



The Tobin Endowment



Girl Scout Brownies

Girl Scouts of Southwest Texas
811 North Coker Loop
San Antonio, Texas 78216
(210) 349- 2404 or 1-800-580-7247
www.girlscouts-swtx.org

To learn more about The Tobin Endowment and their mission, visit www.tobinendowment.org



Girl Scouts of Southwest Texas & The Tobin Endowment
are proud to bring to you the...
The Tobin Endowment
The Arts Initiative



The arts inspire girls of all ages to explore visual expression and ideas in music, theatre and dance. The Tobin Endowment Arts Initiative incorporates education in visual and performing arts.

Through arts programs, girls focus on self-expression and discovery. The arts are vital to youth development and provide limitless possibilities for growth and exploration. Research shows that arts can reach students where other academic subjects cannot. With arts-integrated learning, students gain a greater depth of understanding of academic topics.

Girl Scouts who complete The Tobin Endowment Arts Initiative develop their artistic skills and learn about the performing arts through pathways which include painting, sculpture, jazz, blues, rap, classical music and dance.

Steps to Earn the The Tobin Endowment the Arts Patch

Girl Scouts is the premier girl leadership development program—girls have fun with a purpose! All activities are girl-led and girls should decide what activities to complete when earning a Business Patch Initiative (BPI) patch. In the spirit of Girl Scouting, girls may choose to participate in activities that are not listed in the booklets and/or supplements. If girls complete the minimum required number of activities based on the theme of the BPI, they have earned the BPI patch. For more information, contact Larissa Deremiah at lderemiah@girlscouts-swtx.org.

Step One:

1. Read through the Activities
 2. Think about what you would like to do
 3. Choose 3 out of the 4 Units
 4. Complete 2 Activities from each unit chosen
- NOTE: Girls will complete a total of 6 activities

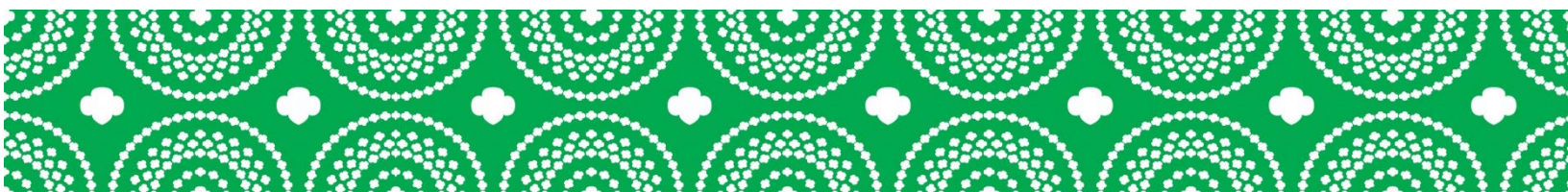
Step Two:

1. Complete the [Business Patch Initiative \(BPI\) Evaluation](#)
2. For more information, contact:
Girl Scouts of Southwest Texas
ATTENTION: Program
Phone: (210) 319- 5775
Toll Free: 1-800-580-7247
Fax: (210) 349- 2666
lderemiah@girlscouts-swtx.org



Step Three:

1. Receive you're the Tobin Endowment the Arts Patch!



The Girl Scout Leadership Experience

Girls at every level of Girl Scouting participate in the “*leadership experience*.” A *leadership experience* is an exciting way of working with girls in a series of themed activities focused on building leadership skills. By enlisting the three keys to leadership (*Discover, Connect, and Take Action*) girls learn that they can take the lead to make a difference in their community and the world. The three keys are at the heart of the Girl Scout philosophy of leadership:

Discover

Girls understand themselves and their values and use their knowledge and skills to explore the world.

Connect

Girls care about, inspire, and team with others locally and globally.

Take Action

Girls act to make the world a better place.

It’s not just “what” girls do, but “how.” When girls are engaged that creates a high-quality Girl Scout leadership experience. All Girl Scout experiences are built on three processes (*Girl-Led, Cooperative Learning, and Learning by Doing*) that make Girl Scouting different from school and other extra-curricular activities. When used together, these processes ensure the quality and promote the fun and friendship so integral to Girl Scouting.

Girl-Led

Girls play an active role in the planning and implementation of activities while adults provide age-appropriate facilitation, ensuring that planning, organization, set-up, and evaluation of all activities are done jointly with the girls.

Cooperative Learning

All members of a group work together towards a common goal that can only be accomplished with the help of others.

Learn by Doing

A “hands-on” learning process that engages girls in cycles of action and reflection resulting in deeper understanding of concepts and mastery of practical skills.

When Discover, Connect, and Take Action activities are girl-led and involve learning by doing and cooperative learning, girls achieve the desired and expected leadership outcomes ultimately resulting in Girl Scouting achieving its mission:

Building girls of courage, confidence and character, who make the world a better place.

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Art

Art: How Far Away Is It?

Drawing helps with creativity and hand-eye coordination. Children innately like to draw but begin to criticize their own drawings. Some basic knowledge can help children learning to draw. All drawings consist of shapes: circles, squares, rectangles, triangles and lines. Look around you and see if you can identify the shapes of different things.



Materials: Number of materials is contingent on the desires and number of girls participating.

1. Paper
2. Markers, crayons, pencils.
3. Paint and brushes

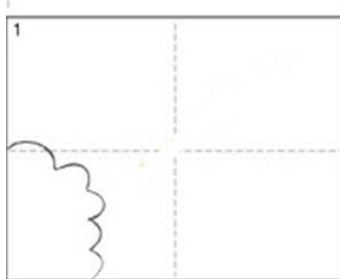
Directions: Show this picture to the girls and tell them we are going to draw this picture to understand how to draw. This picture will be used as a guide.



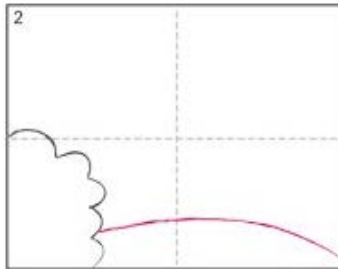
© 2013 www.artprojectsforkids.org

Have the girls divide their paper into four sections. These lines won't show when the picture is finished. This helps when talking about the drawing. Elements can cross over the lines.

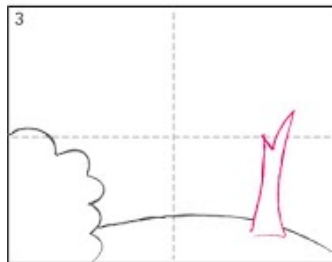
1. Explain that all the elements in the picture are parts of shapes. The bush in the lower left are parts of circles. Have the girls use pencils to create the drawing they can go over it later. Explain that their picture will be unique and it probably will not look like anyone else's.



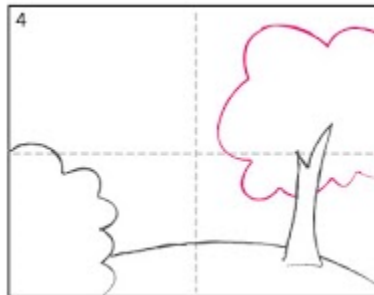
2. Next have them draw a line from the bush to the right side of the paper



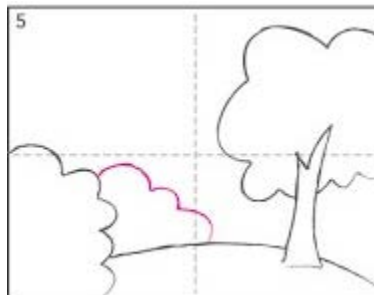
3. This next step is simply four lines. Show the girls how to draw the lines. This is where the grid helps for placement on the paper. Explain that the placement does not have to be perfect. They can erase lines but once they start coloring it will look different.



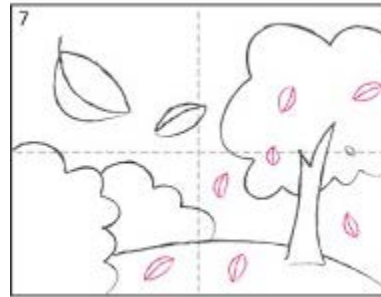
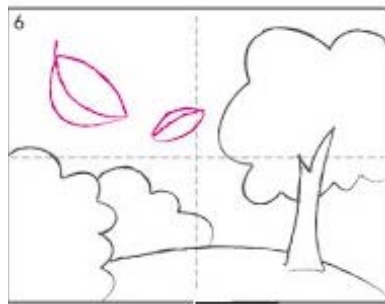
4. Next is the top of the tree. This is just like the bush. The girls can draw circles or curved lines. The inside of the leaves will be colored in so the lines will not be seen. You can see how the grid helps with placement.



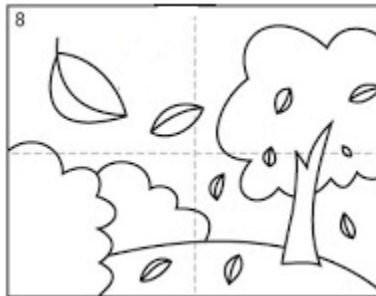
5. Add more bushes in the lower left corner.



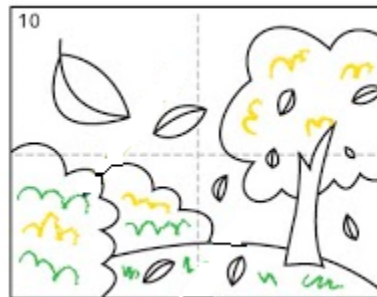
- The leaves are curved lines. Show that by drawing leaves different sizes, it makes them seem like they are farther away or closer. This is called perspective. This is an important concept in all art.



- At this point, have the girls look at their drawings and add or erase any elements. Have them go over lines to define them.



- Here we will start adding some details to the drawings. Draw some colored lines to show some leaves and grass in trees, bushes and ground. These curved lines are the same as the ones used for the bushes. Have the girls use whatever colors they want to.



- Outline the leaves and draw lines to show the veins. Now we start adding color to what we want to see in the picture



12. After using crayons, pencils or markers, you can add some paint. Encourage the girls to be as creative as they want to. The world is full of color and shades.



Additional Activities:

For those that need more help, have them draw whatever they want and then ask them what shapes they see in their drawing. Help them how making things bigger or smaller makes it seem closer or farther away.

For those that want to do more, encourage them to create another picture where they use the idea of perspective to show something that looks far away or closer. For example, draw buildings using the shapes and make them bigger or smaller.

Art: What Do You See?

Drawing helps with creativity and hand-eye coordination. Children innately like to draw, but begin to criticize their own drawings. Some basic knowledge can help children learning to draw. All drawings consist of shapes: circles, squares, rectangles, triangles and lines. Look around you and see if you can identify the shapes of different things.



The girls can use this as they view their art images and create their project.

Materials: Number of materials is contingent on the desires and number of girls participating.

- Poster boards (22" x 30" if you can – half of that is fine too)
- Paper (computer or computer typing paper will do)
- Acrylic paint, poster paint, tempera paint – add glue to thin paint to make it thicker)
- Pencils, Crayons, Markers, Paint brushes and water containers
- Scissors
- Photographs of paintings, drawing and prints (from books, magazines or postcards)

Resources:

[Edgard Degas](#)

[Mary Cassatt](#)

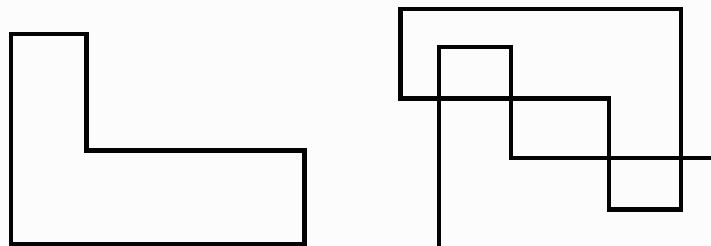
[Georgia O'Keefe](#)

[Rembrandt](#)

Directions: The girls will look at several different artist images through a viewfinder. They will then create a painting using what they have viewed. Show the girls different artists using Sister Wendy's book or other books at the library or internet and talk about what they see and what they like.

Have the girls choose a few of the pictures or images that appeal to them.

Next, each girl should create a "viewfinder" which is essentially 2 L-shaped pieces of paper cut from the typing paper.



These L-shaped pieces of paper can be arranged to make a “viewfinder”

The “viewfinder” can be placed on a picture in different ways so that different parts of the picture come into view. For example, if you have the viewfinder on a picture of a house, you could move it over the window, the door or the chimney...

Next, each girl should divide her large poster paper into several sections. A ruler is not required — freehand lines are all you need.

Then, after placing the viewfinder on a section of a picture, each girl can begin to draw what they see through their viewfinder on one of the spaces they created on their poster paper.

After one section has been drawn, another can be drawn from a different cut-out picture or a different section of the same cut-out picture and so on until the paper is full.

Finally, the sections that have been drawn on the poster paper can be painted based on the original colors seen in the pictures.

After the paintings are complete, have a discussion and talk about why each girl chose the pictures they did. Was it because they liked the colors? the lines? the subject matter?

Following are some web sites of suggested artists to study

Additional Activities:

For those that need more help, have them use a smaller sheet of paper or help them find a simpler picture to draw.

For those that want to do more, encourage them to use their own colors rather than what is in the picture.

Art: Fill the Frame

Everyone has access to a camera through a cell phone. If you have access to a digital camera then you will have even more options with different lens and settings. Photography is an art form. The difference between a painting and a photograph is that “unlike any other visual image, a photograph is not a rendering, an imitation or an interpretation of its subject, but actually a trace of it. No painting or drawing, however naturalist, belongs to its subject in the way that a photograph does” (art critic, John Berger).

Materials: Number of materials is contingent on the desires and number of girls participating.

- Cell phone camera
- Digital cameras
- Optional: computer and printer
- Magazine pictures

Resources:

[Little blessings](#) by Anne Geddes

[Photographs](#) by Isabel Thomas

[Antsy Ansel: Ansel Adams, a life in nature](#) by Cynthia I. Jenson-Elliott

[Dorothea Lange: The Photographer Who Found the Faces of Depression](#) by Caro9le Boston Weatherford

[Top 15 Famous Photographers around the world and their photos](#)

Directions: Show the girls famous photographers’ pictures. Ask the girls to identify the subject of the picture. Have the girls either work individually or together to set up pictures either inside or outside. This would be a really good activity to do while on a nature walk in a park, neighborhood or as a camp activity.

Fill the Frame:

Show the girls the following pictures to give them an idea how to identify a subject for their photographs and how to explore the item while filling the frame. Filling the frame is how you make the subject the focus of your picture.



This picture of the flowers is rather boring. Look what happens when you start photographing the different parts of the plant.



The leaves and the one bud are filling the frame and the leaves are the focus of the picture.

One flower as the focus and it becomes a completely different picture.



Another perspective of the flowers on this plant.



A view of the leaves creates a completely different focus on the plant.



There are so many ways to explore your surroundings with a camera.

Additional Activities:

Suggest the girls take pictures of people or buildings. Ask them to take the pictures from different views or creating different focuses. Instead of the whole face, just take a picture of someone's eyes or mouth. On a building take a picture of a door knob from different angles.

[Go see National Geographic LIVE!](#) at The Tobin Center (Three dates available with different themes. Contact education@tobincenter.org for event schedule and scholarship options.

Music

Music: Body Music

Music is much more than entertainment. Every society has music. Every ancient society had music. Currently, cutting-edge scientific research has shown the effect that music has on the brain, the individual, and society. There is scientific evidence that shows that music exposure increases math scores and can help build resiliency.

Materials: Number of materials is contingent on the desires and number of girls participating.

- Space for moving to music

Directions: In this activity, the girls will explore how to make music with their bodies by stomping, clapping, snapping, singing and making sounds with their voice. Together, learn the song below.

“[I'm Bringing Home a Baby Bumblebee](#)” (Miss Nina sings it and shows the actions)

Lyrics

*I'm bringing home a baby bumblebee,
Won't my mommy be so proud of me,
I'm bringing home a baby bumblebee,
Spoken: Ouch! It stung me!*

*I'm squishing up the baby bumblebee,
Won't my mommy be so proud of me,
I'm squishing up a baby bumblebee,
Spoken: Ooh! It's yucky!*

*I'm wiping off the baby bumblebee,
Won't my mommy be so proud of me,
I'm wiping off the baby bumblebee,
Spoken: Now my mommy won't be mad at me!*

Actions

I'm bringing home a baby bumblebee,...

Cup hand over other to hold bee

Ouch! It stung me!

Hold index finger up as if stung

I'm squishing up the baby bumblebee,...

Squish bee with thumb into palm of other hand

I'm wiping off the baby bumblebee,
Wipe hands off on shirt

Now my mommy won't be mad at me!
Hold hands up to show they are clean

After you all try the song, then show the girls how they can clap to the rhythm of the song and can add stomping to make it more exciting. You can encourage them to speed up the song or change the tempo using hands and feet.

Additional Activities:

For those that need help, have them do just one part of the song or sing one sentence.

For those that want to do more, encourage them to change the words around and add some other musical sound effects or split the girls into two groups and then alternate singing parts of the song.

Music: Boom! Shake!

There are so many types of musical styles. Music can be enjoyed while drawing, reading and doing chores. Music can be actively engaged in while dancing and singing. The girls will make drums and simple maracas while listening to the music of [Gioachino Rossini](#). The William Tell Overture may be familiar to the girls. It has been used in several movies, television shows and commercials.

Examples:

[MacPro Commercial](#)

[Bugs Bunny Classics](#)

Drums:

Materials: Number of materials is contingent on the desires and number of girls participating.

- Cans of different sizes – different sizes will mean more sound variety
- Can opener that doesn't leave sharp edges
- Balloons –7-inch balloons on smaller cans and 9-inch balloons on larger cans
- Rubber bands
- Dowels and beads for drumsticks (optional)
- Duct or paper tape- if you are concerned about sharp edges, cover them with tape

Directions: To make a drum, take the top off a can, remove the contents, and wash and dry the can. Cut the bottom off a balloon and stretch it tight over the open top of the can. Secure the balloon with a rubber band, and your drum is ready to play!

If you want to make drumsticks, buy dowels at the craft store and beads with holes the same diameter as the dowel. Glue the dowels into the beads. If not, use spoons. The girls can experiment with wooden and metal spoons to see if they make a different sound.

Maracas:

Materials: Number of materials is contingent on the desires and number of girls participating.

- Plastic bottles
- Rice, beans or both.

Directions: Put the rice and beans in the bottles. Use different amounts, this will affect the sound they make.

Screw the caps on very tightly. If you want to make sure it stays secure use some of the tape.

After the drums are finished, have a concert! Have the girls individually or together choose one of Rossini's song to play along with or they can pick another song they are familiar with.



[Gioachino Rossini](#), the most popular opera composer of his day, was born in Pesaro, Italy. Like many composers, Rossini learned about music from his parents. Gioachino's father played the horn and trumpet, and his mother was an opera singer. When Gioachino was a little boy, he learned to play the piano and sing.

In Rossini's day, the opening of a new opera was as exciting as the opening of a new movie is for us. Rossini wrote his first opera when he was 18 years old. His most famous opera is *The Barber of Seville*. After composing the opera *William Tell* in 1828, when he was 37 years old, Rossini stopped writing operas.

After that, Rossini didn't compose again for years. When he was much older, he wrote some music for the church, and he wrote a lot of small pieces to entertain his friends. Because those pieces weren't very serious, he jokingly called them the "Sins of Old Age."
(Classics for Kids)

Additional Activities:

Have the girls tape their cans together and create a marching band.

Have the girls watch *Rossini's Ghost* (2002). It is available at the San Antonio Library.

Go see [Flying Bach](#) – November 3, 2018 (classical music, breakdance) at The Tobin Center. Contact education@tobincenter.org for event schedule and scholarship options.

Music: Jazz It Up!

Jazz was invented in the United States. Jazz music combines African-American music with European music. Jazz first became popular in the 1910s. It is still a popular music to play and hear because of the different styles. Some common jazz instruments include the saxophone, trumpet, piano, double bass, and drums.

Materials: Number of materials is contingent on the desires and number of girls participating.

- Bowls, Spoons, Common wooden or metal items around the home that can be used to make a sound
- If you have access to musical instruments, use them!
- Space for moving to music
- Computer, IPAD, or phone with internet access
- Reference books (list provided)

Resources:

[How Jelly Roll Morton Invented Jazz](#) by Jonah Winter

J is for Jazz by Ann Ingalls

[Jordan Louis Let Good Times Roll](#)

Directions: Using the internet and CDs, introduce musical instruments to the girls. If you have instruments, use them to demonstrate the notes they play. Ask the girls, what they think of when they listen to the notes.

Often in jazz music, the musicians use a call and response technique. It is a succession of two distinct phrases (which is a set of notes that go together) usually played by different musicians. The second phrase is heard as a direct commentary or response to the first.

Play the video, [Call and Response Demo](#).

Talk to the girls how the two musicians responded to each other with the music. Ask them how they could do that with clapping, stomping and humming. Ask if they can think of any other ways to make music.

Have the girls take turns being the leader starting off either clapping, stomping, whistling, or humming a pattern. The rest of the girls simply repeat the pattern. Start simple and you can add as everyone gets more comfortable.

After everyone who wants to lead has had a turn, then have the girls divide into groups of two or three. Each girl will choose whether she will clap, stomp or hum or create some other sound. Use common objects to make music. Plastic or wooden bowls, and spoons make fantastic improvised drums. Encourage the girls to use their imaginations!

In the groups of two or three, one girl will start with a pattern of sounds (a phrase) and the second will respond and then the third.

Additional Activities:

For those that need extra help, just keep it simple. They can be the exclamation to the performance.

For those that want more, put on a performance for family and friends or record it to show others.

Go see a musical performance at the Tobin Center, such as:

[Aida Cuevas](#) – October 14, 2018 (mariachi)

[Jazz at Lincoln Center Orchestra](#) – December 3, 2018

Black Violin – March 22, 2019 (Hip hop)

[San Antonio Symphony Fiesta Pops](#) – April 26-28-2019 (mariachi)

Contact education@tobincenter.org for event schedule and scholarship options.

Dance

Dance: Jazz Dance

Modern jazz dance performances are usually done in a theater. For this kind of theatrical performance, the dancers must be in shape to perform. They are like acrobats doing lifts, turns, leaps and swinging movements. Everything is choreographed for the storytelling dance. Every jazz dance must have a “good swing.” Performances may include movements such as axel turns, barrel jumps, bounces and a traveling step movement. Dances will incorporate ballet movements, pencil turns and pivot steps. They will involve twists, leaps and slides.

Materials: Number of materials is contingent on the desires and number of girls participating.

- Computer, IPAD, or phone with internet access and books (list provided)
- Space for moving to music
- Some favorite songs

Resources:

Stomping at the Savoy: the Story of Norma Miller by Norma Miller

Swinging at the Savoy: The Memoir of a Jazz Dancer by Norma Miller

Katherine Dunham: Pioneer of Black Dance by Barbara O’Connor

Katherine Dunham: Black Dancer by Carol Greene

Directions: Play one or both of the YouTube videos listed below. They are simple demonstrations of jazz dance moves.

[How to Do the Ball Change Cross | Jazz Dance](#)

[How to Do the Passé | Jazz Dance](#)

Join with and encourage the girls to practice the steps. The girls can decide to practice just one set of dance steps or two.

After a few times of practicing (you can rewind and pause the video and the instructor does each part of the steps to make is simpler. Remember this is NOT about being perfect! It’s about fun and trying new things! Now play music and do some jazz dancing!



[Katherine Mary Dunham](#) (1909 -2006) was an American dancer, choreographer, author, educator, and social activist. Dunham had one of the most successful dance careers in American and European theater of the 20th century and directed her own dance company for many years. She has been called the "matriarch and queen mother of black dance." While a student at the University of Chicago, Dunham took leave and went to the Caribbean to study dance and ethnography. She later returned to graduate and submitted a master's thesis in anthropology. She did not complete the other requirements for the degree, however, and realized that her professional calling was performance. At the height of her career in the 1940s and 1950s, Dunham was renowned throughout Europe and Latin America and was widely popular in the United States, where The Washington Post called her "dancer Katherine the Great". For almost 30 years she maintained the Katherine Dunham Dance Company, the only self-supported American black dance troupe at that time, and over her long career she choreographed more than ninety individual dances. Dunham was an innovator in African-American modern dance as well as a leader in the field of dance anthropology, or ethnochoreology. She also developed the Dunham Technique. (Wikipedia)

Additional Activities:

Below is video instruction for a routine in the play All That Jazz.

[How to Dance to "All That Jazz" | Jazz Dance](#)

After the girls learn the routine, they can watch a performance of the routine.

[All That Jazz – Caroline O'Connor](#)

Dance: Move to the Music!

Dancing is fun! It is a way to engage your mind and body. In this activity, the girls will learn a line dance. This is a great activity at a camp. Everybody participates and has fun.

Materials: Number of materials is contingent on the desires and number of girls participating.

- Room to dance
- Computer, IPAD, or phone with music choices or Internet access.

Directions: Below are directions for two-line dances: Achy Breaky Heart and the Macarena. YouTube videos are included for visual instructions. Help and the encourage the girls to learn one or both of these dances. If there is another dance the girls want to learn, teach that instead.

Achy Breaky Heart

Grapevine Right: Step to the right with your right foot. Step your left foot behind your right foot. Step to the right with your right foot. Scuff your left heel to the left side of your right foot

Grapevine Left: Step to the left with your left foot. Step your right foot behind your left foot. Step to the left with your left foot. Scuff your right heel to the right side of your left foot

Walk Forward: Step forward onto your right foot. Bring your left foot up to your right knee, clapping your hands. Step forward onto your left foot. Bring your right foot up to your left knee, clapping your hands.

Walk Backward: Step back on your right foot. Step back on your left foot. Step back on your right foot. Touch your left foot down, but don't put your weight on it

Hips and Turn: Step to the left side with your left foot, shaking your hips twice to the left. Step to the right side with your right foot, shaking your hips twice to the right. Step back onto your left foot, shaking your hips once to the left. Step to your right foot, shake your hips once. Step on your left foot, shake your hips once. Do a quarter turn to the left, scuffing your right foot and then stepping onto your right foot to start the dance all over again but facing another direction.

[Line Dance: Achy Breaky Heart - Step by Step](#)

[Achy Breaky Heart - country line dance - Summerpolis event- Catania](#)

Macarena

1. Extend your right arm straight out in front of your right shoulder, palm down
2. Extend your left arm straight out in front of your left shoulder, palm down
3. Turn your right hand over so that the palm is facing up
4. Turn your left hand over so that the palm is facing up
5. Bring your right hand to your left shoulder
6. Bring your left hand to your right shoulder
7. Bring your right hand out from underneath your crossed left arm in order to put the right hand on the right, back side of your head
8. Bring your left hand from your right shoulder to the left rear side of your head
9. Bring your right hand to your left hip
10. Bring your left hand to your right hip
11. Uncross your right hand by bringing it out from under your left hand and placing it your right hip
12. Bring your left hand from your right hip to your left hip
13. Wiggle your hips to the music
14. On the last count of the phrase, jump straight up in the air and do a quarter turn to the right
15. Repeat the dance in this direction, and subsequently the remaining two directions so that eventually you have performed the dance for audience members in all four directions

[How To Dance The Macarena](#)

Additional Activities:

The girls can create their own line dance.

Go see a performance of the Nutcracker Ballet

[Ballet San Antonio, The Nutcracker](#) – November 23-December 2, 2018

Contact education@tobincenter.org for event schedule and scholarship options.

Dance: Swing It! Lindy Hop

Materials: Number of materials is contingent on the desires and number of girls participating.

- Room to dance
- Computer, IPAD, or phone with internet access to music.

Suggested Music:

Some of my favorite tunes to use with this activity:

- "I Like to Move It" by Crazy Frog
- "Thank God I'm a Country Boy" by John Denver
- "Get Jiggy Wit It" by Will Smith
- "Happy" by Pharrell Williams
- "Best Years of Our Lives" by Baha Men
- "The Twist" by Chubby Checker
- "Goofy Goober Rock" by Spongebob
- "Walk Like an Egyptian" by the Bangles
- "Everything is AWESOME" from the Lego Movie
- "Boot Scootin' Boogie" by Brooks and Dunn

Freeze Dance

Do this activity in a large area. This is a good activity to do outside as long as you have speakers and all the girls can hear the music.

When the music plays, all the girls dance with their best dance moves. When the music stops, everyone must freeze. Members are out if they move when the music is off or if they are not dancing when the music plays.

Simone Says

Model some moves (especially if you have some girls that need extra help or are shy). Have the girls come up with dance moves before the game starts and demonstrate so everyone knows how to do them. Encourage the girls to help each other.

Examples:

- Simone Says, wave your arms in the air to the rhythm of the music.
- Simone Says, do the snake (wiggle or slither on the ground)
- Simone says, stomp your feet to the music
- Simone says, twirl around to the music

Additional Activities: Adapt or make up other dancing games. Instead of a race from Point A to Point B, have the girls dance to point A and B.

Theater & Movie Making

Theater & Movie Making: La Cenerentola

Opera is a live theater performance where all speaking parts are sung. Opera includes text along with the vocals and instruments. Great opera is dramatic with dancing, musical instrumental and lavish costumes and sets. Children like to sing with their whole bodies and that is what opera is all about.

Materials: Number of materials is contingent on the desires and number of girls participating.

- Computer, IPAD, or phone with internet access

Resources:

The Barefoot book of stories from the opera by Shahrukh Husain
Leontyne Price: Voice of a Century by Carole Boston Weatherford

Directions: Read the story and ask the girls if they know this story and see if they recognize La Cenerentola.

ACT ONE: In Don Magnifico's rundown mansion, his daughters Clorinda and Tisbe are primping. Their stepsister, Cenerentola, sings a sad song to herself by the fireplace. A beggar knocks on the door. Cinderella feeds him breakfast, unaware that he's actually Alidoro, Prince Ramiro's tutor, in disguise.

Royal courtiers then arrive with news. The prince will throw a party that very night, to meet women from all over the kingdom. He'll then choose one of those women to be his bride. Clorinda and Tisbe are all aflutter — convinced that, surely, one of them will be chosen. Don Magnifico imagines the affluent future he'll enjoy when one of his daughters is selected.

Meanwhile, Alidoro advises Prince Ramiro to check out Magnifico's lowly yet lovely chambermaid, Cenerentola. Ramiro shows up disguised as his own valet, and sparks fly when he and Cenerentola first meet. Dandini, the real valet, also makes an appearance. He's disguised as the prince, and his job is to gather intelligence. After introducing himself to Clorinda and Tisbe, he asks Don Magnifico about rumors that he also has a third daughter. Coldly, Magnifico lies, saying his other daughter is dead.

To cover up that lie, Magnifico refuses to allow Cenerentola to attend the ball. But when Alidoro and Cenerentola are left alone, Alidoro reveals his identity and gives her his personal invitation to the party.

At the palace, with the ball underway, Dandini is still posing as the prince and distracts the crass Magnifico by making him his official wine steward — it's a sham position, but Magnifico is thrilled. Clorinda and Tisbe continue to snub the real prince, who's still disguised as a servant, and everybody is wowed when a gorgeous and mysterious stranger enters — a woman who looks remarkably like Cenerentola.

ACT TWO: Magnifico is worried about his fortunes, but still hopeful that all his problems will be solved when the prince picks either Clorinda or Tisbe as his bride. Magnifico daydreams about what his new and prestigious place in society might be like.

Prince Ramiro, still disguised as a servant, asks Cenerentola if she will marry him. Shyly, she puts him off. But she hands him a bracelet as she leaves, saying that if he sees her again he'll know her, because she'll be wearing the bracelet's twin. By then, she says, if you still love me, I will be yours.

Ramiro orders Dandini to stop posing as the prince and shut down the party. As he runs off to comply, Dandini is cornered by an impatient Don Magnifico, who rudely insists that the prince decide immediately which of Magnifico's daughters he will marry. Fed up with Magnifico, Dandini reveals that he's merely the prince's valet and he has Magnifico booted out of the palace.

Back at home, Cenerentola sings the same sad song that began the opera — all about a lonely king, choosing a bride. Her stepsisters and Don Magnifico take out their frustrations on her, saying she looks exactly like the beautiful woman from the ball, who caught the prince's attention and spoiled all their plans. Their utter contempt for Cenerentola prevents them from seeing the truth. Outside, there's a violent storm, brilliantly evoked in Rossini's score.

As the weather clears, there's a knock at the door. It seems the Prince was caught in the storm and his carriage has conveniently overturned nearby. That's a secret little snafu engineered by Alidoro. Cenerentola and the prince immediately recognize each other. On her wrist, he spies the twin to the bracelet she gave him. He immediately announces that Cenerentola will be his bride.

The stepsisters are outraged, but Alidoro warns them to calm down. The prince is furious at the abuses Cenerentola has suffered, and he leaves the fate of Magnifico and his daughters in Cenerentola's hands. Fortunately for her family, Cenerentola decides not to stoop to their level and forgives them. The opera closes with a virtuoso aria for Cenerentola, explaining her newfound happiness. The chorus joins in, praising Cenerentola as a worthy princess and saying, "Everything changes little by little. At last, stop sighing."

END

[Rossini - La Cenerentola \(1981\) - Complete opera](#)

This opera is a comedy. It is 2 hours and 24 minutes long. The girls may choose to only watch parts of the performance.

Opera singers sing large and use a lot of emotion. This will seem silly to the girls. Let them practice singing like an opera star. Even statements like “Open the Door” are sung in an opera.



Leontyne Price

Born in Laurel, Mississippi, she studied at Central State College, Wilberforce, Ohio, and with Florence Kimball at the Juilliard School of Music in New York City. She began her professional career in 1952, when she appeared as Bess in George Gershwin's *Porgy and Bess* on Broadway, followed by an international tour. She made her recital debut in New York City in 1954 and appeared in a television production of *Tosca* for NBC in 1955. Her actual operatic debut took place in San Francisco in 1957, as Mme Lidoine in Poulenc's *Le dialogue des carmélites*, followed by her first *Aida*. She created the role of Cleopatra in Samuel Barber's *Anthony and Cleopatra* for the opening of the new Metropolitan Opera at Lincoln Center in 1966. Leontyne Price was one of the outstanding lyric-dramatic sopranos of her generation, she had a rich, warm and luscious voice enhanced by a fine stage presence. She retired from the stage in 1985.

Additional Activities:

Go see an Opera or open rehearsal at the Tobin Center. Email the Contact education@tobincenter.org for event schedule and scholarship options.

Write an opera. Take a fairy tale or short story they know and write their own opera.

Theater & Movie Making: Shakespeare's Much Ado About Nothing



This Shakespeare play is a comedy. It is a good one to use to introduce Shakespeare to children.

Materials: Number of materials is contingent on the desires and number of girls participating.

- Computer, IPAD, or phone with internet access

Resources:

[Much Ado About Nothing for Kids](#) by Lois Burdett

[Shakespeare Retold](#) by Edith Nesbit

[Animated Synopsis of Love's Labour's Won \(Much Ado About Nothing\) | Royal Shakespeare Company](#)

Directions: Read the story to the girls before watching a video or live performance.

Much Ado About Nothing

At Messina, a messenger brings news that Don Pedro, a prince from Aragon, will return that night from a successful battle, Claudio being among his soldiers. Beatrice, Leonato's niece, asks the messenger about Benedick, Don Pedro's companion, and makes sarcastic remarks about his ineptitude as a soldier. Leonato explains that "There is a kind of merry war betwixt Signior Benedick and her."

Upon the arrival of the soldiers, Leonato welcomes Don Pedro and invites him to stay for a month, Benedick and Beatrice resume their "merry war" and Pedro's illegitimate brother Don John is introduced. Claudio's feelings for Hero, Leonato's only daughter, are rekindled upon seeing her, and Claudio soon announces to Benedick his intention to court her. Benedick, who openly despises marriage, tries to dissuade his friend but Don Pedro encourages the marriage. Benedick swears that he will never get married. Don Pedro laughs at him and tells him that when he has found the right person he shall get married.

A masquerade ball is planned in celebration of the end of the war, giving a disguised Don Pedro the opportunity to woo Hero on Claudio's behalf. Don John uses this situation to get revenge on his brother Don Pedro by telling young Claudio that Don Pedro is wooing Hero for himself. A furious Claudio confronts Don Pedro, but the misunderstanding is quickly resolved and Claudio wins Hero's hand in marriage.

Meanwhile, Benedick disguises himself and dances with Beatrice. Beatrice proceeds to tell this "mystery man" that Benedick is "the prince's jester, a very dull fool." Benedick, enraged by her words, swears he will have revenge. Don Pedro and his men, bored at the prospect of waiting a week for the wedding, create a plan to match-make between Benedick and Beatrice. They arrange for Benedick to overhear a conversation in which they declare that Beatrice is madly in love with him but afraid to tell him; that their pride is the main impediment to their courtship.

Meanwhile, Hero and her maid Ursula ensure Beatrice overhears them discuss Benedick's undying love for her. The tricks have the desired effect: both Benedick and Beatrice are delighted to think they are the object of unrequited love, and both accordingly resolve to mend their faults and reconcile.

Meanwhile, Don Pedro's brother Don John, the "bastard prince", plots to prevent the wedding, embarrass his brother and wreak misery on Leonato and Claudio. He informs Don Pedro and Claudio that Hero is unfaithful and arranges for them to see John's associate Borachio enter her bedchamber where he has an amorous liaison (actually with Margaret, Hero's chambermaid). Claudio and Don Pedro are taken in, and Claudio vows to humiliate Hero publicly

At the wedding the next day, Claudio denounces Hero before the stunned guests and storms off with Don Pedro. Hero faints. Her humiliated father Leonato expresses the wish that she would die. The presiding friar intervenes, believing Hero to be innocent. He suggests the family fake Hero's death in order to extract the truth and Claudio's remorse. Prompted by the day's harrowing events, Benedick and Beatrice confess their love for each other. Beatrice then asks Benedick to slay Claudio as proof of his devotion, since he has slandered her kinswoman. Benedick is horrified and at first, denies her request. Leonato and his brother Antonio blame Claudio for Hero's apparent death and challenge him to a duel. Benedick then does the same.

Luckily, on the night of Don John's treachery, the local Watch apprehended Borachio and his ally Conrade. Despite the comic ineptness of the Watch (headed by Constable Dogberry, a master of malapropisms), they have overheard the duo discussing their evil plans. The Watch arrest the villains and eventually obtain a confession, informing Leonato of Hero's innocence. Though Don John has fled the city, a force is sent to capture him. Claudio, stricken with remorse at Hero's supposed death, agrees to her father's demand that he marry Antonio's daughter, "almost the copy of my child that's dead" and carry on the family name.

At the wedding, the bride is revealed to be Hero, still living. Claudio is overjoyed. Beatrice and Benedick, prompted by their friends' interference, finally and publicly confess their love for each other. As the play draws to a close, a messenger arrives with news of Don John's capture – but Benedick proposes to postpone his punishment to another day so that the couples can enjoy their new-found happiness. Don Pedro is lonely because he hasn't found love. Benedick gives him the advice "Get thee a wife."

Additional Activities:

Go see a live performance of Much Ado About Nothing. Contact education@tobincenter.org for scheduled performances and ticket scholarships.

Theater & Movie Making: Act It Out!

For this activity, have the girls do a skit or short play. Below are scripts for two different short plays. These can be adapted. If the girls don't like these, there are many choices on the [Internet!](#)

Miss Nelson is Missing

By Harry Allard

Narrator, Kid 1-4, Miss Nelson, Miss Viola Swamp

Narrator: The kids in room 207 were misbehaving again for Miss Nelson. They were the worst behaved class in the school.

Miss Nelson: Umm, class, now settle down.

Narrator: But they would NOT behave.

Kid 1: Whisper, whisper, whisper!

Kid 2: Ha, ha, giggle, giggle!

Kid 3: Hey, look at this funny face!

Kid 4: Ha, Ha! Look, I can touch my tongue to my nose!

Narrator: They were even rude during story time!

Miss Nelson: Once upon a time there were...

Kid 3: Do we have to do work?

Kid 4: I don't want to!

Miss Nelson: Well, I think something will have to be done about this.

Narrator: The next morning Miss Nelson did not come to school.

Kid 1: Wow! Now we can really act up!

Kid 2: Yeah! Let's be just terrible!

Miss Viola Swamp: NOT SO FAST!

Narrator: A woman in an ugly black dress stood before them.

Miss V. Swamp: I am your new teacher, MISS VIOLA SWAMP!

Kid 3: Where is Miss Nelson?

Miss V. Swamp: Never mind that! Open those books!!

Narrator: Miss Nelson's kids did as they were told. Miss Viola Swamp was a real witch. She meant business. She put them to work and gave them lots of homework.

Miss V. Swamp: We'll have no story hour today! Keep your mouths shut and be perfectly still. And if you misbehave, you'll be sorry!

Narrator: Days went by and there was no sign of Miss Nelson. The kids were really missing her! After all, she was pretty nice!

All kids: I miss Miss Nelson!

Narrator: The kids tried to figure out what happened to her. They thought they would be stuck with Miss Viola Swamp forever! Then one day...

Miss Nelson: Hello children. Did you miss me?

Kid 1 and 2: We certainly did!

Kid 4: Where were you?

Miss Nelson: That's my little secret. How about story time?

All kids: Oh, yes!

Narrator: Miss Nelson noticed that no one was rude or silly during story time.

Miss Nelson: What brought about this lovely change?

All kids: That's our little secret.

Narrator: Back at home Miss Nelson hung up her coat in the closet right next to an ugly black dress. She sang a little song.

Miss Nelson: I'll never tell!

This play is a story that may be familiar to the girls. If you need more parts, just add more animals. Have the girls decide on the names of the additional characters or you can have two or more narrators.

Chicken Little Characters: Narrator, Chicken Little, Cockey-Lockey, Ducky-Lucky, Goosey-Loosey, Turkey-Lurkey and Foxy-Loxy.

Narrator: One bright, sunny day, Chicken-Little was picking up corn in the Barnyard.

Suddenly, an acorn from the big oak tree fell down and hit Chicken-Little right on the top of her head.---kerrrr flop.

Chicken: Oh! The Sky is falling! The Sky is falling! I am going to tell the King!

Narrator: And away she went. Chicken-Little went on and on. After a while she came to Cockey-Lockey.

Cockey: Where are you going, Chicken-Little?

Chicken: Oh, Cockey-Lockey. The sky is falling! I am going to tell the king.

Cockey: I will go with you!

Narrator: They went on and on and on. After a time, they came to Ducky-Lucky.

Ducky: Where are you going, Chicken-Little and Cockey-Lockey?

Chicken & Cockey: Oh, Ducky-Lucky! The sky is falling! We are going to tell the king!

Ducky: Wait! I will go with you.

Narrator: And they hurried off. They went on and on and on! Soon they came to Goosey-Loosey. Goosey: Hey, where are you two going?

Chicken, Cockey and Ducky: Oh, Goosey-Loosey! The sky is falling! We are going to tell the king.

Goosey: Then I will go with you!

Narrator: And so they went on and on and on. Before long they came to Turkey-Lurkey.

Turkey: Where are you-all going in such a rush?

Chicken, Cockey, Ducky and Goosey-Loosey: Oh, Turkey-Lurkey. The sky is falling! We are going to tell the king.

Turkey: Well, hey, wait for me! I will go with you.

Narrator: They went on and on and on. After a while they came to Foxy-Loxy.

Foxy: Say, where are you all going?

ALL (Chicken, Cockey, Ducky, Goosey and Turkey:) Foxy-Loxy! Foxy-Loxy! The sky is falling!

We are going to tell the king.

Foxy: Well, I know a short cut to the king's palace. Follow me.

ALL (Chicken, Cockey, Ducky, Goosey and Turkey:): Oh, goody, goody! He knows a short cut to the king's palace!

Narrator: They went on and on and on. Then they came to Foxy-Loxy's cave.

Foxy: This is the short cut to the palace. I'll go in first and then you come in after me...one at a time.

ALL (Chicken, Cockey, Ducky, Goosey and Turkey:) Of course. Why not?

Narrator: In went Turkey-Lurkey. Sssssnap! Off went Turkey-Lurkey's head.

Narrator: In went Goosey-Loosey. Kerrrr-POP! Off went Goosey-Loosey's head.

Narrator: In went Ducky-Lucky. Kerrrr-unch! Off went Ducky-Lucky's head.

Cockey: (Excitedly) Go Home, Chicken-Little! Go Home!

Narrator: Can you guess what happened next? (pause) Kerrrrr-Aaaack! Off went Cockey-Lockey's head.

Narrator: Chicken-Little ran home. She did not tell the king that the sky was falling. And until this day the others have never been seen. And the poor king has never been told that the sky is falling!

Additional Activities:

For the girls that want more help, have them add sound effects to the performance.

For the girls that want to do more, they could make costumes to wear as the characters or write their own script. Children's short stories or fairy tales are a great resource to use.

Go see a musical performance at the Tobin Center, such as:

[Charlie Brown Christmas](#) – December 22, 2018

Contact education@tobincenter.org for event schedule and scholarship options.

YOU DID IT!



CONGRATULATIONS!



End of Booklet

Girl Scouts of Southwest Texas
811 North Coker Loop
San Antonio, Texas 78216
(210) 349- 2404 or 1-800-580-7247
www.girlscouts-swtx.org

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Endowment and their mission, visit
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