



Study Guide

2022

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Based on the New Line Cinema film written by David Berenbaum.

Dear Educator,

Welcome to the hilarious and touching world of ELF The Musical! Not only does this show provide delightful holiday fun for all ages, it has a huge heart. In turn, it opens our own hearts and minds to the importance of our connections to one another; our need to balance expectations and disappointments; our struggle to establish a work-life balance; and our capacity to believe in the power of collective spirit.

Kempenfelt Community Players is an organization that values the arts and education. We have created this Study Guide as a resource for teachers. Our Study Guides are designed to be a valuable tool for teachers in two ways: helping you to prepare and engage your students while enriching and extending their performance experience. Our goal is to serve students, teachers, and principals in their pursuit of Ontario's curriculum, encouraging integration of the arts into core curricular subjects.

Please use the materials within this study guide to enrich your experience with KCP's Young Company production.

Sincerely,

 **kempenfeltcommunityplayers**
making musicals memorable

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ABOUT KEMPENFELT COMMUNITY PLAYERS

The Kempenfelt Community Players (KCP) is a community theatre group that has been performing in Barrie and the surrounding area for 45 years. We are made up of enthusiastic members who have a love for live theatre. New members are always welcome, both onstage and behind the scenes.

Mission Statement

The Mission of Kempenfelt Community Players is to:

- Entertain and inspire our audience by producing memorable musicals
- Create opportunities for the community to participate in high quality productions both on stage and behind the scenes
- Enhance development of youth in the arts by providing a variety of educational experiences in all aspects of theatre, supporting the Ontario Curriculum
- Celebrate the talent, commitment and achievement of our volunteers

Our History

Since 1977, the Kempenfelt Community Players has been presenting musical theatre to the people of Barrie and surrounding area. Founded by educator Barbara McCann, our group has grown from a course to help teachers present musicals in elementary schools to a thriving theatre company presenting full musicals to Simcoe County, welcoming all ages and backgrounds to share the love of theatre with the community. With each season, new and exciting opportunities allow us to enhance the quality of each production. In 2017, KCP celebrated its 40th Anniversary and positioned itself as Barrie's premier community theatre organization providing high quality entertaining productions. As the Barrie and surrounding area continues to grow, so does the Kempenfelt Community Players.

YOUNG COMPANY

About Kempenfelt Community Players Young Company Productions

KCP Young Company productions allow youth between the ages 10-18 the opportunity to participate in an engaging production of a musical every Fall. The performers audition in June, begin 10 weeks of rehearsals in the Fall, and perform for school field trips and public performances. Many of our youth members pursue future careers in the arts, and/or continue to perform in our Full Company or Studio Ensemble productions when they are older.

Our Young Company has been the recipient of Association of Community Theatres Central Ontario (Theatre Ontario member) THEA (Award) as follows:

- 2011-2012: Anne of Green Gables – THEA (Awards) for Best Youth Chorus and Best Featured Artist (Jake Villeneuve)
- 2012-2013: Honk Jr – THEA for Best Youth Chorus
- 2014-2015: Seussical TYA – THEA for Outstanding Ensemble/Chorus Seussical, Outstanding Youth Performer (Jarrett Stole) and Best Costume Design (Jessica Corner and Brooke Corner)
- 2016-2017: The Little Mermaid Jr – THEA for Outstanding Youth Ensemble
- 2017-2018: Peter Pan Jr. – THEA for Outstanding Youth Ensemble, Best Costume Design (Ann Fox)
- 2018 -2019 - Aladdin Jr - THEA for Outstanding Accomplishment by a youth
- 2019 -2020 - Madagascar Jr - THEA for Outstanding Youth Actor



Welcome to the hilarious and touching world of ELF The Musical! Not only does this show provide delightful holiday fun for all ages, it has a huge heart. In turn, it opens our own hearts and minds to the importance of our connections to one another; our need to balance expectations and disappointments; our struggle to establish a work-life balance; and our capacity to believe in the power of collective spirit.

Buddy, a young orphan, mistakenly crawls into Santa's bag of gifts and is transported to the North Pole. The would-be elf is raised, unaware that he is actually a human, until his enormous size and poor toy-making abilities cause him to face the truth. With Santa's permission, Buddy embarks on a journey to New York City to find his birth father and discover his true identity. Faced with the harsh reality that his father is on the naughty list and that his half-brother doesn't even believe in Santa, Buddy is determined to win over his new family and help New York remember the true meaning of Christmas.

This modern-day holiday classic is sure to make every young performer embrace his or her "inner elf" with plenty of large ensemble numbers featuring elves and (New Yorkers) of every type.

This show is not just about Christmas. It's about believing – having faith. The character of Buddy has tremendous faith in Santa and in the magic of Christmas. It's hard for people to wrap their heads around having that kind of deep true faith in anything today: just believing in yourself and in other people. Believing that something special or magical is possible.

KEMPENFELT COMMUNITY PLAYERS is excited to offer this live production to students at a perfect time to celebrate the return of performing arts. Elf Jr. offers an opportunity to kick off the season when we can take an opportunity to learn about holiday traditions from around the world and in our own communities. The month of December offers a vast array of global traditional celebrations including Christmas, Hanukkah, Las Posadas, Sinterklaas, Boxing Day, Kwanzaa, Ramadan, St. Lucia Day. After exploring celebrations around the world, compare different ways that friends and families celebrate the holidays. Ask your students to discover how many different winter holidays their classmates celebrate. As a class, compare and contrast how the holidays are similar and how they are different. *(Note: Lesson 2 offers an activity to explore culture and use the theatrical technique of mime)*

CHARACTERS OF ELF THE MUSICAL JR.

Buddy	Born a human but raised at the North Pole as a Christmas Elf, Buddy is eager to find his place in the world. He is a child at heart and that childlike curiosity makes him both endearing and gets him into trouble
Jovie	Buddy's girlfriend. She works at Macy's and has a bit of a cynical outlook on life and love because of the men she has dated. She is caught off guard by Buddy's genuinely big heart.
Walter	Buddy's workaholic father. He is a children's book publisher, but lacks the childlike spirit that Buddy has. He is selfish, tense, and generally angry at life
Emily	Walter's wife. Though she is sweet and willing to take him in, she thinks Buddy is crazy at first. She wishes Walter would spend more time with their family.
Micheal	Buddy's step brother who is excited to have a new friend and brother. Unlike his parents, he doesn't take much convincing to have Christmas spirit. He wishes his father would spend more time with him
Deb	Walter's secretary. Takes an instant liking to Buddy simply for the novelty of it. Though she aims to please and is a bit of a suck-up, she feels under appreciated.
Santa	Just another workingman. Loves his job and Christmas, but also likes to relax and watch the game when a rare opportunity arises. A natural storyteller.
Shawanda	One of Santa's elves lives in the North Pole.
Charlie	One of Santa's elves lives in the North Pole.
Mr. Greenway	Walter's boss. He is what Walter will become if he continues down the path he is on. A tyrannical, workaholic who cares nothing about the people around him or who work for him.
Ensemble	They play elves, New Yorkers, office workers, etc

PREPARING FOR THE SHOW

Theatre Etiquette

Your class trip to KCP's Young Company production should be an enriching and memorable event. The following tips are suggested to ensure your students get the most out of their theatre-going experience.

For many of your students, this class trip may be the first theatrical experience of their lives, which might be overwhelming. Take a few moments before the field trip to prepare your students as to what to expect. Are there assigned seats? How long is the show? Can the actors see the audience?

There are also things students should consider as to what is expected of them. Talking during movies is rude but talking during a play is unacceptable; unlike movies the performers can hear the audience, which also means... laugh when something is funny! Clap when you are wowed! Actors appreciate an enthusiastic (but focused) audience.

Some things to keep in mind when you arrive at the theatre:

- Arrive on time so that you do not miss anything and so that you will not disturb the rest of the audience while trying to get comfortable in your seat. After the lights go out finding your seat is very difficult.
- It is easier for you (and the rest of the audience) to see and hear the performance if you stay in your seat and listen very carefully.
- In this theatre, you are not allowed to eat or chew gum, only bottled water is allowed. Not only does it ruin the theatre, but it also distracts from your concentration.
- Try your best to remain in your seat once the performance has begun. There is no intermission in a performance of KCP's Young Company productions.
- Although you may wish to say something to the actors while they are on stage, you need to hold your thoughts. You may disturb their concentration.
- Sing or participate if and only if you are invited to do so. Your participation is often very important.
- Listen to how the music sets the moods and affects your own feelings.
- Show the cast and crew your appreciation for their hard work with applause or laughter. Do this when you like a song, dance or joke and at the end of the show.

Pre-Production Questions

- Pay attention to the various settings of the show. How do the colours and textures differ in each setting?
- Pay close attention to the characters and their descriptions before the production. How does the actor's performance match the character description? What does the character's costume tell you?
- How many of you have experienced a live theatre performance? What did you see?
- What are some of the differences between going to the theatre and watching television or going to a movie?
 - *Theatre features live on-stage actors. They have spent many weeks rehearsing for the performance.*
 - *The audience is a very important part of the performance. Appreciation for the performers is shown by close attention, participation, and applause at the proper times. The success of the production often depends on the audience.*
 - *The theatre is a very special place. Its atmosphere is entirely different from your home, where the television is always available.*
 - *It is easy to identify with live actors. You can see how they use their bodies and voices to convey different emotions.*

Introduce your students to the following theatrical terms:

- *Box Office*
- *Reserved Seats*
- *Acts & Scenes*
- *Producer*
- *Program*
- *Overture*
- *Spotlights*
- *Costumes*
- *Props*
- *Director*
- *Stage*
- *Curtain Call*
- *Stagehand*
- *Lobby*
- *Usher*
- *Musical Theatre*

AFTER THE SHOW

Young people need time to unpack and process an artistic experience to solidify what they've learned. It's important that you devote some time for reflection once you are back at school. Many of the activities in this guide can be used as post-theater reflection and assessment tools, but a simple conversation can work well, too. Start by soliciting overall impressions from the group. What did they think? What did they like? How did the activities they participated in before they saw the show influence their experiences? From there, ask students what they noticed about each element of the play (script, music, staging, choreography, design, performance). Finally, devote some time to field remaining questions from your students. Is there anything they are still wondering about?

Post-Production Questions

- Was the music used in the performance live or recorded? How could you tell? Did it help develop the plot?
- What types of music was used? Were different styles used?
- Can you describe how different kinds of music might make you have different kinds of feelings?
- When a play is a musical, an actor must have additional skills. What skills might they need to be successful? What skills did you see in the performers?
- Describe the sets used in the show you just saw. What props or details were used to suggest specific times or settings? How was the lighting changed to create a mood, season, time of day, etc.?
- What materials might have been used in building the sets?
- How were the sets and props moved on and off the stage?
- Choose a simple scene (a day in school, a trip to the mall, a ride in the car or on the bus), ask students to describe a possible set for the scene.
- What would you need to know to create costumes for a show (Historical research, sewing, theatrical effects, etc.)? What do you think the creative team needed to know to create the costumes you saw?
- Why is the right costume important to the character in the play?
- Describe the kind of dancing you saw in the production. How is it different from the kinds of dancing that the class might know?
- What purposes could dance have in a play?
- Make a list of all the personnel needed for a play. (*Director, Music Director, Producer, Actors, Musicians, Author, designers-set, costumes, lights & sound, stagehands, choreographer, etc.*) What might their responsibilities be in a production? Why is it important for the entire team to do their job? What would happen if they didn't do their job?



LESSON PLANS

LESSON 1: Sparkle twinkle jolly - what?

Subject(s): Language, Theatre Arts

(Vocabulary Words: Emotion, Expression, Onomatopoeia, Wordplay)

KCP Goal: to introduce students to theatre's focus on using imagination to create

ESSENTIAL QUESTION

How can we describe certain emotions and situations with our imagination and word play?

Do you ever get that feeling, and there just isn't a word for it?

Buddy comes into Macy's Department Store and tells the manager that he is feeling "Sparkle Jolly Twinkle Jingly." The manager, of course, has no idea what he is talking about. Buddy says that is a happy magical feeling, a Christmas feeling. They then dance to express the emotion.

Much like Dr. Seuss, the writers of *Elf the Musical* used words that we all know and understand, and put them together to create a new word that sounds similar to what it feels like. We will now use our understandings of words, phrases, and onomatopoeia to create new words to describe a feeling or situation.

LEARNING OBJECTIVE Use the imagination to create a new word, therefore expanding the knowledge of words already understood and sharing knowledge with others through movement.

ACTIVITY INSTRUCTIONS

1. Students may work individually or in small groups, depending on class size.
2. Have the students talk about times in their life that an emotion was so strong that normal words didn't begin to cover it. **EXAMPLES:** The time I got a new puppy. The time I was super confused in math class.
3. Facilitate exploration of words until students have a new word that describes the feelings from their chosen experience.
4. Have them write the word down and start to play with movements that express the new word. **EXAMPLE:** If it's a sad feeling, have the kids move slowly and heavily or, if the word is extremely happy, lots of jumps and fast hands are appropriate.
5. Have students present their movement with the class.
6. Ask the rest of the class to copy the movement for themselves and try to guess the word.
7. Reflect with the class. How did the movements make the class feel? Did the word match the movement? How difficult was it to attach a movement to a feeling?

GO DEEPER

- Have students trade their words with another student.
- Have the students create a dictionary entry for their new word.
- Ask students to include definitions of the word, examples of the word used in sentences, pictures of the word, and possible antonyms.
- Create a class dictionary full of entries.

LESSON 2: My Culture

Subject(s): Social Studies, Theatre Arts

KCP Goal: to encourage students to share cultures and traditions.

ESSENTIAL QUESTION

What is my tradition and how can I explore another culture's tradition?

When we stay within our own groups, we miss out on the beauty of other cultures.

Buddy identified himself as an elf for most of his life. Then he discovers that he is, in fact, a human. Everything about his life and world has changed. At this point, Buddy has a choice: stay in the North Pole and embrace this new identity, or venture out to learn more about where he comes from. He chose to venture off and explore the world of humans. He was met with many challenges about assimilating into a new culture. He didn't understand the food, professional roles, or even the emotions of the humans living in New York City. Others helped him navigate this strange land and adapt to a new culture. And Buddy shared his own elf culture with them, as well, spreading an innocent joy to everyone he encountered.

Traditions are opportunities to celebrate an occasion and share moments with those around us. Does your family have any traditions around a winter holiday? How can we share those with others right now?

LEARNING OBJECTIVES

To identify your culture and traditions.

To express your cultural traditions through mime.

ACTIVITY INSTRUCTIONS

1. Have students pair off in groups of two.
2. Each student must choose a tradition that they share with their family around a winter holiday.
EXAMPLES: Twelve days of gifts with your family; making a snowman with your father; making holiday cookies with your grandmother.
3. Ask students to write a short reflection about their tradition.
4. Have students mime their tradition to each other. Then they switch traditions and mime each other's movements. EXAMPLES: Handing out gifts, making a snowman, baking cookies.
5. Have students go to a new partner and repeat the earlier steps.
6. Have the students rotate until they have seen at least three different traditions.
7. As the students experience each new tradition, have them write down the details of the action that is being performed.

REFLECTION

Was it hard to identify your traditions? * Did you have a hard time translating your tradition into movement? How did you feel sharing it with others? * Did you enjoy seeing others share your traditions? * Will you add one of these traditions to your family? * How does sharing traditions help the world we live in?

LESSON 3: Me? An elf?

Subject(s): Social Studies, Language, Visual Art/Music
(Vocabulary Words: Adaptation, Adjective, Design, Self-Reflection)

KCP Goal: to introduce students to design aspects in theatre.

ESSENTIAL QUESTION

How can we use costume design as a form of expression and character development?

In theatre, a character is enhanced by the actor's costume. Throughout history, there have been many versions of elves, especially Christmas elves. We have seen them in paintings, live-action movies, and countless cartoons. In *Elf - The Musical* there are a variety of elf costumes: Macy's elves, North Pole elves, and the humans in the North Pole at the end of the show. They are all different takes on an elf costume. Now it is your turn.

Costumes can help us understand a character's personality. A character wearing all white symbolises innocence or goodness. A character in bright colours and loud patterns tends to have a big personality, and those in plain dark clothes tend to be withdrawn. It is a quick way to understand more about a character visually.

LEARNING OBJECTIVES

To consider your personal attributes through self-reflection and express them through costume. •To explore various costume designs and make adaptations to design your own.

ACTIVITY INSTRUCTIONS

1. First, circulate representations of elves throughout history. Let each student look and share the things they notice about each design. Help them to assign a word to describe each elf design. (See images on page)
2. Pass out blank paper and drawing materials.
3. Ask students to make a list of adjectives that describe themselves.
4. Have the student draw themselves as an elf, incorporating their list of adjectives into their costume design.
5. Share drawings with the class explaining why they chose the colours and design that they did. How do those things describe their character?

GO DEEPER

* Have the students create a character sheet for their elf.

* Each character sheet should include these details: Name, favourite food, favourite colour, favourite song, what they like to do for fun, where they live, their age, and a description of their family.

* Have each student then become their character and interact with each other in an elf community, paying special attention to how they walk and speak.

WRITING PROMPTS

Subject(s): Language

KCP Goal: to introduce students to analysing character and character development in a story.

ESSENTIAL QUESTION

How do characters' actions and words impact other characters?

Choose a character from the play that went through a change between the beginning and end of the story.

1. In the first box, list traits the character displays at the beginning of the play.

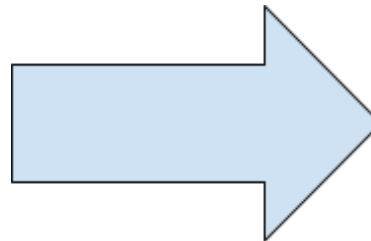
2. In the last box, list traits the character displays towards the end of the play. Differences may be in how the character acts, how they treat others, or an emotional change.

3. Now go back to the middle, arrow box. What caused this character to change?

4. List people, events, decisions, and anything else you can think of that may have impacted this character.

Characteristics when we first meet the character

Factors that influence a change in personality



Characteristics of "changed character"

Santa tells Buddy that the night he was born, his mother passed away, he was placed in an orphanage and then raised by Santa's Elves.

Have you ever met someone who was raised by someone other than their parents? Write about how lucky you think they are to be adopted. How realistic was Elf, Jr. Were the characters and situations believable?

Write about how they are similar to anything you have encountered in your life.

Did meeting Buddy make a difference in Michael's life? How?
Write about a time or describe a person who made a difference in your life, and how it made you feel.
Have you ever tried to make someone else feel good? Explain how.

How realistic was Elf, Jr. Were the characters and situations believable? Write about how they are similar to anything you have encountered in your life.

COMPLIMENTS

In Elf Jr, Buddy's father Walter Hobbs seems to be a workaholic & has lost the Christmas spirit - but is he really so bad? Holidays are the perfect time to think about the good in people - the good in ALL people.

Come up with a compliment (an expression of something good or praiseworthy) for these characters: 1. **Michael:** 2. **Jovie:** 3. **Mr Greenway:** 4. **Deb:** 5. **Emily:** 6. **Walter:**

Now, think up a compliment for each of your classmates. As a special gift, share the good things you thought of with each person!

DRAMATURGY BOARDS

Subject(s): Social Studies, Language, Visual Art/Music

KCP Goal: to introduce students to various cultural influences of a production

Learning Goal: Students will...

- Brainstorm ideas surrounding the influences of the show.
- Research specific settings in various countries and cultures.
- Present their research by creating a Dramaturgy board.
- Discuss assumptions, research, and an artist's imagination, and the ways in which they can inspire various elements of theatre.

Summary:

Theatre makers often research the world of the play, including cultures, language, religion, and architecture to inspire their art. In the theatre, part of a dramaturg's job is to investigate such areas, and share his findings with the writers, actors, director, and designers to help them with their work. By researching elements of some of these cultures and themes, students will more deeply appreciate the world of theatrical production. Theatre makers often research the world of the play, including cultures, language, religion, and architecture to inspire their art.

Minds On:

The creators of a show must create a specific world on stage. Write two settings on your board, ie. "North Pole", "Large City", "Office Building", or something else related to the production. Lead the class in a brainstorm to generate words that might describe each of these settings. List their ideas under the appropriate location.

Action Activity:

A Dramaturg often creates a display board presenting research about the play for the writers, actors, director, and designer to reference during rehearsals. These "dramaturgy boards" help the creators in their artistic process. Divide students into small groups of 3-5. Each group will need a brainstorming page, an internet connected device along with a poster board, scissors, and glue. Provide research materials like internet and printing access, and science and culture magazines if available to each group. Ask students to read the directions on the worksheet and select one setting to create a dramaturgy board. After they've created their boards, have each group share their work with the class. Alternatively, students can collaboratively create a digital board on a slideshow medium of your choice.

Consolidation:

Facilitate a class discussion using the following prompts:

- What are the differences between our group brainstorm and the elements you researched?
- Why do you think it was challenging to research your subject before using the word bank?
- How do assumptions (like our brainstorm), research (like you did with your group), and imagination factor into a set design?

Variations:

YOUNGER: If you are working with younger students, replace the warm up activity with a drawing exercise. Have each student draw what he or she thinks the setting might look like. Keep these drawings handy for the reflection activity. Ask students to identify how their assumptions were similar to or different from their research.

OLDER: If you are working with older students, create two different word walls during the warm up: one exploring the setting in the ancient times, and one exploring the settings in the modern times. Continue this extension in the main activity; challenge some groups to create dramaturgy boards for a production set in ancient times, and some to create one for a production taking place in modern day.

HOMESCHOOL: If you are working with a homeschooled student, challenge your student to dive deeper with his or her research. Investigate religion, traditions, language, and customs for inclusion on the dramaturgy board.

DESIGNING A PRODUCTION

Subject(s): Visual Arts, Drama

KCP Goal: to experience the design process and to create original works of art based on source material and concept

Learning Goal: Students will...

- Understand how source material influences a designer's process
- Consider cultural inspiration and its manifestations in popular culture
- Make detailed observations of imagery
- Create original costume designs
- Revise their work and understand how form and functionality must coincide in the theatre

Summary:

The world of theatre is rooted in the show's source material, and directorial concept. By trying their own hand at designing a costume for a character, students will appreciate the process of bringing a show to life on stage

Included: "Designing a Production" printable, "Inspiration Images" related to Elf the Musical Jr.

Minds On:

Research and display some images of costumes, paintings, etc related to the show or various cultures around your classroom. Give each student a pad of sticky-notes and a pencil and invite your class to walk about your "gallery" noticing the images. Ask open ended questions of your students to encourage deep observation.

- What do the subjects' clothes look like? Are they simple or ornate?
- Do you think the subjects are rich or poor?
- What words or feelings come to mind when you look at the image?
- How would you describe the mood of this image to a friend?

Have students write a word or phrase that comes to mind and stick it on each image.

Action Activity:

Project "Inspiration Images" to students. Distribute the "Designing a Production" worksheet. Ensure students have colored pencils, markers, or crayons to use in this activity. Students are to create a character that might be in the show "Elf" (or whatever related material your class is studying). Students may work individually or in pairs to complete tasks. Students need to consider a name, colour palette (specific colours, warm/cool tones, contrasting etc), type of material (specific material names, or rough/soft/shiny/fluffy etc), and mood (calm, exciting, jolly, boring) to bring their character to life.

Consolidation:

Discuss the following: In the theatre, costume designers must not only realize a director's vision and tell a visual story, but also consider the functionality of their designs. If an actor cannot perform his part in a costume, it is of little use. Additionally, costumes can serve as an integral part of the plot. A character's costume may need to transform before our eyes, conceal a prop, or be easily removed for a quick-change between scenes.

Challenge your students to think about the limitations an actor might face when performing a complex dance number in their designs and ask them to change three things to make their design more functional.

If time allows, have students show off their designs.

Variations:

YOUNGER: If you are working with younger students, break the class into small groups. Have each group brainstorm answers to the "designer's notes" section of the worksheet together. Next, have the students individually create costume designs. When everyone has completed their sketches, have the groups compare and contrast their designs.

OLDER: If you are working with older students, have the class establish the colour palate and textural vocabulary for the two different types of characters, ie. Elves vs New Yorker. Challenge students to create designs for two characters, one from each type, showing this juxtaposition.

HOMESCHOOL: If you are working with a home-schooled student, challenge your pupil to research the source material themselves. They can also design sets and props for extension activities.