

Right Club Curriculum

RIGHT CLUB

VARIETY SHOW



Right Club Variety Show Overview

Focus: Literature & Performing Arts

Unit Description: Get ready for Right Club's annual Variety Show! We will experience all of the elements of putting on a polished performance, like rehearsing, marketing, becoming an emcee, and taking to the stage for a memorable night with family and friends.

Essential Questions: What talents can we share with others? How can I learn new talents from my friends? How do we plan for a successful performance?

Enduring Understanding: We all have unique talents inside us. Performing in front of a crowd allows us to show those talents off, but it takes a lot of planning, hard work, and team effort to put together a quality show. We will experience everything that takes place behind the curtain and in front of it to put together an unforgettable Variety Show.

Standards Addressed:

- **ENGLISH/LANGUAGE ARTS** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **ENGLISH/LANGUAGE ARTS** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- **SOCIAL-EMOTIONAL LEARNING** The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports
- **PHYSICAL EDUCATION** Students participate regularly in physical activity.
- **DANCE** Students will understand choreographic principles, processes, and structures.
- **DANCE** Students will understand dance as a way to create and communicate meaning.
- **DANCE** Students will make connections between dance and other disciplines.
- **THEATER** Students will direct and plan classroom dramatizations.
- **MUSIC** Students will listen to, analyze, and describe music
- **VISUAL ARTS** Students will understand and apply media, techniques, and process.



Daily Activities

- 1) **Come One, Come All** – To prepare for our annual Right Club Variety Show, we first need to get the word out. We will put our artistic skills to good use by making invitations to our big event for friends and family.
- 2) **There's a Brainstorm Brewing** – We get our best ideas with help from our friends. Let's find creative, new ways to come up with brilliant ideas in this activity, as we begin preparing our acts for the big show.
- 3) **Production Plan** – A great show takes careful planning. All it takes is a little teamwork! We'll put our heads together to devise a plan that uses each of our unique skills to make our Variety Show dreams a reality.
- 4) **Prep and Practice** – If we want to improve at anything, we are going to need to practice. Our acts will work hand-in-hand with our production assistants to take a great idea and make it an entertaining act.
- 5) **Open Auditions** – Time to show our Right Club friends what we've got! Get a taste of performing for a crowd before the big day. This will be an entertaining experience for performers and audience members alike.
- 6) **Master of Ceremonies** – For a show to run smoothly, we need a Master of Ceremonies to work the crowd and introduce the acts. We'll practice by playing a game that allows us to introduce some very unusual acts before working on the introductions to our own acts.
- 7) **Decoration Station** – With the big performance just days away, it's time to start thinking about the look of our show. The backstage crew will prepare for our guests by making banners and working on set design to let them know they are in for a very special show.
- 8) **Get with The Programs** – Who are these amazing entertainers? Our audience will never know without a program. We'll use our creativity and artistic ability to make some beautiful keepsakes to remember this fantastic show.
- 9) **Dress Rehearsal** – We are just about ready. One more time through before our guests arrive to make sure we have worked out all the kinks. After a few last-minute adjustments, we'll be ready to knock their socks off.
- 10) **Showtime!** – Our guests are in for a special treat – a showcase of some very talented Right Clubbers! Now get out there and break a leg!



Event Planning Checklist

The culminating event of the *No Biz Like Showbiz* theme is an important component in establishing positive connections with our families and school partners, so it is vital that we deliver a joyful, memorable experience. The Variety Show is a chance for your students to show off skills gained during *No Biz Like Showbiz* or other abilities and talents that they are proud of, but most of all, it is a chance to learn who we are, what we do, and how we positively affect their child's life. See Lesson 10 for a full description of the event. Use the checklist below to ensure thorough preparation that begins now.

Two Weeks Before (i.e. now as you begin unit):

- Determine the exact date and time of your event. It is highly suggested that the event be held towards the end of Right Club on a Friday, if at all possible. It is often times easier for parents to leave work early on Fridays. If you need to adjust the schedule to make this happen, error on the side of going over the usual suggested ten day schedule. This will allow for extra time to complete projects and make sure nothing is rushed.
- Connect with your Area Manager. They will have access to additional marketing resources to help get the word out about your event and make it something really special.
- Coordinate with school partner in any additional space is required.
- Invite school partners to the event.

1 to 2 Days After The First Activity:

- Send out an email now to all parents informing them of the event, including date and time. A template for this email can be found on the next page.

3-2-1 Days Before:

- Allow students ample time to practice their performance.
- Make sure that your show is organized by having a schedule of acts and a script for your emcee.
- Remind parents about the event as they pick their student up.

Day Of:

- Prior to guests arriving, set out any special items (decorations, snacks, programs). Remind everyone of their role.
- Greet parents warmly! Before the show begins, explain to the audience that the students have been exploring concepts relating to performance and the rewards of performing, including but not limited to script writing, acting, dance, and music. Also inform them that these activities are designed to foster creative thinking, teamwork, and self-expression. Then turn it over to your student emcee(s).
- After the show, thank guests for coming. Congratulate students on their hard work and a job well done.



Email Template

Copy and paste the following message into a group email for all of your parents 1 to 2 days after the first activity. Be sure to update it with your program's specific information and adjust to fit your needs. **Important:** Place parent emails in the bcc line to maintain privacy for all.

Subject: Right At School Variety Show on *(insert date here)*

Dear parents,

As you may have heard, it is almost time for our annual **Variety Show!**

The annual **Variety Show** is the culmination of our six week *No Biz Like Showbiz* theme, in which students took part in activities focused on performing arts, such as script writing, acting, dance, and music among other topics.

This event will take place on *(insert date here)* at *(insert time here)* at *(insert location here)*.

Ask your child is he or she will be performing. Many children are more excited about being backstage than on the stage, but all students have been working hard to provide a fun and entertaining show and are so excited! Please make time to join us to see what these talented students have prepared for you.

If you have any questions, please feel free to reach out to me at *(insert phone numer)* or email me at *(insert email address)*.

Hope to see you at the show!

Sincerely,

(insert name here)

Right At School
Program Manager



S&S Supplies Needed

Activity	Item #	Description	Amount
Come One, Come All	CM224	Color Me Foam Frame	1 per 24 students
There's A Brainstorm Brewing	PE1142	Paper roll	1 per program

Right Club Supplies Needed

- construction paper
- crayons
- scissors
- pencils
- markers
- paint
- brushes
- table cover



1) Come One, Come All

Supplies: Color Me foam frame, markers, construction paper, crayons, various art supplies.

Preparation: Determine official date of Variety Show. Set out materials.

Learning Objective: Students will know **advertising** is any form of communication that promotes a service, product, or idea.

Warm-Up:

- Throughout our theme *No Biz like Showbiz*, we've experienced some of the performing arts. In two weeks, we will have an opportunity to show our families and friends how talented we are at the Right Club Variety Show!
- Performers in the Variety Show can perform in a group or solo. They can do any of our performances from *Twisted Tales*, *Right Club ROCKS!*, or share another talent.
- Who already has an idea of what they want to perform? Are you going to do it by yourself or in a group?
- Those of you that do not want to perform will also have important jobs to do. A successful show takes the hard work of a lot of people behind the scenes in addition to those on stage.
- Let's check out the fun we have ahead of us as we prepare for an awesome Variety Show! Read Daily Activities page with students to preview the unit and build excitement!
- The first thing we need to do is get the word out about our big show. **Advertising** is a form of communicating that promotes a service, product, or idea. We want to promote our show so we get an audience to come. What are some ways we can **advertise** it?
- Since our show is only two weeks away, we need to get the word out as soon as possible. Our first step is to create invitations for our friends and family.

Activity:

1. A great visual is one way to grab someone's attention when **advertising**. That's why we are going to send home these picture frames with the information about the show written around it.
2. What should the picture of our group look like? We want it to be exciting and fun. Where should we take it? How should we pose? Brainstorm ideas for group photo. Take multiple pictures so you have a few to choose from.
3. The next thing we need to decide is what to write on our invitations to the show. What information will our guests need? (date, time) What are some ways we can word this information so it sounds exciting?
4. Brainstorm various ideas for written messages with students. List ideas on a white board or other visual display, if available.
5. Allow students to decorate their frames for their family, making sure to include the date/time/location of the show. While students work on frames, print one 3" x 5" sized picture for each student to put in their frame. Send frames and pictures home with students.
6. If students finish early, invite them to make posters to display near parent entrance/sign-out sheet.

HELPING ALL STUDENTS SUCCEED!

Younger students may have difficulty writing the message on their frame. Writing it out on piece of paper for them to copy may help. You can also pair them with an older student to assist them.

Wrap It Up:

- Why is it important to **advertise** the Variety Show as early as possible?
- What else can we do to **advertise** our show?
- Who else should we invite?

Take It Away:

- It's important to continue getting people excited about our show right up to opening night. How can we make sure our friends and family don't forget after we give them our invitations?
- Be sure to take your invitation home tonight to share with your family!



Lead In:

- *Tomorrow, we'll take the first step to making a great show by coming up with some cool acts!*



2) There's a Brainstorm Brewing

Supplies: paper roll, pencils/markers/crayons,

Preparation: Cut paper roll into three large pieces. Label the pieces *Things I'm Good At*, *Things My Friends Are Good At*, and *Acts I've Seen Before*. Post around the room. Put cups of markers, crayons, and pencils near each piece.

Learning Objective: Students will learn that **brainstorming** with a group helps generate ideas not otherwise thought of on one's own.

Warm-Up:

- *Today, we are going to come up with our ideas for Variety Show acts.*
- *When trying to come up with good ideas, it is often helpful to get a bunch of people together to discuss them. This group effort to find ideas is called **brainstorming**.*
- *Can you think of a time that you have **brainstormed** with others? How did it help? What were the challenges?*
- *Around the room, you'll find a few posters with categories listed on them. We are going to go around the room and list some ideas that may eventually turn into acts for the Variety Show. The first one is "Things I'm Good At." Think about skills you have that would make a good act. You might be a good singer, dancer, juggler, or joke teller.*
- *Then there is "Things My Friends Are Good At." These are skills that are impressive to you that they might not think of. You don't have to write names, just the skills.*
- *Finally, there is "Acts I've Seen Before." This could be something you've seen on TV Shows or YouTube or in real life. They should be performances that really impressed you.*
- *I'm going to split you into groups. Write as many ideas as you can think of until I tell you to switch to the next station. When you get to the next station, one person in your group should read all of the ideas already listed aloud. They might give you ideas you wouldn't have otherwise thought of! Let's give it a shot.*

Activity:

1. Split group into three smaller groups. Send each group to one of the posters. Allow them to write or draw on each poster for a few minutes. When they start running out of ideas, have them rotate. Allow each group to rotate through each poster twice. Be sure they read aloud the 2nd time, too.
2. *What great ideas did you come up with? What great ideas did you see that others came up with?*
3. *Now that we have some new ideas, it's time to think about what we want to do for our act.*
4. Pass out a blank sheet of paper.
5. *On one side of paper, you are going to draw the act that you'd like to do in the Variety Show. If your act involves a group of people, draw them. If you don't want to perform, draw an act that you'd like to see in the Variety Show. Get creative with this one!*
6. Allow students to work on their drawing. When finished, gather students to share their work and ideas. Invite students to share additional ideas if time permits.
7. **Note:** Since many students do not attend Right Club every day, you may need to reorder or repeat parts of this unit when they are there to ensure everyone has an opportunity to participate. This planning step is one such instance.

HELPING ALL STUDENTS SUCCEED!

Younger students may need assistance from an Educator or Junior Educator reading the signs and writing their ideas down. They can also draw in lieu of writing.

Wrap It Up:

- *Who would like to share what they worked on?*
- *Where did you get your idea for your performance? How did **brainstorming** help you?*



Take It Away:

- *Where else in our life can group **brainstorming** help generate great ideas?*

Lead In:

- *Give some more thought tonight to your show ideas, because tomorrow, our ideas hop off the page and become reality!*



3) Production Plan

Supplies: paper, pencils

Preparation: none

Learning Objective: Students will know a **production assistant** is a crew member responsible for various aspects of a live show production.

Warm-Up:

- Which ideas from our brainstorming session yesterday would be fun to perform for our Variety Show? What ideas from Twisted Tales or Right Club Rocks would you like to do again?
- You can also show off a skill you have learned elsewhere. Who plays an instrument? Sings? Has a special secret skill that doesn't fall into any other category?
- Today, you are going to work out the details of your acts so we have an awesome show!

Activity:

1. For those of you that want to perform and know what you want to do, your goal today is to plan out the act. If you are going to work in a group, you need to decide who will be performing with you. You need to decide what everyone's job will be in the performance. Your performances should be no longer than 5 minutes.
2. If you want to perform, but still do not know what you want to do, you can find a group that needs help or continue brainstorm ideas together, but you need to know by the end of today.
3. If you are not performing, you have an important job to do, too. You will be a **production assistant**, or **PA**. A **production assistant** helps out with various jobs behind the scenes.
4. They may help with props, sets, make sure everyone is in the right place, take notes for performers, be in charge of music, or any other important job that will help the performers do their best work. Today, PAs will meet with me to determine their job on the day of the performance.
5. Afterwards, you can help performers build their acts or help our group that is still brainstorming.
6. **Note:** If all students are performing, staff should act as PAs.
7. One of our **PAs** will go around to sign everyone up for their act. When they come to you, tell them who is in your group, what you will be performing, and any music you will use or other special equipment.
8. Have the first group determine what they will perform and who they will perform with. Allow the second group to brainstorm ideas. Meet with PAs to sign up for jobs using the sheet on Pics for Kids. Many jobs require more than one student. Afterwards, designate a PA or two to go around sign students up, noting group members and type of act.
9. Invite students to work out details of their act and, if time allows, begin to practice. Be sure to screen all music for appropriateness.
10. **Note:** Since many students do not attend Right Club every day, you may need to reorder or repeat parts of this unit when they are there to ensure everyone has an opportunity to participate. This planning step is one such instance.

Wrap It Up:

- What will you be performing at the Variety Show?
- How did a **production assistant** help you today?

Take It Away:

- In a few days, you will **audition** your act for us. An **audition** is a tryout performance for the directors of a show. What do you need to do to prepare for your audition?

Lead In:

- Next time, we prepare for the audition practicing on our act! If you have anything you need from home for your act, like an instrument, be sure to bring it in with your parents' permission.



Pics for Kids

1. **Greeters** – Welcome guests to the show

2. **Ushers** – Show guests to their seats

3. **Program Distributor** – Pass out programs made during Activity #8

4. **Snack Staff** – Help with the distribution of snacks prior to show (if applicable)

5. **Emcee** (see Activity 6)

6. **Backstage Staff** – Aid with various backstage tasks, such as preparing the next act, rounding up group members, relaying messages, etc.

7. **Prop Masters** – Aid with the creation, handling, and distribution of props



4) Prep and Practice

Supplies: construction paper, crayons, markers, scissors, glue

Preparation: Set out materials.

Learning Objective: Students will know practice is the key to preparing for a live performance.

Warm-Up:

- *All great performances, from sports to music to learning your times tables, come from lots of preparation and practice. What's something you had to prepare for? How did you prepare? What's something you have improved at by practicing?*
- *Today, we are going to prepare for the Variety Show by practicing our acts.*
- *Then tomorrow, every act will **audition** for all of us. Remember, an **audition** is a tryout performance for the directors of a show.*

Activity:

1. *Whether you're doing a solo or group act, the more times you practice your act, the better it will be. Don't forget that PAs will be around to help you if you need it. One thing that may be particularly helpful is to perform for them. Sometimes having the opinion of someone not involved in the performance can be enlightening.*
2. *PAs can also help by making posters advertising the show. We can display them to remind parents when they come to pick their child up.*
3. Have students practice with their group. PAs should make posters or help groups in any way they can. Display posters in a prominent spot for parents to see when they pick their child up.
4. **Note:** Since many students do not attend Right Club every day, you may need to take extra steps to ensure everyone has an opportunity to participate. Encourage students that are unable to practice at Right Club to practice at home.

Wrap It Up:

- *How is your act coming together with practice?*
- *What aspects of your performance do you still want to improve upon?*

Take It Away:

- *What other skills can be improved upon with practice?*

Lead In:

- *Next time, we take to the stage to **audition** for our friends, as we get one step closer to the Variety Show!*



5) Open Auditions

Supplies: stage or large open space, other materials specific to acts

Preparation: Designate a space for performers to perform and audience to sit. Set up music player and/or other act-specific materials as needed.

Learning Objective: Students will learn the importance of auditions and directing when putting together a show.

Warm-Up:

- *Professional singers, actors, dancers, and other performers have to perform for people in charge of a show before being given a part in the show. This tryout is called an audition.*
- *Auditions are not just helpful in letting the director know how talented the performer is. It also helps the director coach performers on what they should work on before opening night to get the best performance possible.*
- *Today, our performers will audition while the rest of us act as directors.*
- *Auditions are a rough idea of what the final performance will be. They're not supposed to be perfect, so just have fun!*

Activity:

1. Seat students facing the stage or large open area.
2. *All of our acts are going to perform for us in just a moment. The audience will be directors. At the end of the performance, the directors will give helpful feedback. That means you should tell performers something you enjoyed about the performance and something they can improve on. Keep it positive. We are trying to help our friends be the best they can be!*
3. *Here are some examples of constructive feedback: "I liked your act! One thing you could do to make it even better would be to add _____." or "I really liked the part where you _____. Be careful not to _____." Can anyone else think of any other examples?*
4. Call up each act one at a time to audition for the other students.
5. In between acts, ask the audience/directors for one thing they really enjoyed about the act and one thing the performer could do to improve their act.
6. Use these auditions to determine the order of acts for the show and things performers can work on to improve their performance.

Wrap It Up:

- *Have any of the performers thought of changes they would like to make to their acts based on the directors' feedback?*
- *We want to get the audience's attention from the beginning and keep it throughout the show. How can we use what we saw to create the order the acts will perform?*

Take It Away:

- *Sometimes giving feedback to others can be hard. We want to help, but we don't want to hurt their feelings. What are some tips you can give someone that is struggling with this balance?*

Lead In:

- *Next, we will discover a very important job that keeps the show running smoothly. You will all have a chance to step into this role in some very silly ways!*



6) Master of Ceremonies

Supplies: Pics for Kids page, pencils, paper

Preparation: Print Pics for Kids and cut out slips. Separate people and acts. Place in two separate bags or piles. Cut additional scraps of paper, two per student.

Learning Objective: Students will learn an **emcee** is the person who announces acts and keeps the audience engaged between acts.

Warm-Up:

- *Every show needs someone to introduce the upcoming acts, keep the audience's attention, and make sure everyone is enjoying themselves. This person is called an **emcee**.*
- *They host the show and let the audience know what's coming up, but they try to do it in an entertaining way. They might make jokes or build suspense or just be really enthusiastic. A good **emcee** connects with the audience by making eye contact and speaking clearly and with energy. It's all about BIG personality!*
- *For example, if I was going to introduce (insert student name), I could say, (in a monotone, uninterested voice) "Up next is (insert student name)." But it would be more exciting if I said, (in an animated, excited voice) "Ladies and gentlemen, I have the pleasure to introduce, for the one night only, the amazing, the extraordinary, the world-renowned (INSERT STUDENT NAME)!!!" Use over-exaggerated physical gestures while introducing.*
- *Who else would like to try? Pick a friend to introduce and show us what you got!*
- *Call on a few volunteers to introduce their friends.*
- *Sounds like we have some talented **emcees** in Right Club. Let's practice a little more. After that, we will work on introductions for our acts in the Variety Show!*

Activity:

1. Give each student 2 pieces of scrap paper.
2. *Everyone should have two pieces of paper. On one, you are going to write the name of a person. It can be a celebrity, a fictional character, or someone we all know. On the other you will write the strangest performance you can think of. It doesn't have to be real, but it should be silly. Read one or two examples from Pics for Kids.*
3. *When you are done we are going to put them into these two piles, one for people, the other for acts. Then, we are each going to pick one piece of paper from each pile. You will be the **emcee** and introduce this act to the group. Pick one piece from each pile and model introducing the act to students.*
4. Have students write down their ideas and put into appropriate piles. Then have each student pull 1 name and 1 act. Have them introduce the acts to the group.
5. *What did the best introductions have in common? Keep these things in mind, because you are about to write introductions for your friends' acts in the Variety Show.*
6. Ask which students feel comfortable introducing their friends for the Variety Show. Students already performing may also wish to introduce their friends. Have them write an introduction for another student's act. Rotate around the room, helping students refine their introductions.
7. Invite students to practice their introductions aloud. Meanwhile, those not emceeing can practice their acts.

Wrap It Up:

- *What makes for a good introduction from an **emcee**?*
- *How does it help the performer to have an exciting introduction?*



Take It Away:

- *Look and listen for exciting introductions on TV tonight or on the car radio on your way home from Right Club. See what you can take away from them to include in your introductions for the Variety Show.*

Lead In:

- *Tomorrow, are going to focus on the atmosphere of our show so our audience feels welcome and excited!*



Pics for Kids

YODA	SNAKE CHARMER
SPONGEBOB SQUAREPANTS	CHAINSAW JUGGLER
TAYLOR SWIFT	HUMAN CANNONBALL
BILL NYE THE SCIENCE GUY	KARATE EXPERT
SPIDERMAN	BALLET DANCER
RUMPLESTILTSKIN	PROFESSIONAL WRESTLER
ABRAHAM LINCOLN	VENTRILOQUIST
RONALD MCDONALD	COMPETITIVE EATER
HARRY POTTER	MAGICIAN
LEBRON JAMES	SWORD SWALLOWER



7) Decoration Station

Supplies: paper roll, paint, markers, table cover, brushes, cups, water, various art supplies

Preparation: Set out supplies. Cut 10 foot long section of paper roll.

Learning Objective: Students will know it takes contributions from a variety of people doing a variety of jobs to pull off a successful show.

Warm-Up:

- *There are only a few more days until the big Variety Show! What other things do we need to do to get ready? (Practice, decorations, programs, etc.)*
- *We want our guests to feel like they are coming into an exciting show. One way we can do that is to decorate our space in a festive way. Given our materials, what can we do to make the atmosphere festive?*
- *Let's start with a welcome banner. We have this large blank banner. Show students section of paper roll cut during Preparations. What should it say? Where should we put it?*
- *Today, some of you will be working on our banner, while others will practice your acts. We might even have some other people making centerpieces or posters. Either way, everyone is going to chip in to make the Variety Show as great as can be!*

Activity:

1. Have students break into groups based on what they most need to work on.
2. Students working on the welcome banner should sketch out ideas on paper and come up with a collaborative plan before starting on the banner itself. Let them know they need to get their plan approved by a staff member before beginning. Check for spelling and other errors.
3. Students can also practice their acts or their introduction of other acts.

Wrap It Up:

- *How did you help our Variety Show today?*
- *What do we still need to do?*

Take It Away:

- *We saw today that it takes everyone doing their part to make a successful show. How do you contribute by doing your part at home? At school?*

Lead In:

- *Tomorrow, we will take one step closer to a polished Variety Show by making something special for our guests!*

Tip: Students can continue to make posters, centerpieces, or to decorate the banner during free play tonight or when done with homework tomorrow.



8) Get with the Programs

Supplies: construction paper, tagboard, markers, crayons, Playbill template, various craft supplies (glue, scissors, glitter, ribbon, etc.)

Preparation: Finalize a schedule of acts. Be sure opening and closing acts are energetic and strong. Include the names of emcees introducing each act as well as group bows at the very end. Post in a place all students can see. Print copies of Playbill template.

Learning Objective: Students know putting together a successful show takes a group effort.

Warm-Up:

- *When people come to a show that has many different acts, they want to know what's coming up next. The emcee helps with that, but so does a program. It acts as a schedule of the night's events.*
- Show students Pics for Kids.
- *There are many different ways to make programs for a big show. You can make a Playbill like they use on Broadway or construct your own design. By copying down the schedule on the program, our guests will be able to follow along with the show. Your friends and family can even take them home so you have a memento of this awesome show!*
- *For those of you needing more practice on acts or intros, you can focus on that after the programs or just get to practicing.*

Activity:

1. Give students access to materials and allow them to work on whatever they need to do to help the show. If students use Playbill templates, invite them to fold them in half, decorate cover and fill inside with the information you listed in Preparation.
2. Be sure you have enough students creating programs to meet demand the night of the show.

Wrap It Up:

- *Tomorrow is our dress rehearsal. This is when we run through the whole show from start to finish. Are we ready? Why or why not?*
- *How can we help support the rest of the cast and crew that still needs help preparing?*

Take It Away:

- *Have you reminded your friends and family about the show? Who has someone coming?*

Lead In:

- *Next time, we step up to the stage and show our friends what we've got!*

Tip: Programs can be finished during Homework Help for the next two days for students who have none or who finish early.



Pics for Kids

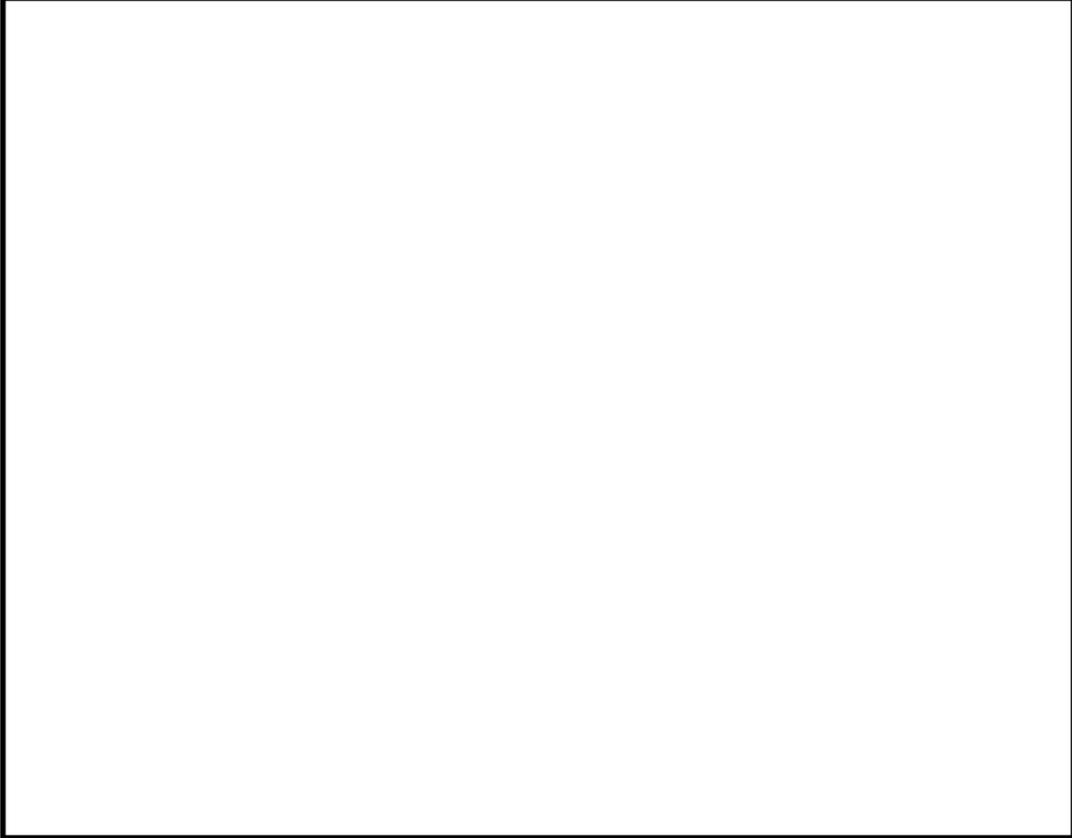


What important information do you need to include in your program?



PLAYBILL

A RIGHT AT SCHOOL PRODUCTION



9) Dress Rehearsal

Supplies: any materials needed for the Variety Show

Preparation: Set up your space as you would for the Variety Show.

Learning Objective: Students will learn a **dress rehearsal** is the final step before a big show.

Objective:

Warm-Up:

- *Today is our last chance to practice and make any adjustments before the big performance. We will have a **dress rehearsal** where we run through our whole show from start to finish without stopping.*
- *Treat it as though you are performing in the actual Variety Show. This includes those performing and those not performing. Those not performing have important responsibilities to make sure the show goes smoothly as well. We will go over these today.*
- *Be aware of where we are on the schedule and what you should be doing. Be respectful of acts as they are performing by being quiet.*
- *Is everyone ready? Let's go!*

Activity 1:

1. Review order of acts, including students introducing other students.
2. Determine responsibilities for students not performing. This can include program distributors, back stage assistants, ushers, or other such roles.
3. Model treating the dress rehearsal like a real show by going up and giving a short introduction to the empty room welcoming everyone warmly and explaining the creation of the Variety Show (see Event Planning Checklist in this unit).
4. Have students perform in order as they would during the show.
5. Make adjustments as needed.

Activity 2:

1. The show will be greatly improved by organizing a grand finale that includes **all** students. Invite student input into this process.
2. Determine what works best for your program based on size, available time, and student suggestions. Possible grand finale options include, but are not limited to the following:
 - a. Group song
 - b. Choreographed Dance
 - c. Play a preselected song and allow students to dance as they please
3. Call out all performers to the stage to take a bow. Call out PAs and various backstage helpers to come out and take a bow.

Wrap It Up:

- *Great **dress rehearsal**, everyone! What went well? What can be improved?*
- *What needs to be changed before we present our live show tomorrow?*

Take It Away:

- *Don't forget to remind your friends and family about the big show tomorrow!*

Lead In:

- *Next time we meet, we hit the stage for our big performance – the Right Club Variety Show!*



10) Showtime!

Supplies: any supplies needed for Variety Show, including but not limited to the following: banner, programs, music player, seating, etc.

Preparation: Set up space for the Variety Show, including banner and seating.

Learning Objective: Students will learn what it is like to perform in front of a group.

Warm-Up:

- Before parents arrive: *It will be very exciting to have our guests come visit, but you are still in Right Club. Expectations remain the same. Everyone should behave as they would during a normal day at Right Club.*
- Review individual responsibilities, especially with those not performing. Be sure to have student greeters, program distributors, ushers, etc. stationed in the appropriate places.
- Set out decorations and seating well before guests arrive.
- Play music while guests are being seated to enhance the mood.
- **While there will be many people coming and going, remember that the students' safety is always your top priority. As such, please always be aware of who is coming in and out.**
- Since many people will be leaving as soon as the show is over, it is a good idea to get parents to sign their child out **BEFORE** the show begins.
- **Encourage parents to take pictures and share using the hashtag #RASVarietyShow.** This hashtag will be used to collect media to share with families all over the country!

Activity:

1. **Sample show opening by staff:** *Welcome to the annual Right Club Variety Show! Thank you for coming. For the last 6 weeks, the students have been exploring the performing arts as part of our No Biz Like Showbiz theme, which included lessons on music, dance, script writing, and theater. The performing arts allow students to explore creativity, teamwork, and self-expression. They also allow us to try new things and have some fun! To kick off the show, I'd like to introduce our first emcee, _____.* Introduce first student emcee.
2. Have students perform as planned. Continue to supervise – students are still in **your** care even though parents are present.

Wrap It Up:

- **Sample show closure by staff:** *Let's have another hand for all the performers today. (Take a group bow.) And let's hear it for everyone that worked behind the scenes. Come out and take a bow. Everyone worked really hard to bring this show together. Thank you all for coming!*

