Ever wondered how to put on a play?

There are many different elements that go into putting a show up on its feet. Please review the following with your students:

**PLAYWRIGHT** The playwright writes the script.

**DIRECTOR** The director is in charge of orchestrating the entirety of the production. They lead the actors, designers, and production crew to put the show on its feet.

**COSTUME** What the actors wear during the show.

**SCENERY** Everything on stage (except props) used to represent the place at which action is occurring.

**PROPS** All physical items on stage with the exception of the scenery. This includes lamps, chairs, pens, paper, books, and more!

**LIGHTS** Stage lights illuminate the actors so that they look their best. The colors used, focus of the light, and amount of lighting can really set the mood and environment of a scene.

**SOUND** Everything that you hear during a performance that does not come from the actors.

**AUDIENCE** The lucky people that get to watch the show.

New to being an audience member? Follow these rules and you will be a natural!

**AUDIENCE RULES**

♦ Unlike a movie, the actors are performing in front of you. They can see everything that you do. Talking, sleeping, poking your neighbor, or making noise during the performance distracts the actors and others around you.

♦ Don’t bring electronics to the performance. The use of cell phones, cameras, computers, tablets, and video game devices are not allowed.

♦ Use your better judgment on when to laugh, clap, and/or cry during the performance. But don’t forget to clap at the end of the show!

♦ Stay in your seat during the performance.

♦ Make sure you go to the bathroom before the show starts.

**ACTORS** The actors are the people that perform the show onstage.

**SHOW SYNOPSIS**

Shrek the ogre is content to live alone in his swamp—until a bunch of fairy tale misfits arrive! Join Shrek as he and a wise-cracking donkey team up to save a feisty princess and the fairy tale creatures in this hilarious musical adventure based on the Oscar-winning film!

**DISCUSSION QUESTIONS**

**BEFORE THE SHOW**

- Has anyone ever been to a live play before? How was it different from a television show or a movie?
- What is the difference between a play and a musical?
- Did you know the story of Shrek before coming to the show?
- What makes you unique? Do you have a trait or a special skill that no one else in your class has?
- Have you ever felt different or out of place? How did it make you feel?
- What can you do to make someone who seems like they feel out of place to feel more comfortable?
- How are you similar/different to your classmates?

**AFTER THE SHOW**

- Did you like the performance of *Shrek the Musical Jr*? What was your favorite part?
- Who was your favorite character, why?
- What lesson did Shrek learn during the show?
- How are Shrek, Fiona, and Donkey similar? How are they different?
- How are Shrek, Fiona and Donkey similar to you? How are they different?
- How did Shrek feel at the beginning of the play compared to the end of the play?
- What lesson did Shrek learn by the end of the play? What lesson did you learn?
## Class Activity: My Prince/Princess

### Directions
- Ask each student to answer the questions in the prince/princess recipe.
- Provide students with a blank piece of paper to answer questions and draw.
- Have each student present their Prince/princess idea to the rest of the class.
- Discuss how the princes/princesses are the same and how they are different.

### Royal Recipe

<table>
<thead>
<tr>
<th>Name one thing you can do very well (i.e. skateboarding, reading, writing, cooking)</th>
<th>Create a Prince/princess name (i.e. Prince Goofball/ Princess Sparkle)</th>
<th>How will your Prince/princess help save the kingdom?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe what your prince/princess would wear. How does the outfit help them?</td>
<td>Describe a typical day in the life of your prince/princess. What do they eat?</td>
<td>Create a theme song for your Prince/princess.</td>
</tr>
<tr>
<td>Does your prince/princess work alone or with other members of the kingdom?</td>
<td>How do you help your kingdom (community)?</td>
<td></td>
</tr>
</tbody>
</table>

### Variations
- Act it out!
  - Create a prince/princess day in class.
  - Provide students with materials to create their prince/princess costumes.
  - Encourage students to think like the prince/princess—how do they move? How do they talk?
  - Create a “problem” in which the prince/princess would be called to action. Encourage teamwork between all the different princes/princesses.

### Follow-Up
- Did you find that you and your classmates came up with different solutions to the problem?

## Activity: Show and Tell

### Directions
- For this activity you will need enough floor space for students to walk around.
- Before the activity begins, discuss emotions/feelings and make a list of all the different emotions.
- Ask students to spread out and begin walking around the room in a “neutral stance” or how they would normally walk.
- Once students settle into a rhythm, ask the class to freeze where they are.
- Once they are frozen, ask students to resume walking, this time personifying a particular emotion (i.e. walk like you are angry, sad, elated, etc.).
- Repeat this step, allowing students to walk through the space personifying a variety of emotions.

### Follow-Up
- After students have a chance to walk around with varying emotions, discuss how a feeling can change how you move.
- Prompt students with questions such as: “What was your favorite emotion walk? What was your least favorite?”

### Variation for After the Show: Act It Out!
- Ask the students to choose their favorite part of Shrek the Musical Jr.
- Place them in small groups based off of their scene choice.
- Have them each identify with a character from that scene and identify their emotion at that point in the story.
- Have the students retell the story in their own words and begin to act out their scene, using the emotion walk as a starting point.
**ACTIVITY: WHAT I WANT TO BE WHEN I GROW UP**

**DIRECTIONS**
- Ask students to think about what job they might want to have when they grow up.
- Either in class or as a homework assignment, ask students to complete the hand out below.
- Encourage students to work with parents/guardians on this project.

**VARIATIONS**
- Play like Mad Libs!
- Have students come up with various adjectives, names, numbers, etc. without reading the handout to make a silly story.
- Example: use names/words from *Shrek the Musical Jr.* as a fun after show activity!

**STUDENT HANDOUT: WHAT I WANT TO BE WHEN I GROW UP**

When I grow up I want to be *(job/title)*
_________________________________________, because it would be a really *(adjective)* __________________________ job. In order to do this job you have to go to school for *(number)________ years. Some of the important people who have done this job are *(name)__________________________________ and *(name)_____________________________. Something you might not know about this job is that *(fact)_____________________________ and *(fact)_____________________________. I think that the hardest part of this job would be *(task)________________________________________. The world needs more people doing this job because *(reason)________________________________________.

I learned about this job from *(name/person)________________________________________.*
**DIRECTIONS**

- Imagine that you are an ogre living in a swamp, just like Shrek!
- In the space below, draw a picture of yourself in your swamp.
  * Is your swamp colorful? Slimy?
- Think about whether or not your friends live in your swamp with you. Was Shrek happier in the beginning of the play when he kept everyone away and was all alone? Or at the end of the play when he welcomed his new friends into his home?

**LIKE THE SHOW? WRITE TO US!**

Send letters or drawings to:
Walnut Street Theatre
ATTN: Education Department
825 Walnut St.
Philadelphia, PA 19107
Walnut Street Theatre has the unique distinction of being the oldest, continuously operating theatre in the English-speaking world, having served Philadelphia audiences for over 200 years!

Today, under the direction of Producing Artistic Director Bernard Havard, Walnut Street Theatre is in its 33rd season as a self-producing, non-profit theatre company. Walnut Street Theatre continues to entertain and enlighten diverse audiences with high quality theatrical programming. With more than 50,000 subscribers, the Walnut is also the most subscribed theatre company in the world!

Last season, 180,000 children and adults were impacted by the Walnut’s Education Programs- including our theatre school with classes for kids and adults, Camp Walnut, Our Touring Outreach Program to local schools and our artist in residency programs.

## ADDITIONAL RESOURCES

- Educational Drama Activities
  http://dramagames.info

- Walnut Street Theatre Touring Outreach Company
  http://walnutstreettheatre.org/education/touring.php

## WALNUT STREET THEATRE EDUCATION STAFF

- **DIRECTOR OF EDUCATION**: Thomas Quinn
- **ASSISTANT DIRECTOR OF EDUCATION**: Ashley Kerns
- **EDUCATION PROGRAMS ASSOCIATE**: Patrick Shane
- **EDUCATION PRODUCTION ASSOCIATE**: Amanda Gallup
- **EDUCATION APPRENTICE**: Angie Confredo
- **ACTING APPRENTICES**: Jared Calhoun, Devon Fields, Donovan Lockett, Kathryn Miller

## SHREK THE MUSICAL JR. ARTISTIC STAFF

- **BOOK & LYRICS**: David Lindsay-Abaire
- **MUSIC**: Jeanine Tesori
- **DIRECTOR**: Ashley Kerns
- **SCENIC DESIGNER**: Andrew Thompson
- **COSTUME DESIGNER**: Sarah Mitchell, Susan Benitez

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**David Lindsay-Abaire** is an American playwright, lyricist and screenwriter. He received the Pulitzer Prize for Drama in 2007 for his play *Rabbit Hole*, which also earned several Tony Award nominations. Lindsay-Abaire has received commissions from South Coast Repertory, Dance Theater Workshop, and the Jerome Foundation, as well as awards from the Berilla Kerr Foundation, the Lincoln Center LeComte du Nuoy Fund, Mixed Blood Theater, Primary Stages, the Eugene O’Neill Theatre Center, the Tennessee Williams/ New Orleans Literary Festival, and the South Carolina Playwrights Festival. Lindsay-Abaire had his first theatrical success with *Fuddy Meers*, which was workshopped as part of the National Playwrights Conference at the Eugene O’Neill Theatre Center under Artistic Director Lloyd Richards and ultimately premiered at the Manhattan Theatre Club. He returned to the Manhattan Theatre Club with *Wonder of the World*. 

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**THANK YOU**

The Walnut Street Theatre Education Department gratefully acknowledges the support from the following:


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**ABOUT THE PLYWRIGHT**
Walnut Street Theatre Educational Opportunities!

Walnut Street Theatre Touring Outreach
BRING A SHOW TO YOUR SCHOOL!
Oskar and the Big Bully Battle (Bullying) Grades K-6
Only 13 (Choices) Grades 6-9
Freedom Riders (Diversity) Grades 6-9
The Berenstain Bears Hospital Friends (Family & Good Health) Grades pre-K-3
The Adventures of Nick Nutrition and his Dog Fiber (Nutrition) Grades K-6

Open a dialogue with students about issues that affect them!
Call 215-574-3559, ext. 584

Walnut Street Theatre for Kids
BRING YOUR KIDS TO WALNUT STREET THEATRE!
Shrek the Musical Jr. (September/October)
Charles Dickens’ A Christmas Carol (December)
Zombie in Love (January/February)
Freckle Face Strawberry the Musical (April)
Miss Nelson Has a Field Day (June)

Tickets just $10-$16
Read the books, then see the stories LIVE!
Call 215-574-3559, ext. 584

The Theatre School at Walnut Street Theatre
CLASSES FOR KIDS, STUDENTS AND ADULTS
For students from 5 to 105! Great for networking, providing a creative outlet and professional training!
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When We Play, Learning Happens!