

**SHAW
FESTIVAL**



“Shaw Festival and the Case of the Missing Actor”
A Role Drama for Junior Division Students

TEACHER'S GUIDE

The **Stage Door Program** is sponsored by

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“Shaw Festival and the Case of the Missing Actor”

A Role Drama for Junior Division Students

Welcome to the **Shaw Festival Stage Door Program**, generously sponsored by Scotiabank. Initiated in 2016, the Stage Door Program is designed to provide Elementary students in the Niagara Region with access to the performing arts. Due to Covid-19, and the closure of our live theatre venues, we have had to reimagine how to deliver this programming, and the result is “Shaw Festival and the Case of the Missing Actor” - a virtual in-role drama experience for students in grades 4-6!

We sincerely hope that you and your students enjoy this program, which incorporates elements of the arts, language, and social studies in a fun, cross-curricular experience! We welcome and encourage your responses to this program - when you have finished the activities, please take a moment to fill out our post-participation survey by **clicking [HERE](#)**.

Thank you for participating in the Scotiabank Stage Door Program with the Shaw Festival, and we hope to see you back in our theatres again soon!

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Planning the Stage Door Program

There are six phases to this exciting role drama:

- a) Watch introductory video - featuring Kelly Wong, Shaw Ensemble Member
- b) Conduct class research - create interview questions
- c) Student role-play - "Guess my Job"
- d) Teacher role-play - "The Mystery of the Missing Actor"
- e) Solve the code - find the missing actor
- f) Read the 'missing actor' message - program conclusion



IMPLEMENTATION

1) Preview the Introductory Video with Shaw Ensemble Member Kelly Wong:

<https://www.youtube.com/watch?v=QXMIpx52FhM&feature=youtu.be>

2) Read through the Teacher's Guide. Plan out your timing for the video presentation, the student research, the role-play activities, and the concluding code-breaking activity. We have also included optional extension activities. We recommend allowing at least a few days for this program, in order to allow adequate time for student research and consolidation of learning.

3) Preface the video by telling students that they are going to be asked to help solve a mystery. Play the video. If students need extra time to solve the in-video puzzles, feel free to pause or replay as needed.

4) At the end of the video, the students, in-role as junior detectives, will be asked to complete three tasks:

a) Research and develop a list of the jobs needed to run a theatre company (career investigation; see page 9-10 for list of theatre jobs). We have also provided a Bitmoji classroom set of Google slides, to help students discover many of the jobs at the Shaw Festival: https://docs.google.com/presentation/d/1HZacBp5hulqsmvw-wWVsUFGitV_pcqVevHVwr67PNO/edit?usp=sharing

b) Develop a list of "yes or no" style questions for the Shaw Guest's virtual visit, to help them guess that person's job in the theatre (see page 12 for template).

c) Develop a list of questions for the Shaw Mystery Guest, to help them discover the whereabouts of the missing Shaw Festival Actor (see page 13 for template, as well as page 11 for some sample theatre job backgrounds for the teacher-in-role activity).

5) Once research is complete, Teacher reviews the researched list of theatre jobs with the class. Ask students, "if you could choose to be any one of the theatre

professionals on the list, which would you choose to be?" Instruct students to not reveal their choice to the rest of the class.

6) In pairs, students choose to be either 'A' or 'B'. Student 'A' takes on the role of a theatre professional and answers questions posed by Student 'B' who is in-role as a Junior Detective. Once Student 'B' guesses the job of the theatre professional they switch: Student 'A' is in-role as the Junior Detective and Student 'B' chooses to become a different theatre professional.

7) For the next activity, the Teacher chooses to become one of the theatre professionals from the list. The students, in-role as Junior Detectives, interview the teacher who uses the Teacher-in-Role strategy (TIR) about the missing actor. Teacher-in-role is a teaching technique in which the educator assumes a role (in this scenario, the role of someone who works at the Shaw Festival). It is important for the teacher to signal to the students when they are 'in-role' and when they are 'out of role'. For example, the Teacher tells students that when they leave the room and re-enter, or sit in a chair, they will be The Shaw theatre professional to be interviewed by the students in-role as junior detectives! Teacher-in-role might begin by saying "I understand you have called me here to ask me questions about a missing Shaw Festival actor. I will answer your questions IF you can guess my theatre job". Once the Junior Detectives have correctly guessed the teacher's theatre job, they may ask questions about the missing Shaw actor. Teacher-in-role as a theatre professional will answer their questions using the Missing Actor Backgrounder information on page 15.

8) Once the Junior Detectives have correctly guessed the teacher's theatre job, they may ask questions about the missing Shaw actor. Teacher-in-role as a theatre professional will explain that they received a mysterious text from the missing Shaw actor, and will task the Junior Detectives to solve a coded message using a key (see page 15 for key code).

9) Once the message is decoded the students have solved the mystery of the missing Shaw actor! Read the concluding message from Maddy, the missing Shaw actor (see page 17). You may also show the optional video of the actor singing, if you feel your students need to see that the actor is, indeed, safe: https://youtu.be/XUFznJzJx_w

10) Engage your students with any of the optional extension activities, or create your own!

11) Provide feedback on the program. The Stage Door Program is very generously sponsored by Scotiabank, and it is very helpful to have some feedback from the participants (both students and educators) - both to improve the program for future participants, and to provide qualitative data to our sponsors. Following program completion, please complete the survey at <https://forms.gle/maceWUSFY1LpkFw57>

Thank you for participating, and for sharing the arts with your students!

Extension Activities

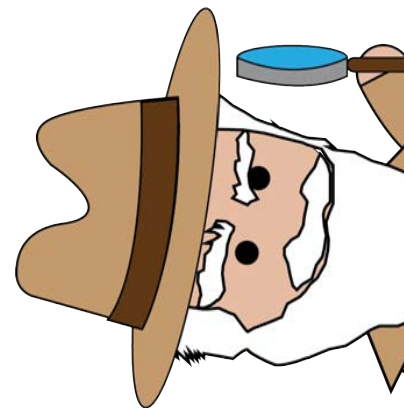
The following activities are optional, but may help to enhance your students' learning and enjoyment of the Stage Door Program!

RESEARCH PHASE (BETWEEN VIDEO AND ROLE PLAY INTERVIEW ACTIVITIES)

- Create a “brainstorm board” of all the jobs in a theatre. While researching careers in the theatre, students may find a picture of that job, create a drawing, or use words. These are added to a central board, wall or area, and will create a visual representation of all the jobs and people that are required to get a show onto the stage for an audience. You can use our Bitmoji Theatre to explore some of the jobs at the Shaw: https://docs.google.com/presentation/d/1HZacBp5hulqsmvw-wWVsUFGitV_pcqVevHVwr67PNO/edit?usp=sharing
- Create a graphic or visual organizer of the jobs in a theatre. For example, students may create a Venn diagram of “backstage” vs. “onstage” jobs, or a flow chart of jobs at the beginning of a play (ie designer, director, producer), in the production phase (ie wardrobe, set construction, props), and in performance (ie lighting crew, ushers, dressers). Who might be there through the whole process, or multiple stages (ie actors, stage managers)?
- Explore theatre jobs through a jigsaw activity. Encourage each student to become an “expert” on one job in the theatre - students may then present their findings to their group/class.
- Learn about the Shaw Festival! Find out about what The Shaw does, and how it contributes to the Niagara Region. Here are some quick facts: <https://www.shawfest.com/about/annual-report/>
- Try out a “just for fun” arts activity with one of our Ensemble Members! You can access lots of virtual resources on our website at <https://www.shawfest.com/beyond-the-stage/teachers/#teacher-online-resources> We recommend trying “How to Move” with Kiera Sangster, or “Learning a Magic Trick” with Peter Fernandes.

CROSS-CURRICULAR LINKS

- Gr. 4: Language - Oral Communication: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
- Gr. 5: Language - Oral Communication: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
- Gr. 6: Language - Oral Communication: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
- Gr. 4: Social Studies B3.2, B3.3



Post-Program Phase (after you solve the mystery)

Encourage further career exploration - was there a job that you didn't know about? Is there a job that sounded really interesting, that you'd like to learn more about? Have students research a job (ie how do you learn that job? Do you need to go to school? Apprenticeship? Where else can you apply those skills?). (Social Studies Gr. 4: B3.2, B3.3)

- Expand your role-play to other arts disciplines:

Use the templates provided (see page 18) to create your own detective badge and detective tool kit, or design your own detective office.

(Visual Arts Gr. 4: D1.2; Gr. 5: D1.2; Gr. 6: D1.2)

Create a Jr. Detective Puzzle to test other's skills of deduction!

(Visual Art Gr. 4: D1.3, D2.3; Gr. 5: D1.3, D2.3; Gr. 6: D1.3, D2.3)

Design a comic strip or storyboard about a detective.

(Language - Writing Gr. 4: 2.1, Media Literacy 3.1, 3.2, 3.3, 3.4; Language - Writing Gr. 5: 2.1, Media Literacy 3.1, 3.2, 3.3, 3.4; Language - Writing Gr. 6: 2.1, Media Literacy 3.1, 3.2, 3.3, 3.4) (Visual art Gr. 4: D1.1; Gr. 5: D1.1; Gr. 6: D1.1)

Create a movement piece based around a famous detective (ie Sherlock Holmes, Enola Holmes, Geronimo Stilton/Thea Stilton, Nancy Drew and the Clue Crew, Mighty Muskrats Mystery, etc.).

(Dance Gr. 4: A1.2, A1.3, A2.1; Gr. 5: A1.1, A1.2, A1.3, A1.4, A2.2; Gr. 6: A1.1, A1.2, A1.4, A2.1, A2.2)

Take turns role-playing jobs in the theatre.

(Drama Gr. 4: B1.1, B1.2, B1.3, B2.1; Gr. 5: B1.3, B2.1, B3.2; Gr. 6: B1.1, B1.2, B1.2, B2.1, B3.2)

Learn about radio plays, and then write a radio play about a detective from the Shaw Detective Agency. Add in sound effects! Perform your play for the class (can be done virtually, or sitting at desks)!

(Drama Gr. 4: B1.4, B2.2, B3.2; Gr. 5: B1.4, B2.2; Gr. 6: B1.4, B2.2, B3.1) (Language - Oral Communication Gr. 4: 1.1, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5; Gr. 5: 1.1, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5; Gr. 6: 1.1, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5)

Create your own code or virtual alphabet - see if your classmates can crack your code!

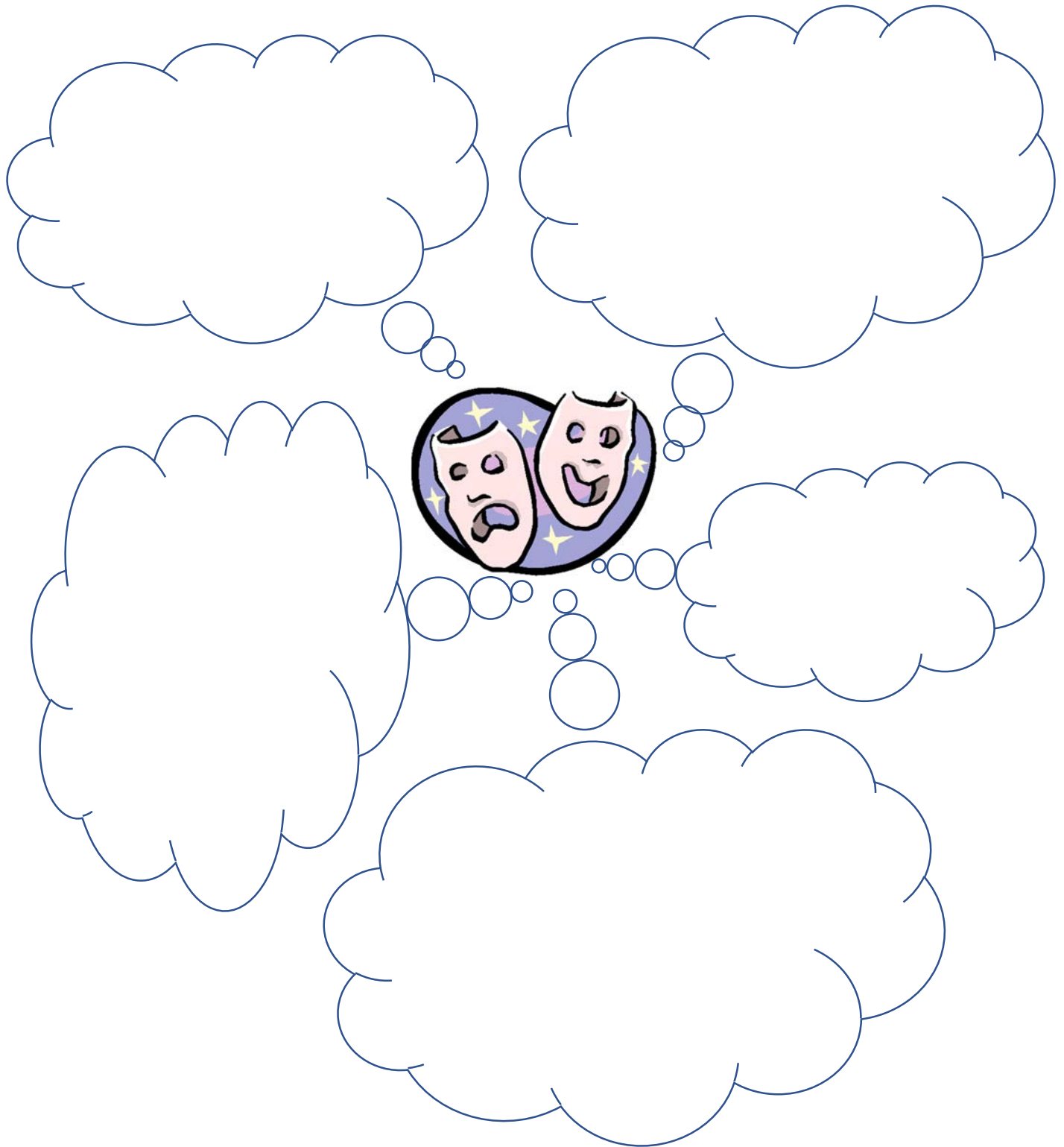
(Mathematics Gr. 4-6: A. SEL Skills, C. Algebra)

Learn about the location of the missing actor (and the historic theatre located there!): https://www.awinfosys.com/das/bv/RichInHistory/Index.html#Main_Home

(Social Studies Gr. 4: B1.1, B1.2, B3.1, B3.2, B3.5; Gr. 6: A1.1, A1.2, A1.3, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A3.1, A3.2, A3.3, A3.4, A3.5, A3.6, A3.7, A3.8)

My Research: Jobs in Theatre

Fill this graphic organizer with facts or pictures from your research. Think about all of the people needed to put on a play - preparing the show, on stage, backstage, in offices, helping the audience...what other jobs can you discover?



JOBS IN THEATRE

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Did you know there are over 500 staff at The Shaw ... and only 56 of them are actors! There are many different jobs that help to support the work on stage. Read on to find out more.

PRODUCTION

Production Director
Technical Director
Production Administrator
Production Buyers

Designer

- Lighting
- Set
- Costume
- Sound
- Video/Projection

Stage Management

- Production Stage Manager
- Stage Manager
- Assistant Stage Manager
- Apprentice Stage Manager

Properties

- Head of Properties
- Props Coordinator
- Buyer
- Builder
- Driver

Wardrobe

- Head of Wardrobe
- Associate Head of Wardrobe
- Wardrobe Coordinators
- Buyer
- Milliner
- Tailor
- Cutter
- Sewer
- Dyer
- Bijoux/Decoration
- Boots/Shoes
- Wardrobe Apprentices

Wardrobe Running

- Head of Wardrobe Running

- Wardrobe Supervisor
- Wardrobe Attendants

Wigs and Make-up

- Head of Wigs and Make-up
- Wigs Supervisor
- Wigmaker
- Wig Attendants
- Make-up Artist

Scenic Art

- Head of Scenic Art
- Scenic Artist

Scenic Construction

- Head of Scenic Construction
- Trades (Carpenter, Welder, Machinist, Drafter)
- Shop Administrator

Construction Electrics

- Head of Construction Electrics
- Electrician

Audio

- Head of Audio
- Audio Operator
- Audio Technician

Electrics

- Head of Electrics
- Electrician
- Video Technician
- Operator
- Spot Operator

Stage Crew

- Stage Carpenter
- Stage Hand
- Flyperson
- Properties Runner
- Trades

- Changeover Supervisor
- Changeover Hands

CREATIVE MANAGEMENT

Artistic Director
Associate Artistic Director
Planning Director
Producer
Company Manager
Publications Coordinator

Music

- Music Director
- Associate Music Director
- Composer
- Music Intern
- Accompanist/Pianist
- Singing Coach

Director

- Intern Director

Playwright

Coaches/Company Support

- Vocal Coach
- Accent / Dialect Coach
- Alexander Technique Coach
- Movement Coach / Puppetry Coach
- Chiropractor
- Massage Therapist
- Company Health Team / Dentist
- Employee Assistance Program Counsellor / Therapist

JOBS IN THEATRE



"We need theatre more than ever. That wonderful alchemy that takes us out of ourselves and the world, while at the same time bringing us together - that is why I love theatre."
– Tim Carroll, Artistic Director

CREATIVE MANAGEMENT (continued)

Choreography

- Choreographer / Assistant Choreographer
- Movement Director
- Dance Captain
- Fight Choreographer
- Fight Captain

Actor

- Acting Apprentice / Emerging Artist

MANAGEMENT

Executive Director

- Executive Assistant

Human Resources

Housing

- Coordinator
- Maintenance

Development

- Advancement
- Fundraising / Grants
- Donor Relations
- Membership Services
- Events Planning
- Database Management
- Donor Communications
- Donor / Corporate Relations

Information Technology

- Director
- Senior Developer
- Database Analyst
- Network Administrator
- Reception Supervisor
- Database-Maintenance Receptionist

Marketing, Communications and Sales

- Director
- Senior Marketing and Brand Manager
- Direct Marketing Coordinator
- Graphic Designer

Communications

- Senior Manager of Communications
- Communications Coordinator
- Digital Engagement Specialist
- Production Photographer
- Photographer

Sales

- Ticketing and Analytics
- Box Office Manager
- Staffing and Reporting Coordinator
- Sales Technology Coordinator
- Box Office Staff
- Group and On-Site Sales Manager
- Green Room Kitchen Manager
- Green Room / Kitchen Staff
- Retail Sales Manager
- Retail Staff
- Special Ticketing Manager
- Ticketing Coordinator

Finance and Administration

- Director
- Controller
- Accountant
- Bookkeeper / Clerks
- Payroll Coordinator

Distribution

- Supervisor
- Coordinator

Education

- Senior Manager
- Coordinator
- Assistant
- Artist-Educator

AND in addition to all the staff, there are hundreds of volunteers who help to support The Shaw through fundraising, gardening, leading tours, greeting the public, and more!

So there are lots of ways to participate in the arts ... even if you don't want to be on stage!

Visit shawfest.com or email your questions to mgilchrist@shawfest.com

Teacher Resource: Theatre Job Descriptions

Refer to this page for more information about theatre jobs to conduct the teacher-in-role activity.

ACTOR: An actor is a person who portrays a character in a live stage performance.

DIRECTOR: A theatre director or stage director oversees and orchestrates the mounting of a theatre production such as a play, opera, dance, drama, musical theatre performance etc. by unifying all aspects of the production.

CHOREOGRAPHER: A choreographer designs and directs the dance or stylized movement in musical productions, working closely with the director, musical director, and performers.

LIGHTING DESIGNER: The Lighting Designer is responsible for the design, installation, and operation of the lighting and special electrical effects used in the production

COSTUME BUILDER: A Costume Builder sews the costumes that the Costume Designer has created for the performer to wear during the show.

MUSIC DIRECTOR: Working closely with other members of a show's creative team, Music Directors oversee all musical aspects of a musical theater or opera production, including casting performers, hiring the orchestra, rehearsing singers and orchestra members, and conducting the orchestra in performance.

SET BUILDER: A Set-builder makes a 'set', an artificial environment or scene constructed from wood, metal, paper and/or whatever else is required to achieve the finished environment.

TICKET SALES MANAGER: Manages the overall operation of the ticket office, or box office and provides for the ordering, sale, and accounting for all tickets sold for theatre productions and events. Also, supervises the selection, placement, promotion, training, safety, appraisal, and discipline of all box office staff.

STAGE TECHNICIAN: Also known as run crew, stagehands, or backstage crew, these professionals work backstage during performances to keep the show running smoothly and safely.

For more job examples and video interviews, visit the Shaw's Teacher Resources Page at <https://www.shawfest.com/beyond-the-stage/teachers/#teacher-online-resources>

Conducting an Interview

The first part of your Junior Detective Mission is to come up with a list of questions to help you guess the job of someone who works in a theatre! You will be taking on the role of a Junior Detective, while your classmates or teacher take on the role of the theatre professional! They will tell you their name, and respond with "yes" or "no" to your questions - so think about things you can ask that can be answered with yes or no. For example, you could ask "Do you work in an office?" or "Do you wear a costume?"

You are trying to determine where the person you are interviewing works in the theatre, who they might work with, and what job they do - be creative in your questions, and once you've interviewed them, write your guess about their job below!

INTERVIEWER NAME: _____

INTERVIEWEE NAME: _____

QUESTIONS ABOUT WHERE THEY WORK:

1)

2)

3)

QUESTIONS ABOUT WHO THEY WORK WITH:

1)

2)

3)

QUESTIONS ABOUT WHAT JOB THEY DO:

1)

2)

3)

YOUR GUESS: _____



Solving the Mystery

The second part of your Jr. Detective Mission is to find out what happened to the missing Shaw Festival Actor! You can ask your teacher, in role as a Shaw Festival employee, questions to determine where the actor is currently located. For example, you could ask "What was the last known location of the missing actor? Or "Where does the missing actor like to go in their spare time?"

Ask the guest your questions, then write your guess below!

QUESTIONS ABOUT THE WHEREABOUTS OF THE MISSING SHAW FESTIVAL ACTOR:

1)

2)

3)

4)

5)

6)



YOUR GUESS: _____

Teacher Resource: Mystery of the Missing Actor Backgrounder

MISSING



NAME: Madelyn Kriese (“Maddy”)

JOB: Actor at the Shaw Festival

LAST KNOWN LOCATION: Niagara-on-the-Lake

BACKGROUND INFORMATION: Maddy has worked at the Shaw Festival for 4-5 years as a performer. The Shaw Festival has been trying to reach Maddy to offer her a contract for the new season. She is not responding to texts or phone calls.

Before she went missing her Niagara-on-the-Lake roommates overheard her talking on her phone, sounding happy and excited. A few days later she was missing along with some of her clothes and toiletries. Maddy enjoys singing and dancing, and is originally from British Columbia.

Coded Message

The missing Shaw Festival actor has left you a message.
Break the code below to find out what happened and solve the mystery!

1 2 3 / 4 5 6 7 8 9

-----,

1 2 3 4 5 6 7 8 9,

1 2 3 4 5 6

1 2 3 4 5 6 7 8

Code Key

a	b	c	d	e	f	g	h	i	j	k	l	m
r	l	z	f	u	J	p	8	i	\	c	c	s

n	o	p	q	r	s	t	u	v	w	x	y	z
u	r	l	3	u	S	1	7	r	/	8	s	z



Did you know...

The Shaw Festival is named after George Bernard Shaw, a writer and playwright from Ireland. Shaw was ahead of his time in a lot of ways - even though he was born in 1856, he was a vegetarian before very many people knew what that was, he believed in women's rights at a time when women were not even allowed to vote, and he was a pacifist when many people supported war. Shaw was also very interested in language and alphabets - and provided money for a contest to develop a new alphabet. The coded message you just solved is based on the "Shavian Alphabet" - the end result of Shaw's competition!

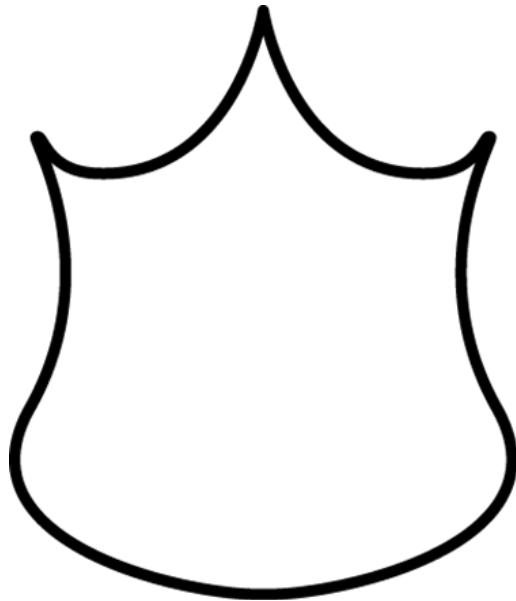
Teacher Resource: The Solution

Once your students have completed the coded puzzle, you can read the following message from the missing Shaw Festival actor!

Hello everyone! Thank you for your concern, but I am well and in Barkerville, British Columbia. I was hired to act in a play in Barkerville. I drove from Niagara-on-the-Lake to Toronto, then flew from Toronto to Kelowna, BC. From the Kelowna Airport, I flew to Prince George, BC and rented a car. After resting overnight in Prince George, I drove to Barkerville. I lost my cell phone and did not get a new phone until recently. So sorry you were all worried! Thank you, Junior Detectives, for your excellent work! I know that Chief Inspector Wong is proud of your efforts, and I hope to meet you one day at the Shaw Festival!

DESIGN YOUR OWN DETECTIVE AGENCY!

Now that you have successfully completed your first case, imagine what it would be like to be a detective! What time period would you live in? What would your office look like? What tools would you need to do your job? Use the space below to design your own detective look!



My Detective Badge

Items in my Detective Toolkit:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____



My Detective Office