



# RUDOLPH

THE  
RED-NOSED REINDEER™

## THE MUSICAL

*The Original Television Classic Comes To Life!*

# ENRICHMENT GUIDE

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# A NOTE TO TEACHERS AND PARENTS

## RUDOLPH THE RED-NOSED REINDEER™: THE MUSICAL

Dear Educators and Parents,

We are delighted to share a holiday tradition with you and your class with our production of RUDOLPH THE RED-NOSED REINDEER™: THE MUSICAL. The classic television special is brought to life in this stage production, as Rudolph and his friends Hermey the Elf and Yukon Cornelius venture through the North Pole to ultimately discover that their differences are what make them special. Young children and children at heart are sure to be enchanted by this classic tale, and embrace the true spirit of the holiday season: acceptance, kindness, forgiveness and love.

Enclosed in this enrichment guide is a range of materials and activities intended to help you discover connections within the play through the curricula. It is our hope that you will use the experience of attending the theater and seeing RUDOLPH THE RED-NOSED REINDEER™: THE MUSICAL with your students as a teaching tool. As educators and parents, you know best the needs and abilities of your students. Use this guide to best serve your children—pick and choose, or adapt, any of these suggestions for discussions or activities. We encourage you to take advantage of the enclosed student worksheets—please feel free to photocopy the sheets for your students, or the entire guide for the benefit of other teachers.

Enjoy the show!

The Producers of Rudolph the Red-Nosed Reindeer: The Musical

Special thanks to Julia Magnasco, First Stage's Education Director, and to First Stage's Theater in Education Department, for developing this Enrichment Guide.

# SETTING THE STAGE SYNOPSIS



Our story begins in Christmastown, which is located at the North Pole. As the overture is heard, we read newspaper headlines describing the worst winter weather in history. Sam The Snowman appears and introduces himself. Sam tells the audience about his home, Christmastown, pointing to the Christmas Tree Forest and the castle where Santa and Mrs. Claus live. Inside the castle, Mrs. Claus is trying to encourage Santa to eat, but he is too busy wrapping gifts and sings *Holly Jolly Christmas*.

Sam The Snowman then recalls one Christmas when there was a terrible storm and how a very special reindeer saved the day! He begins to sing the story of *Rudolph the Red-Nosed Reindeer*. Before the song ends, we see Donner, Mrs. Donner and their newborn named Rudolph. As they fawn over him, Rudolph's nose glows and makes a noise. While they want to ignore it, his nose is very bright. When Santa visits and sees Rudolph's nose, he warns Donner to do something about it if Rudolph is to join his sleigh some day. Santa sings *Jingle, Jingle, Jingle*. When Santa leaves, Donner hides Rudolph's nose and proceeds to teach Rudolph the ins and outs of how to be a reindeer.

Sam The Snowman then leads us back to Santa's house where we meet Santa's elves who are singing, *We Are Santa's Elves*. They are busy making toys, separating the ones that are misfits. Only one elf is distracted, Hermey. He is daydreaming about being a dentist. He describes to his elf friends the wonders of dentistry. When Boss Elf chides him, Hermey sings *We're a Couple of Misfits*. Back at Donner's cave, Rudolph is describing his growing pains and trouble with his nose. Donner gives covers for his nose with mud. Rudolph doesn't want to wear it because it is uncomfortable.

Sam The Snowman describes how the seasons have passed and it is now April. All the fawns are with their families, meeting and greeting one another. They play reindeer games, led by Coach Comet. Rudolph joins in the flying game called Take off. Coach Comet explains the rules. One anxious buck tries and falls. While Rudolph awaits his turn, he strikes up a conversation with a doe named, Clarice. Just as they are becoming friendly, it's Rudolph's turn to take off. Encouraged by thoughts of Clarice, Rudolph flies very high, impressing everyone, especially Santa! In celebration, the young bucks tussle with Rudolph. His nose cover falls off. Coach Comet is appalled and announces Rudolph may not join in any more reindeer games.

Embarrassed, Rudolph runs off as Clarice calls for him. When she catches up, he is sullen and asks if she is going to laugh at his different nose. Clarice doesn't. She says his nose is "handsome" and that any doe would be "lucky" to be with him. Rudolph worries about tomorrow and Clarice sings *There's Always Tomorrow* joined by woodland friends. As the song concludes, Coach Comet comes for his daughter and makes it clear that Clarice is to stay away from the red-nosed reindeer!

Sam The Snowman takes us back to Santa's Castle, where Boss Elf is preparing a lesson on self-improvement. Santa listens in and exclaims the song needs work. As he leaves, Mrs. Claus encourages the elves, "What does Papa know? It's beautiful." As

Boss Elf fusses, the elves explain it was their fault. They missed their main tenor, Hermey. Everyone discovers Hermey is sitting at a bench repairing the teeth of a doll. Boss Elf scolds him. Hermey says he just wanted to find a way to fit in. Feeling out of place, Hermey leaves Santa's castle.

Sam The Snowman leads us to the Christmas Tree Forest, where we find Hermey and Rudolph. The two misfits meet and become friends. All of a sudden, they hear a roar. It is the Abominable Snow Monster! Hermey and Rudolph run and hide.

Back at Christmastown, Donner and Mrs. Donner are worried about their son. Donner decides to look for Rudolph on his own. After he leaves, Mrs. Donner and Clarice also decide to look for him.

Suddenly Yukon Cornelius comes into the forest with his sleigh of mush dogs. As he prospects for gold, he finds Hermey and Rudolph behind a snow bank. After introductions, they hear the growl of the Abominable Snow Monster, called a Bumble by Yukon Cornelius. It's Rudolph's nose that is attracting the Bumble. The misfits decide to join Yukon Cornelius as he makes his way to gather supplies and mine for silver and gold. Yukon Cornelius sings *Silver and Gold* as they float away on an iceberg. They get lost in fog as thick as peanut butter and land on the Island of Misfit Toys, where they meet Charlie-In-the-Box and other Misfit Toys. Rudolph asks if he and the others may live on the island, too. Charlie tells them they'd need permission from King Moonracer, the one who searches the earth for unwanted toys. He brings them to the island to live until they are wanted.

All go to King Moonracer's castle, who asks what they want. Rudolph speaks on their behalf. Moonracer tells them they cannot live on the island, because it is for misfits. Yukon declares, "You're a misfit among misfits." Moonracer asks if Rudolph and Hermey might help the misfit toys by telling Santa about them and finding a child to love them because, "A toy is never happy until it is loved



# SETTING THE STAGE SYNOPSIS



by a child.” Rudolph agrees to help. Moonracer welcomes them for an overnight stay.

Hermey announces they will leave in the morning. Rudolph is afraid the Abominable Snow Monster will catch them because of his nose and says he should travel alone. Yukon disagrees. That night Rudolph leaves alone.

Sam The Snowman tells us about Rudolph’s journey. Along the way he made friends, but the friendships never last long. So, Rudolph decided to go home. Once home, Rudolph learns from Santa that his parents and Clarice are out looking for him. Also, with Christmas two days away, the sleigh will never make it without Donner. With this news, Rudolph decides to search for his parents and Clarice. The storm of the century was on its way and Rudolph would need to find everyone right away. He’d have to search the cave to the Abominable Snow Monster!

As he enters the cave, Rudolph sees his parents and Clarice is in the Abominable Snow Monster’s clutch. Rudolph attacks the Bumble and is knocked unconscious. Just then, Hermey and Yukon enter. Hermey pretends to be a pig, the Abominable Snow Monster’s favorite food. Yukon drops snow boulders on his head. While the Abominable Snow Monster is knocked out, Hermey extracts his teeth. Then during the celebration, the Monster awakens. He and Yukon fall over a cliff. All are heartbroken to lose Yukon and sadly return of Christmastown.

Sam The Snowman continues with the story. When Hermey, Rudolph and all return to Christmastown, they tell about their adventure and the loss of their dear friend. Everyone realizes how unfair they had been to the misfits, even Santa. He promises to find

good homes for all the misfit toys. Boss Elf tells Hermey he may set up a dentist’s office right after Christmas! As Donner apologizes to Rudolph, a voice is heard, “Open up! Isn’t a fit night fer man nor beast.” In walks Yukon with Bumble! At first everyone is afraid. Yukon explains now, Bumble is friendly and helpful. Bumble shows them by placing a star atop the tallest Christmas tree. As they celebrate Santa reminds everyone that it is Christmas Eve and there is lots of work to be done. All begin to feverishly work while singing, *We are Santa’s Elves*.

Aviator Elf gives Santa a weather update. A major storm is approaching and Christmas may need to be cancelled. Santa worries about the children as Rudolph’s nose shines and beeps. Santa suddenly gets an idea, “Rudolph, with your nose so bright, won’t you guide my sleigh tonight?” Donner is so proud of his son, Rudolph! Sam The Snowman announces that thanks to Rudolph, everyone will have a Holly Jolly Christmas.

Before the sleigh takes off, Rudolph remembers his promise to the Misfit Toys. The island is now his first stop. The Misfit Toys are sad, thinking Rudolph had forgotten them. Oh, they were so happy to see Rudolph, find homes and be loved by the children who received them. Santa is able to deliver toys to all the good girls and boys!

Sam The Snowman tells us, after that night Rudolph’s name went down in history, Rudolph the Red-Nosed Reindeer!

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## PRE-SHOW QUESTIONS

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1. Hermey is an elf that really wants to be a dentist when he grows up because he is fascinated by teeth. What do you want to be when you grow up? Why is that something you’d like to do?
2. RUDOLPH THE RED-NOSED REINDEER™: THE MUSICAL was first an animated television special without live actors. What do you think will be different about the play from the movie?
3. RUDOLPH THE RED-NOSED REINDEER™: THE MUSICAL takes place in the North Pole where it is winter all the time. How do you think the set design team will create the look of the North Pole onstage?
4. As a young reindeer, Rudolph is teased for being different and runs away from home to the Island of Misfit Toys. What advice would you give to Rudolph to help him deal with his problems instead of running away from them?
5. The song *Rudolph the Red-Nosed Reindeer* is a ballad, a song that tells a story. What other ballads can you think of, holiday or otherwise? What kinds of stories do they tell?



# FUN DENTAL FACTS

Taken directly from: [http://www.ehow.com/about\\_5199860\\_fun-dental-kids.html](http://www.ehow.com/about_5199860_fun-dental-kids.html)

It's fascinating...you have no idea...molars and bicuspids and incisors...

*Teeth are made out of calcium, mineral salts and phosphorus. Kids have 20 teeth that are not permanent and will eventually fall out to make room for 32 permanent teeth.*

## GEORGE WASHINGTON

The first president, George Washington, had false teeth. His teeth kept deteriorating and dentists had to take them out. He had nine dentists who tried to make him dentures. Only one of the dentists was able to make a pair of dentures that George Washington found comfortable. His false teeth were made out of teeth from a cow, hippopotamus and walrus. His favorite dentist made him four sets of dentures and when he died, he was buried with one of the sets in his mouth.

## ELEPHANTS

An elephant has two upper molars and two lower molars. Its molars are one foot across and weigh about nine pounds. Elephants don't chew their food, they grind it. After about 10 years of grinding down at least a hundred pounds of vegetation daily, their teeth are worn down to the gum line and they fall out. New teeth then reappear. An elephant may go through six sets of teeth in its lifetime.

## TWIGS

The modern toothbrush that we use today was not invented until 1938. In order to get teeth clean, twigs were used in ancient civilizations. People would chew on the tip of a twig to make it spread out into several small strands. They would then use it in the same way that a toothbrush is used. These twigs were called chew sticks. These chew sticks were very effective in getting the teeth clean.

## TOOTHPASTE

Toothpaste used to be very different than what we use today. Ashes, chalk, charcoal, honey and lemon juice have all been used as a cleaner for the teeth. People have even tried things that are dried and rough, such as crushed egg shells and parts of animal hooves to clean their teeth. A form of minty cream used to clean the teeth was first invented at the beginning of the 20th century.

## TOOTHACHE RELIEF

Many remedies have been used to try to relieve toothaches. Ancient Chinese people would wrap the teeth that were causing them pain with parchment paper that they had written words on. Those from Germany would kiss a donkey when they had a toothache because they believed it would help make the pain go away. Some people thought a worm would get in their teeth and cause pain and there was nothing they could do to make the pain stop.

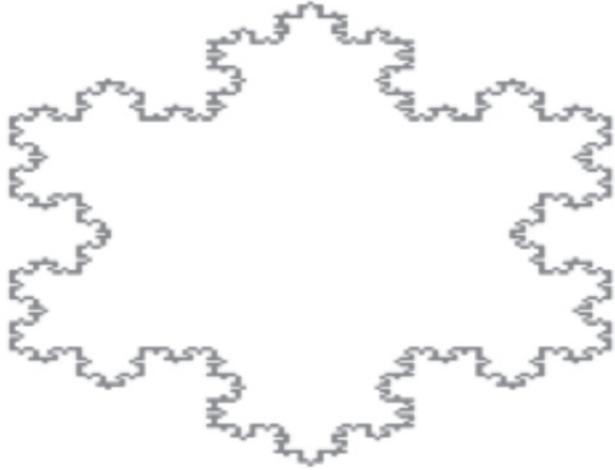


# THE KOCH SNOWFLAKE

## Math Classroom Activity

Taken directly from <http://math.rice.edu/~lanius/fractals/WHY/>

In Christmastown, it's always winter and the ground is covered with millions of beautiful snowflakes. Just like Rudolph and Hermey, snowflakes are all uniquely different. Using fractal geometry, you and your students can create your own unique snowflake!



### THE KOCH SNOWFLAKE

#### STEP ONE.

Start with a large equilateral triangle.

#### STEP TWO.

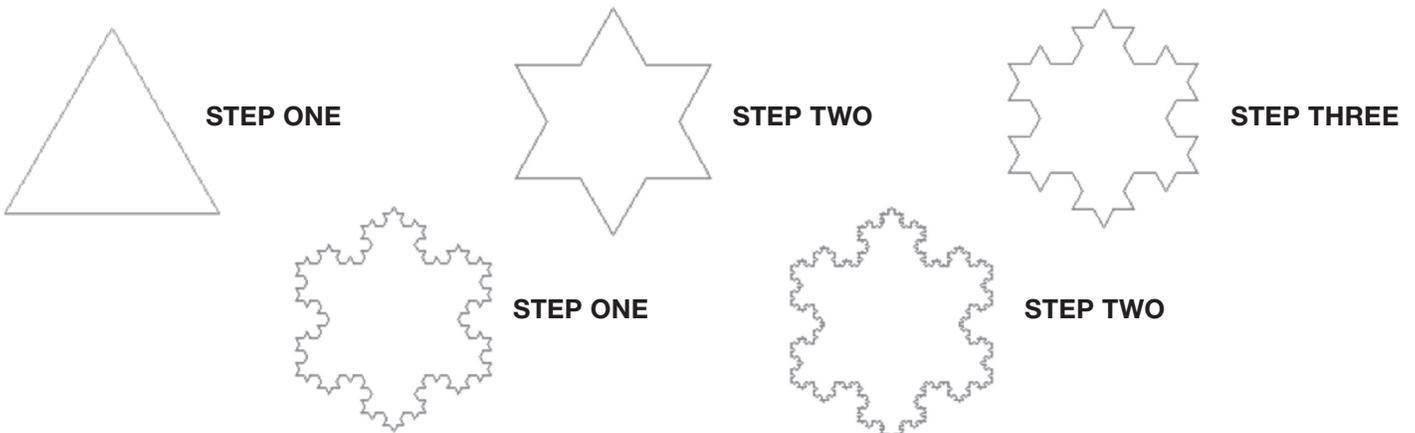
Make a Star.

1. Divide one side of the triangle into three equal parts and remove the middle section.
2. Replace it with two lines the same length as the section you removed.
3. Do this to all three sides of the triangle.

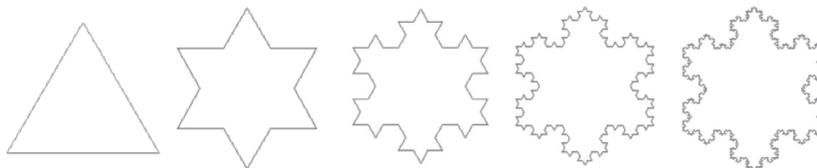
**Do it again and again.**

**Do it infinitely many times and you have a fractal.**

Want to take a long, careful look at what it looks like? See a few of the steps below.

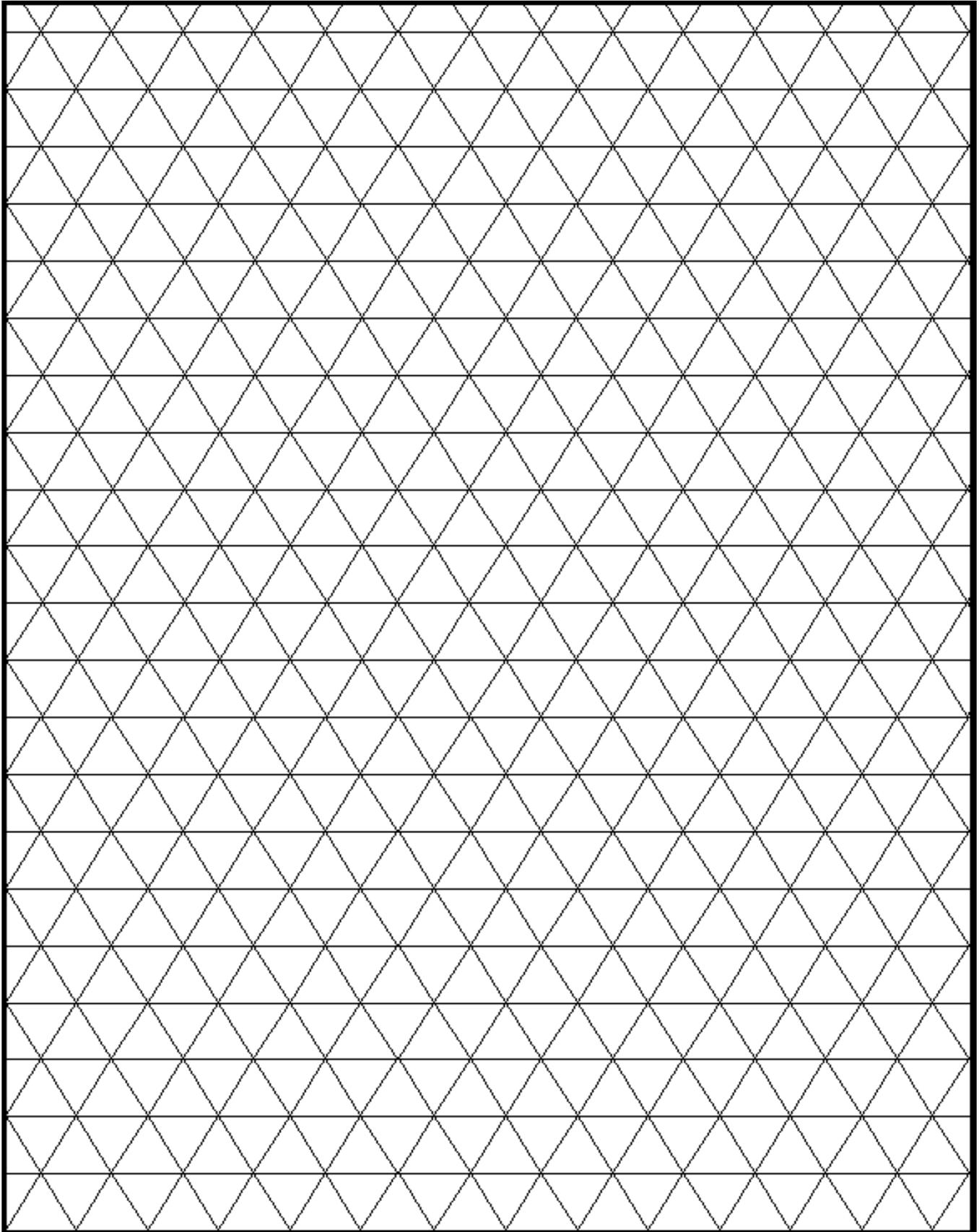


### LET'S SEE THEM ALL TOGETHER



# THE KOCH SNOWFLAKE

Math Classroom Activity



# ABOMINABLE SNOW MONSTER: Fact or Fiction?

## A Language Arts Classroom Activity on Fact and Opinion

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*Taken directly from First Stage's Literacy Program*

Fact: "The Abominable Snow Monster puts the star on top of the Christmas Tree."  
Opinion: "The Abominable Snow Monster is my favorite character in the play."

### **MATERIALS**

FACT/OPINION sign  
Nerf ball or Beanie baby to be tossed in a circle  
Magazine Advertisements  
Commercial worksheet  
Statement Slips

### **DAY 1**

Desks should be arranged in a semi-circle, or so there is a large open area in the center of the classroom.

### **FRAMING**

1. Begin by placing the FACT sign in one corner of the room and the OPINION sign in the corner diagonally located across from the FACT sign.
2. Next, hand each students a Statement Slip. Each slip contains a fact or an opinion statement. Students must silently move to the corner of the room that they feel best identifies the statement on their slip.
3. Allow students a minute or so to move to their appropriate corner. Once all students have chosen a corner, go through all the statements identified as FACTS—ask students what makes these statements FACTS, and if there are any questions regarding whether a statement is a fact or not, discuss this statement as a class. Next, go over to the OPINION corner and discuss what makes these statements OPINIONS.
4. After going through this framing activity, as a class come up with a definition or a FACT and an OPINION. Write these definitions on the board.

### **PROCESS**

5. Have the students stand in a circle—however, later in the game they will be sitting down, either on the floor in the circle or in their chairs and desks (whichever you feel is more appropriate for your class).
6. Pass a soft indoor ball to someone, and say either fact or opinion "...whoever I throw to must then make the correct type of statement, i.e. fact statement or opinion statement, and then pass to someone else and ask for a fact or opinion..."  
If the wrong type of sentence is given, that person sits down...last one standing wins.
  - a. If you choose, have the FACT and OPINION statements be in regards of a pre-selected theme or subject matter.

### **REFLECTION**

7. Go through student assignment with them, before the end of class. Students must create an Acrostic Poem, using their name. They must create a FACT statement about themselves starting with first letter of their name, an OPINION statement about themselves starting with the second letter of their name, and so on.

# ABOMINABLE SNOW MONSTER: Fact or Fiction?

## A Language Arts Classroom Activity on Fact and Opinion

*Taken directly from First Stage's Literacy Program*

### DAY 2

Desks should be arranged in groups of four.

### FRAMING

1. Begin by asking students to recall the definition of a **FACT** and an **OPINION**, and provide examples of both.
2. Next, share a few clippings of advertisements from magazines—in their groups of four, allow students a few minutes to identify the **FACTS** presented in the ad, as well as the **OPINIONS**.
  - a. Share these different **FACTS** and **OPINIONS** from each group's advertisement with the class.

### PROCESS

3. Tell students that today in their groups they will be creating commercials for an assigned product (you will provide each group with their assigned product).
  - a. Each commercial must include three **FACTS** and three **OPINIONS**.
  - b. Before allowing students time to develop their commercial, discuss elements needed in a commercial—what the staging should look like, how the commercial should include the facts and opinions, other elements needed to ensure the commercial's entertainment factor, etc.
  - c. Allow groups approximately 7-10 minutes to develop and rehearse their commercial, assisting students as needed.
4. Share these commercials with the class, and have students identify the **FACTS** and **OPINIONS** in each commercial.

### REFLECTION

5. Ask students to think of commercials that they have seen on tv. When have they heard **FACTS** about a product? What kinds of **OPINIONS** do they hear?
  - a. If possible, pick a well known commercial and discuss the **FACTS** and **OPINIONS** as a class.



# REINDEER GAMES™: Reindeer Tag

## A Physical Education Class Activity



Taken directly from: <http://en.wikipedia.org/wiki/Monkey> see, monkey do

### MATERIALS NEEDED

2-3 balls of yarn  
Pole or chair (to represent the North Pole)  
Christmas Music (optional to play during rounds)

### DIRECTIONS

1. Select 2-3 students to begin as the taggers. They will begin the game at the opposite end of the large space as the other players.
2. The players will each start in their own space.
3. When the teacher gives the GO signal, players will try to avoid being tagged. The taggers must tag others with the ball of yarn.
4. If a player is tagged, they become a reindeer- hands splayed by the head like antlers and they must gallop.
5. Players can turn by into regular players by circling around the North Pole. They are then back in the game.
6. This is a timed round for the taggers. Once a time limit for the round has been reached, switch taggers.



# WE CAN ALL SHINE BRIGHT TOGETHER

## Social and Emotional Learning Classroom Activity

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*Bullying Actions* are words or actions that a person or group of people do to another person or group of people that make them feel embarrassed, hurt, or “lesser than” other people. Sometimes *bullying actions* can look like teasing someone, ignoring or excluding someone on purpose, taking something that belongs to someone else without asking, talking behind someone’s back, shoving someone or giving someone intimidating looks.

Sometimes these bullying actions occur to people who may be thought of as “different.” Rudolph was teased and excluded because of his red nose, and Hermey wasn’t accepted by the other Elves because he would rather study dentistry than make toys.

Courage is defined as “the ability to face and endure what is dangerous, difficult, or painful; the habit of overcoming fears by facing them rather than avoiding them.” How do you think courage is related to bullying? What were the moments from RUDOLPH THE RED-NOSED REINDEER: THE MUSICAL™ where characters demonstrated courage in a bullying situation?

**Read the scenarios below and decide as a class what you could do if you were in the situation.**

- During Reindeer Practice, Rudolph’s black nose cover falls off and the other Reindeer begin laughing and making fun of him when they see his red nose. Fireball doesn’t even want to be near Rudolph because he looks so different, and Coach Comet banned Rudolph from practicing with the other bucks. What would you do?
- A student is reading a paragraph out loud in class and is having trouble reading all of the words. Some kids in the class try to correct him before he has a chance to sound out the word, and other kids start snickering. What would you do?
- A kickball game has already started at recess. There is a new student at school who is standing alone watching the game, but no one has asked her to play. Some kids playing the game follow the rule that no one can join the game once it has started. What would you do?
- Lots of kids in class were invited to a birthday party, but there were a few kids who were not invited. The kids who were not invited learn about the party and they feel pretty hurt that they weren’t invited. What would you do?



# “REINDEER GAMES™” ARE FOR EVERYONE

## Social/Emotional Learning Classroom Activities

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When the other reindeer discovered Rudolph’s red nose, they wouldn’t allow him to play any reindeer games with them. When someone purposefully doesn’t allow someone into a group, it is called exclusion. When someone purposefully welcomes and invites someone into a group, it is called inclusion.

### TIGHT HANDS GAME

1. Have students hold hands and form a circle.
2. One student is chosen to go outside the circle (*Be sensitive to the volunteer chosen outside the circle—making sure the student understands he or she is only playing a game and is clear with the objective of the game before starting*). The objective for the student on the outside of the circle is to get inside the circle, and the objective for the students in the circle is to not let the student on the outside get inside the circle.
  - a. Before beginning, remind students that this is a game, and we need to take care of all players by watching our bodies and not doing movements that may be harmful or make someone feel unsafe.
3. When the student on the outside of the circle gets into the circle, stop the game. Have this student join the circle and choose another student to be on the outside of the circle. You may wish to play 3 – 5 rounds of this game, as time permits.
4. Afterwards, facilitate a conversation with students about this experience:
  - a. What did it feel like to be on the outside of the circle? Did you feel scared, worried, determined, defeated? Why or why not? What did it feel like to not be able allow the person on the outside of the circle inside? Did anyone want to let the person on the outside in? Did anyone secretly let the outside person slip in? Why or why not?
  - b. How does it feel when we are not welcomed and included in a group? How does it feel when we see someone else being excluded from a group? What is a positive choice we can make when we are in a situation like this?



# HOW I SHINE BRIGHT: What Makes Me Special and Unique

## Social/Emotional Learning Classroom Activity

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### MATERIALS

Paper (scrap paper for brainstorming, and sturdy paper for collage making)  
Glue  
Scissors  
Magazines and other materials for collage-making

### ACTIVITY

1. Give each student a piece of scrap paper. On this paper, they are to list all the qualities about themselves that they like, or are proud of—these qualities can include physical, mental, and emotional qualities. Furthermore, have students focus on how they demonstrate leadership: how are they responsible, respectful and safe?
  - a. If students need some inspiration, consider having each student put their name at the top of a blank piece of paper and have them tape their papers to the chalk board. Then, have students fill in one quality they admire for each of their classmates. At the end, each student will have a sheet full of positive qualities about themselves.
2. Once students have their inspiration, share with them information on collage making. A collage is an artistic arrangement of various materials glued to a flat surface. Collages are pictures made by combining words and images in an unusual arrangement to convey emotion.
  - a. Show students pictures of collage art by artists such as Della Wells or Matisse. You can find a list of collage artists at: <http://www.collageart.org/links/>.
3. Pass out sturdy sheets of large paper to students. Using magazines, fabric scraps, printed paper, postcards, and other materials, students will be creating a collage representing themselves and what they love about themselves, and what makes them unique and special.
  - a. Students can collage their bodies, and also the environment around their bodies—where they are and the images and ideas represented in that environment can all be a part of their overall construction of self. There is no “right” or “wrong” with this art project—it is the artists’ interpretation.
4. Once students have completed their collages, hang them around the room for everyone to view.
5. Hold a class discussion about the unique and special qualities they see represented in their classmates’ collages? Ask students to try to discover something new about each student in their class through their collages.



# SHINE BRIGHT IN THE SKY!

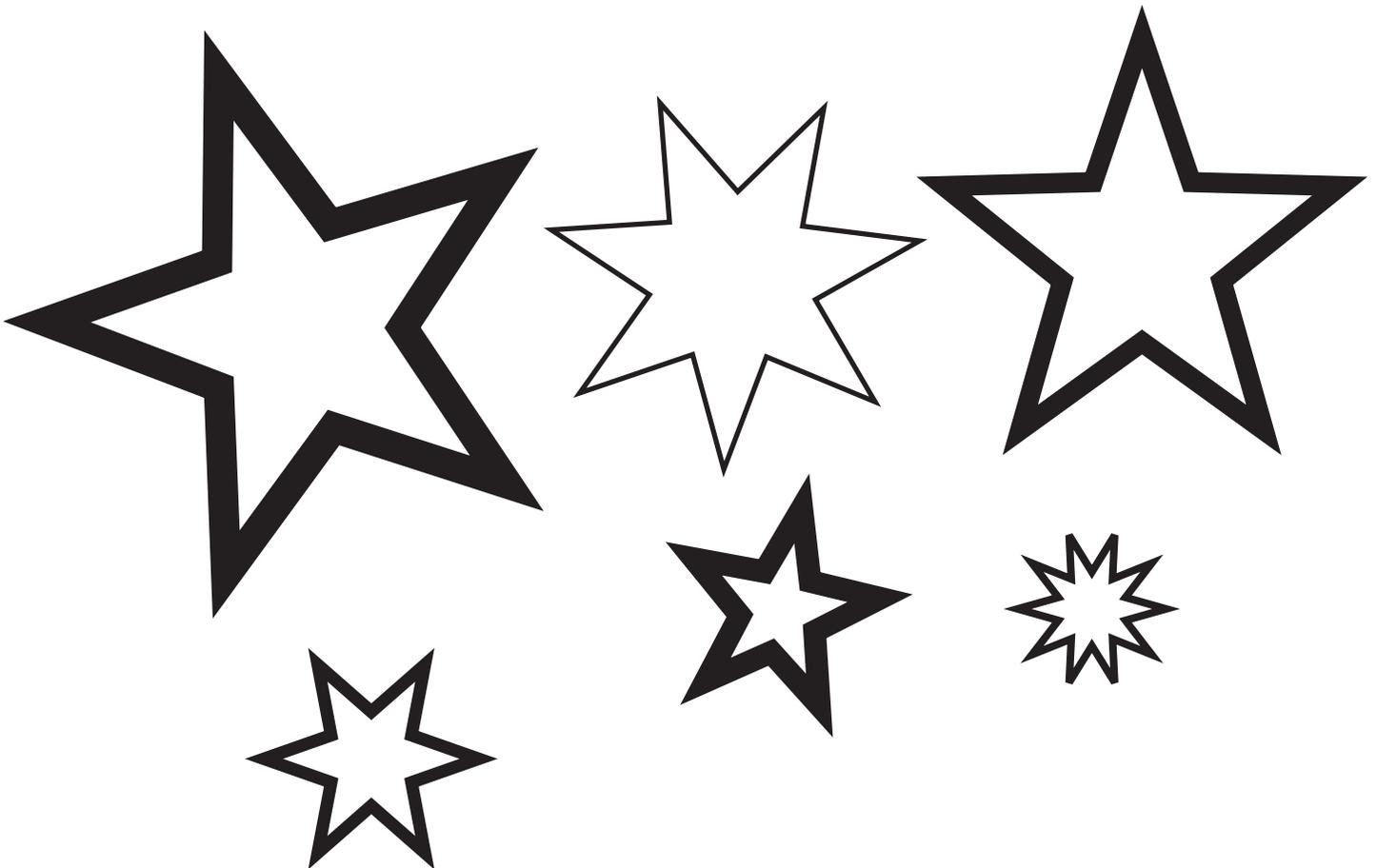
## Social/Emotional Learning Classroom Activity

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Each star in the sky glistens and twinkles in its own unique way! We are all beautiful and unique in so many different ways – help the winter night sky sparkle by creating special stars that reveal the special qualities that make you shine bright!

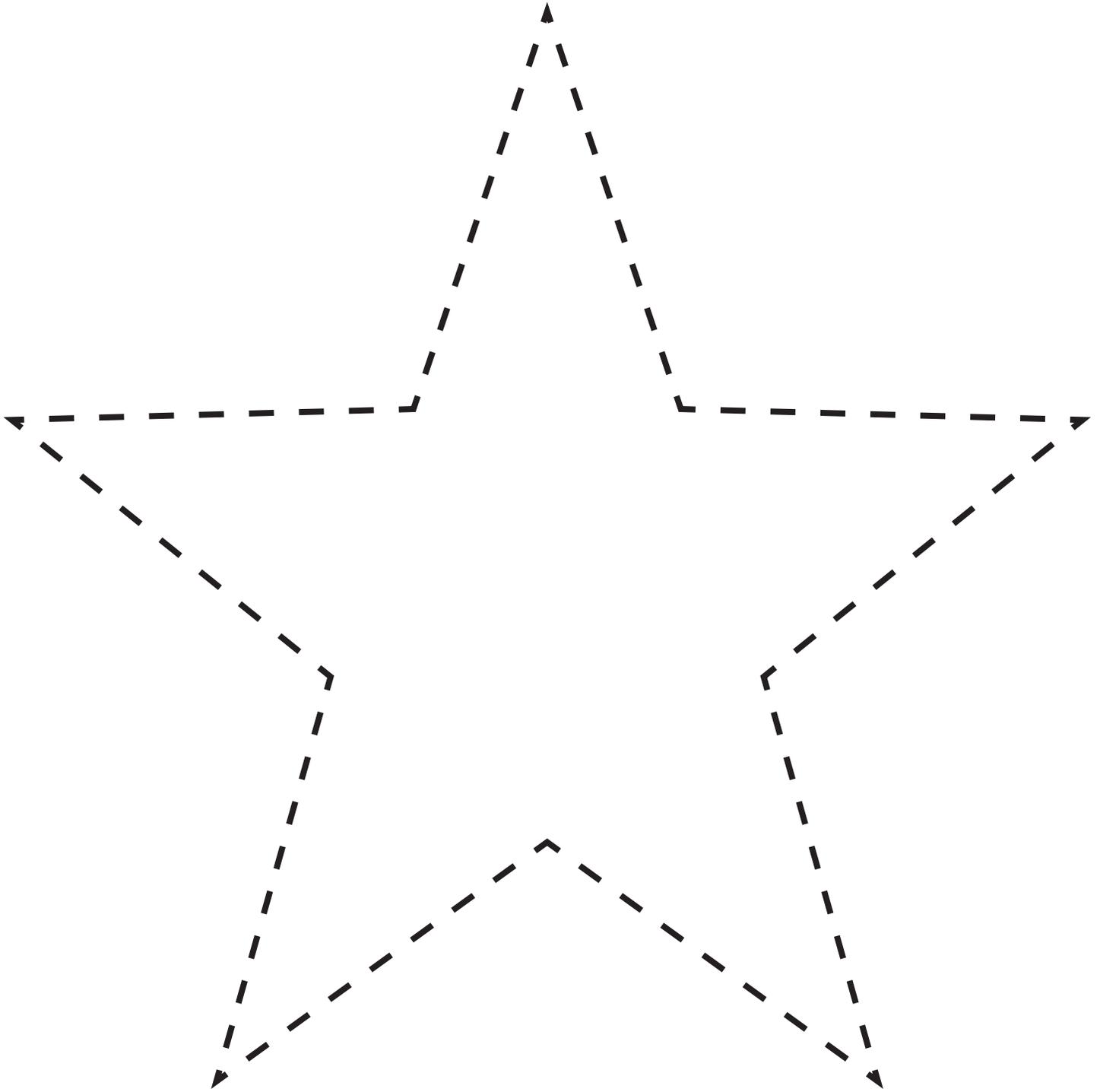
1. Using the star template, instruct students to think about the 2 qualities about themselves that they are most proud of and write them on the spaces provided. Next, they will decorate the star to illustrate these unique and special qualities.
2. Once students have finished decorating and cutting out their stars, gather the group in an open space. Explain that you will be playing the role of an Astronomer and they will be helping you decorate the night sky.
  - a. Create an empty night sky background with large butchers paper that can be hung on a board.
  - b. Make sure students have their stars ready to be presented and placed on the night sky backdrop.
3. In role as the Astronomer approach each student, “The sky is too dark! It is time to pick the most beautiful and most special stars to light up the night sky. (Going up to a student holding their star...) Look at this beautiful star. (Asking the student...) Why does this star belong in the night sky?” Allow students to explain in a sentence what is special about them. “My star belongs in the night sky because I am \_\_\_\_\_.”
  - a. If there is large amount of students, you may choose to split the class in half. One half can present their star while the other group sits and watches as audience members.
4. After students share their stars, allow them to tape or hang them on the night sky backdrop, so that each student’s individual star is represented.



# SHINE BRIGHT IN THE SKY!

Social/Emotional Learning Classroom Activity (*Star Template*)

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# APPRECIATION TAG

## Social and Emotional Learning Classroom Activity

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What does it mean to *shine bright*? What are the actions others do that make us feel so good, we feel like we are glowing? What are the words others say that make us beam? How do our friends, families, teachers and classmates encourage and lift us every day to help us be the best we can possibly be...to shine?

Our unique and special qualities make our lives and the lives of others better. If it weren't for Rudolph's red nose, they may have had to cancel Christmas that year! If it weren't for Hermey's dental skills, the Abominable Snow Monster would still have a toothache and be scaring everyone! If it weren't for the Abominable Snow Monster's size, the elves wouldn't have been able to place the star on top of the Christmas tree!

### ACTIVITY

1. Tell students we are going to play a game of tag...but this version of tag is a bit different than the traditional way of playing!
2. Begin by having students find their own space in the classroom. When the music begins (you can use any music you wish...including music from RUDOLPH THE RED-NOSED REINDEER™: THE MUSICAL!), they must begin walking around the room with the goal of covering all the empty space in the room without stopping until the music stops.
3. When the music stops, students must find the person closest to them and try to tag them on the shoulder. Whoever gets tagged first in the partner group must share a compliment with their partner. Encourage students to share a compliment that highlights their partners' unique or special qualities, or things their partner has said or done that made a positive influence on them.
  - a. If both partners tag each other at the same time, they both have to share compliments with one another!
4. Go through 5 – 6 rounds of this game, encouraging everyone to share and receive compliments.
5. Afterwards, gather students into small groups. In their small groups, invite students to share one compliment they received during the game that made them feel particularly good. Remind students that it is important to recognize and appreciate others and their positive qualities and choices, and it is also important to validate ourselves and recognize what makes us special and unique!



# THE #SHINEBRIGHT CAMPAIGN: A Public Service Announcement Social/Emotional Learning Classroom Activity

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## FRAMING

### Group Physical Brainstorming

1. Gather students together in a circle, standing. Let students know that this brainstorming activity will require them to listen, to work together, to use their imaginations, and to be supportive of one another.
2. Ask students to think of positive and descriptive words or phrases (metaphors and similes) that they associate with themselves, something that they love about themselves and makes them unique and special.
3. One at a time each student will state "I am..." and fill in the blank with their personalized ending to the phrase, and they will also create movement (or physical gesture) to go along with their phrase.
  - a. For example, a student might say "I am a great piano player," and they would pantomime playing a scale on the piano. Or a student might say "I am very tall," and they might stand on their tippy toes and stretch their arms up to the sky.
4. After each individual student shares their "I am..." statement, everyone in the circle will immediately state, "You are..." and repeat that word and gesture, validating each classmates unique and special qualities.
5. As the class is generating their list of words and phrases, have someone write these down on a large poster or the classroom board.
6. Go through the circle once. Afterwards, have students look through the list they created. Ask students what they realized or learned about themselves and their classmates that they didn't know before.

## ACTIVITY

### Scene Work

7. Share with students that today they will be creating and acting in Public Service Announcements. PSAs are like commercials, except instead of selling a tangible object or "thing," you are selling a positive trait, like kindness, or helping others, or giving to the needy.
  - a. Brainstorm with students: What should a commercial include to be successful, have people listen and be interested, and make people follow what they are saying in the commercial?
8. Split students into small groups of 4 – 5. Each group must create a PSA that encourages young people to Shine Bright: to be themselves, be proud of our differences and what makes us special, and appreciate others for their unique gifts and talents. The PSAs should be no longer than 50 seconds, and can include scenes, songs, dances, interviews... whatever they would like, as long as it promotes their message. Remind students that these PSAs should be high quality, so that we could share them with other students.
9. Encourage students to use the PSA formatting worksheet to get them started. Assist groups as needed and help them practice their scenes before sharing them with the class.
10. Allow students to share their PSA announcements with the entire class.
11. Afterwards, guide students in a conversation about which PSAs messages were most clear, which were most captivating and exciting, and which are most significant for the rest of their school community to see...and why.



# THE #SHINEBRIGHT CAMPAIGN: A Public Service Announcement Social/Emotional Learning Classroom Activity (*Student Worksheet*)

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A **PUBLIC SERVICE ANNOUNCEMENT** is like a commercial; but instead of promoting something to buy, it promotes positive character traits.

The groups' PSA theme is: **#ShineBright – to be themselves, be proud of our differences and what makes us special, and appreciate others for their unique gifts and talents.**

**MESSAGE:** What is your message for your audience and how are you “selling” your message? Here are some ideas on how you can share your ShineBright message:

- Acting out a scene that shows the positive things that can happen when characters respect one another and appreciate our unique talents...or the negative things that can happen when characters are not allowed to Shine Bright.
- Performing a jingle on what it means to Shine Bright and how we can all make a difference and make our community a kinder, stronger and better place.
- Interviewing “experts” who share how their words and actions help their community Shine Bright.

**GOAL:** What is the goal of your PSA? After hearing your message, what actions do you hope your audience will take to help their community Shine Bright?



# ARCTIC ANTICS!

## A Science Classroom Activity

Based on a lesson plan from: <http://www.scholastic.com/teachers/lesson-plan/magic-school-bus-arctic>

“Waaaaaahooooo! Terrible weather we’ve been havin’!  
Har har har – snow an – ice!”

**Rudolph and his friends live in the North Pole located in the Arctic where it is freezing! How do the animals keep warm without putting on boots and coats? Explore how insulation keeps in body heat in this fun hands on experiment!**

**TIME: 30 MINUTES**

**GROUP SIZE: 2-4**

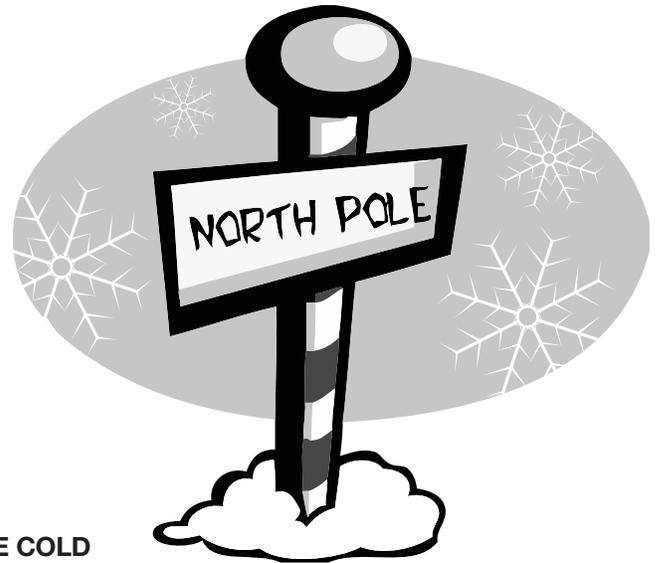
**MATERIALS:**

- Spatula or spoon
- Large bowl of ice water

**FOR EACH GROUP:**

- 4 sandwich-size zipper plastic bags
- 12-15 cotton balls
- water and ice
- 1 cup solid shortening

**GOAL TO DETERMINE HOW LAYERS OF CLOTHING, FUR,  
OR FAT HELP HUMANS AND ANIMALS KEEP WARM IN THE COLD**



*\*Before beginning the activity, prepare 2 plastic zipper bags for each group- one filled with ice and water and the other filled with shortening.*

**DIRECTIONS**

In two demonstrations, kids explore how air and fat can slow the flow of body heat into ice water.

1. To make a Polar Bear Blanket, place the cotton balls in a zipper bag and zip it up. Place the “blanket” on your palm and then place the bag of ice on top of that. Does it feel cold?
2. Have a group member place the bag of ice directly onto the other hand. Do you feel the cold now?
3. Ask: How do polar bears keep warm in the Arctic? (Air spaces in their fur trap body-heated air.) How are the cotton balls like polar bear fur? Cotton fibers trap body-heated air, much like polar bear fur.
4. To make a walrus mitt, turn a plastic zipper bag inside out and place over your hand. Place that hand inside the bag with the shortening in it and zip those to bag together creating a mitt. (The “Walrus Mitt” seals a hand inside a layer of fat to imitate walrus blubber.)
5. Ask: How do walruses keep warm in icy cold water? (Blubber slows the movement of body heat.)

*Challenge kids to insulate jars of warm water so that they keep the heat as long as possible. Dip a finger in each of the jars after an hour. Which stayed the warmest? Why?*

# MISFITS, NOT NITWITS

## Language Arts Classroom Activity

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A misfit is someone that doesn't belong. Both Hermey and Rudolph escape to the Island of Misfit Toys because they feel as if they don't blend in back at their homes. They find these toys to be quite charming despite their differences. Can you find a place for these toys so they won't be so lonely?

### DIRECTIONS

In the space below, write a sentence or two convincing a child that this misfit toy would be useful or fun to play with.

Spotted Elephant  
*(An elephant with spots)*



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Charlie  
*(A Jack in the box named Charlie)*



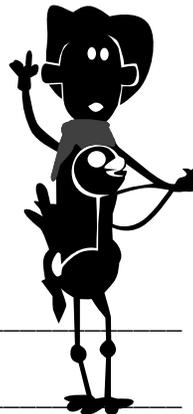
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Cowboy  
*(A cowboy that rides an ostrich)*



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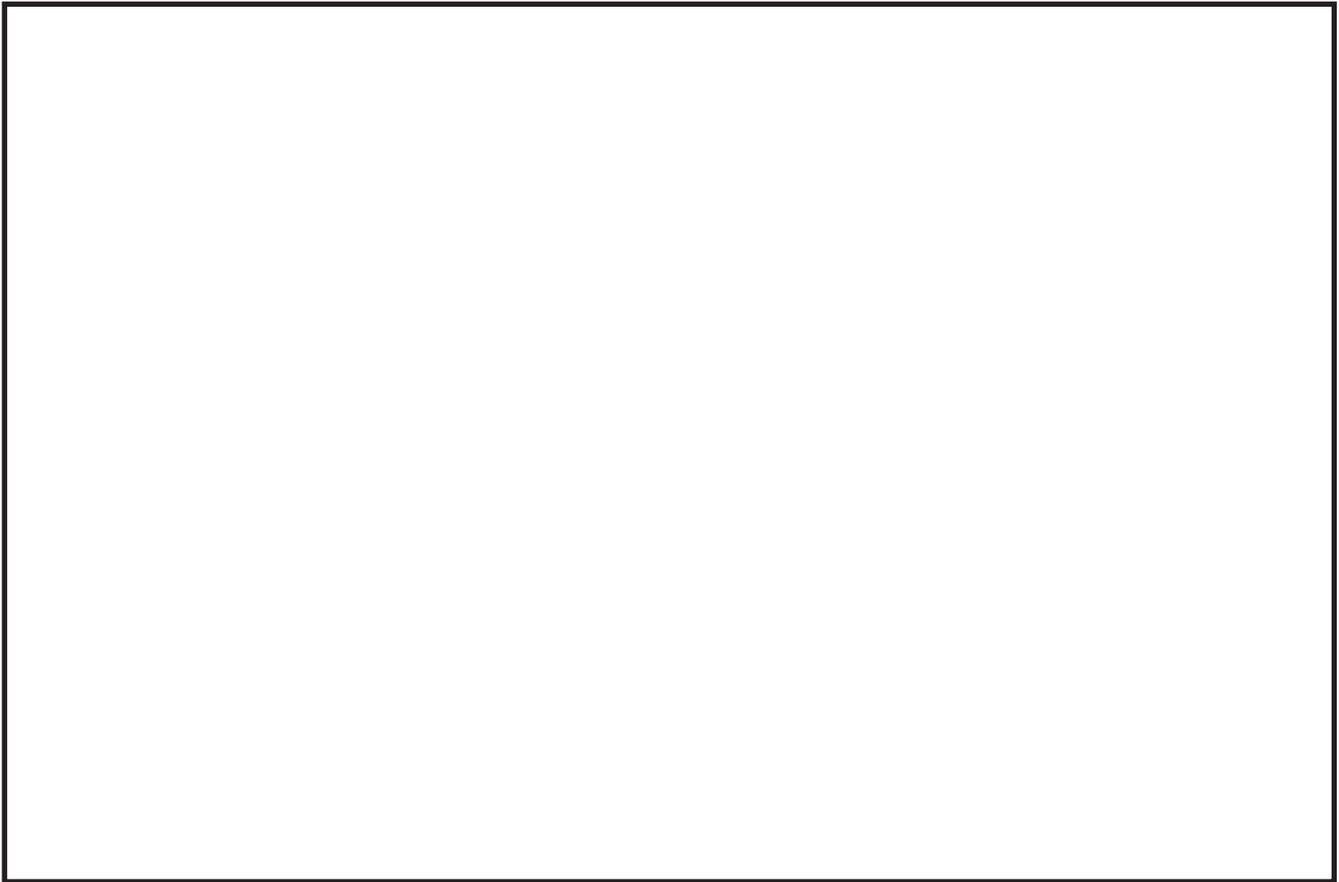
# MISFIT MAYHEM

## An Art Activity



There are many unique toys on the Island of Misfit Toys. Using the space below, create your own misfit Teddy Bear using the guidelines below:

1. The teddy bear cannot be a natural fur color like brown, white, or black.
2. One facial feature must be out of place or missing (Maybe the nose is on top of its head)
3. It must have a piece of another toy on it. (Try putting an elephant trunk on your teddy bear or a doll's hair!)



Now that you've created your Misfit Teddy Bear, write a few sentences you would use to convince Moonracer to let your Bear live on the Island of Misfit Toys.

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# WHO SAID IT?



1. Who ever heard of a skinny Santa? Eat!
2. How can you overlook that? His beak blinks like a blinkin' beacon!
3. I just don't like to make toys.
4. I'm cude. I'm cude!
5. I think it's a handsome nose. Much better than that silly false one you were wearing.
6. What? You don't like to make toys?
7. Gadzooks! The Bumble strikes again! Whoopeeee!
8. I'm the official Sentry of the Island of the Misfit Toys!
9. A toy is never truly happy until it is loved by a child.
10. You! I thought you were gone for good. Hey, look who's back – ol' neon nose!
11. Never knew a Bumble yet who'd turn down a pork dinner for deer meat...do your stuff.
12. Well, they are all very sad at the loss of their friend – but they realize that the best thing to do is to get back to Christmastown.
13. Come here...open your mouth – oh dear. I'd better set up an appointment, week from Tuesday. Four-thirty – sharp.
14. Well, this is it. The storm won't subside by tonight. We'll have to cancel Christmas.
15. Looks like we're forgotten again.
16. It sure is! It's SANTA!! And look, Rudolph is leading the way!



## POST-SHOW QUESTIONS



1. Fireball makes fun of Rudolph because he has the red nose. What could you do if you notice someone is teasing a classmate or family member of yours?
2. Rudolph travels to the land of misfit toys where he finds lots of toys that “don't belong.” What makes these toys not belong? Can you think of a character from another story (movie, book, or play) that is a misfit? What makes them not fit in with their surroundings?
3. At the beginning of the story, Rudolph is not accepted by many of his peers because of his red nose. At the end of the story, everyone accepts Rudolph because it is his uniqueness that saves Christmas. What is unique about you? What about you contributes to those around you?
4. Yukon Cornelius seemingly is digging for gold, bus is actually digging for peppermint-which is why he licks his pick. If you could dig for any special treat, what would it be?



# WHO SAID IT? (ANSWERS)



1. Who ever heard of a skinny Santa? Eat! . . . . . MRS. CLAUS
2. How can you overlook that? His beak blinks like a blinkin' beacon! . . . . . DONNER
3. I just don't like to make toys. . . . . HERMEY
4. I'm cude. I'm cude! . . . . . RUDOLPH
5. I think it's a handsome nose. Much better than that silly false one you were wearing. . . . . CLARICE
6. What? You don't like to make toys? . . . . . BOSS ELF
7. Gadzooks! The Bumble strikes again! Whoopeeee! . . . . . YUKON CORNELIUS
8. I'm the official Sentry of the Island of the Misfit Toys! . . . . . CHARLIE-IN-THE-BOX
9. A toy is never truly happy until it is loved by a child. . . . . MOONRACER
10. You! I thought you were gone for good. Hey, look who's back – ol' neon nose! . . . . . FIREBALL
11. Never knew a Bumble yet who'd turn down a pork dinner for deer meat...do your stuff. . . . . YUKON CORNELIUS
12. Well, they are all very sad at the loss of their friend – but they realize that the best thing to do is to get back to Christmastown. . . . . SAM THE SNOWMAN
13. Come here...open your mouth – oh dear. I'd better set up an appointment, week from Tuesday. Four-thirty – sharp. . . . . HERMEY
14. Well, this is it. The storm won't subside by tonight. We'll have to cancel Christmas. . . . . SANTA
15. Looks like we're forgotten again. . . . . ELEPHANT
16. It sure is! It's SANTA!! And look, Rudolph is leading the way! . . . . . CHARLIE-IN-THE-BOX

