



STUDY GUIDE FOR

Santa's Elves

and the

Shoemaker

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TO THE PARENT/TEACHER

This guide has been provided to help children benefit the most from experiencing a live theatrical event. The activities described herein are only suggestions. Please feel free to pick and choose the things that will most benefit your children in the time you have available. It is our hope that the performance is not only entertaining, but is a valuable educational experience as well.

You will find that some of the activities contained in this guide are geared for younger, some for older children-- but there is something for everyone. Please feel free to reproduce and distribute any of the enclosed pages and activities for your personal use.

Theatre Etiquette

1. Attending a theatrical performance is a social event. Just as the way you act (and behave) in church or temple is different than the way you act on the playground, there is certain behavior that is appropriate in a live theatre. Discuss with your children the types of behavior that is appropriate when they are members of an audience.
2. Explain that they need to act differently when they're watching a live play than if they're watching a movie in a theatre. Live actors can hear the audience's laughter and applause as well as their talking to their neighbor or rustling papers. And their responses-- appropriate or not-- really do affect the actors' performance. The end line is: How would they want to be treated if THEY were up on the stage.
3. Write to the actors. After you see the show, have your students write a letter to their favorite character or draw a picture of their favorite character or scene and send it to the theatre. The actors would LOVE to hear from your students. The actors may even have time to send a reply of some sort to your class (because of the volume of mail they receive, individual replies are probably not possible).
4. Audience Participation. Normally, audience members should never talk during the play--and especially not talk directly to the actors (it distracts other audience member and may even make the actors forget their lines). But the plays by KMR Scripts are unique in that we offer the audience special opportunities to participate in the production. They will probably not be asked to come onstage, but there are various times throughout the production where the actors will ask them questions or ask them to use their imaginations and pretend they are animals, trees, or people. At those times we encourage the audience to participate and/or answer them wholeheartedly (but not in an overly loud yell). Over the years, this has become one of the hallmarks of KMR Scripts' productions.

Activities & Discussion

The Elves & the Shoemaker

1. **STORY CIRCLE.** Have the children make up their own version of THE ELVES AND THE SHOEMAKER. Have them sit in a circle. Pick one child to begin the story and go clock-wise around the circle, allowing everyone a chance to add to the story. You may have to limit each child's contribution to one story event (some children are avid storytellers!).
2. **CONCENTRATION.** Have the Students name as many different types of shoes and other footwear (tennis shoes, boots, skis, flip-flops, etc.) as practical. Write each different kind of footwear on two 3X5 cards-- or better yet, have the students draw pictures of the footwear on each of the two cards-- so you have a pair of matching cards for each type of footwear. Shuffle the cards and place them face down on a table (the configuration will depend on the total number of cards you end up with. Divide the class into teams (the more, the merrier) and have each team take turns looking for pairs of shoes by turning over the cards and searching for matches. Any cards that are turned over without making a match are then returned to their face-down position. The team with the most matches when all the cards are matched.
3. **REVIEW.** Have the students write a review of the play. What were their favorite parts? Their least favorite? Did anything happen that they didn't understand or seemed confusing? Did they like the music or did it "get in the way of the story?" What did they think of the costumes and scenery? Help them understand that their opinions are most certainly valid and will most likely differ from that of others (and that is OK). Being able to objectively discuss their opinions and others' is a skill that will benefit them the rest of their lives.
4. **ELF FOR A DAY.** Have your students imagine that they are the elves sent to find someone for whom they can do a "good deed." Would they look for someone in their hometown or some other country? Who would they help? Why? How would they help? This can be a written or oral exercise.
5. **GOOD DEED CHART.** The elves in the play were sent to perform a "good deed," and in return, the Shoemaker performed a "good deed" by making them ear muffs. Explain that unexpectedly doing something nice for somebody else is called a "good deed." Have them begin keeping track of any good deeds they perform as individuals, teams or class. Hopefully, they'll begin to perform good deeds almost daily.
6. **BUILDING SHOES.** Cut out a large shoe shape for each student. Let them trace the outside of the shoe with yarn (sewing stitches), add a shoelace they can tie, and decorate the shoe as they like.
7. **LEFT & RIGHT.** Sing and dance the "Looby Loo" or "Hokey Pokey" to reinforce the concepts of Left/right.
8. **CRITICAL THINKING.** Ask the students questions about the story they saw on stage: Why do you think the elves helped the Shoemaker? Why did the elves only come out at night? Why did the Head Elf (Santa) put them on "Good Deed Patrol" instead of just firing them for misbehaving at the North Pole? How would you feel if you found some elves doing your homework for you while you were sleeping? Would they REALLY be doing you a favor?

Coloring Page

