



Nicklaus Children's Health System

# Smart Stage

MATINEE SERIES

## CURRICULUM CONNECTIONS

# Shakespeare 45: Rom-Com

**I DO LOVE NOTHING IN THE WORLD SO WELL AS YOU**  
- MUCH AD AND ABOUT NOTHING

**TO BE OR NOT TO BE**  
- HAMLET

**ALL THE WORLD'S A STAGE, AND ALL THE MEN AND WOMEN MERELY PLAYERS.**  
- As you like it

**SHALL I COMPARE THEE TO A SUMMER'S DAY?**  
- SONNET #18

**O ROMEO, ROMEO, WHEREFORE ART THOU ROMEO?**  
- ROMEO AND JULIET

**NOW IS THE WINTER OF OUR DISCONTENT**  
- RICHARD III

**THE COURSE OF TRUE LOVE NEVER DID RUN SMOOTH.**  
- A MIDSUMMER NIGHT'S DREAM

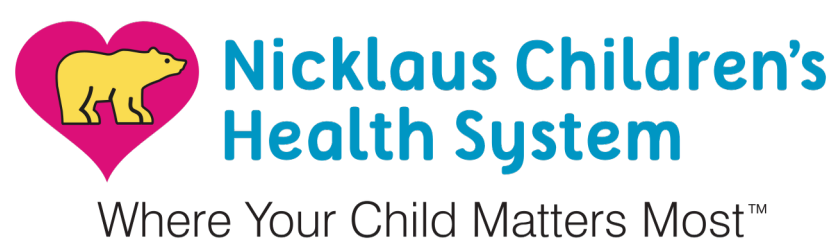
**THE PLAY'S THE THING...**  
- HAMLET

**FRIENDS, ROMANS, COUNTRYMEN, LEND ME YOUR EARS.**  
- JULIUS CAESAR

**IF MUSIC BE THE FOOD OF LOVE, PLAY ON.**  
- TWELFTH NIGHT

**SHAKESPEARE 45**  
*Rom-Com*

**asolorep**  
**ON TOUR**



# Thank you for joining us for a Smart Stage Matinee!

Smart Stage Matinees are educational performances produced by professional companies for students in grades Pre K-12.

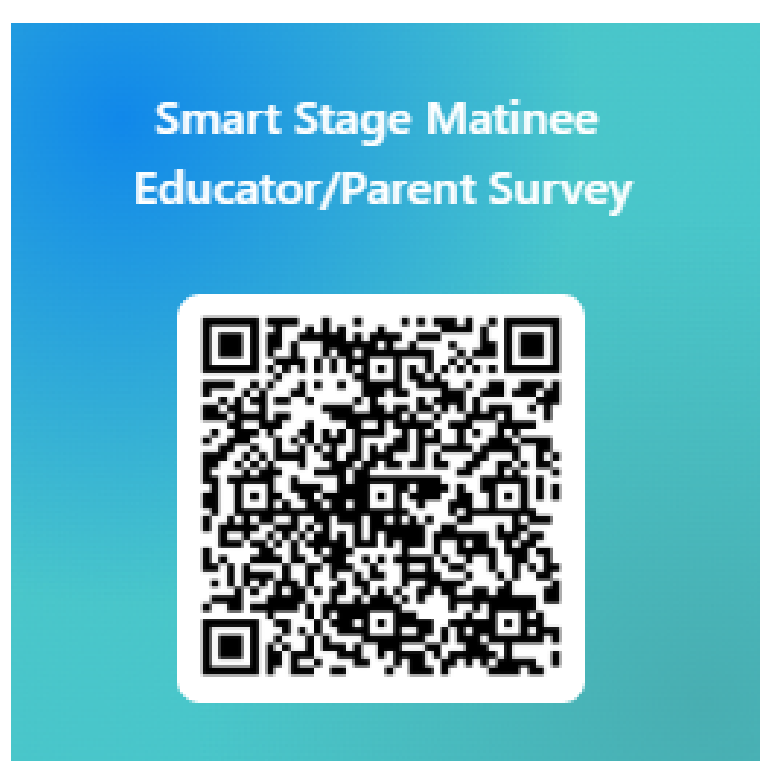
Integrating the arts into learning in meaningful ways, the performances reinforce classroom lessons, are aligned with Florida's B.E.S.T. standards, and spark creativity to help students make learning gains.

Here are just a few ways the Broward Center for the Performing Arts believes that Smart Stage Matinees provide educational arts integrated experiences for students:

- Watching live performances improves listening and observation skills.
- Students gain appreciation for the performing arts and understand its role in culture and history.
- Theater helps students develop empathy by experiencing diverse perspectives and emotions.
- Live theater reinforces classroom learning through storytelling, music, and visual arts.
- Students analyze characters, themes, and plot, which strengthens comprehension and interpretive skills.
- Exposure to live theater sparks imagination and creative problem-solving.

We'd love your feedback. Please click the link or QR code to help us continually improve our programming:

<https://forms.office.com/r/1pJAckCr4i>



# What's included in Curriculum Connections:

Letter to Teachers...page 2  
Theater Etiquette...page 3  
Student Theater Review...4  
Story/Synopsis...page 5  
Pre and Post Show Worksheets/Links and Activities...pages 6-11  
Post Show Cooperative Learning Activities (Group Work)...12  
Student to Family Cooperative Activity Ideas...page 13  
Florida Standards Alignments...page 14

## 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 an 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>

*“As South Florida’s only specialty-licensed hospital exclusively for children, Nicklaus Children’s provides expert pediatric care tailored to every stage of development. Nicklaus Children’s is proud to support early learning through the Smart Stage series, nurturing young minds alongside their health. “*



Where Your Child Matters Most™





**Dear Teacher,**

**We appreciate YOU and the incredible work you do!**

Our Curriculum Connections Study Guide is designed to make your classroom come alive—before or after your trip to see a play or musical.

These guides are aligned with Florida’s B.E.S.T. Standards and provide creative ways to bring the page to the stage, making learning engaging and memorable.

Why use Curriculum Connections?

- Boost comprehension and help students organize information.
- Encourage metacognition by giving students tools to check for understanding.
- Offer activities tailored for specific grade levels (clearly labeled for easy use).

Each guide includes:

- ✓ A reminder of theater etiquette
- ✓ A Social-Emotional Learning activity
- ✓ A Student-**Family** Cooperative Activity for extended learning at home
- ✓ A **NEW** Post-Show Cooperative Learning Page making group work easy after a show!

How to use it:

- Print activities for individual work
- Display on smart boards for class discussions
- Use in small groups for collaborative learning

**Pro Tip:** Discuss and or READ the play or musical as a class before your field trip. This makes the experience even richer!

**Stay connected with us:**

📱 Follow @BrowardCenterEducation on Facebook and Instagram

🔗 Scan the QR code below to access our Teacher’s Lounge for insider tips, discounted tickets, and resources for you and your students!



Thank you for inspiring the next generation 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

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.



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/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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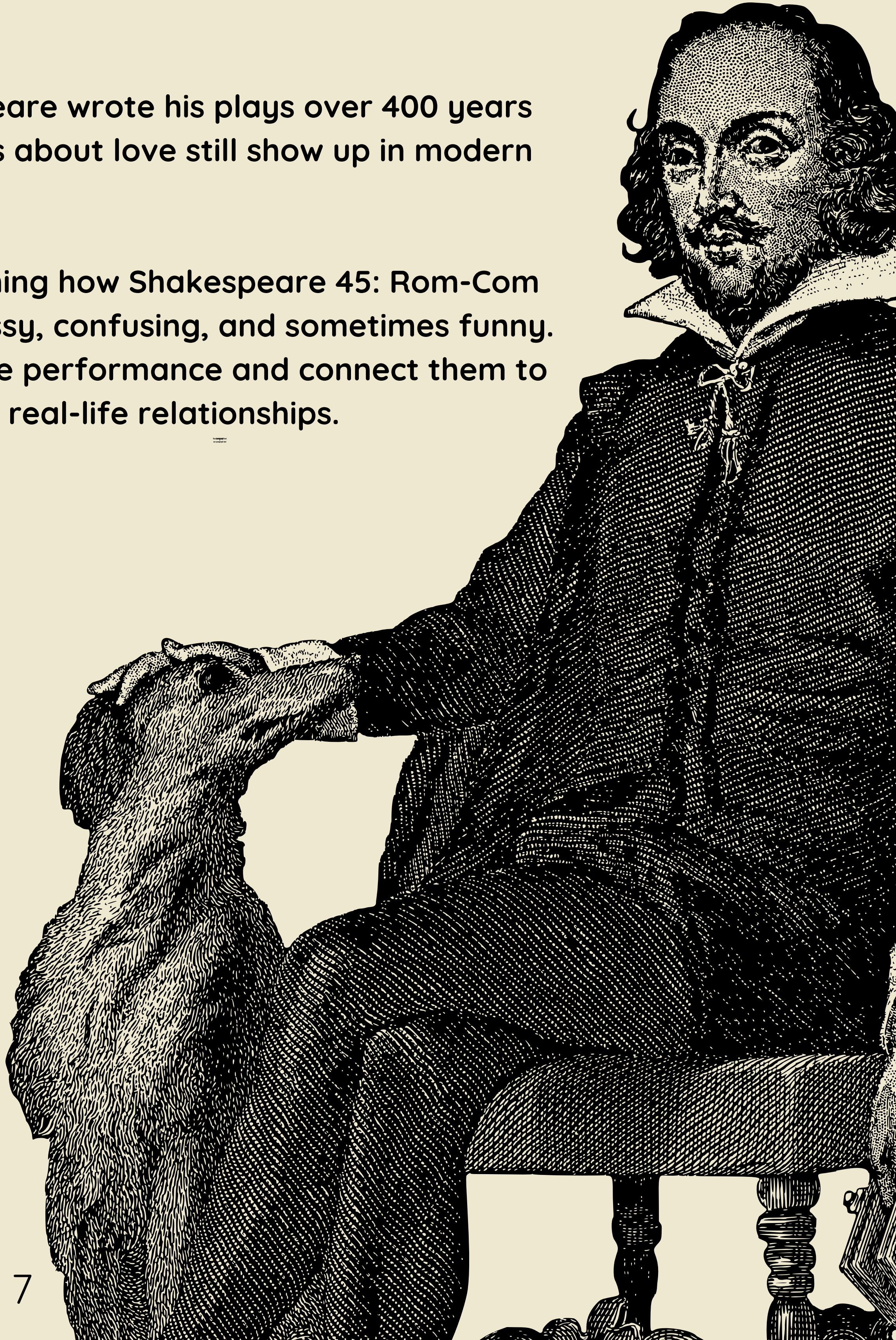
# LOVE IS MESSY

*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:

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How the conflict builds?

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

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

A series of horizontal lines for writing, consisting of 15 parallel lines spaced evenly down the page.

# 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.*

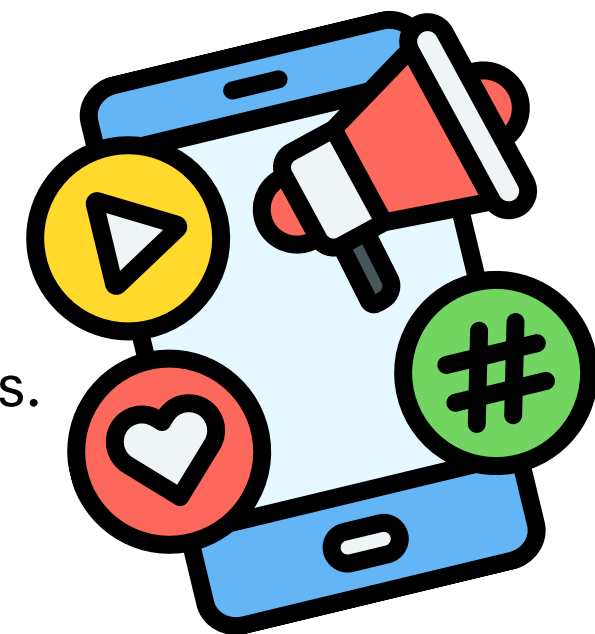


## 2. Create a Mini Review Together

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 explore similar themes across time periods.