH7XE6>

Thank you for participating, and for sharing the arts with your students!

## Extension Activities

The following activities are optional, but may help to enhance your students' learning and enjoyment of the Stage Door Program!

- Create a class “brainstorm board” of all the jobs in a theatre. While researching careers in the theatre, students may find a picture of that job, create a drawing, or use words. These are added to a central board, wall or area, and will create a visual representation of all the jobs and people that are required to get a show onto the stage for an audience. You can use our Bitmoji Theatre to explore some of the jobs at the Shaw as a class! <https://docs.google.com/presentation/d/1o2tuaxB7UyhAa2GkSQNpTfbc6aaUQ7oWu4AO9qOdZSI/edit?usp=sharing>
- Explore theatre through a jigsaw activity. Encourage each student to become an “expert” on one theatre term - students may then present their findings to their group/class (see p. 9-12 “Word Explorers” glossary handout for ideas)
- Research a theatre company in your community! Find out if you have a theatre in your town or city - what do they do? How can you get involved? Most theatres have a website or email address - maybe your class can make contact with them, or perhaps you can take a virtual or in-person field trip to visit! (SOCIAL STUDIES GR. 1 - B - PEOPLE AND ENVIRONMENTS: THE LOCAL COMMUNITY; GR. 2 - A - HERITAGE AND IDENTITY: CHANGING FAMILY AND COMMUNITY TRADITIONS)
- Learn about the Shaw Festival! Find out about what the Shaw does, and how it contributes to the Niagara Region. Here are some quick facts: <https://www.shawfest.com/about/annual-report/> (SOCIAL STUDIES GR. 3 - PEOPLE AND ENVIRONMENTS: LIVING AND WORKING IN ONTARIO)
- Create your own code or virtual alphabet - see if your friends can crack your code! (MATHEMATICS GR. 1-3: A. SEL SKILLS, C. ALGEBRA)
- Try out a “just for fun” arts activity with one of our Ensemble Members! You can access lots of virtual resources on our website at <https://www.shawfest.com/beyond-the-stage/teachers/#teacher-online-resources> We recommend trying “How to Move” with Kiera Sangster, or “Learning a Magic Trick” with Peter Fernandes.
- Expand your role-play to other arts disciplines:
  - Use the template provided (see p. 16) to design your own explorer. (VISUAL ARTS GR. 1-3: D1)
  - Design a comic strip or storyboard about an explorer. (LANGUAGE - GR. 1-3: 2 - WRITING; MEDIA LITERACY - GR. 1-3: 3 - CREATING MEDIA TEXTS; VISUAL ART GR. 1-3: D1)
  - Create a movement piece about being an explorer. Where will you explore? What will you see? How will you move through your environment? For inspiration, you could check out some real-life Canadian explorers at <https://rcgs.org/programs/explorers-in-residence/> (DANCE GR. 1-3: A1, A2)
  - Take turns role-playing jobs in the theatre. See if your fellow explorers can guess which job you are doing! (DRAMA GR. 1-3: B1, B2, B3)

## Same or Different?

Did you know that seeing live theatre is different than going to the movies? **Compare the sentences below to find out what is the same, and what is different!**

Put a check mark (✓) in the SAME column if the sentences are the same for both theatre and movies.

Put an (X) in the DIFFERENT column if the sentences are different for theatre and movies.

Theatre	Movies	Same (✓)	Different (X)
The actors tell a story.	The actors tell a story.		
The actors perform in person for an audience.	The actors are recorded.		
The actors become different characters through role-play.	The actors become different characters through role-play.		
The actors wear costumes.	The actors wear costumes.		
The story is not recorded.	The story is recorded by a camera operator.		
Sound effects and music are made by people during the performance.	Sound effects and music are added by computer after the story is recorded.		
The audience watches the actors tell the story in a theatre or outside.	The audience watches the actors tell the story on a screen.		
Directors help the actors to tell the story.	Directors help the actors to tell the story.		
Sounds, lighting and special effects help to tell the story.	Sounds, lighting and special effects help to tell the story.		
Sometimes the story is based on a book. Other times, a person called a playwright helps to write the story.	Sometimes the story is based on a book. Other times, a person called a screenwriter helps to write the story.		
Sometimes actors make mistakes! The audience may notice because they are watching the story while the actors tell it.	Sometimes actors make mistakes! The audience doesn't see the mistakes, because they are edited out for the final recording.		

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Theatre	Movies	Same (✓)	Different (X)
The actors tell a story.	The actors tell a story.	✓	
The actors perform in person for an audience.	The actors are recorded.		X
The actors become different characters through role-play.	The actors become different characters through role-play.	✓	
The actors wear costumes.	The actors wear costumes.	✓	
The story is not recorded.	The story is recorded by a camera operator.		X
Sound effects and music are made by people during the performance.	Sound effects and music are added by computer after the story is recorded.		X
The audience watches the actors tell the story in a theatre or outside.	The audience watches the actors tell the story on a screen.		X
Directors help the actors to tell the story.	Directors help the actors to tell the story.	✓	
Sounds, lighting and special effects help to tell the story.	Sounds, lighting and special effects help to tell the story.	✓	
Sometimes the story is based on a book. Other times, a person called a playwright helps to write the story.	Sometimes the story is based on a book. Other times, a person called a screenwriter helps to write the story.		X
Sometimes actors make mistakes! The audience may notice because they are watching the story while the actors tell it.	Sometimes actors make mistakes! The audience doesn't see the mistakes, because they are edited out for the final recording.		X

## My Research: Jobs in Theatre

Fill this graphic organizer with facts or pictures from your research. Think about all of the people needed to put on a play - preparing the show, on stage, backstage, in offices, helping the audience...what other jobs can you discover?





# Word Explorers

What do all of those theatre words mean?  
Let's explore and find out!



## Theatre Places

**Aisle** - A walkway between two rows of seats in the theatre.

**Backstage** - The part of the theatre that the audience doesn't see. It can include dressing rooms for the actors, places to store costumes and sets, the wings where actors enter and exit the stage, and the green room.

**Catwalk** - A high, narrow walkway, hung from the ceiling of a theatre, where the crew can access the lights for the stage.

**Downstage** - The part of the stage closest to the audience.

**Dressing Rooms** - The rooms that the actors use to change into their costumes.

**Front of House** - The part of the theatre where the audience sits, like an auditorium. It is sometimes also called "The House."

**Green Room** - The place where performers and crew can go to relax while waiting for the show to start.

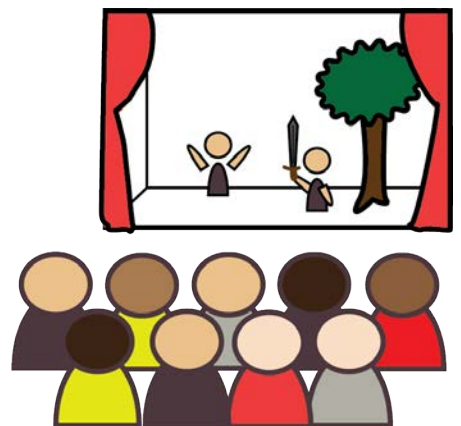
**Offstage** - The area of the stage that the audience can't see.

**Orchestra Pit** - The place where musicians and the conductor perform during the show. It may be under the stage, or in a lower area in front of the stage. Sometimes, the musicians even sit on the stage!

**Proscenium** - An arch that frames the stage in some theatres.

**Repertory Theatre** - A theatre that performs more than one play at the same time. In a repertory theatre, you could come in the afternoon and see one play, come back that evening and see a different play, and come back the next day to see another play! Often in a repertory theatre, the actors play roles (or parts) in more than one play. The Shaw Festival is a repertory theatre!

**Set** - All of the walls, doors and windows that are used to change the stage for a play. The set helps the audience to imagine they are in a different place!



**Stage Right and Stage Left** - These are the directions of the stage from the actor's point of view (it is opposite to the audience that is watching the show!).

**Trap** - An opening in the floor of the stage that allows an actor or a prop to appear or disappear (like a trap door).

**Upstage** - The area of the stage that is furthest away from the audience.

**Wings** - The areas of the stage to the sides of the acting area, and are out of view of the audience. Actors can use the wings to enter or exit from the stage. Wings are often masked or marked by hanging curtains to help hide the backstage area.

## Theatre Things

**Act** - An Act is a part or a section of a play or musical. They are often numbered: Act 1, Act 2, etc. Acting is the thing that actors do to tell the story!

**Audition** - What an actor may do to get a part in a play. It is like a try-out for a team - the actor meets the people who are putting on the play, and shows them their skills.

**Blocking** - The instructions that the actors use to know where to go on stage. Directors and choreographers use blocking to help tell the story, and to make sure no one runs into each other or the set on stage!

**Cue** - Signals that are given to the actors, musicians and crew so that they know when to do something. For example, a lighting cue tells the lighting technician that it is time to change the lighting on stage. There are lots of different kinds of cues! The Stage Manager is responsible for giving the cues to everyone, and it is referred to as "calling" the show.

**Curtain** - A piece of hanging cloth that separates the stage from the audience. It can be opened and closed to show or hide what is happening on the stage.

**Dress Rehearsal** - A practice run of a play, when the actors wear their costumes and perform the whole show without an audience. A dress rehearsal gives the actors and crew a chance to do everything for the show, and make sure it is running smoothly, before the audience comes to watch.

**Drop** - A piece of fabric or cloth that is painted and hung as part of the scenery of a play. It helps the audience to imagine the place where the play takes place.

**Matinee** - An afternoon performance of a play or musical.

**Monologue** - A speech given by one actor in a play.

**Musical** - A play with music, singing and dancing.



**Overture** - The beginning of a musical, that gives the audience an idea of the music to come, and gets the audience warmed up for the show.

**Props** - All of the items that are used in the show to help the actors tell the story. Anything that is not a set or costume is a prop!

**Rehearsal** - The time before the actors go on stage, when they practice the play with the director. Rehearsals are often held in a special room called a Rehearsal Hall.

**Sound Effects** - The noises that help to tell the story in a play or musical. Sound effects can be created by the actors (using their voices or bodies, or using props), by musicians with their instruments, or by a machine or computer that is controlled by a sound technician during the performance.

**Wardrobe** - The supply of costumes (clothing, shoes, jewelry, hats, etc.) that are worn by the actors to help tell the story. Wardrobe can also refer to the place where the costumes are made and the people who work there - the Shaw Festival has a Wardrobe Department that makes the costumes for our actors, and we have a Wardrobe Warehouse where we store the costumes!

## Theatre People

**Assistant Stage Manager (ASM)** - The person who helps the Stage Manager to run the show. The ASM often works backstage.

**Box Office Manager** - The person who is in charge of selling tickets to the audience. They also supervise all of the people who work in the Box Office.

**Cast** - The people who perform in the play or musical.

**Choreographer** - The person who creates dances and movement for a play or musical.

**Company** - The cast and crew of a show, or the people who work for a theatre. All of the people who work at the Shaw Festival are a part of the Company.

**Crew** - All of the people who work on a play off-stage. The Crew usually means everyone except the actors and musicians.



**Director** - The person who leads everyone through the process of creating a play or musical.

**Dressers** - The people who help the actors get in and out of their costumes.

**Ensemble** - A group of people (like actors, singers or dancers) who perform together on stage.

**House Manager** - The person in charge of the theatre auditorium and anything to do with helping the audience. They are responsible for Front of House staff like Ushers.

**Lighting Designer** - The person who designs all of the lighting for a play or musical. The Lighting Designer works with the Director to decide what the lighting will look like for the play.

**Music Director** - The person who is in charge of the music for a play or musical. The Music Director works with the Director, actors and musicians to decide what the music will sound like for the play or musical.

**Prop Master** - The person in charge of all of the props for a show. They may also be in charge of the props or "properties" staff, who create the props for a show.

**Set Designer** - The person who designs the sets for a show. This person works with the Director to decide what the sets will look like for a play or musical.

**Sound Designer** - The person who designs the sounds for a show. This person works with the Director to decide what the play will sound like.

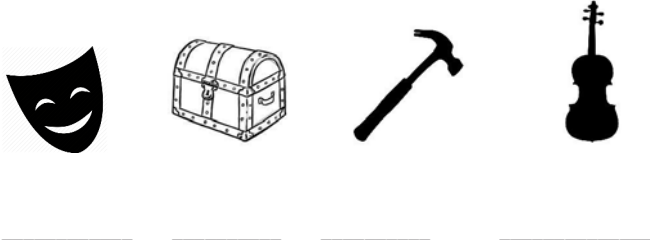
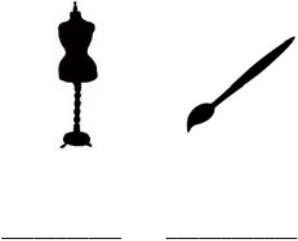
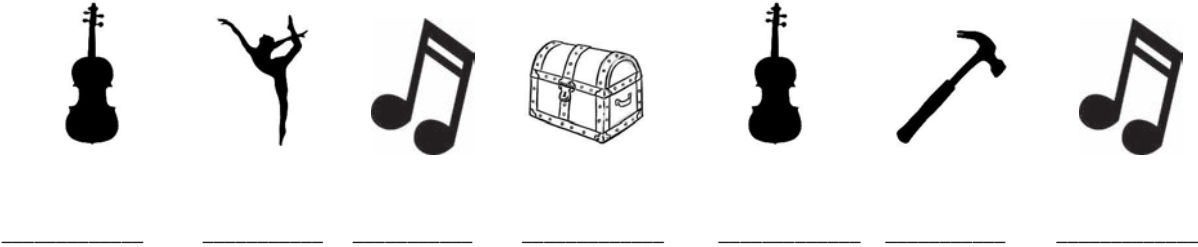
**Stage Manager (SM)** - The person who runs the show once it is on stage. The SM is responsible for the play from the time it starts until the end of the show, and they are in charge of everything on the stage and backstage. The SM also calls the cues for the play or musical while it is being performed.

**Ushers** - The people who help the audience to find their seats in the theatre.

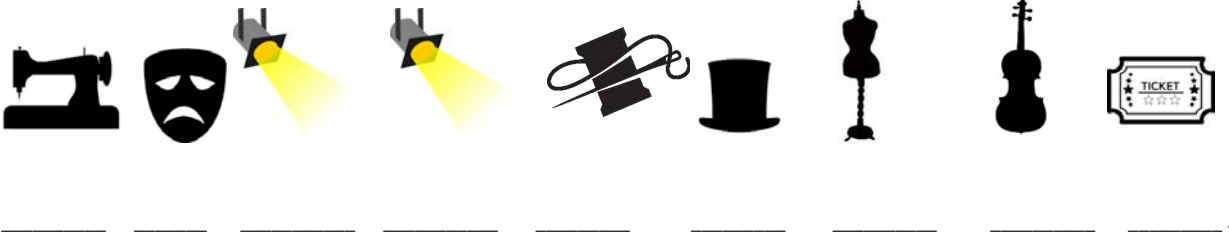
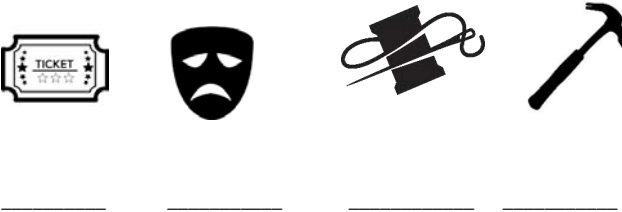
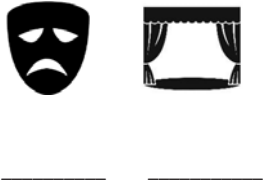
**Video Designer/Projection Designer** - The person who designs any special video effects that may be used on stage during a play. Videos and projections are often used in the background, behind the actors, to help tell the story, to show the audience a specific location, or to create a special effect on stage.


















Decode the Message



Decode the Message



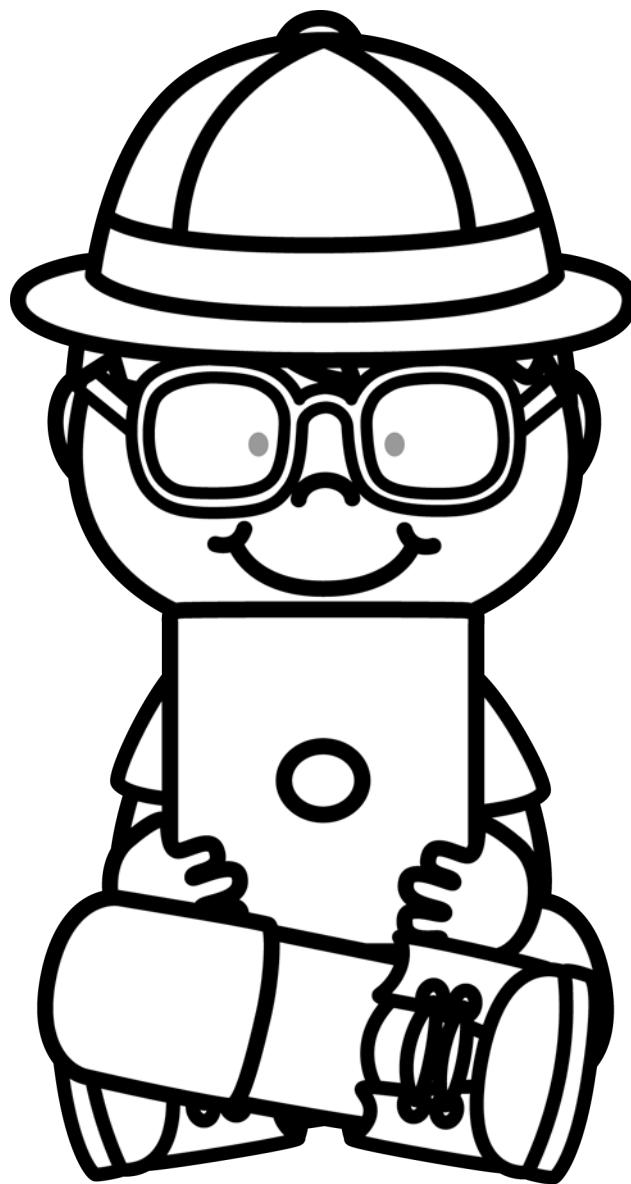
**USE THIS CODE KEY TO DECODE EXPLORER KELLY'S MESSAGE!**

<p><b>T =</b></p> 	<p><b>U =</b></p> 	<p><b>A =</b></p> 	<p><b>E =</b></p> 	<p><b>R =</b></p> 
<p><b>O =</b></p> 	<p><b>N =</b></p> 	<p><b>I =</b></p> 	<p><b>M =</b></p> 	<p><b>S =</b></p> 
<p><b>Y =</b></p> 	<p><b>F =</b></p> 	<p><b>P =</b></p> 	<p><b>C =</b></p> 	<p><b>H =</b></p> 

## Teacher Resource: The Solution

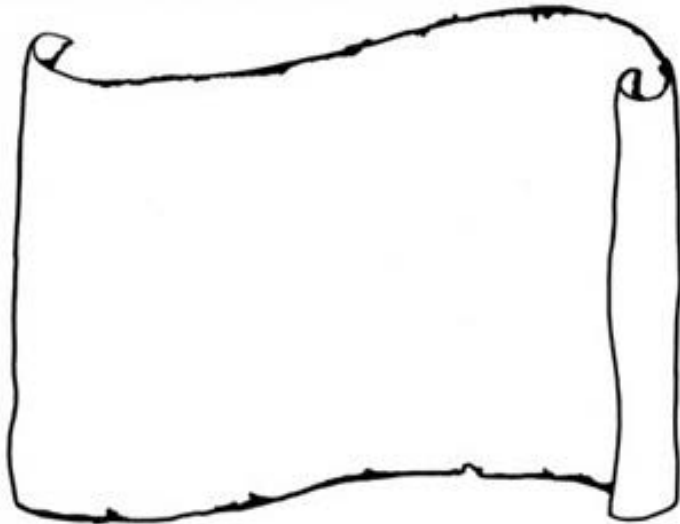
Once your students have completed the coded puzzle, you can read the following message from Explorer Kelly:

**Hello everyone! Thank you for your help! I am so glad that you solved the code, and I hope that you had fun learning about theatre and the Shaw Festival with me. I hope that one day soon you get to visit a theatre in your community, and maybe one day you will even work at one! Thank you, Junior Explorers, for your excellent work - I am proud of you, and I hope to meet you one day at the Shaw Festival!**



## DESIGN YOUR OWN EXPLORER!

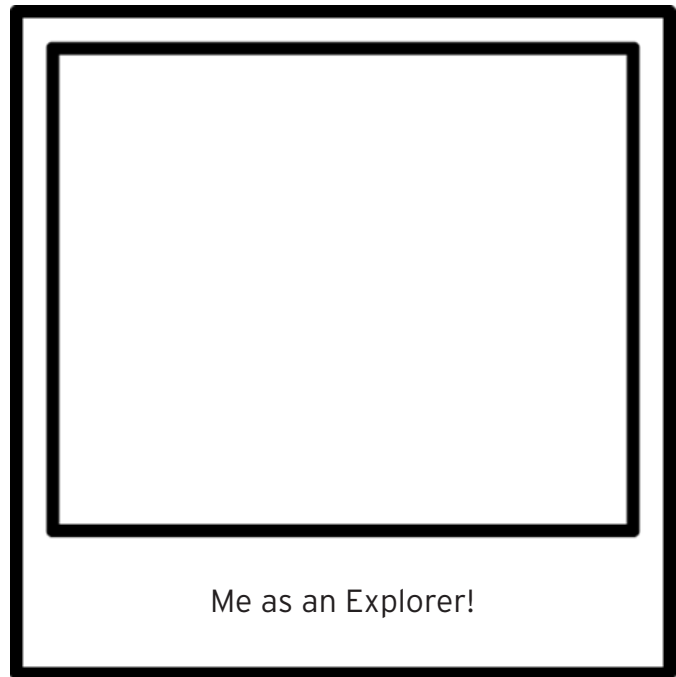
Imagine what it would be like to be an explorer! What clothes would you wear? Where would you want to explore? What tools would you need to do your job? Use the space below to design your own explorer look!



Draw your explorer map!

Explorer tools I would need:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_



Me as an Explorer!