

## CURRICULUM CONNECTIONS

# Shakespeare 45: Rom-Com



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/SecondaryWelcomeSEAS>

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](mailto:jenriquez@browardcenter.org)**

# SHAKESPEARE 45 : ROM-COM

## SYNOPSIS

What makes Shakespeare's romantic comedies so funny and still fun to watch today? Shakespeare45: Rom-Com is a fast-paced, 45-minute celebration of Shakespeare at his most charming, filled with witty banter, mistaken identities, physical comedy, and unforgettable lovers and fools. Featuring iconic scenes, sonnets, soliloquies, and songs, the show highlights the humor and playful chaos that define Shakespeare's romantic comedies, where romance is only part of the fun.

Audiences will journey through a lively mix of beloved texts, including selections from Twelfth Night, As You Like It, Much Ado About Nothing, A Midsummer Night's Dream, The Comedy of Errors, The Tempest, Love's Labour's Lost, The Merry Wives of Windsor, and The Two Noble Kinsmen. Shakespeare45: Rom-Com delivers big laughs, big heart, and the timeless magic of Shakespeare.



# Theater Vocabulary: "From Script to Spotlight"

**Play:** A story told live on stage by actors in front of a live audience.

**Musical:** A story told live on stage by actors in front of a live audience that also involves singing and dancing.

**Genre:** The style of a play.

**Plot:** The timeline of actions in the story from beginning to end.

**Setting:** Where a story takes place.

**Characters:** Who the story is about.

**Conflict:** A problem that the characters in the story have to face and overcome. A conflict arises when a character wants something but something else gets in their way.

**Objective:** What a character wants to achieve or solve in the story. In other words, a character's goal.

**Protagonist:** The story's **hero**. This is the character who is out to accomplish a goal or find purpose.

**Antagonist:** The story's **villain**. This character is usually against what the protagonist(s) needs to accomplish their objective or goal.

**Dialogue:** a conversation between two or more people in a play or musical.

**Moment Before:** an acting term that encourages actors to consider what is going on in their character's life just before the present moment.

**Blocking:** Movement the director give to the actors to show them where to go on the stage

**Choreography:** A sequence of dance moves assigned to a dancer in a musical number (song) that are used to help tell the story.

**Cue:** In theater, a cue signals when another action should begin. Ex: The actor's cue to enter the stage might be after they hear the thunder sound effect.

**Make-Up:** Artistically designed cosmetics to enhance an actor's portrayal of a character.

**Playwright:** The writer or writers of the play. Playwrights write the dialogue between characters in a play.

**Composer:** The artist who writes music for a musical.

**Lyricist:** the artist who writes words to the music in a musical.

**Actor:** the artist who embodies or puts themselves "in the shoes of" a character or characters in a play or musical to tell that character's story to the audience.

**Audience:** a group of people who attend a live event like a theatre performances to watch, listen, and respond to the event on stage.

**Director:** the artist who works with the writers, actors, and designers to tell a clear story on stage for the audience.

**Stage Manager:** The artist who manages the onstage and backstage areas before, during, and after a performance.

**Costume Design:** A costumer designer chooses and creates the articles of clothing that characters wear on stage to help tell the audience who the characters.

**Sound Designer:** an artist that creates the mood or atmosphere of the play through the use of sound, sound effects, and music in a play or musical.

**Props:** Objects used by a character on stage to help tell the story. Ex: A character may use a prop like an umbrella on stage if it is raining in that scene of the play.

# what makes a **ROM-COM?**

Part I. Think about it! What is your favorite romantic comedy? It can be a book, movie, or show. Why do you like it?

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Part II. What elements do rom-coms usually include?  
Think about common patterns in romantic comedies. List as many as you can.

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Part III. Character Types  
Romantic comedies often include similar types of characters.

| Character Type      | Description | Example from a movie or show |
|---------------------|-------------|------------------------------|
| Main Couple         |             |                              |
| Best Friend         |             |                              |
| Rival/Love Triangle |             |                              |
| Parent or Outsider  |             |                              |

Why do you think people enjoy romantic comedies so much?

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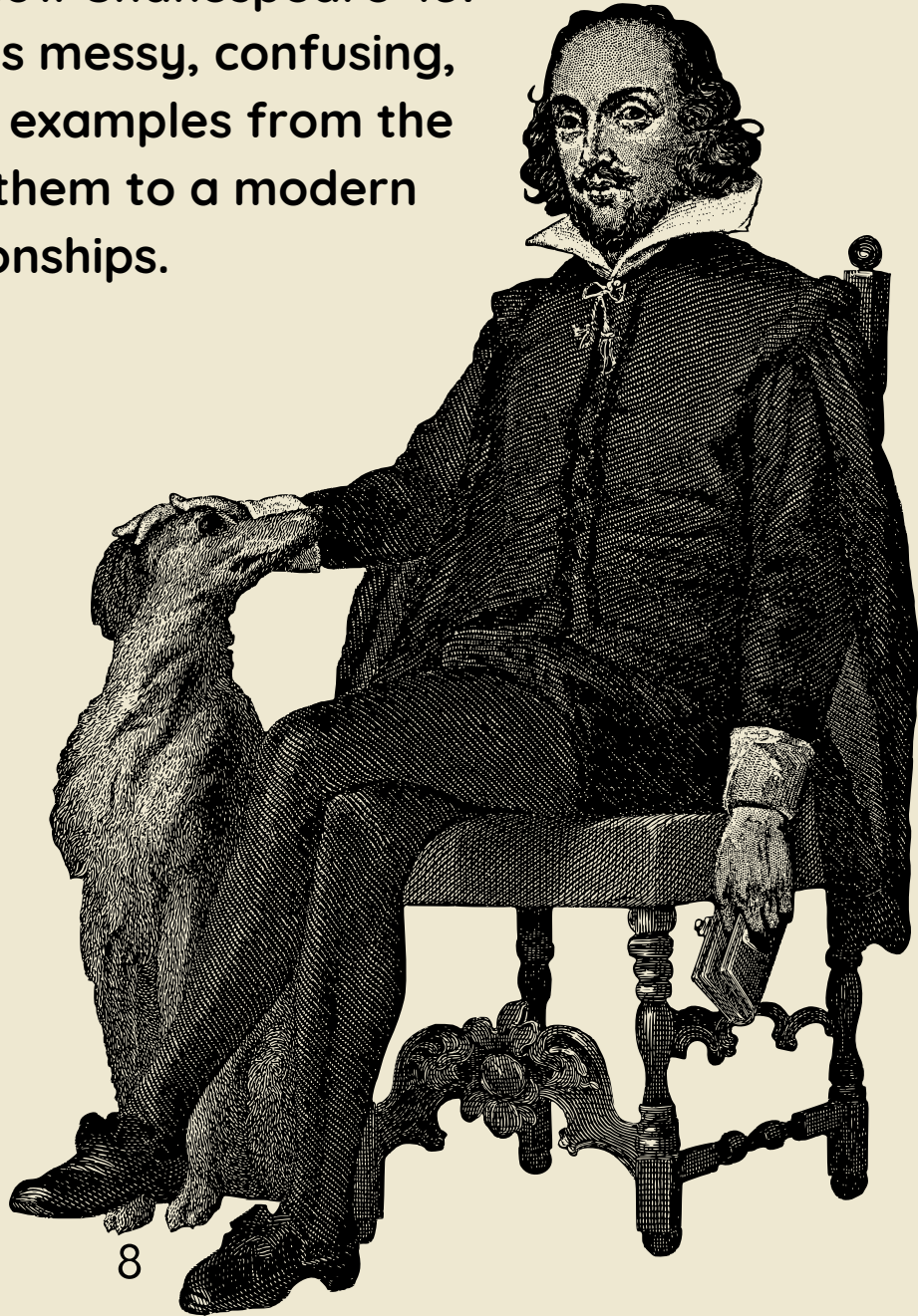
# LOVE IS MESSY

## Why romantic comedies still work?

### WRITING PROMPT:

Even though Shakespeare wrote his plays over 400 years ago, many of his ideas about love still show up in modern romantic comedies.

Write an essay explaining how Shakespeare 45: Rom-Com shows that love is messy, confusing, and sometimes funny. Use examples from the performance and connect them to a modern rom-com or real-life relationships.



# EXTENSION ACTIVITY

## Create your own romantic comedy scene?

### Goal:

Show your understanding of romantic comedy by creating your own story that includes humor, conflict, and relationships.

### Task:

In a small group, create your own short romantic comedy scene inspired by Shakespeare.

### Your scene must include:

- A romantic conflict or misunderstanding
- At least one comedic element (miscommunication, disguise, exaggeration, etc.)
- Two or more characters
- A clear beginning, middle, and end

### Step 1: Plan your plot

Fill this out as a group:

Title: \_\_\_\_\_

Setting (modern or classic?): \_\_\_\_\_

Main characters: \_\_\_\_\_

The problem or misunderstanding:

\_\_\_\_\_

How the conflict builds?

\_\_\_\_\_

How is it resolved (happy, funny, or awkward ending?)

\_\_\_\_\_

\_\_\_\_\_

### Step 2: Write your scene

- Write a short script (about 1–2 pages)
- Include dialogue and stage directions

### Step 3: Perform it!

- Act out your scene for the class
- Be expressive and have fun with it

# SHAKESPEARE SPEED DATING

## teacher lesson plan

### Objective:

Students will explore key elements of Shakespearean romantic comedy, including exaggerated emotions, miscommunication, and different perspectives on love, through an interactive role-playing activity.

**Time:** 30-45 minutes

### Learning Goals:

- Identify common romantic comedy tropes
- Analyze how humor is created through character interactions
- Demonstrate understanding of Shakespearean themes through performance

### Materials:

- Printed role cards (see cut out cards on next page)
- Timer
- Chairs arranged in two facing rows

### Set up:

- Arrange two rows of chairs facing each other
- One row remains seated, the other rotates after each round

### Procedure:

#### 1. Introduction (5 minutes)

Review key rom-com elements:

- Miscommunication
- Love at first sight
- Disguise or mistaken identity
- Exaggerated emotions

Tell students they will act out these ideas through a speed-dating activity.

#### 2. Assign Roles (5 minutes)

- Give each student one role card
- Students must stay in character during all interactions

#### 3. Speed Dating Activity (15-20 minutes)

- Each round lasts 2-3 minutes
- Students respond to prompts in character
- One row rotates after each round

#### Prompts (write on board):

- Why should I fall in love with you?
- What is your biggest problem right now?
- Have you ever been heartbroken?

#### 4. Debrief (5-10 minutes)

Discuss:

- What made conversations funny?
- Where did misunderstandings happen?
- How did this connect to Shakespearean comedy?

Teacher Tip: Cut out the task cards below and laminate for future use.

|                                                                                                    |                                                                                                                |                                                                                        |
|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <p>You fall in love instantly with everyone you meet.<br/>You are intense and overly romantic.</p> | <p>You refuse to fall in love.<br/>You act uninterested, but secretly want a connection.</p>                   | <p>You are extremely dramatic.<br/>Everything feels like life or death.</p>            |
| <p>You are disguised as someone else.<br/>Try to hide your true identity.</p>                      | <p>You misunderstand everything people say.<br/>Take things the wrong way constantly.</p>                      | <p>You are overly logical.<br/>Love does not make sense to you.</p>                    |
| <p>You just got your heart broken.<br/>You are emotional and suspicious of others.</p>             | <p>You think you are the most attractive person in the room.<br/>You are confident... maybe too confident.</p> | <p>You are shy but deeply romantic.<br/>You struggle to express your feelings.</p>     |
| <p>You are trying to impress everyone.<br/>You exaggerate your stories and personality.</p>        | <p>You fall in love, then immediately change your mind.<br/>Your feelings switch quickly.</p>                  | <p>You believe in "true love at first sight."<br/>You are searching for "the one."</p> |

# SHAKESPEARE S.E.L.

## ROSE, THORN AND BUD

Rose means something positive that happened.

Thorn is something you need help with, a challenge for you.

Bud is a new idea or something to look forward to.

Reflect in writing about your school experience so far this year.



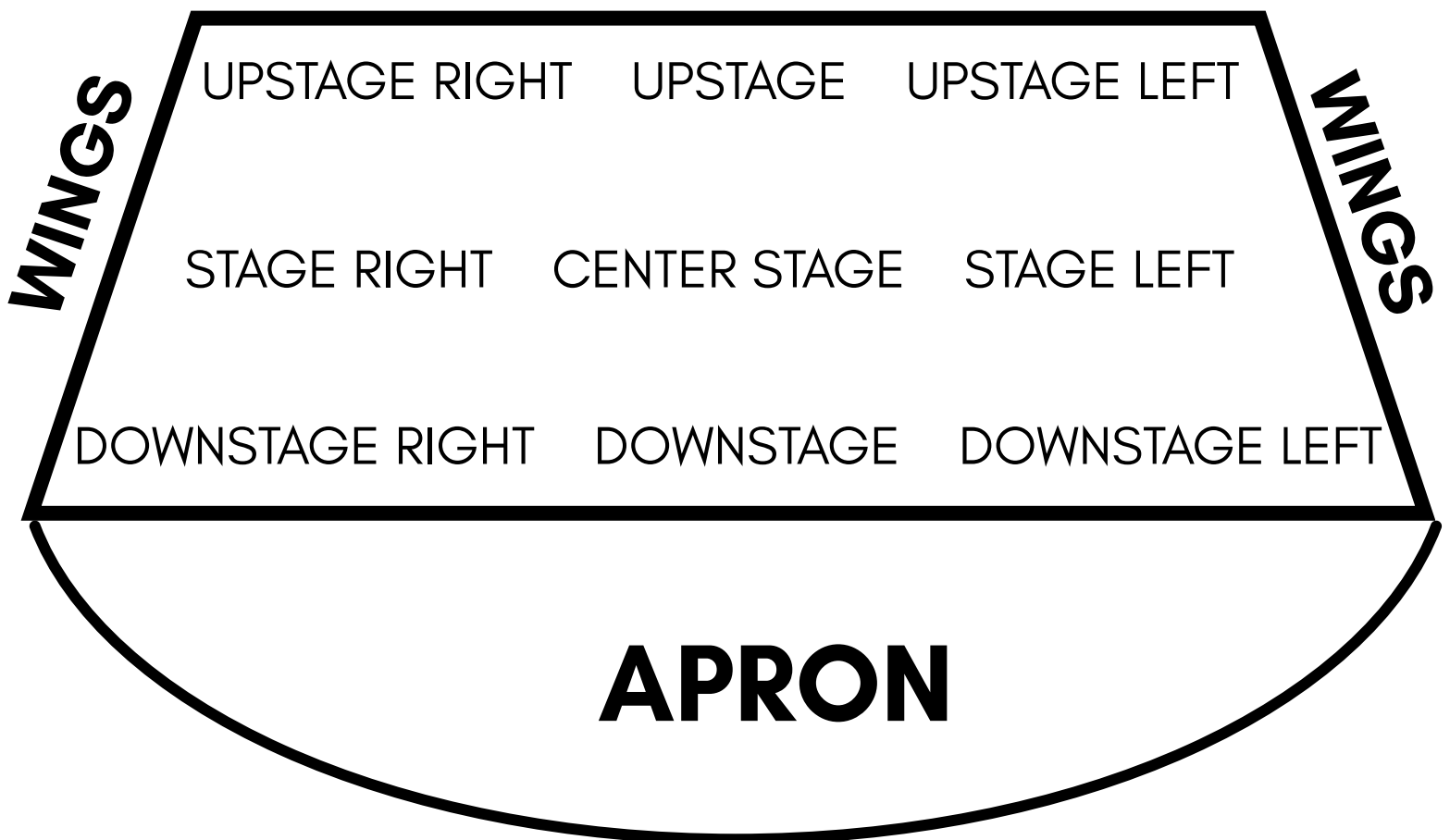
Write about your rose, thorn, and bud.

# 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

# FREYTAG'S PYRAMID

## A method of storytelling for writers:

What is Freytag's Pyramid?

Freytag's Pyramid is a framework for telling stories made up of five sections:

Exposition, Rising Action, Climax, Falling Action, and Denouement. Closely related to the five-act story structure, Freytag's Pyramid has been a favorite of writers across all storytelling genres for centuries because it reflects the way we tell stories instinctually. It's sometimes called "Freytag's Triangle."



**Identify the parts of the musical or play you watched at the theater:**

1. Exposition: \_\_\_\_\_

2. Rising action: \_\_\_\_\_

3. Climax: \_\_\_\_\_

4. Falling action: \_\_\_\_\_

5. Denouement: \_\_\_\_\_

# 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.*

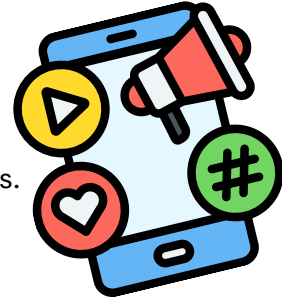


## 2. Create a Mini Review Together

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.*



# M/H Student to Family Cooperative Activity Ideas:

- Cook a themed meal: If the play had cultural or culinary references, consider cooking a themed meal together as a family. Research recipes from that culture or recreate dishes mentioned in the play. This culinary exploration can add a delicious dimension to your theater experience and allow you to immerse yourselves further in the production.
- Watch a related film or documentary: If there are any film adaptations or documentaries related to the play or its subject matter, plan a family movie night to watch them together. This can provide additional context, offer a different perspective, or deepen your understanding of the themes explored in the theater production.
- Share impressions and discuss the play: Sit down with your kids and have a conversation about the play you all watched. Share your impressions, thoughts, and emotions. Discuss the elements that stood out to each of you, such as the performances, the set design, or the storytelling. This exchange of perspectives can deepen your understanding and appreciation of the production.
- **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:

- Attend workshops or classes: Look for theater workshops or classes that interest you and your child. Participating in these educational opportunities can help your kids develop their skills, gain confidence, and connect with others who share their interest in the performing arts.
- 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!
- Volunteer or participate in theater activities: If your kids have developed a keen interest in theater, encourage them to get involved in local theater groups or school productions. Volunteer backstage, audition for roles, or assist with set design and costumes. This hands-on experience allows us to gain practical knowledge and further nurture a passion for the performing arts, and the whole family can volunteer with the show!

## Standards Alignment: Shakespeare 45: Rom-Com

**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.                                                                                                      |
| ELA.9.R.1.1                                                    | Explain how key elements enhance or add layers of meaning and/or style in a literary text.                                                                    |
| ELA.9.R.1.2                                                    | Analyze universal themes and their development throughout a literary text.                                                                                    |
| ELA.10.R.1.2                                                   | Analyze and compare universal themes and their development throughout a literary text.                                                                        |
| ELA.1112.R.3.4                                                 | Analyze how different texts  (Ctrl) is similar themes across time periods. |

# CURRICULUM CONNECTIONS

## DONORS

We thank the Broward Performing Arts Foundation and the following funding partners for their support of educational programming at the Broward Center this season.

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D Richard Mead Charitable Foundation  
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City of Pompano Beach  
Harold Rosenberg Fund  
for Children's Education  
Salah Foundation  
Taft Foundation  
Jerry Taylor and Nancy Bryant  
Trust  
Wayne and Lucretia Weiner

With additional gratitude for the following endowment gifts that help sustain the Broward Center's education initiatives over the years.

Joel & Beverly Altman  
Endowed Fund for Education  
Jane S. Brown Memorial Education Fund  
Albert E. & Birdie W. Einstein Endowed Fund  
Doug Gorab & Ron Plotkin  
Fund for Children's Education  
Dr. Stanley & Pearl Goodman Endowed Fund  
Gotta Dance Ted Stephens Endowed Fund  
Barbara & Arnold Grevior Education Endowed Fund  
Mary Jane Harlow Charitable Trust  
Education Endowed Fund

JM Family/Jim & Jan Moran Endowed Fund  
Kapila Family Foundation Endowed Fund  
Kapila Family Foundation Endowed Fund  
for Sensory-Inclusive Preschool Programs  
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Anita Perlman Endowed Fund  
Sandy and Kenny Tate  
Endowed Education Fund  
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Endowed Fund for Education

