



# VELVETEEN

A NEW MUSICAL

**School Matinee Performances**



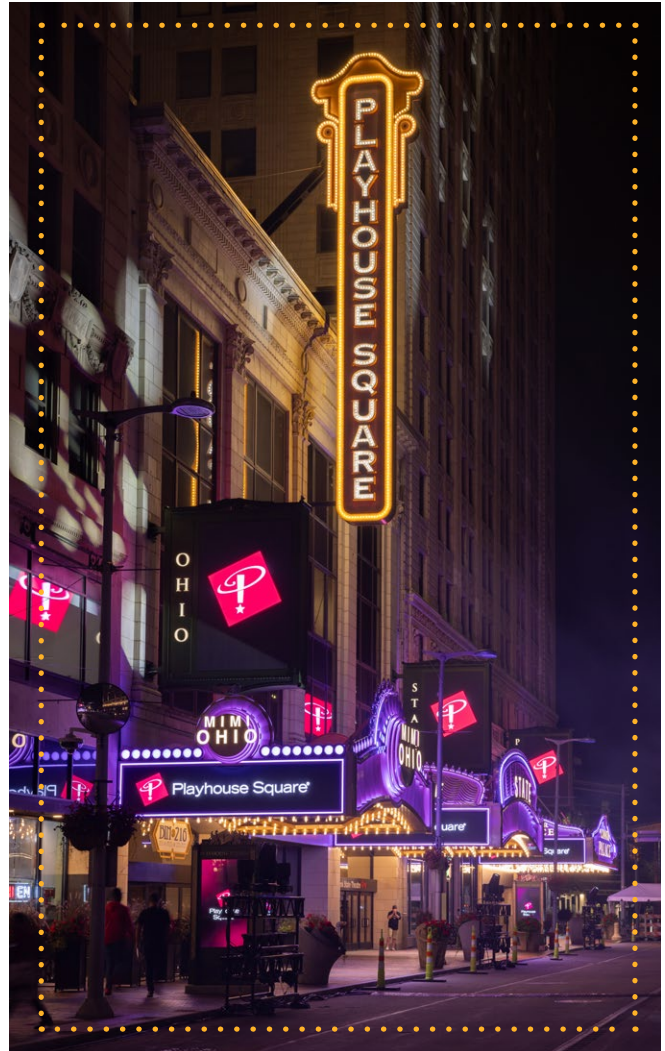


## TEACHER RESOURCE GUIDE

# Velveteen, A New Musical

### TABLE OF CONTENTS

About Playhouse Square	3
Coming to the Theater	4
About the Show	6
Key Terms & Events	8
Pre-Show Activities	10
Post-Show Activities	19
Resources	27
Curriculum Standards Index	28
Early Learning & Development	28
English/Language Arts	29
Fine Arts	31
Physical Education	35
Science	35
Social & Emotional Learning	36



## EDUCATION

The lessons and activities in this guide are driven by the Ohio Learning Standards in Early Learning & Development (adopted 2012), English/Language Arts (2017), Fine Arts (2024), Physical Education (2015), Science (2018-2019) and Social & Emotional Learning (2019).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

The lessons and activities in this guide are created and adapted by Playhouse Square's Education Department.



The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.



# ABOUT PLAYHOUSE SQUARE

Playhouse Square is an exciting field trip destination! The not-for-profit Playhouse Square attracts more than one million guests to 1000+ shows and events each year. Five of Playhouse Square's 12 venues are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances and events held by Playhouse Square's eight resident companies: The City Club of Cleveland, Cleveland Ballet, Cleveland International Film Festival, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the retro Playhouse Square sign with its 9-foot-tall letters and the largest outdoor chandelier in North America – the Playhouse Square Chandelier generously presented by GE Lighting, a Savant company.





# COMING TO THE THEATER

This discussion and attendance at one of our in-person School Matinee Performances address the following Fine Arts Ohio Learning Standards for Drama: K.1CR, K.1RE, K.2RE, K.3RE, K.3CO, K.5RE, 1.1RE, 1.3CO, 1.5RE, 2.1RE, 2.3CO, 2.5RE, 3.1RE, 3.5RE, 4.1RE

We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Cleveland has a vast arts district with many theatres at the professional and community level. Have any students attended a theatrical performance at Playhouse Square before? How about anywhere else in the community? At school?

Here are a few points to begin the discussion:

- You and your students will be greeted and helped to your seats by members of Playhouse Square’s staff and “RedCoat” volunteers.
- The Mimi Ohio Theatre is a proscenium theater, featuring a large archway and raised stage. Learn about other features you’ll see on the next page. Can you point them out when you get to the show?
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, but the performers can also too.
- As you watch the performance, feel free to respond by laughing or applauding. Theatre is meant to excite, entice and motivate its audience. It helps us to see a different perspective from our own.
- Food, drink and gum are not permitted in the theater for school matinee performances.
- Photography and recording of performances are not permitted.
- Mobile phones and other electronic or noise-making devices should be silenced and put away before the performance begins.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school by group number. Check around your seat to make sure you have all your personal belongings before leaving.

## What can you expect from a sensory-friendly performance?

Playhouse Square’s sensory-friendly initiative is dedicated to increasing access and inclusion for those with sensory needs, including autistic individuals.

**The *Velveteen* performance on October 22, 2024 is a sensory-friendly performance.**

For that performance only, the following adjustments will be made:

- Lower sound levels, especially for startling or loud sounds
- Guests are free to talk, leave their seats and move freely during the performance
- House lights in the theater are left on low throughout the performance
- Designated calming areas staffed by specialists (wearing purple “Volunteer” shirts) are available
- American Sign Language interpreters are positioned to be seen for those sitting on the right side of the theater house
- All are welcome in a judgment-free environment

**Video social stories describing a visit to Playhouse Square are available in the Resources (pg. 27).**

.....∞.....

Activities in this resource guide note ideas for inclusive adaptations, should you or your students find this helpful. Look out for these suggestions in the teal-colored boxes on each activity page.

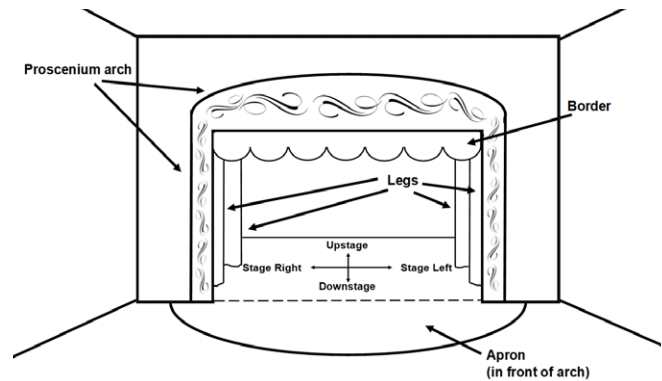
.....

## Parts of a Theater

Theater is both a place *and* a thing. It's the art of creating and producing plays, the act of performing plays, and it's a place where plays are performed. Theater can take place anywhere – at school, a big fancy building or even outside. The Mimi Ohio Theatre, our main stage for school matinee performances, is over 100 years old and seats over 1,000 guests.

There are many types of theatres, such as a thrust stage, amphitheater or black box. The most common of them feature a proscenium arch, including the Mimi Ohio Theatre. The diagram below shows an example of this, and other elements visible or related to a theater performance. Review the glossary below prior to the show and ask students to see how many they can point out during their visit. These terms may reappear in other pre- and post-show activities provided by this guide.

An exact paper model of the Mimi Ohio Theatre is also available for printing and linked on our Resources page. Work individually or as a class to assemble your own replica, learn hands-on about the parts of the theater, and stage your very own productions!



## Glossary

**Apron** – the section of the stage floor which projects towards or into the auditorium (in proscenium theatres, it's the part of the stage in front of the proscenium arch, above the orchestra pit)

**Blackout** – an absence of stage lighting, often cued to distinguish the start or end of a show or scene

**Borders and Legs** – curtains or panels framing the stage (legs are flown vertically to hide the wings or offstage areas and borders are flown across the top of the stage)

**Cast** – a group of actors in a play

**Character** – a person in a novel, play or movie portrayed by an actor

**Choreography** – rehearsed movement or dance

**Chorus** – a group of singers and dancers in a play or musical

**Costumes** – the clothing worn by the actors onstage

**Cyclorama** – a curved, plain cloth filling the rear of the stage, often used as a sky backing or to project lighted backgrounds

**Main Rag**, or Main Curtain – Large, heavy curtain (often red) that separates the stage from the audience

**Playwright** – someone whose job is to write plays, creating the story, characters, dialogue and stage directions

**Props** – objects used by characters on stage, usually small enough to be carried easily

**Proscenium** – an arch framing the opening between the stage and the auditorium in some theaters

**Scene** – a division of an act or play (usually scenes change when characters or set pieces change to indicate a new place or time)

**Set** – the environment of the play; scenery and furniture used on the stage

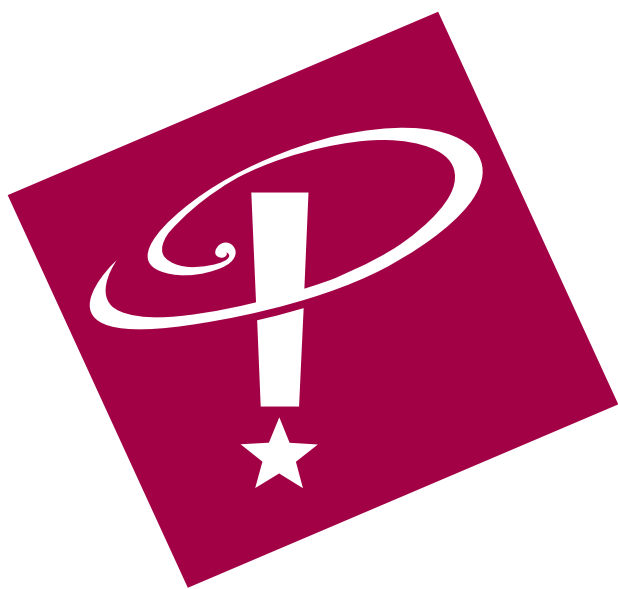
**Stage directions** – movements or placements of actors on stage:

- **Onstage** means standing where an audience is able to see you. **Offstage** usually means outside of view but still on the actual stage.
- If you are stand in the center of the stage, you are **center stage**. If you are standing center stage, you are facing **downstage** and the area behind you is **upstage**.
- If you are standing center stage, facing the audience, **stage right** is to your right and **stage left** is to your left.

# ABOUT THE SHOW

Inspired by *The Velveteen Rabbit* by Margery Williams, the magical new musical *Velveteen* introduces us to Lulu, her Gran, her beloved toys and a nest of legendary rabbits. Lulu confronts big change, having just moved in with her Gran. To make things a little more comfortable, Gran gives her a velveteen rabbit – just like the one her mom had. Velveteen and Lulu form a special bond, making some of the other toys jealous and leaving Velveteen wishing he could live outside with the “real” rabbits he meets through the window. Ultimately, Velveteen discovers the transformative power of loving relationships and what it means to be Real.

This musical, lovingly crafted by Playhouse Square’s Education team, showcases a score of beautiful melodies that resonate long after the curtain falls. Following successful workshops, Playhouse Square eagerly unveils the public premiere of this heartfelt production, featuring a diverse cast of local artists under the guidance of talented creatives. Taking a hundred-year-old story and placing it in the modern day, the production brings magic and transformation to life onstage with a visionary set and playful costumes. Join us for an enchanted retelling of a timeless tale that will resonate across generations. *Velveteen* – at times thoughtful, playful at others – is an uplifting story about the importance of being your authentic self.



# CREATIVE TEAM

Music and Lyrics by **Molly Andrews-Hinders**

Libretto by **Molly Andrews-Hinders & Ananias J. Dixon**

Additional Written Materials by **Daniel Hahn & Treva Offutt**

Orchestration and Music Transcription by **Matthew Dolan**

## PRODUCTION

Director	<b>Joanna May Cullinan</b>
Assistant Director	<b>Ananias J. Dixon</b>
Music Director	<b>Anthony Trifiletti</b>
Choreographer	<b>Jailyn Sherell Harris</b>
Stage Manager	<b>Tyree Franklin</b>
Assistant Stage Manager	<b>Kenedy Brooks</b>
Scenic Designer	<b>Ian Petroni</b>
Lighting Designer	<b>Jeremy Benjamin</b>
Costume Designer	<b>Inda Blatch-Geib</b>
Puppet Designer	<b>Lady Bats Puppets</b>
Props Master	<b>Venchise Phillips</b>
Director of Education	<b>Treva Offutt</b>
Producer	<b>Daniel Hahn</b>
Line Producer	<b>Molly Andrews-Hinders</b>

## MUSICIANS

Piano	<b>Anthony Trifiletti</b>
Percussion	<b>Justin Hart</b>
Reed	<b>RJ Rovito</b>
Cello	<b>Olivia Polash</b>
Bass	<b>Jason Stebelton</b>

# WHAT DOES IT TAKE TO CREATE A NEW MUSICAL?

**Fine Arts:** Drama: K.1RE, K.2RE, 1.1RE, 2.1RE, 2.3CO, 3.1RE, 3.5CO, 3.5RE, 4.1RE, 4.5CO



## Start with an Idea

It all begins with an idea – Playhouse Square decides to transform the classic book *The Velveteen Rabbit* by Margery Williams into a stage adaptation with music.

## Producer Leads the Project

Using their funding and industry expertise, Playhouse Square (**the producer**) assembles a talented team of artists to bring the musical to life.



## Write Script & Score

Several drafts of the **script** (written text of the play with the actors' lines) are written. The **composer** writes a **score** (written notation of the music) and records samples of the music, helping the team preview how the show will sound.

## Hire a Director to Shape the Vision

A **director** and **music director** are hired to lead the creative vision of the production. They oversee choices and help shape the evolution of the show.

**Auditions** are held and professional actors “try out” by singing musical pieces in front of the director. After **callbacks**, the director makes casting decisions, selecting actors who are a good fit for each character.



## Assemble Designers to Create the Vision

Designers work on the scenery, lighting, costumes, puppets, choreography and props. Some create detailed drawings called “**renderings**” to share their ideas. The costume designer shares concept images to show what inspired the designs. The team tests different designs until everyone agrees on the final look.



## Rehearse & Workshop

The rehearsal process begins with a “table read” where the **cast** reads the script aloud together in front of the production team. The cast does fun exercises to get into character, such as reflecting on their own experiences and doing a team “show & tell” of their childhood toys. The rehearsal process involves learning lines (words), music, choreography (dance moves) and blocking (stage movement). Several “first draft” *Velveteen* workshops are held for small, invited audiences to collect feedback and help the team improve.



## Open the Show

After lots of practice, all the elements come together. The entire cast and crew are ready to share *Velveteen, A New Musical* with school audiences!



# KEY TERMS & EVENTS

**Begin** – to start or do the first step

**Belong** – to feel loved and accepted

**Binky** – a big, happy hop that a rabbit does when excited

**Bond** – a special feeling of togetherness

**Change** – to become different

**Crème de la crème** – a French idiom meaning the best of the best or literally translating to “the cream of the cream”

**Crocodile** – a large reptile animal with tough, scaly skin and a long tail

**Doubt** – to not know for sure

**Feature** – a special trait someone has

**Fool** – a person who acts silly or unwise

**Guardian** – a caretaker or protector, such as an adult responsible for a child

**Idiom** – a phrase that does not exactly mean what the words say

**Imaginary** – something made up or not real

**Legendary** – very incredible and well known

**Love** – a deep, strong feeling of care and warmth

**Owl** – a bird with big eyes that makes a hoot sound and can fly quietly

**Real** – something that actually exists

**Ripe** – fully grown or ready to eat

**Translate** – to help someone understand by changing words from one language into another that they know

**Velveteen** – a soft, fuzzy cotton fabric often used for stuffed animals

**Whippersnapper** – a confident but inexperienced young person

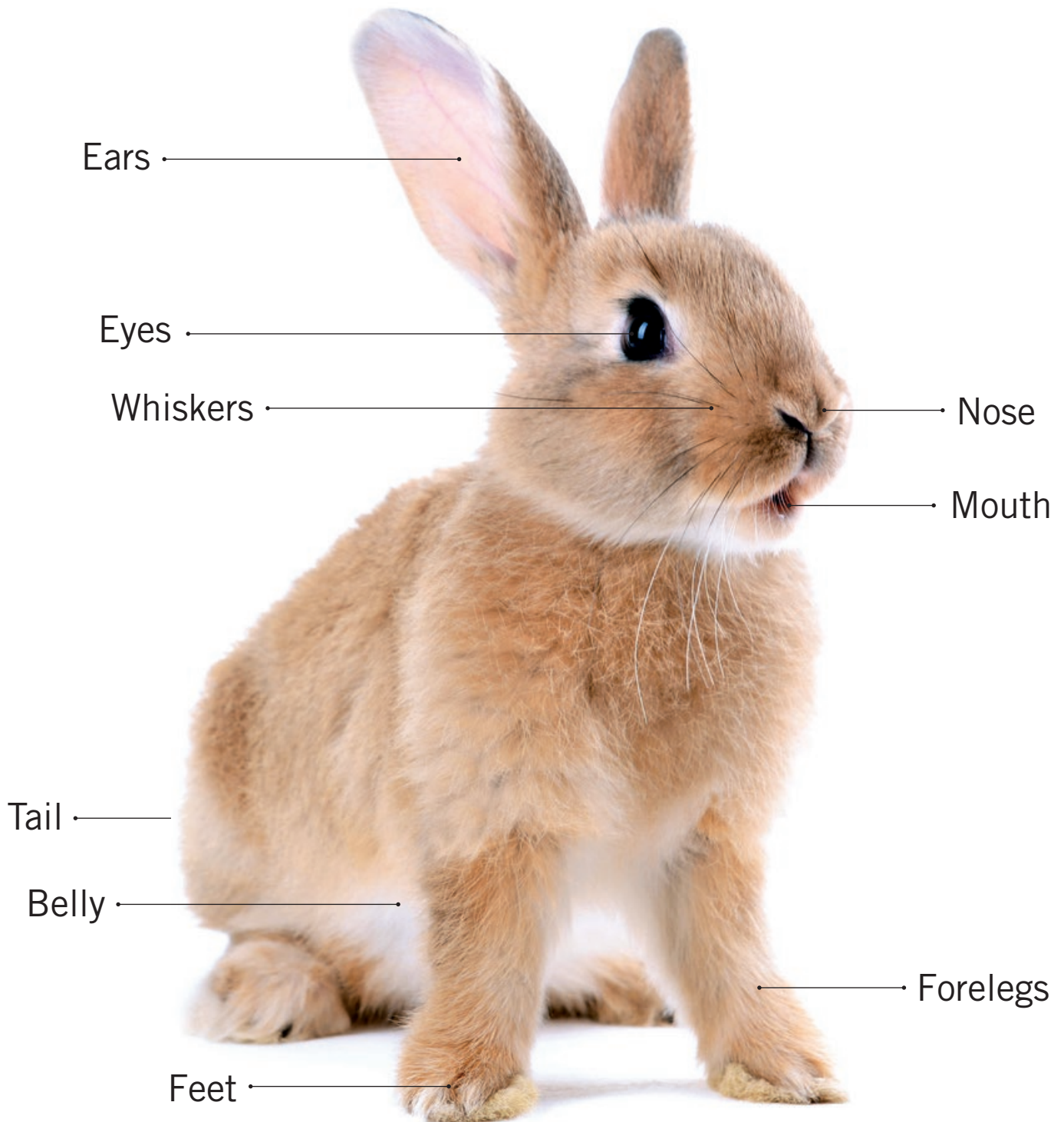


The image above shows a rabbit binky in the air. Rabbits can run fast between their binkies and even turn halfway while jumping!



# PARTS OF A RABBIT

Early Learning & Development: SCI.1.a  
Science: K.LS.1, K.LS.2, 1.LS.1, 1.LS.2, 2.LS.1



## PRE-SHOW ACTIVITIES

# Classroom Connections Pre-Show Workshop (Grades: PreK-4)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

**Early Learning and Development:** AL.1.a, AL.1.b, CR.1.b, CR.2.a, PW.1.a, PW.1.d, PW.2.e

**Fine Arts:** Dance: K.1RE, 1.1RE, 2.1RE; Drama: K.1PE, 1.3PE, 2.1PE, 3.1PE, 3.2CR, 4.1PE

**Physical Education:** 1A.K.3, 1A.1.3, 1A.2.2

**Science:** K.LS.1, K.LS.2, 1.LS.1



Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join AJ and Molly as they play with transformation of body, voice and object; share fun facts about bunnies; and welcome the show's choreographer.

**Guest stars:** Jailyn Sherell Harris, choreographer of *Velveteen, A New Musical*

**Run time:** 11:47

### Additional Terms .....

**Characters** – the people, fantasy characters or animals found in stories

**Choreographer** – a person who puts movement and facial expressions together creating a dance that tells a story, such as in theatrical productions

**Crepuscular** – type of animal that is most active at dawn and dusk

**Herbivore** – type of animal that eats plants and vegetables but no meat

**Microphone** – an instrument used to make your voice louder

**Props** – objects actors use on stage that help them better tell the story

**Predator** – an animal that hunts and eats other animals

**Telescope** – a tool used to help people see objects, planets, land or people that are far away

**Warren** – underground tunnels created by rabbits that are connected to one another

### FUN FACT!

*The Velveteen Rabbit* story was written by Margery Williams in 1922. Did you know that the Mimi Ohio Theatre (where you will visit when you come see the show) was also built in 1922?

### SUGGESTIONS FOR INCLUSIVE ADAPPTIONS:

- When viewing the video, allow students to view individually with headphones, turn on closed captions or change the video playback to a slower speed
- During "Warm Up with Jailyn," follow along with AJ if you need accommodations to warm up in the seated position
- During "What Is That?," classroom partners or teams can act out the imaginary objects together while the rest of the class guesses



# Vocabulary Cards (Grades: PreK-K)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

**Early Learning & Development:** CO.1.a, LL.1.a

**English/Language Arts:** L.K.4, L.K.5, W.K.2, W.K.8

As a class, go over the vocabulary listed in the Key Terms & Events on page 8. These words will help students prepare for the performance.

Cut out the vocabulary cards on the next page. For at least a week, display the word cards in your classroom by either pinning them on the board or placing them in your pocket chart.

Here are some ideas for increasing use of these vocabulary words:

- During journaling, encourage students to use at least one word from the board
- Reinforce the use of a few of these words by incorporating them into any prompting questions during class discussions
- Have students alphabetize or sort the words into categories (ex: animals, words that start with “B” etc.)



## SUGGESTIONS FOR INCLUSIVE ADAPTIONS:

- Host the vocabulary discussion in a quiet and comfortable classroom environment
- For each new word, provide a physical visual aid
- Allow students to draw their journal entries, in addition to writing sentences
- Have tactile bins for sorting or alphabetizing the cards



**OWL**



**RIPE**



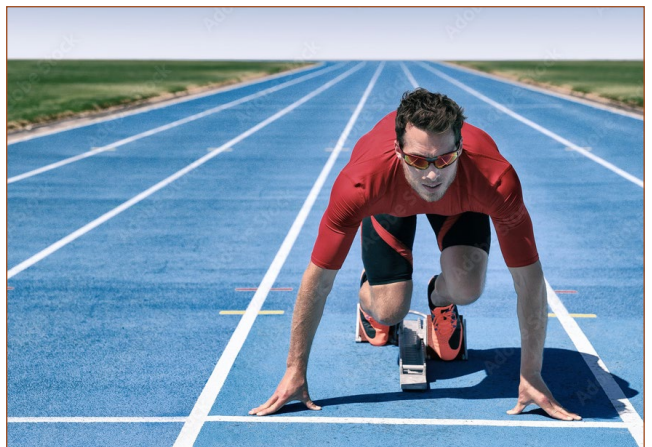
**CROCODILE**



**BELONG**



**VELVETEEN**



**BEGIN**



# You Know, I Know, You Know Worksheet (Grades: 1-4)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:  
**English/Language Arts:** L.1.4, L.2.4, L.3.4, L.4.4

Name: \_\_\_\_\_

**Directions:** Before the show, fill in the front side of this worksheet together. Trace each term, taking time to reflect and circle “Yes” or “No” if you already know the word. Then, read the definitions listed under Key Terms & Events together and circle if the word is a “Noun” or a “Verb.” After the show, fill in the back side of this worksheet, tracing the term once more and circling the correct answer for each fill in the blank.

crocodile

Know the word?	Part of speech
Yes      No	Noun      Verb

begin

Know the word?	Part of speech
Yes      No	Noun      Verb

owl

Know the word?	Part of speech
Yes      No	Noun      Verb

belong

Know the word?	Part of speech
Yes      No	Noun      Verb

change

Know the word?	Part of speech
Yes      No	Noun      Verb

fool

Know the word?	Part of speech
Yes      No	Noun      Verb

## You Know, I Know, You Know Worksheet

crocodile

A crocodile is a type of \_\_\_\_\_.

Person    Insect    Animal    Bird

begin

To begin is to \_\_\_\_\_.

Start    Wait    Stop    Push

owl

An owl is a type of \_\_\_\_\_.

Person    Dog    Reptile    Bird

belong

To belong is to feel \_\_\_\_\_.

Confused    Cold    Loved    Excited

change

To change is to be \_\_\_\_\_.

Smart    Different    Hungry    Silly

fool

A fool is usually \_\_\_\_\_.

Smart    Hungry    Tall    Silly



# Meet the Rabbit (Grades: PreK-4)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

**Early Learning & Development:** CO.1.a, LL.1.a, LL.1.b, LL.1.d

**English/Language Arts:** RI.K.10, SL.K.1, W.K.2, SL.1.1, RL.2.3, RL.3.3, SL.3.1, SL.4.1

## Grades PreK-1

Read *The Velveteen Rabbit* picture book out loud to your class (or see read-aloud available on the Resources page). As you read through the story, be sure to point out any thoughts, words or feelings that the rabbit has. Using the worksheet on the next page, have the students color the rabbit picture. Then, together decide and fill out the corresponding bubbles for the thoughts, words or feelings that the rabbit had throughout the story.

## Grades 2-4

Have the students take turns reading pages of *The Velveteen Rabbit* picture book in front of the class. After the story review the character analysis tools that students will need to complete the worksheet:

### THOUGHTS

What is the character thinking or wondering about? Why do they act in a certain way?

### WORDS

What is the character saying? This must be a direct quote from the story.

### FEELINGS

What emotions is the character feeling? They may have different emotions at different moments of the story.

Students should individually complete the worksheet on the next page, citing evidence from the story to describe the rabbit's thoughts, words and feelings. Students may color the rabbit picture if they would like.

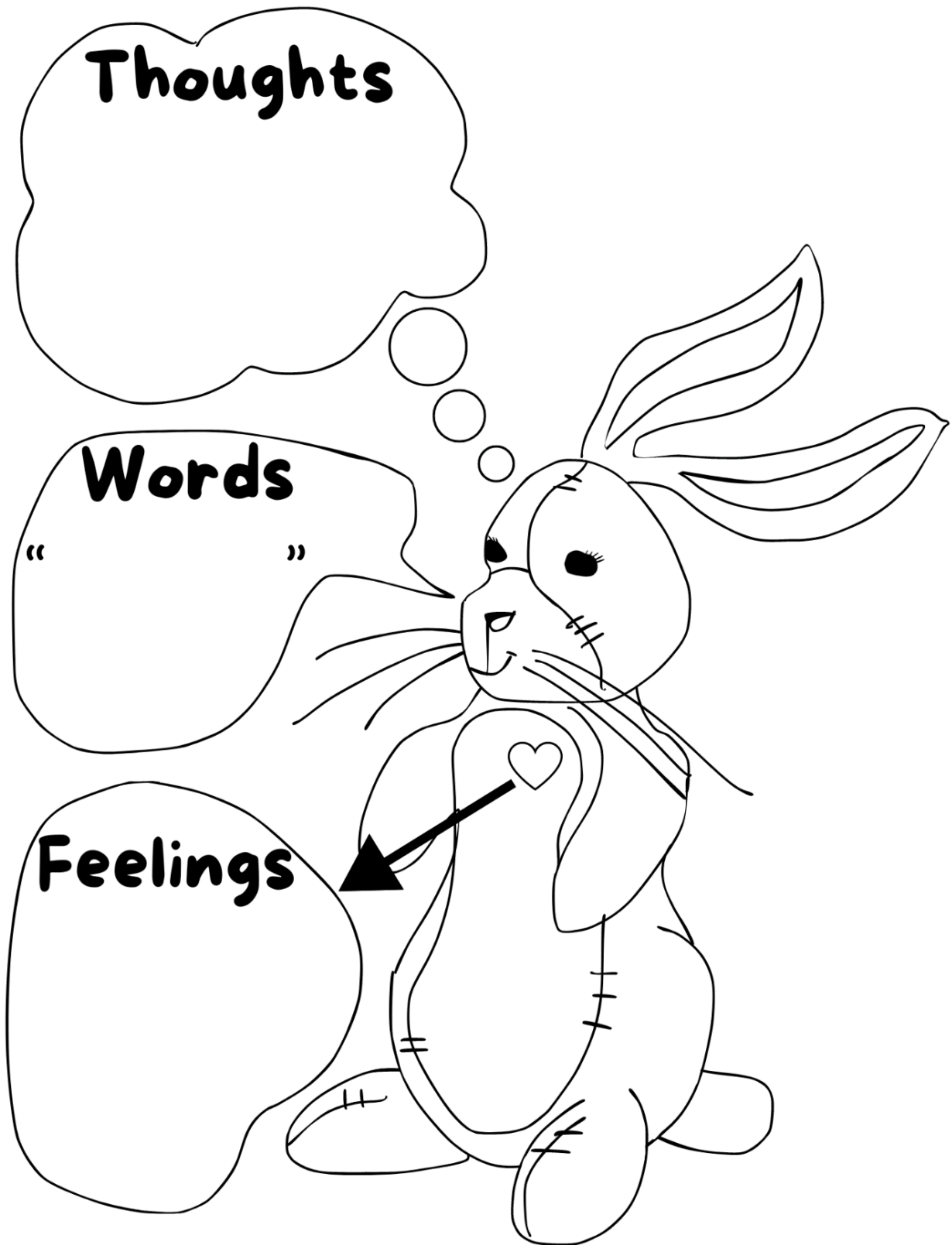


### SUGGESTIONS FOR INCLUSIVE ADAPTIONS:

- Allow students to practice reading their assigned parts in quiet with teammates or a partner before reading out loud to the entire class
- For a more interactive experience, make a chart on the board to list any thoughts, words or feelings as they come up in the story
- When choosing emotions, show pictures of different emojis to the students and have them point to what they think Velveteen feels like at different points in the story
- Further explore emotions as a class by making a classroom emotion wheel or by acting out facial expressions and emotions with each other

Name: \_\_\_\_\_

**Directions:** After reading *The Velveteen Rabbit*, write the thoughts, words and feelings of the rabbit in each corresponding bubble. Color the rabbit.



# Pull a Rabbit Out of a Hat (Grades: PreK-4)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:

**Early Learning & Development:** LL.1.a

**English/Language Arts:** L.K.4, L.1.4, L.2.4, L.3.4, L.4.4, L.4.5

Throughout the *Velveteen, A New Musical* performance, you will notice that the playwright and composer often use figurative language to tell a story in a more interesting way. Idioms are a form of figurative language used that can sometimes be challenging for young learners, but they are vital for true comprehension. Here are some examples of idioms used during the play:

**Another trip around the sun** – passage of a year’s time, in the context of celebrating a birthday

**Can’t hold a candle to** – not nearly as good as

**The cream of the crop** – the best of the best

Together as a class, watch the music video for “That’s an Idiom” (see Resources). After the video, host a class discussion prompting students to define idioms in their own words and give examples of common idioms that they already know. Review the idiom definition and example below with your students.

**Idiom** – a phrase that does not exactly mean what the words say

**“Pull a rabbit out of a hat”** – to solve a problem in an unexpected way

Together as a class or individually have the students complete the worksheet on the next page, matching common idioms with their meanings.

To further extend learning, consider hosting an “Idiom Day” in your classroom, implementing elements from this list:

- Create an “edible idiom” craft, using a food-related phrase and drawing a visual on a paper plate
- Ask students to wear a costume representing an idiom to school
- Split students into small groups to act out skits which give the meaning of different idioms
- Complete idiom coloring sheets (see Resources)
- Research the history of an assigned idiom phrase
- Keep a log in a classroom journal of all the idioms students hear or learn that day or during their field trip



## SUGGESTIONS FOR INCLUSIVE ADAPTIONS:

- Note that idioms can be a bit tricky for some learners and plan extra time for this activity
- Use visual aids when defining idioms
- When viewing the music video, allow students to view individually with headphones, turn on closed captions or change the video playback to a slower speed
- During the class discussion use questions that call for examples such as “Can you think of a phrase that doesn’t mean what it says?”
- Instead of having students write in their responses on the worksheet, print and cut out each question/answer and have them physically match each pair



# Idiom Worksheet (Grades: PreK-4)

Name: \_\_\_\_\_

Directions: Match each idiom to its meaning.

- |                                      |                             |
|--------------------------------------|-----------------------------|
| _____ 1. Piece of cake               | A. Good luck                |
| _____ 2. Can't hold a candle to      | B. Passage of a year's time |
| _____ 3. It's raining cats and dogs  | C. Easy                     |
| _____ 4. Cream of the crop           | D. Not nearly as good as    |
| _____ 5. Another trip around the sun | E. There is a big storm     |
| _____ 6. Break a leg                 | F. To be similar            |
| _____ 7. Under the weather           | G. Feeling sick             |
| _____ 8. Peas in a pod               | H. The best of the best     |
| _____ 9. Tie the knot                | I. Get nervous and quit     |
| _____ 10. Chicken out                | J. Get married              |

## POST-SHOW ACTIVITIES

# Classroom Connections Video Workshop (Grades: PreK-4)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

**Early Learning and Development:** AL.1.a, AL.1.b, CR.1.b, CR.2.a, LL.1.a, LL.1.b, LL.1.d, LL. 2.b, PW.1.d, SE.1.a, SE.1.b, SE.3.a

**English/Language Arts:** SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1

**Fine Arts:** Dance: K.1CR, K.1PE, K.2PE, 1.1CR, 1.1PE, 1.2PE, 2.1CR, 2.1PE, 3.1PE; Drama: K.1CO, 1.1CO, 2.4CO, 3.4CO; Music: K.3PE, K.5PE, 1.5PE, 2.3PE, 3.3PE

**Social & Emotional Learning:** C1.3.a, C3.3.a, D2.3.a, C1.3.b

Playhouse Square teaching artists Molly and AJ invite students to join them once again as they continue to explore themes found throughout the show. In this video, students will learn a song from the show and talk about the transformative power of love and friendship.

Run time: 11:17



### Excerpt of “Magic Is Real” by Molly Andrews-Hinders

*When you share with your friend*

*All of your love and care*

*It's like you're making magic real*

*Pretty soon you'll see it everywhere*

### Happy Handshake Reflection

- How many moves do you have?
- How did you feel while making a handshake with a friend?
- How does it feel to have a special handshake with someone else?

If permitted, videos of the students' happy handshakes can be shared with us by sending them via email to [schoolprograms@playhousesquare.org](mailto:schoolprograms@playhousesquare.org).

### Additional Terms .....

**Empathy** – understanding and sharing the feelings of another person



### SUGGESTIONS FOR INCLUSIVE ADAPTIONS:

- When viewing the video, allow students to view individually with headphones, turn on closed captions or change the video playback to a slower speed
- When the artists in the video teach dance moves and music, you might need to play the clips again a few more times to allow more practice

# Show & Tell Bingo (Grades: PreK-4)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

**Early Learning & Development:** AL.1.a, AL.1.b, MA.1.a, MA.1.c

**English/Language Arts:** SL.K.4, SL.K.6, SL.1.4, SL.1.6, SL.2.4, SL.2.6, SL.3.4, SL.4.4

**Social and Emotional Learning:** D1.1.a, D1.1.b

Did you know that the performers in *Velveteen* did a “show and tell” to prepare for their roles? Each actor brought in a childhood stuffed animal and shared memories with their castmates. Actors do exercises like this to better understand the show, their fellow actors and their characters. Similarly, your students will choose an object for a class “show and tell” to get to know their classmates better.

For this activity, each student will bring a special object from home to share with the class and explain why it is meaningful to them. On the next page, you will find a letter template to help families understand the “show and tell” assignment. Attach each letter to a paper bag and send it home with the students.

On “show and tell” day, arrange the seats in a half-circle. Each student will take turns standing in the middle to present their item. You may need to prompt them with questions to help them explain why the object is special. During the presentations, the other students will fill out the bingo board on page 22, marking off a square if any objects presented by their classmates are on the bingo board. Consider rewarding students for their attentiveness if they mark off five squares in a row.

After completing these steps, host a class reflection:

- Did anyone pick similar items?
- Was there a common theme amongst the selected items?
- If all the “show and tell” items were toys in the nursery, just like in the play, what would they say?
- Would they befriend Velveteen?
- If your students were toys in the nursery, what toys would they want to be?

## SUGGESTIONS FOR INCLUSIVE ADAPPTIONS:

- Before “show and tell” day, explain the step-by-step process of how the activity will go so the students are prepared
- Instead of seating the class in one large half-circle, break up into several smaller half-circles or clusters to make the groups less overwhelming
- Provide quiet fidget toys for students to use while they wait for their turn to present their item
- Offer alternatives to presenting in front of the class live such as pre-recording a clip or writing a script to read from during their presentation
- Complete one bingo board together as a class instead of individually
- If a student forgets their item, allow them to talk about the item they chose or allow them to borrow an item from around the classroom
- If a student has trouble selecting an item, allow them to pick a person or place they love instead





# SHOW & TELL DAY

is coming up in our classroom on

---

Your child is invited to bring in **one** special object from home to share with the class, to supplement our unit on speaking and listening. Great examples of items include a picture they drew, a trophy, a friendship bracelet or a favorite toy. Ensure the item chosen is not breakable or valuable and that it fits in the attached paper bag.

Take a moment to chat with your child about what they would like to say when presenting their cherished item to their classmates.

**THANK YOU FOR YOUR HELP!**

# BINGO WORKSHEET

Something that starts with letter B	Something hand made	A book	Something red	A toy
Something blue	A sports item	Something shiny	Artwork	Something round
Something small	A photo		Something square	A stuffed animal
Something new	Something you win	A game	Something that can move	Something from nature
A souvenir	Something you can wear	Something soft	Something that starts with letter A	Something old

# Open to Change (Grades: PreK-4)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:

**Early Learning & Development:** CO.1.a, SE.1.b, SE.2.a, SE.3.a

**Fine Arts:** Visual Arts: K.1CO, K.3PE, 1.3CO, 1.3PE, 4.3CO

**Social and Emotional Learning:** A1.1.a, B1.1.a, B1.3.a, B3.1.a, C1.1.a, D3.3.a, E4.2.a, E4.3.a, A1.1.b, B1.1.b, C1.3.b

As your students saw during the performance, Lulu experiences seasons of change in her life. When your students deal with changes in their own lives, we want you to give them the tools to be flexible.

**CHANGE**

to become different

To begin this lesson, describe the spaghetti noodle analogy (below) to your students, perhaps using props or other visuals.

When you get spaghetti noodles from the store, they come in a box. These noodles are hard and straight. If you try to bend a hard noodle, it will break. You wouldn't want to eat hard noodles. To make noodles tasty, you need to cook them in hot water. When the noodles are done cooking, they become soft and bendy, not hard and straight anymore. They can twist and turn, and they are no longer crunchy. When you bend a cooked noodle, it curves and stretches. Dry noodles are RIGID. Cooked noodles are FLEXIBLE. In life, we can choose how we respond to change. We can be rigid to change, like getting upset or pushing back. We can be flexible to change, like staying calm and being thoughtful. Let's try to be like cooked noodles and be flexible!





## Open to Change

Turning rigid thoughts into flexible thoughts can sometimes be challenging. Here are some ways to explain how to deal with change:



Ask questions to prepare for upcoming changes



Talk to a trusted adult



Reframe the change to see how it could be good



Pause to take deep breaths



Express emotions through a creative outlet

After reviewing these strategies, students can complete the worksheet on next two pages. Students may share what they draw with others in the class.



### SUGGESTIONS FOR INCLUSIVE ADAPPTIONS:

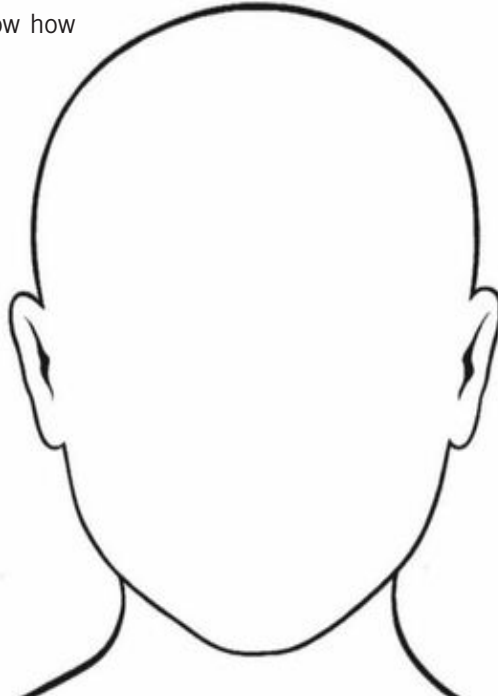
- Visual aids are highly recommended; bring in both uncooked and cooked spaghetti noodles allowing the students to feel the texture
- Give other grade-level appropriate examples of changes such as hot to cold or day to night
- Print the images provided for each way to deal with change, presenting each visual to students as you explain the step
- Individually or in small groups, guide students through the worksheet
- Show examples of differing emojis on the board as a “emotion bank” for the students to choose from when completing the worksheet
- A video social story on Dealing with Changes and Transitions is linked on the Resources page

# Open to Change Worksheet (Grades: PreK-4)

Name: \_\_\_\_\_

**Directions:** Complete the worksheet below, remembering what you learned about being flexible like a noodle.

1. Draw features on this face to show how you feel about change.



2. In the box below, illustrate a time change was difficult for you.

3. In the box below, illustrate a time change was easy for you.

## Open to Change Worksheet

4. To overcome a difficult life change, what would you do to make yourself feel better? (Circle your answer)



Ask questions



Pause to take deep breaths



Express emotions creatively

5. In the box below, draw a picture to show how you would help a friend who is upset because they just found out they are moving.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture illustrating how they would help a friend who is upset about moving.



# RESOURCES

## BOOKS



*The Velveteen Rabbit*, by Margery Williams

*The Velveteen Rabbit: The Classic Edition (Picture Book)*, by Margery Williams

### Selections for Further Reading

*Corduroy*, by Don Freeman

*I Am Enough*, by Grace Byers and Keturah A. Bobo

*Raining Cats and Dogs: A Collection of Irresistible Idioms and Illustrations to Tickle the Funny Bones of Young People*, by Will Moses

*The Day You Begin*, by Jacqueline Woodson

*The Invisible String*, by Patrice Karst

*The Kissing Hand*, by Audrey Penn

*The Memory Box: A Book About Grief*, by Joanna Rowland

*Tilda Tries Again*, by Tom Percival

## WEB



### Classroom Connections Workshop Videos

*Velveteen, A New Musical* Pre-Show Workshop Video.  
Password: binky241022

<https://vimeo.com/988480908>

*Velveteen, A New Musical* Post-Show Workshop Video.  
Password: binky241022 <https://vimeo.com/988475501>

### “Ohio Theatre Letterbox” Activity

<https://www.playhousesquare.org/assets/doc/Printable-Ohio-model-4dad95fd76.pdf>

### “Meet the Rabbit” Activity

“The Velveteen Rabbit Read Aloud” YouTube, uploaded by Retro Read Along, <https://youtu.be/svz4pdLIDQs?si=Z4-aH9MuQTJsmzIR>

### “Pull a Rabbit Out of a Hat” Activity

“Idioms: Fun and Free Coloring Pages,”  
*Classroom Doodles*, 2015.

<https://www.classroomdoodles.com/idioms.html>

“That’s An Idiom” YouTube, uploaded by Cram Jams,  
<https://youtu.be/Ls5Ew9PJcO8?si=9hVFJAQKaiqmQRne>

### Visiting Playhouse Square Social Stories

For Schools and Groups. <https://vimeo.com/228684472>

For Families and Homeschools. <https://vimeo.com/228683843>

“120 Useful English Idiom Examples Everyone Should Know,” We Are Teachers, December 21, 2023. <https://www.weareteachers.com/idiom-of-the-day/>

“Dealing with Changes and Transitions – Social Story” YouTube, uploaded by All Special Needs Now, <https://youtu.be/kEO29ckgNBw?si=2JKep4Pnns06xwQ>

“Facts About Rabbits You Probably Didn’t Know,” *Blue Cross*, March 22, 2024. <https://www.bluecross.org.uk/advice/rabbit/wellbeing-and-care/facts-about-rabbits>

“The Velveteen Rabbit or How Toys Become Real Interactive Flip Book,” *Nosy Crow Flip Builder*. <https://online.flipbuilder.com/nosycrow/ekgi/>

# CURRICULUM STANDARDS INDEX

## Early Learning & Development

Standard	Description	Grade	Activity	Page
AL.1.a	Engages in new and unfamiliar experiences and activities.	PreK	Pre-Show Classroom Connections Video Workshop Show & Tell Bingo Post-Show Classroom Connections Video Workshop	10 20 19
AL.1.b	Completes activities with increasingly complex steps.	PreK	Pre-Show Classroom Connections Video Workshop Show & Tell Bingo Post-Show Classroom Connections Video Workshop	10 20 19
CO.1.a	Develops the ability to recall information about objects, people, and past experiences.	PreK	Vocabulary Cards Meet the Rabbit Open to Change	11 15 20
CR.1.b	Expresses self creatively through music and dance.	PreK	Pre-Show Classroom Connections Video Workshop Post-Show Classroom Connections Video Workshop	10 19
CR.2.a	Develops ability to express new ideas through imaginative and inventive play.	PreK	Pre-Show Classroom Connections Video Workshop Post-Show Classroom Connections Video Workshop	10 19
LL.1.a	Demonstrates understanding of increasingly complex language.	PreK	Vocabulary Cards Meet the Rabbit Pull a Rabbit Out of a Hat Post-Show Classroom Connections Video Workshop	11 15 17 19
LL.1.b	Develops and expands understanding of vocabulary and concepts.	PreK	Meet the Rabbit Post-Show Classroom Connections Video Workshop	15 19

LL.1.d	Participates in conversations with increasing application of turn-taking skills.	PreK	Meet the Rabbit Post-Show Classroom Connections Video Workshop	15 19
MA.1.a	Develops understanding of the stable order of the counting sequence and learns to recite numbers in order.	PreK	Show & Tell Bingo	20
MA.1.c	Develops ability to subitize small quantities.	PreK	Show & Tell Bingo	20
PW.1.a	Develops competency in a variety of locomotor and non-locomotor skills.	PreK	Pre-Show Classroom Connections Video Workshop	10
PW.1.d	Uses senses to guide movement and interactions with objects and other people.	PreK	Pre-Show Classroom Connections Video Workshop Post-Show Classroom Connections Video Workshop	10 19
PW. 2.e	Participates in preferred physical activities and develops understanding that being physically active is healthy.	PreK	Pre-Show Classroom Connections Video Workshop	10
SCI.1.a	Explores and investigates objects and events in the environment.	PreK	Parts of a Rabbit	9
SE.1.a	Develops and expands understanding of oneself as a unique person.	PreK	Post-Show Classroom Connections Video Workshop	19
SE.1.b	Develops understanding of emotions.	PreK	Post-Show Classroom Connections Video Workshop Open to Change	19 20
SE.2.a	Begins to manage emotions and actions.	PreK	Open to Change	20
SE.3.a	Develops empathy toward and understanding of others.	PreK	Post-Show Classroom Connections Video Workshop Open to Change	19 20

## English/Language Arts

Standard	Description	Grade	Activity	Page
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	K	Vocabulary Cards Pull a Rabbit Out of a Hat	11 17
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	K	Vocabulary Cards	11



RI.K.10	Actively engage in group reading activities with purpose and understanding.	K	Meet the Rabbit	15
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Meet the Rabbit Post-Show Classroom Connections Video Workshop	15 19
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K	Show & Tell Bingo	20
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	K	Show & Tell Bingo	20
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.	K	Vocabulary Cards Meet the Rabbit	11 15
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K	Vocabulary Cards	11
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1	You Know, I Know, You Know Worksheet Pull a Rabbit Out of a Hat	13 17
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Meet the Rabbit Post-Show Classroom Connections Video Workshop	15 19
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1	Show & Tell Bingo	20
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	1	Show & Tell Bingo	20
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	2	You Know, I Know, You Know Worksheet Pull a Rabbit Out of a Hat	13 17
RL.2.3	Describe how characters in a story respond to major events and challenges.	2	Meet the Rabbit	15
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Post-Show Classroom Connections Video Workshop	19
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2	Show & Tell Bingo	20

SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	2	Show & Tell Bingo	20
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	3	You Know, I Know, You Know Worksheet Pull a Rabbit Out of a Hat	13 17
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3	Meet the Rabbit	15
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	3	Meet the Rabbit Post-Show Classroom Connections Video Workshop	15 19
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	3	Show & Tell Bingo	20
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	4	You Know, I Know, You Know Worksheet Pull a Rabbit Out of a Hat	13 17
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	4	Pull a Rabbit Out of a Hat	17
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	4	Meet the Rabbit Post-Show Classroom Connections Video Workshop	15 19
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4	Show & Tell Bingo	20

## Fine Arts – Dance

Standard	Description	Grade	Activity	Page
K.1CR	Explore movement with basic elements of dance.	K	Post-Show Classroom Connections Video Workshop	19
K.1PE	Move safely within personal and general space.	K	Post-Show Classroom Connections Video Workshop	19

K.1RE	Describe how movements can express feelings.	K	Pre-Show Classroom Connections Video Workshop	10
K.2PE	Demonstrate basic elements of dance.	K	Post-Show Classroom Connections Video Workshop	19
1.1CR	Explore and experiment with locomotor and non-locomotor movements using changes in body shape, time, space, and movement quality.	1	Post-Show Classroom Connections Video Workshop	19
1.1PE	Demonstrate awareness of moving safely within personal and general space.	1	Post-Show Classroom Connections Video Workshop	19
1.1RE	Describe how movement and shapes communicate feelings.	1	Pre-Show Classroom Connections Video Workshop	10
1.2PE	Demonstrate and use basic elements of dance.	1	Post-Show Classroom Connections Video Workshop	19
2.1CR	Explore and experiment with basic locomotor and non-locomotor movement patterns using changes in time, space, body shape, and movement quality to construct and express personal meaning.	2	Post-Show Classroom Connections Video Workshop	19
2.1PE	Demonstrate kinesthetic awareness, self-direction, and safe practices when improvising and performing.	2	Post-Show Classroom Connections Video Workshop	19
2.1RE	Describe different ways movements shaped into dance depict feelings and emotions.	2	Pre-Show Classroom Connections Video Workshop	10
3.1PE	Demonstrate kinesthetic awareness, self-direction, and safe practices when improvising and performing.	3	Post-Show Classroom Connections Video Workshop	19

## Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.1CO	Share thoughts, emotions, and ideas in response to a dramatic or theatrical experience.	K	Post-Show Classroom Connections Video Workshop	19
K.1CR	Demonstrate observations and listening skills in a theatrical context.	K	Coming to the Theater	4



K.1PE	Imitate movements, voices, and feelings of people, animals and objects through dramatic play.	K	Pre-Show Classroom Connections Video Workshop	10
K.1RE	Use basic theatre vocabulary after attending a theatrical experience to discuss what was seen.	K	Coming to the Theater What Does It Take	4 7
K.2RE	Describe what a playwright does.	K	Coming to the Theater What Does It Take	4 7
K.3CO	Engage in dramatic experiences to explore concepts from other academic areas.	K	Coming to the Theater	4
K.5RE	Demonstrate ways an audience can show respect when watching a theatrical performance.	K	Coming to the Theater	4
1.1CO	Explain personal and collective emotional responses to dramatic and theatrical works or experiences.	1	Post-Show Classroom Connections Video Workshop	19
1.3CO	Engage in dramatic and theatre experiences to explore concepts from other academic areas.	1	Coming to the Theater	4
1.3PE	Demonstrate various movements, voices, and feelings by performing a variety of familiar roles.	1	Pre-Show Classroom Connections Video Workshop	10
1.1RE	Use appropriate theatre vocabulary (character, time and place) to describe dramatic and theatrical experiences.	1	Coming to the Theater What Does It Take	4 7
1.5RE	Identify and demonstrate audience behavior appropriate for the forms and styles of theatre (live theatre, film, television and media).	1	Coming to the Theater	4
2.1PE	Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (skits, puppetry, pantomime, improvisation and storytelling).	2	Pre-Show Classroom Connections Video Workshop	10
2.1RE	Use appropriate theatre vocabulary (such as plot or setting) after attending a theatrical performance.	2	Coming to the Theater What Does It Take	4 7
2.3CO	Identify the arts that are used to create a theatrical performance.	2	Coming to the Theater What Does It Take	4 7
2.4CO	Use processes of theatre to integrate information from other academic content areas.	2	Post-Show Classroom Connections Video Workshop	19
2.5RE	Recognize and demonstrate acceptable audience behavior when participating in a drama experience.	2	Coming to the Theater	4

3.1PE	Use voice, movement, space, and physical objects to communicate a storyline and a character's thoughts, feelings, and ideas.	3	Pre-Show Classroom Connections Video Workshop	10
3.1RE	Describe the visual, aural, and kinetic elements present in stories and plays using appropriate theatrical vocabulary.	3	Coming to the Theater What Does It Take	4 7
3.2CR	Create the movements and expressive voice of a character to explain and solve problems in a teacher-created improvisation or text.	3	Pre-Show Classroom Connections Video Workshop	10
3.4CO	Use elements and processes of theatre to integrate information from other academic content areas.	3	Post-Show Classroom Connections Video Workshop	19
3.5CO	Recognize and describe the roles of writers in live theatre and other media arts.	3	What Does It Take	7
3.5RE	Identify methods used by actors, directors, and designers to make connections with an audience in a proscenium theater.	3	Coming to the Theater What Does It Take	4 7
4.1PE	Manipulate voice, movement, space, design, and physical objects to communicate thoughts, feelings, and ideas in both improvised and scripted activities.	4	Pre-Show Classroom Connections Video Workshop	10
4.1RE	Explain, through appropriate theatrical vocabulary, how manipulation of technical elements brings about changes in performances.	4	Coming to the Theater What Does It Take	4 7
4.5CO	Recognize and describe the roles of designers in live theatre and other media arts.	4	What Does It Take	7

## Fine Arts – Music

Standard	Description	Grade	Activity	Page
K.3PE	Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures.	K	Post-Show Classroom Connections Video Workshop	19
K.5PE	Demonstrate and maintain a steady beat while performing simple rhythmic echoes.	K	Post-Show Classroom Connections Video Workshop	19
1.5PE	Demonstrate call and response songs that include a steady beat, rhythm, and meter.	1	Post-Show Classroom Connections Video Workshop	19
2.3PE	Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.	2	Post-Show Classroom Connections Video Workshop	19
3.3PE	Sing (using head voice and appropriate posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.	3	Post-Show Classroom Connections Video Workshop	19

## Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.1CO	Connect ideas, stories, and personal experiences to works of art.	K	Open to Change	23
K.3PE	Communicate an idea using the elements of art.	K	Open to Change	23
1.3CO	Communicate personal emotions and read emotional content in works of art.	1	Open to Change	23
1.3PE	Convey ideas and emotions using the elements of art.	1	Open to Change	23
4.3CO	Demonstrate empathetic reactions in response to works of art.	4	Open to Change	23

## Physical Education

Standard	Description	Grade	Activity	Page
1A.K.3	Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment.	K	Pre-Show Classroom Connections Video Workshop	10
1A.1.3	Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli.	1	Pre-Show Classroom Connections Video Workshop	10
1A.2.2	Perform combinations of locomotor, non-locomotor, weight transfer and static and dynamic balance skills.	2	Pre-Show Classroom Connections Video Workshop	10

## Science

Standard	Description	Grade	Activity	Page
K.LS.1	Living things have specific characteristics and traits.	K	Parts of a Rabbit Pre-Show Classroom Connections Video Workshop	9 10
K.LS.2	Living things have physical traits and behaviors, which influence their survival.	K	Parts of a Rabbit Pre-Show Classroom Connections Video Workshop	9 10
1.LS.1	Living things have basic needs, which are met by obtaining materials from the physical environment.	1	Parts of a Rabbit Pre-Show Classroom Connections Video Workshop	9 10
1.LS.2	Living things survive only in environments that meet their needs	1	Parts of a Rabbit	9
2.LS.1	Living things cause changes on Earth.	2	Parts of a Rabbit	9



## Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions	K-2	Open to Change	23
B1.1.a	Identify personal behaviors or reactions when experiencing basic emotions	K-2	Open to Change	23
B1.3.a	Identify and begin to use strategies to regulate emotions and manage behaviors	K-2	Open to Change	23
B3.1.a	Describe a time when you kept trying in a challenging situation	K-2	Open to Change	23
C1.1.a	Identify facial and body cues representing feelings in others	K-2	Open to Change	23
C1.3.a	Define empathy and identify empathetic reactions in others	K-2	Post-Show Classroom Connections Video Workshop	19
C3.3.a	Discuss the concept of, and practice, treating others the way you would want to be treated	K-2	Post-Show Classroom Connections Video Workshop	19
D1.1.a	Identify and engage in positive communication skills	K-2	Show & Tell Bingo	20
D2.3.a	Recognize that people may influence each other with words or actions	K-2	Post-Show Classroom Connections Video Workshop	19
D3.3.a	Apply listening and attention skills to identify the feelings and perspectives of others	K-2	Open to Change	23
E4.2.a	Identify physical and emotional responses to unfamiliar situations	K-2	Open to Change	23
E4.3.a	Identify examples of transitions and how they are a necessary and appropriate part of school and life	K-2	Open to Change	23
A1.1.b	Identify a range of personal emotions	3-5	Open to Change	23
B1.1.b	Demonstrate strategies to express a range of emotions within the expectations of the setting	3-5	Open to Change	23
C1.3.b	Demonstrate empathetic reactions in response to others' feelings and emotions	3-5	Open to Change Post-Show Classroom Connections Video Workshop	23 19
D1.1.b	Apply active listening and effective communication skills to increase cooperation and relationships	3-5	Show & Tell Bingo	20