

CURRICULUM CONNECTIONS

International African Acrobats



Major support for the Student Enrichment Through the Arts program has been provided by



Frederick A. DeLuca
FOUNDATION

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Know Before you Go:

- Arrive at the theater 15 to 20 minutes before show time. Allow extra time for Broward County traffic. We are unable to start a show late.
- Please stay on the bus until greeted by a SEAS usher. At that time, please give the usher your BUS document and the usher will escort you to the theater.
- Remember to watch our Know Before You Go Video:

<https://tinyurl.com/ElementarySeasWelcome>



Dear **TEACHER**,



We are excited to present this Curriculum Connection (Study Guide) as a valuable resource to support your teaching journey. This guide has been carefully designed to offer engaging and meaningful activities for use in your classroom before and after seeing a S.E.A.S. performance at The Broward Center's Amaturo Theater, The Parker, or Miniaci at NSU. Each section is structured to make it easier for you to integrate cross-curricular connections, providing a seamless experience for students to deepen their understanding while exploring the creative process.

The activities and lessons in this guide have been intentionally crafted to complement Florida's B.E.S.T. standards. By utilizing these resources, you will be able to foster a dynamic and creative learning environment while ensuring students meet key academic goals. We encourage you to adapt the materials to best fit your classroom's needs and objectives, empowering students to think critically and creatively across all disciplines.

We want to take a moment to express our sincere appreciation for the passion and dedication you bring to your classrooms every day. Your commitment to infusing art-full moments into education not only enriches your students' learning experiences but also ignites their curiosity and creativity. Thank you for inspiring the next generation of thinkers, creators, and innovators. We are truly grateful for the impact you have on your students' lives. Consider joining the Teacher's Lounge (QR code below) to be notified of special events and discounts just for Teachers.



Don't forget to distribute your S.E.A.S. stickers when you return to school (after the trip) and share the magic that is Student Enrichment Through the Arts!





Theater Etiquette

There is so much that goes into creating a show for the stage. Behind the scenes, there are people who control the lights and the sound, the sets and the props. There are directors, writers, producers, musicians, and choreographers. So many people work together to create the performance you and everyone in the audience watches.

It is helpful to remind students of appropriate audience etiquette by explaining and discussing WHY these rules of behavior are important:

- Restroom visits are best made prior to the performance.
- Listen carefully to the ushers and your teachers. This gets everyone to your seats quickly and ensures a pleasant experience.
- Turn watches and cell phones to silent.
- Walk single file, hold hand rails as you use the steps for your safety.
- Listen carefully to each performer. They are working hard to entertain and inform with lots of clues about the story.
- Refrain from TALKING. This allows everyone to enjoy the show without distraction. Sometimes we think that if we whisper it is okay. But, if everyone in the audience whispers, it becomes disruptive.
- Laugh if something is funny, but not too loudly, you don't want to miss any dialogue.
- Photography and recording are not permitted.
- Pay attention to the lighting, scenery, costumes and music. All of these elements help provide more details to tell the story in an interesting way.
- Applaud (clap) and laugh at the right moments. This shows the performers that you respect and appreciate their work.



My Theater Review

I saw: _____

Reviewed by: _____

This play/musical was about...

Here's a drawing of
my favorite character:

It made me feel:

I learned:

I gave this play/musical stars.



**We'd love to hear from you! If you'd like to submit this review,
please send to jenriquez@browardcenter.org**

INTERNATIONAL AFRICAN ACROBATS

Synopsis



Renowned for their high-flying stunts, breathtaking acrobatics, music live on stage and captivating performances, they deliver a show like no other. As a testament to the spirit and resilience of their community, they showcase its rich traditions and creativity. Through their artistry, they invite you to experience the warmth and hospitality in a performance for your students!

The International African Acrobats celebrate a rich tradition of African dance and acrobatics that spans thousands of years. Originating from Tanzania, these performers have dedicated extensive time and effort to preserving this heritage while incorporating modern influences. Their performances are a dynamic blend of traditional African dance, acrobatic feats, and storytelling that reflect the cultural and artistic history of East Africa.

INTERNATIONAL AFRICAN ACROBATS



TEAMWORK

Are you a team player? Work with your team to identify what teamwork skills are needed for teams to work together effectively.

Good teamwork looks like:

Good teamwork sounds like:

What are the benefits of being a strong team worker?

INTERNATIONAL AFRICAN ACROBATS

SWAHILI:

JAMBO (JAHM-BOH) — HELLO

ASANTE (AH-SAHN-TEH) — THANK YOU

RAFIKI (RAH-FEE-KEE) — FRIEND



Cultural Understanding:

International African Acrobats are from Tanzania and East Africa.

Tanzania is located in East Africa, bordering Kenya, Uganda, and the Indian Ocean.

Population: Over 60 million people live in Tanzania.

Languages: Swahili is the national language, but over 120 languages are spoken.

Famous Landmarks: Mount Kilimanjaro, Serengeti National Park, and Zanzibar are iconic.

Wildlife: Tanzania is home to some of Africa's most diverse wildlife, including lions, elephants, and giraffes.



INTERNATIONAL AFRICAN ACROBATS

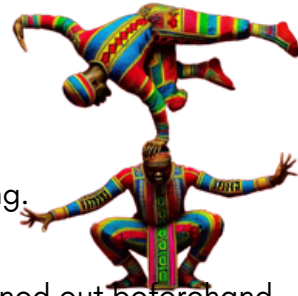
VOCABULARY

Acrobatics: The art of performing difficult physical feats like jumping, balancing, or tumbling.

Choreography: The sequence of steps and movements in dance or acrobatics, usually planned out beforehand.

Coordination: The ability to use different parts of the body together smoothly and efficiently.

Storytelling: The social and cultural activity of sharing stories, often with improvisation, theatrics, or embellishment.



KEY THEMES

Teamwork: Many of the acts require the acrobats to work together, relying on trust and precise coordination to execute their feats.

Cultural Tradition: The dances and acrobatics performed have deep cultural roots and are passed down through generations, showing the Tanzanian spirit and heritage.

Physical Mastery: The performers undergo rigorous training to perfect their craft, developing extraordinary balance, strength, and agility.

INTERNATIONAL AFRICAN ACROBATS

Dear Family and Friends,

Today, I had the opportunity to watch a live professional theater performance called International African Acrobats. The show was filled with incredible teamwork, breathtaking balance, amazing strength, impressive agility, and rich cultural traditions. I was amazed by the performers' talent and energy throughout the performance.

Here are my favorite moments from the show, the parts I enjoyed the most, and everything I remember about this unforgettable experience.

INTERNATIONAL AFRICAN ACROBATS

TRUE - FALSE - Post-Show Discussion Questions

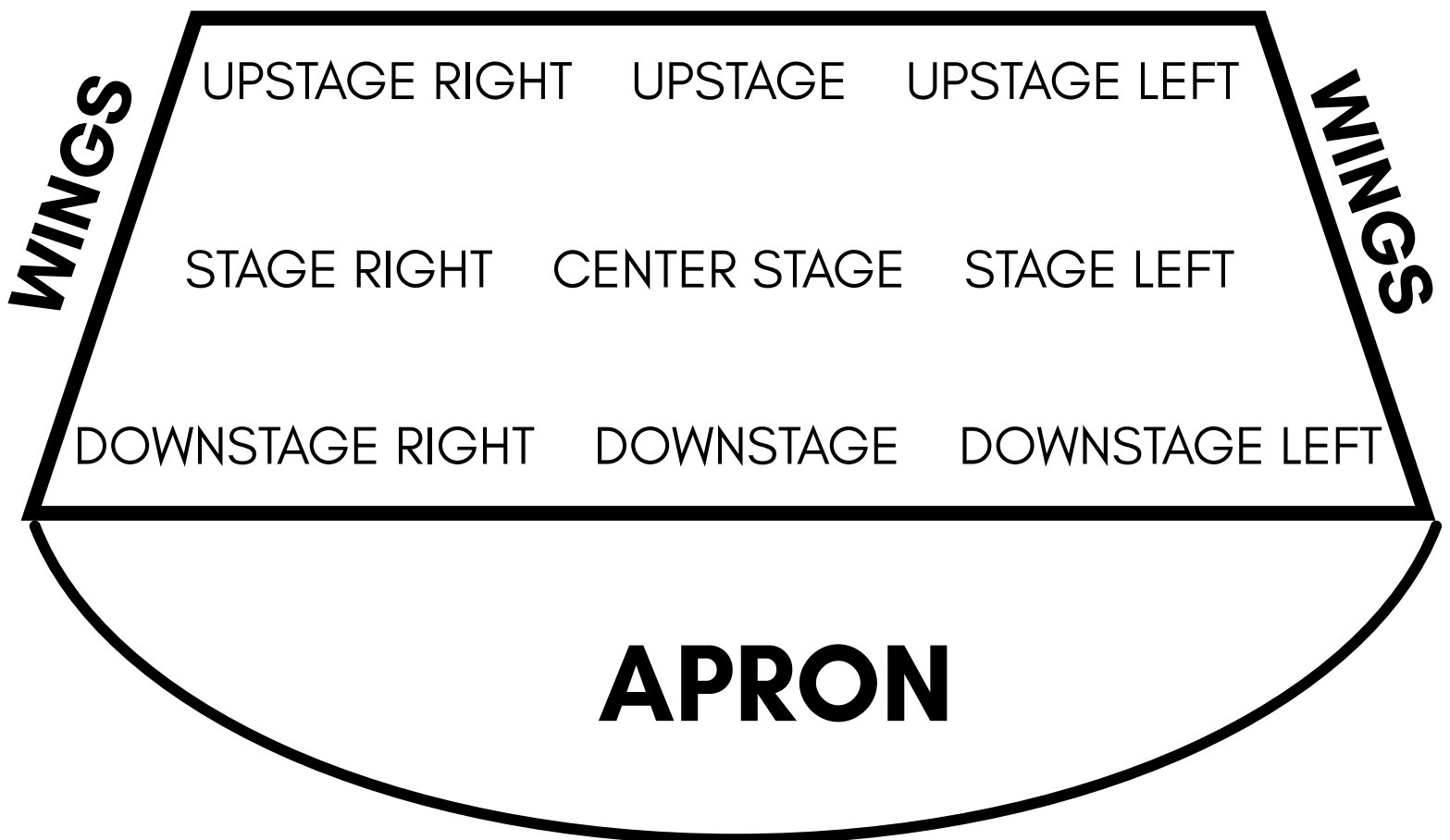
- (1) TRUE or FALSE - The Tanzanite Acrobats' performances are a form of traditional African storytelling. TRUE. The Tanzanite Acrobats blend dance, acrobatics, and storytelling to communicate cultural narratives, keeping African traditions alive through their performances.
- (2) TRUE or FALSE - Acrobatic performances only require physical strength and flexibility. FALSE. While strength and flexibility are important, acrobats also need coordination, teamwork, and balance to perform safely and effectively.
- (3) TRUE or FALSE - Teamwork plays a minimal role in acrobatics. FALSE. Teamwork is essential in acrobatics, especially in acts like pyramids and chair balancing, where performers rely on each other for balance and timing.
- (4) TRUE or FALSE - The Tanzanite Acrobats can only perform acrobatics. FALSE. In addition to acrobatics, they excelled in general education. Their academic success enabled them to handle the business aspects of their careers. Without their education and life skills, the Tanzanite Acrobats wouldn't have achieved global fame.
- (5) TRUE or FALSE - Acrobats only need to practice a few hours a week to perform at a high level. FALSE. Acrobats undergo intense, regular training to develop the physical and mental skills necessary for their performances, often practicing many hours each week.
- (6) TRUE or FALSE - Tanzanian culture has no influence on the performances of the Tanzanite Acrobats. FALSE. Tanzanian culture plays a central role in the Tanzanite Acrobats' performances, as they showcase traditional African dance and stories through their acts.

THE PARTS OF A STAGE

A proscenium stage is a traditional theatre configuration where the audience views the performance through a "picture frame" arch, separating the stage from the seating area.

- Stage Left and Stage Right are named from the actor's point of view while facing the audience, **not** from the audience's view.
- Upstage means the back of the stage, and downstage means the front. These terms come from old stages that were sloped upward toward the back.
- Wings are the areas on the sides of the stage where actors wait to enter and where scenery and props are kept out of the audience's sight.

BACKSTAGE



HOUSE

THE PARTS OF A STAGE FOUR CORNERS GAME

Adapt Four Corners with you as the **DIRECTOR**. Start at center stage, close your eyes and count to 10. Students move to a part of the room. Call out a stage direction. Students in that section are “out” and become part of the “house” to watch the rest of the game until there is a winner!

BACKSTAGE

UPSTAGE RIGHT UPSTAGE UPSTAGE LEFT

STAGE RIGHT CENTER STAGE STAGE LEFT

DOWNSTAGE RIGHT DOWNSTAGE DOWNSTAGE LEFT

APRON

HOUSE

Post Show Cooperative Learning Opportunities

(Group Work Ideas for Teachers)



1. Group Reflection Circle

Sit together and share your favorite moments, characters, or songs from the performance. Encourage everyone to explain why they liked those parts.

This builds listening skills and helps everyone appreciate different perspectives.

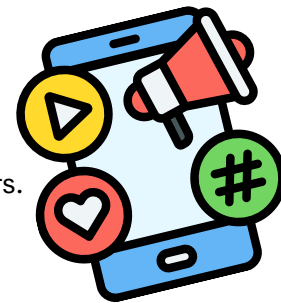


2. Create a Mini Review Together

Work as a team to write a short review of the show.

Assign roles: one person writes, another edits, others brainstorm key points.

You can post it on social media or keep it in a class journal.



3. Reenact a Scene

Pick a favorite scene and act it out as a group.

Add your own twist—maybe change the setting or improvise new dialogue.

This sparks creativity and teamwork.



4. Design a Poster or Program

Collaborate to create a poster or program for the performance you saw.

Include drawings, quotes, and fun facts.

This is great for artistic expression and memory keeping.



5. Plan a "Behind the Scenes" Discussion

Research how the performance was made (costumes, music, choreography).

Assign each group member a topic to present.

This turns curiosity into a cooperative learning activity.



K-5 Student to Family Cooperative Activity Ideas:

- Create a home theater space: Dedicate a specific area in your home as a temporary theater space. It can be anywhere with a little bit of space to "put on a show". Create a cozy ambiance with lighting and comfortable seating.
- Create tickets and programs: Design and print them at home or even hand made. Deliver the tickets to family members, and the programs can include information about the performance, cast, and crew. This adds a touch of authenticity and excitement.
- Snack bar and concessions: Set up a snack bar or concessions stand with a variety of treats and refreshments. You can even create special themed snacks related to the performance you are watching.
- Interactive viewing experience: Encourage audience participation during the performance. For example, during a musical, you can sing along to the songs and clap during applause-worthy moments!
- Post-show discussions: After the performance, have a family discussion about the show. Share your thoughts, favorite moments, and discuss the themes or lessons portrayed. This can foster critical thinking and encourage creativity in your kids.
- **Remember, the goal is to create a memorable and immersive experience. Adapt these ideas based on your family's preferences and the resources available to you. The key is to have fun and enjoy the theater experience in your digs!**

Additional Activity Ideas:



- Memory jars: Create a memory jar with your children. Write down favorite childhood memories on small pieces of paper and put them in a jar. Each week or month, take turns pulling out a memory and sharing it. This can spark conversations and lead to further discussions about your childhood experiences, and theirs too!
- Bedtime stories: Instead of reading traditional bedtime stories, take turns sharing personal stories from your childhood. These could be tales of adventure, funny incidents, or heartwarming experiences. This can create a strong bond between you and your children as you share personal narratives.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Create traditions with your child/children!: Establish special rituals or traditions that you can share. It could be a weekly movie night, cooking together on weekends, going for a walk after dinner, or singing at the top of your lungs before bedtime.

Standards Alignment: The activities in this guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternate means for students to demonstrate what they know.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.)	
Kindergarten through Grade 12/ English Language Arts	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.
Theater	
TH.K.C.3.2	Share reactions to a live theatre performance.
TH.1. H.3.1	Identify similarities between plays and stories.
TH.2. O.3.1	Identify theatrical elements and vocabulary found in everyday life.

CURRICULUM CONNECTIONS DONORS

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