

Children's Theatre Company's Production of Disney's *Frozen* the Broadway Musical Educator Guide

CHILDREN'S THEATRE COMPANY'S
production of

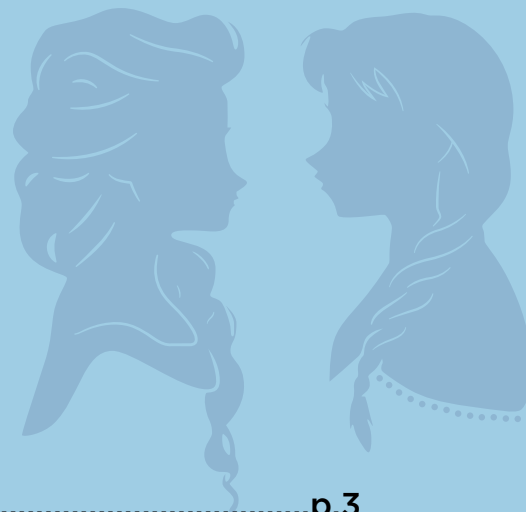
Disney

FROZEN

THE BROADWAY MUSICAL

children's
theatre
company

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Behind the Scenes

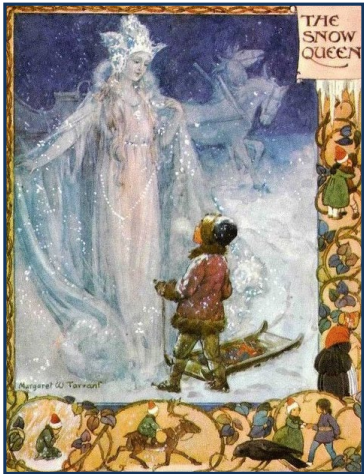


Learn more about
the artists, history,
and themes of
this production.

What is this show about?

Disney's *Frozen* sweeps into Minnesota as Children's Theatre Company premieres its original production of the hit Broadway musical. Sing along with Elsa, Anna, and the whole cast as they encounter magic that's out of control, weather that's fearsome, and Olaf, a snowman who melts your heart. Will Elsa be able to restore the balance between summer and winter? Will she and Anna ever be close again? Settle in for some *hygge*, a little bit of *joiking*, and a whole lot of letting go!

From Page to Screen to Stage



Children's Theatre Company's Production of Disney's *Frozen* the Broadway Musical joins a long line of adaptations of this icy story. The original story of *The Snow Queen* by Hans Christian Andersen, was first published in 1844 and is a much darker fairy tale than what we see in *Frozen*. A young girl named Gerda must rescue her best friend, Kai, who has been enchanted by the evil Snow Queen. Gerda embarks on an epic



journey across a wintry landscape and melts Kai's frozen heart with her bravery and love. 169 years later, the smash hit film *Frozen* was released, sharing many similarities. Two royal sisters replace Gerda and Kai's friendship, and the Snow Queen's character evolves into Elsa, who is a much more empathetic character who struggles with her powers and the fear of hurting others. Both stories share a central theme of the power of love and how it can even thaw a frozen heart. In 2018, the story was brought to Broadway with a few new songs and characters, but with the same heart. We can't wait for you to see CTC's take on this magical story.

Trolls Rock!

Some of the most memorable characters from Disney's *Frozen* are the lovable rock trolls. Trolls have deep roots in Norwegian folklore and are a significant part of the country's cultural heritage. Often depicted as living in remote mountains, forests, and caves, trolls are believed to possess supernatural powers. They are also famously known for being turned to stone when exposed to sunlight, a motif commonly found in Norwegian fairy tales and folklore. When stories are adapted to be performed on stage, sometimes changes are made! In Disney's *Frozen* the Broadway Musical, the troll characters have been transformed into "Hidden Folk," which are more human-like fantastical creatures inspired by the elfin *huldúfolk* mythology from Iceland and the Faroe Islands.

Patterns in Norwegian Cultures

Norwegian patterns are full of cultural significance. Often seen in sweaters, tapestries, and wood carvings, these patterns are inspired by nature, folklore, and the country's history. These patterns were a big inspiration for the design team when creating costumes for the residents of Arendelle, as well as the stage itself. Common motifs in Norwegian patterns include snowflakes, animals like reindeer, and geometric shapes. See if you can notice patterns in the stage or characters' costumes that you have seen before. You may even have these types of patterns in your own closet!



Costumes—Hans



Costumes—Anna



Scenery—Floor Design

Before You Go



Use these activities in your classroom to prepare your students for their field trip to CTC.

Little Bit of You, Little Bit of Me: Character Creation

Grades: Grades K and up **Time Required:** 10-30 minutes

Set-up: This activity can be done in a circle or with students seated at their desks.

Supplies: Paper, coloring supplies, and [the recording of “A Little Bit of You” song from *Frozen* the Broadway Musical](#)

As young children, sisters Anna and Elsa work together to create Olaf, a friendly snowman who loves warm hugs. Olaf contains qualities of each sister. Collaborating in pairs, students will experience how two people can create art together using qualities and ideas from each other.

Instructions:

1. With the students seated at their desks or in a circle, divide students into pairs and provide each pair with a piece of paper and art supplies.
2. Play the first 60 seconds of '[A Little Bit of You](#)' from [Frozen the Broadway Musical](#). Ask students to consider what they heard and share how they think Olaf represents both Anna and Elsa.
 - What qualities did each sister share with him?
 - How is this represented in his design and personality?
3. Next, ask each student to consider characteristics of their own personality.
4. On the shared piece of paper, invite students to create their own fantastical character that, like Olaf, embodies characteristics from both students. Encourage students to begin by considering something they both like as a starting point (a music note if they both play music, a beach ball if they both enjoy the beach, etc.) and then add features that represent each of them separately.
5. After allowing some time for students to collaborate, challenge them to consider how their character would move, talk, and behave. Finally, have the students give their creature a name.
6. If time allows, have students share their character and its design with the class. Ask students to share how it felt to combine their personalities and qualities into creating one character.

Variations and Adjustments

- If you are working with **older students**, consider extending the lesson over several class periods and allow students to bring their design to life using a variety of found/recycled materials.
- If you are working with **younger students**, create one creature together as a full class on a large piece of paper or whiteboard before having the students break off into pairs.
- If you are working with a **homeschool student**, invite a family member or friend to participate, or participate yourself. Alternatively, have your student choose two friends or family members in their life, and create an original creature with them in mind.

Reindeers Are Better Than People

Make your own reindeer puppet to sing with, like Kristoff and Sven! Cut out the hands below for antlers or trace your own hands to make your puppet unique to you! Once they're cut out, glue them to the back of a paper bag and add eyes and a nose.



The fictional kingdom of Arendelle is based on Norway. Learn some Norwegian before seeing the show! Draw a line from the English word on the left to its matching Norwegian word on the right. Answers on page 28.

English:**Hello****Goodbye****Thank you****Home****School****Frozen****Norwegian:****Takk****Hjem****Hei****Skole****Frossen****Ha det**

3 Things

In the day or so before your field trip, share the following prompts with your students. You can read them aloud to your class or give each student a copy. When you return from the performance, review the list again. What do they remember noticing or thinking about during the performance?

During the performance:

Look for...

1. A royal orb and scepter. What occasion are they used for? What happens to them?
2. The seasons and weather changing. How do the costumes and set change to show this? How do you change what you wear for different seasons or weather?
3. The northern lights. Have you ever seen them in real life? Where in the world can you see them?

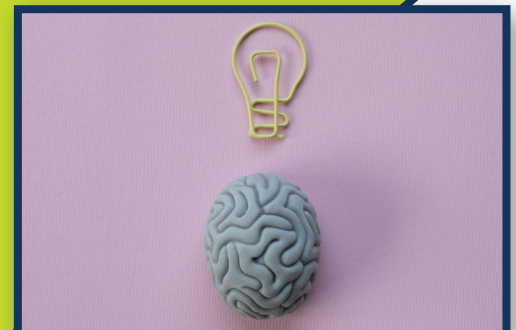


Listen for...

1. The sounds of trumpet fanfare. What does this signify? Who enters after this noise happens?
2. Animal noises. How many different animals are in the show? What animal sounds do you hear in Minnesota?
3. New songs and familiar songs. How were the songs that you already knew different or the same? How did the new songs add to the story?

Think about...

1. What does “hygge” mean to you? When do you feel coziest and most comfortable?
2. Anna is very brave during this story. When was a time that you were brave?
3. Anna and Elsa have a love that can thaw a frozen heart. Who is someone that you love?



Before You Go—At Home



Print this section and send it home with permission slips. This section supports family engagement and provides tools to help families reflect with students about their theatre experience.

Resources for Families

Extend your child's theatre experience at home!

Questions to ask your child BEFORE they see the show:

- What do you think will be the same or different from the movie version of *Frozen*?
- Have you ever felt like you had to conceal or hide something about yourself like Elsa does?
- When have you felt brave like Anna?

Questions to ask your child AFTER they see the show:

- Why do you think Elsa felt like she had to leave Arendelle?
- What did Elsa's ice magic look like? How did they use the lights and sound to make it look real?
- Olaf says, "Love is putting someone else's needs before yours." When have you shown your love for someone by putting their needs before your own?



Build Your Own Ice Castle

Working together with your student or independently, create your own Elsa-inspired ice castles!

What you'll need:

- Ice cubes
- Salt
- Liquid watercolors or food coloring (optional)

To make the ice cubes stick together, generously dip one ice cube in the salt, wait a second, and then place it on top of another cube. The salt will melt the ice just a bit so that the blocks will stick together.

As you build, consider adding drops of liquid watercolors or food coloring to add a magical look to your castle.



Heading to CTC



Provide this resource to all teachers, staff, and chaperones attending the field trip. This section contains field trip procedures, accessibility information, and CTC's approach to theatre etiquette.

Trip Guide



CTC Theatre Etiquette

At CTC, we encourage audiences to engage with the live theatre experience and react freely. It's ok to laugh if something is funny, exclaim if something is surprising, gasp if something is scary, and maybe even dance along in your seats if the music inspires you. We value the real-time, honest reactions of our student audiences.

We do, however, thank you for your partnership in making sure that any reactions from your students are kind and respectful towards the actors onstage and towards all of the people who worked so hard to make the show possible. If there is a group seated near you that is being disrespectful, please don't hesitate to notify an usher.

Arrival

Check-in begins 1 hour prior to the performance. Buses can unload in the circle driveway on 3rd Ave S between 24th St. and 25th St. An usher will greet you at your bus and will need to know the name of your school and how many buses you are traveling with. If all of your buses have arrived, we will ask you to unload and make one line. We will lead you inside and upstairs to the Red Lobby.

Groups are seated in the order of arrival, and your entire group must be present before you can check in. Seating begins 30 minutes prior to the start of the performance.

CTC does not print or issue individual tickets or stickers for student matinee performances. Instead, as you line up in the lobby, one of our ushers will count your group to ensure that you are not over your allotted number of seats. It is helpful if you can provide the usher with a final count for your group, but not required.

Seating

Seating in the theatre begins 30 minutes prior to the performance. An usher will lead your group into the theatre in one line. We recommend spacing chaperones throughout the line to aid in guiding the students. To ensure that everyone gets a seat, please take whichever seat the usher is asking you to, including chaperones. Once your whole group has been assigned a seat, you are more than welcome to rearrange students and chaperones as you need to and utilize the restroom facilities.

Lunch

Lunch space must be reserved in advance. If your group has reserved space in our lobby to eat lunch after the show, please bring the lunches inside with you when you arrive. We will store them in the lobby during the show. We recommend consolidating lunches into paper or reusable shopping bags. Large coolers and bins can be heavy and unwieldy, and individual lunches can easily be lost or forgotten on the bus.

After the show, those with reserved lunch space will have a designated area of the lobby to utilize. The lunch space allows for picnic-style eating on the floor. You may be sharing the lobby with other schools or may be directed to our other theatre's lobby if we have multiple groups staying for lunch. Custodial services are provided by CTC.

Accessibility



Mobility Accessibility

The Red Lobby and UnitedHealth Group Stage are on the 2nd floor. At the building entrance, school groups will be led to the right and up a flight of 28 stairs to get to the lobby. Those wishing to use the elevator will find it to the LEFT of the entrance doors. CTC's accessible seating area is located in the last row of the main level of the theatre. Please email schools@childrenstheatre.org in advance to request accessible seating, if needed. The rest of the seating on the main floor can be accessed by going down a set of gradual stairs, and the balcony is accessed by going up another flight of 18 stairs. There is no elevator access to the balcony level.

An Accessible/All-Gender/Family Restroom is located next to the elevator on the 2nd level in the Red Lobby. An adult-sized changing table is available upon request.

Quiet Room/Sensory Sensitivities

The Quiet Room is located at the rear left side of the main floor of the UnitedHealth Group Stage. There are 3 stairs to get to the seating in the Quiet Room. The Quiet Room is separated from the audience by a glass window, so students can verbalize freely. Those utilizing the Quiet Room can still see and hear the performance. The performance is also live streamed in the lobby. The Quiet Room is open to everyone and cannot be reserved. Please feel free to come and go from the Quiet Room as you need to throughout the show. Please let an usher know if someone in your group would benefit from a fidget, ear plugs, noise-canceling headphones, or coloring/activity sheets during your visit.

Assistive Listening Devices

Please let an usher know if you would like to use an assistive listening device. These devices come equipped with an over-the-ear earpiece. This earpiece can be unplugged, and other devices, such as cochlear implants, can be plugged into the receiver using the 1/8" jack. If you will be plugging in your own device, please bring the appropriate cord as CTC does not have these on hand.

Sign Interpretation and Audio Description

A sign interpreted and/or audio described student matinee performance is scheduled for each production at CTC. We suggest booking your field trip for these scheduled performances if you need either of these services. Please contact schools@childrenstheatre.org if you are unable to reserve your field trip for the scheduled performance(s) and need to request this service for a different date. CTC requires at least 3 weeks' notice to schedule ASL interpretation or Audio Description.

Prayer/Private Nursing Space

During your visit, please ask a member of our staff to use our private space for nursing, pumping, prayer, or other needs.

Disney's *Frozen* the Broadway Musical Content Advisories

Language: 0 out of 5 stars 

Themes and Situations: 2 out of 5 stars 

Anna and Elsa's parents die in a shipwreck when the sisters are very young. Anna and Elsa fight several times, but their sisterly love always gets them through. Characters consume alcohol during "Hygge." Hans lies to Anna about his love for her and leaves her to freeze. Elsa feels like she is a monster and is very sad and lonely.

Violence and Scariness: 2 out of 5 stars 

Young Anna is frozen in the head by a blast of Young Elsa's magic. The Hidden Folk of the mountains may seem frightening at first, but they are very kind and silly! Elsa blasts Anna in the heart accidentally. Hans attempts to kill Elsa with a sword, Anna steps in the way, and fully freezes (but is thawed with sisterly love). Anna punches Hans in the face.

Sensory Advisories: 3 out of 5 stars 

Musical numbers may be loud and some sound and lighting effects are jarring. Fog, dry ice, and haze will be used. Some characters may come into the audience.

Potentially Anxious Moments: 2 out of 5 stars 

Elsa accidentally uses her ice powers on other characters as well as the environment around her. Characters such as Hans and The Duke of Weselton are very mean and lie to others to get what they want.

Please contact schools@childrenstheatre.org with any questions.

Trip Guide

This tool is called a **social story** and tells students what to expect at the theatre. Hand it out to anyone who may benefit from knowing procedures in advance.



Bus—I will ride on the **bus** from my school to the theatre.



Lobby—I will enter the **lobby** and be greeted by the theatre staff and ushers. I can say hello to them. There may be a lot of other students from different schools in the lobby at the same time. I will stay with my teachers.



Bathroom—If I need to go to the **bathroom**, I will let my teacher know, and they can take me. I can go to the bathroom any time I need to during the show.



Enter the Theatre—When it's time to **enter the theatre**, there may be a line at the door. I will wait in line for my turn to go through the door.



My Seat—An usher will show me to my **seat**. During the show I will sit in my seat next to my classmates.



During the Show—If the show is funny, I can **laugh**. If something surprises me, I can **gasp**. At the end of the show, I can **clap** to tell the actors I enjoyed the performance.



After the Show—I will wait **patiently** for my teacher to lead me out of the theatre.



Leave the Building—I will leave the building with my classmates and get **back on the bus** to my school. There may be a lot of other students from different schools leaving at the same time. I will stay with my teachers.

After the Show



The discussion prompts and activities in this section are an extension of the theatre-going experience and allow students to reflect on the experience of seeing a live show and further engage with the art forms and themes of the performance.

Springboard

Use this page to recall observations, reflect, and think critically about the show you just saw!

The part of the show that grabbed my attention the most was

The show made me think about

Before seeing this show, I didn't know that

A question I have about the show is

If I were the director, one thing I would change is

One thing I saw during this show that I've never seen before was

After seeing the show, my friends and I talked about

Overall, the show made me feel

While watching the show, I had the strongest reaction to

I'm Free: Examining and Writing Lyrics to "Let It Go"

Grades: Grades 3 and up **Time Required:** 20-40 minutes

Supplies: Writing materials and lined notebook-style paper

Set-up: This activity can be done with students seated at their desks or in a circle.

After running away into the snowy mountains of Arendelle, Elsa reflects on what has happened to her and reclaims her power to build an ice castle, a place where she feels free. Written by Kristen Anderson-Lopez and Robert Lopez, the lyrics of "Let It Go" communicate the strength and freedom Elsa experiences after years of fearing the power within herself. By writing their own lyrics, students will explore the power of their own strengths.

Instructions:

1. As a class, discuss what you remember about the song and scene of "Let it Go" from *Frozen* the Broadway Musical.
2. Either write the following lyrics on a whiteboard or project them using your computer:

*"It's funny how some distance makes everything seem small
And the fears that once controlled me can't get to me at all;
It's time to see what I can do; To test the limits and break through;
No right, no wrong, no rules for me; I'm free"*

3. Read the lyrics aloud and ask the class to suggest what they might mean. Next, explain that "Let It Go" celebrates the strength and power within Elsa that she's previously feared.
4. Encourage students to choose a power based on a personal strength or personality trait of their choosing. For example, being a good listener, a kind sibling, or being confident.
5. Working in pairs, instruct students to take turns describing their powers. While one student shares, the other should write a list of all the adjectives and verbs that their partner uses when describing their power.
6. After each student has created a list of verbs and adjectives connected with their power, have students use the lists as inspiration to individually write a verse of lyrics of their personal "Let It Go" moment.
7. If time allows, invite students to share aloud and encourage students to celebrate each piece of writing; it takes a lot of strength to share original work! Ask the class the following reflection questions:
 - What did you discover about the process of writing lyrics?
 - How would you react if you discovered your power was negatively impacting others?
 - What are some similarities among the powers of our class?

Reflection Questions:

- If you are working with **older students**, challenge the students to choose a personal strength that perhaps they once feared. Encourage students to write their own version of the chorus in addition to a verse. In the reflection, ask students to identify a style of music for their composition.
- If you are working with **younger students**, consider reducing the length of the lyric to a rhyming couplet. Encourage students to first draw their imaginary power before discussing words to describe it.
- If you are working with a **homeschool student**, provide the option for the student to write another set of original lyrics from the perspective of a friend or family member they respect. Have them compare and contrast the lyrics.



Grades: Grades 3 and up **Time Required:** 15-20 minutes

Supplies: Pencil and paper (or printed copies of the template on this page and the following page)

Set-up: This activity can be done at a table or on the floor with a clipboard/writing surface

Frozen is based off a fairy tale called *The Snow Queen* by Hans Christian Andersen. It was first published in 1844, making it almost 200 years old! Every fairy tale needs **people** (characters), a setting where the story takes **place**, a **problem** to solve, a **plot** to follow, and a **peaceful** ending. Using these tools, you can create your own fairy tale and tell your story. Who knows, maybe someone will put *your* story onstage about 200 years from now!

Step One: Start by choosing your **people** and where your story takes **place**. Here are some options that you might find in a fairy tale:

People	Place
Trolls	A castle
Fairies	An enchanted forest
Witches/Wizards	A cave
Giants	A mountain
Royals (Kings, Queens, etc.)	A hut in the woods

Step Two: Brainstorm some **problems** the people could have, a **plot** to solve the problem, and a **peaceful** ending. Circle which ones you'd like to include in your story.

Problem ideas:

1. _____
2. _____

Plot ideas:

1. _____
2. _____

Peaceful ending ideas:

1. _____
2. _____

Step Three: Follow the sentence structure below to create your story:

- 1. Introduce your people and place.
- 2. Tell us what the problem is.
- 3. What is the first thing the people do to solve the problem?
- 4. What is the second thing the people do to solve the problem?
- 5. How does your story end peacefully?

Title: _____

1) Once upon a time,

2) There was just one problem...

3) First,

4) Then,

5) Finally,

The End!

Grades: Grades 2 and up **Time Required:** 20-30 minutes **Supplies:** None

Set-up: This activity can be done in a circle or area with space for movement

In *Frozen* the Broadway Musical, love is a powerful force that drives several of the characters' decisions throughout the story, causing chain reactions. By physically exploring characters' actions and reactions at specific **plot points**, students will develop an understanding of multiple perspectives.

Instructions:

1. Begin by reading the first four sentences of the *Frozen* synopsis:
“Young sisters Elsa and Anna thrive amid warmth and love in Arendelle. One night while playing, Elsa accidentally strikes Anna with her magic. The Hidden Folk shaman, Pabbie, draws the magic—and memories of it—out of Anna’s head. Now frightened of her power, Elsa isolates herself, and the sisters grow up apart.”
2. As a class, break down the paragraph and identify the sequence of events and the major plot points in this part of the story.
3. Next, divide the students into several small groups and assign each group a different plot point. Encourage them to use facial expressions and physicality to create a **tableau** (a frozen picture that tells a story) of their assigned plot point.
4. After each group has had time to prepare, have them share one at a time in sequence in front of the other groups. Invite the students to share their reactions to each group’s tableau.
 - You might extend this by asking volunteers to add dialogue which fits in for each moment.
5. Read the next three sentences of the synopsis:
“Years later, Elsa is crowned Queen. When Anna and the visiting Prince Hans suddenly become engaged, Elsa panics and unleashes a blast of ice. The Duke of Weselton calls her a monster, and Elsa flees, triggering an eternal winter.”
6. Now, you will make a **tableau** all together of Arendelle’s reaction to Elsa fleeing and triggering an eternal winter. As a class, create a list of all the characters that might be a part of this moment. Invite one student to join the tableau at a time, filling out the setting with as many characters as possible. Challenge students to justify their physical choices and clearly communicate their character’s point of view.
7. Once you are happy with your tableau, have the class perform all of the tableaus in sequence, starting with the small group tableaus. Read the summary as the students act out their tableaus, ending with the full group tableau.

Variations and Adjustments:

- If you are working with **older students**, pair up students as scene partners or small groups and allow them to explore the sequence of actions by making all of the tableaus themselves. Prompt students to share their character’s inner-thoughts and consider having two characters with opposing perspectives engage in improvised conversation.
- If you are working with **younger students**, read only the first sentence of the synopsis at the start of the main activity. Keep the class divided in half so that half of the class creates the tableau while the other half serves as the audience. Prompt the students in role as the audience to notice physical choices being made by the actors and invite suggestions to make the storytelling clearer. Then, switch groups and repeat with the next sentence. Continue alternating performers and audience for each sentence.
- If you are working with a **homeschool student**, have your student alternate between perspectives, noticing the differences in physicality between characters.

Arendelle Detective Agency

Grades: Grades 1 and up **Time Required:** 15-30 minutes **Supplies:** None

Set-up: This activity works best utilizing the front of the classroom as a stage and the students' desks as the audience.

From Hans's secret, to Kristoff's crush, to the history of the Hidden Folk—there are a lot of mysteries in Arendelle. In this activity, students will use their imagination to invent unknown stories and backgrounds of the many characters in *Frozen* and answer questions from that character's perspective.

Instructions:

1. Place a chair in the front of the room. Ask for a volunteer to come to the front of the class and pretend to be Hans.
2. The rest of the students will play the role of Arendelle detectives who are interviewing the prince of the Southern Isles. The student playing Hans should respond as the character. It may be helpful to model asking them a couple of starter questions before opening it up to the class. It can also be helpful to remind the detectives that it is their goal to learn about Hans, not to yell at him or scold him.
3. After interviewing Hans, do the same activity for other characters in the story such as Kristoff, Oaken, the Hidden Folk, Sven, etc.
4. If time allows, give multiple students the opportunity to play the characters.
5. Encourage the students playing detectives to also act in character. How would a detective sound and move their body?

Sample Questions:

- Why do you want to be king of Arendelle?
- What is it like being the youngest of 13 brothers?
- Do you love any of your siblings like Anna and Elsa love each other?
- What's next for you?



Heartwarming Acts

“An act of true love will thaw a frozen heart.”

Anna commits a true act of love to save Elsa, and Elsa shows her love for her sister to thaw her heart. In the heart below, draw or write acts of love that you’ve done for important people in your life or that other people have done for you.



Further Resources



Enrichment Guide from *Frozen* the Broadway Musical—[Enrichment Tools | Frozen the Musical](#)



Read the entire original story *The Snow Queen* - [The Snow Queen](#) by Hans Christian Andersen



[ABC Nightline interview with actors and composers of Frozen the Broadway Musical](#)

Mail letters to:
Children's Theatre Company
2400 Third Avenue South
Minneapolis, MN 55404

Questions? Email:
schools@childrenstheatre.org





English:
Hello
Goodbye
Thank you
Home
School
Frozen

Norwegian:
Takk
Hjem
Hei
Skole
Frossen
Ha det

