

SHREK The Musical Study Guide

Based on the Dreamworks Animation Motion Picture and the book by William Steig

Book and lyrics by: David Lindsay-Abaire

Music by: Jeanine Tesori

Originally produced on Broadway by: DreamWorks Theatricals and Neal Street Productions

Directed by: Herbie Barnes

Original Production Directed by: Jason Moore and Rob Ashford

Introduction

This guide was written by Jenni Saslove, YPT's Learning Programs Coordinator. As you scroll through the guide, you will find curriculum connections, discussion questions, units of study and more. If you wish to create your own lesson plan from the study guide copy, we have created a [lesson plan template](#) for your use. We hope you will find this guide to be a useful resource. Should you have any questions or feedback, or have inquiries about the use of this guide (which is copyright protected), please feel free to contact Karen Gilodo, Associate Artistic Director, Education at kgilodo@youngpeoplestheatre.org.

Synopsis

Based on the 2001 Oscar-winning DreamWorks Animation film and William Steig book, *Shrek the Musical* is a story about a big, green ogre named Shrek. Shrek enjoys the solitude of his swamp, until a group of fairytale creatures show up on his property. They have been banished from the Kingdom of Duloc by their ruler, Lord Farquaad, because they are "freaks". Shrek heads to Duloc to demand that Lord Farquaad help the creatures so that he can live in peace. Along his journey, Shrek meets and rescues Donkey – a talking (and talkative!) donkey who convinces Shrek to let him join the adventure.

Meanwhile, Farquaad is determined to marry a princess so that he can become King of Duloc. He learns about Princess Fiona, who is currently trapped in a tower protected by lava and the fire-breathing Dragon. When Shrek successfully rescues Fiona with the help of Donkey, Fiona is disappointed to find out that the man who saved her is an ogre, and not the Prince Charming she had envisioned. However, on the trek back to Duloc, we discover that Fiona has a secret: she turns into an ogre at sunset each day. The only way to break this curse is true love's kiss.

Throughout their journey, Shrek and Fiona bond and develop feelings for each other. However, after a misunderstanding, they choose not to share their feelings and instead, Fiona agrees to marry Farquaad. When they arrive in Duloc, Fiona insists on marrying Farquaad by sunset in order to break the curse.

Shrek, heartbroken, chooses not to fight for Fiona and instead accept that he will be alone forever. The fairytale creatures then rally together to convince Shrek to let his "freak flag fly", be true to himself, and confess his feelings to Fiona. Shrek decides to disrupt Fiona and Farquaad's wedding to declare his love. As sunset hits, Fiona turns into an ogre and her secret is revealed. Farquaad, disgusted by this, banishes Fiona back to her tower. Dragon then arrives and breathes fire onto Farquaad until he is gone. Fiona and Shrek kiss, and Fiona is surprised to remain an ogre. We discover that breaking the curse would allow Fiona to transform into love's true form – as an ogre, she is her true self and beautiful.

Thematic Overview

Shrek the Musical encourages us to celebrate individuality and diversity. What does it mean to belong? How do we navigate the similarities and differences among us all? Shrek initially chooses to isolate himself in order to avoid ridicule and judgment – throughout his journey, he learns the importance of being yourself and letting your “freak flag fly”. We all deserve to be a part of a welcoming and inclusive community, no matter who you are, what you look like, or where you come from.

Themes

Embracing Individuality
Unlikely Friendships
Creating Community
Looking Beyond the Surface

Curriculum Connections

The Arts – Drama, Dance, Music
Language/English
Health and Physical Education (Social-Emotional Learning Skills)

Ancestral Teachings

Bravery
Honesty

Interview with *Shrek* Director and YPT Artistic Director: *Herbie Barnes*



What is one thing you want students to know before coming to see *Shrek*?

I want them to know that what awaits them is not a reproduction of the animated movie. Our cast and creative team have worked really hard to bring *Shrek*'s story to life with their talent and with so much heart. I want them to enjoy watching the show and when they leave, I hope they will think about the theme of belonging and what belonging means to them.

Can you talk a little more about the themes of the play? Why are these themes important to young people?

The play really shows the audience the importance of community and not just that it is important but that you have to find it. That can be hard and requires some risk, but ultimately it is so worth it.

Why did YPT choose *Shrek* as part of their season?

Right now, more than ever, young people feel isolated and alone. There are characters in this show that feel the same way and eventually they find community in each other. Growing up as young people, we all think that we're ogres... when we're actually the princes and princesses. Or really, it's not that we're not ogres, but that ogres can be beautiful too. At one point, when Fiona questions wanting to be a princess, *Shrek* reminds her that "you're beautiful, just the way you are". That's a lovely message to young people.

What made you want to direct this show?

The reason why I wanted to direct this show is because I love comedies and mushy, fun stories like this. And a chance to work with a nice big cast and then get to choose this cast, and then get lucky enough to end up with the cast that I ended up with, is such a blessing.

Is there anything you would like teachers to know?

Although the show is funny and lively, it's not just about entertainment. There's so much conversation to be had well after the show is over. I'm always struck by how much Donkey loves *Shrek* for who he is. That friendship between the two of them is so lovely. It's such a great thing for Donkey to just say, "Yeah I know you're a big ugly ogre, but I like you and I've decided we're going to be friends!" I think that asking kids about what makes a good friend or why friendship is important will bring about a lot of great discussion. Or talking about finding heroes in unexpected places. The hero in this show is a "freak" – that's a lovely twist to conventional fairy tales where a prince comes along to save the day. So, you don't have to be that stereotypical hero; *Shrek* is different. On top of that, he thinks he wants to be alone, and yet surrounds himself with so many others. Why does he do that? There is a lot to get into and I am excited to hear from teachers, families, and kids most importantly, about what they have to say.

Costume Sketches from Costume Designer Joyce Padua



Costume designs for characters Shrek and Donkey, from YPT's 2025 production of Shrek The Musical.

Curriculum Expectations

By participating in the exercises in this study guide, students will:

The Arts: Drama

- apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;
- demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.
- identify the drama forms, elements, conventions, and techniques used in their own and others' drama works, and explain how the various components are used or can be used to achieve specific purposes or effects
- use a variety of conventions to develop character and shape the action in ensemble drama presentations
- analyse a variety of drama works to compare and assess how they explore universal themes and issues

The Arts: Music

- apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of music and musical experiences
- describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create
- express analytical, personal responses to musical performances in a variety of ways

The Arts: Visual Art

- apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.

Language

- generate and develop ideas about given and chosen topics, using various strategies, and drawing on various resources, including their own lived experiences, and learning from other subject areas
- sort and sequence ideas and information, using appropriate strategies and tools, taking into account the text form and genre to be used
- apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences
- apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts
- apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts
- plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics

Health and Physical Education

- apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making
- apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging

Units of Study

The activities in these units of study encourage students to interact with the play's content actively, fostering a deeper understanding of the story's themes.

Pre-Show Unit of Study

Pre-Show Discussion Questions

- What does it mean to belong?
- What is a community?
- What are examples of communities that someone might belong to? For example, a classroom community or a sports team.
- What is diversity?
- What does it mean to celebrate diversity? Why is it important to celebrate diversity?
- What makes a good friend?

Pre-Show Activity 1: Character Exploration

Objective: This activity encourages students to explore character development, in order to understand its role in theatre and film. In turn, students will strengthen their writing skills, creativity, and critical thinking.

Materials: Paper, writing utensils, colouring utensils, character profiles (see **appendix**)

Instructions:

1. Start by stating that you are going to describe a famous person or fictional character and the students' task is to guess who this character is. Ideally, the details will get more and more specific, and will vary between physical and personality traits. Share one clue and encourage students to guess. If they are not correct, provide another clue, and so on. Continue to provide details about the person/character until a student is able to guess the person/character correctly. Some examples might include:
 - a. This person...
 - i. Wears a red hat
 - ii. Has a big moustache
 - iii. Has a brother
 - iv. Likes to go on adventures, especially to save a loved one
 - v. Has an enemy named Bowser

Answer: Mario (from Super Mario)
 - b. This person...
 - i. Plays the guitar
 - ii. Likes to tell stories through music
 - iii. Has blonde hair
 - iv. Wrote numerous award-winning albums
 - v. Just went on a tour called The Eras Tour

Answer: Taylor Swift

2. Ask students if they noticed anything about how you described these individuals. Did you only provide physical traits? What kind of non-physical traits did you provide? (i.e. relationships, likes/dislikes, achievements)
3. Explain to students that every individual, real or fictional, has depth. They have interests, relationships, dislikes, goals, values, and more. In order for a character in a play or film to be authentic and believable, character development is important – the more that is known about a character, the more genuinely an actor can portray them. This is important when both writing and performing a play.
4. Ask students to make character profiles for a character or celebrity of their choice. A character profile is a sheet with information about the character (see **glossary** for a proper definition). The **appendix** contains a template that you can use, as well as an example of how to fill it out.
 - Students may choose an existing character or make one up.
 - If choosing an existing character, they may need to research answers to certain questions. If they are unable to find the answer to a question, they can make up a logical answer based on what they know.
5. Students can then present their character profiles to the class.

Debrief:

Ask your students:

- How do you think this activity relates to *Shrek*? Even if you don't know the story? (*Possible answers: There are a range of characters in Shrek and they all have their own unique traits. Each character also has depth and the actor's task is to portray that.*)
- Encourage your students to consider what choices are made in this production of *Shrek* to emphasize an individual character and their identity. For example, their costume, their voice, the way they walk, etc.

Extension:

- Students can create scenes with the characters they have developed and perform them
- Students can add more information to their character profile, such as where they go/went to school, favourite foods, favourite memory, most embarrassing moment, etc.
- If students chose to create a profile for a pre-existing character, they can try creating a character from scratch. If they choose to invent a character, they can try completing one for a pre-existing character and conduct research if necessary.

Accommodations:

- Students can complete this profile on paper or on the computer
- Students can dictate what they want in the profile and have someone else act as the scribe
- If students are unable to choose a character or famous person, they can fill out the profile for a family member or pet
- Some elements of the character profile can be eliminated
- Students can fill out the profile in full sentences, in point-form, or in a few words

Pre-Show Activity 2: Fractured Fairytales

Objective: Students will develop their skills in creativity and teamwork, while exploring the concept of a fractured fairy tale. Throughout this activity, they will problem solve, collaborate, and present their ideas. This activity will also provide a preview for the characters they might see in *Shrek*.

Materials: Paper and pencils.

Instructions:

1. Ask students, “What do you think a fractured fairytale is?” For younger students, you can first ask, “What is a fairytale?” and “What does the word fractured mean?”
2. Divide students into groups of 4-5. You may assign the groups or have them choose themselves.
3. Assign each group a fairytale. Some examples might include:
 - Little Red Riding Hood
 - Cinderella
 - Goldilocks and the Three Bears
 - The Three Little Pigs
 - The Ugly Duckling
 - Jack and the Beanstalk
4. Provide students with a summary of their fairytale, in case they do not know the story. See **appendix** for summaries of the above fairytales.
5. Inform the students that their task is to take this fairytale and add a twist to the story. For example:
 - a. The Three Little Pigs, but the wolf is able to blow down the brick house!
 - b. Cinderella, but the glass slipper doesn’t fit.
6. Students will then rehearse and perform this story with the new twist in it. They can decide who will play which characters. Students are encouraged to come up with an outline for their story, but they do not need to create a full script. Presentations should be 1-2 minutes long.

Debrief:

Ask your students:

- How was the process of choosing and inputting a twist into your fairytale?
 - o Were there any challenges? If so, what were they? How did you overcome them?
- Did the twist greatly impact the original fairytale? Why or why not?
- What were some strategies you used when working together with your group?

Extension:

- Teachers can connect this activity to narrative structures and story arcs. Students can determine the inciting incident, rising action, climax, falling action, and resolution in their stories. See **appendix** for an example template for students, with prompting questions for each element of a story arc.
- Students can write full scripts for their plays, rehearse them over time, then have a performance day.
- Students can create costumes and props for their performances if given enough time to prepare.

Accommodations:

- Students can work in smaller groups
- Students do not need to perform their scenes
 - o Students can film their scenes to be shown to the teacher separately (instead of in front of the class)
 - o Students can also just hand in an outline of their ideas
 - o Members of the group who do not want to perform can offer to help in other ways, such as reading as the narrator, making the props, etc.
- Groups can have additional time to work on their scenes

Post-Show Unit of Study

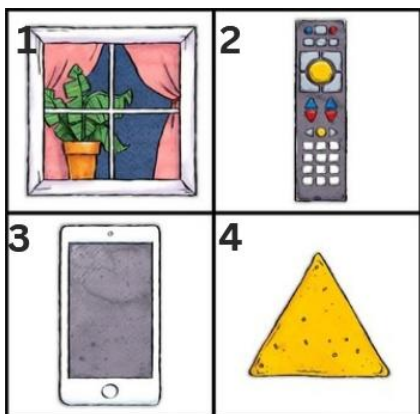
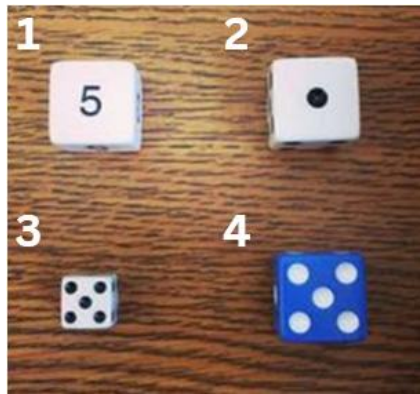
Post-Show Discussion Questions

- What does the saying, “Don’t judge a book by its cover” mean? How do you think this connects to the story of *Shrek*?
- What is something you learned after viewing this performance?
- Why do you think they made the movie *Shrek* into a musical? How did the music affect the story (or did it)?
- Which character stood out to you the most and why? Which character did you relate to the most?
- After seeing the performance, has your understanding of belonging changed at all?

Post-Show Activity 1: Embracing Differences

Objective: Students will engage in thoughtful discussion about what makes something special or different, and the benefits of diversity in all forms. Students will understand that everyone is unique in their own way.

Materials: Images of objects, in sets of 4. These will be shown at the front of the classroom (either on a screen or printed out). The images are below. Place the numbers 1 through 4 in each corner of the room – this can be written on a board, on paper, etc.



Instructions:

1. Place the numbers 1-4 in each corner of the room. Display one of the images from the appendix in front of the class.
2. Ask the students to stand in the corner that represents which number they think doesn't belong with the rest of the images. For example, if you think 1 doesn't belong, stand in the corner where it says 1.
3. Facilitate a discussion where students can share why they chose that image. *Note: There is no correct answer. Each image is unique and can be chosen as the outlier for a different reason.*
4. Repeat for the other images in the appendix.
5. Ask the students: Do you think there is one right answer? Why or why not?
6. Explain to students that just like these images, we are all unique in our own ways. We all have something special about us.
7. Ask students to create their own version. They must draw four images of objects where any of the four could be similar but stand out individually for different reasons.
8. Students can present their images to the class and repeat the four corners activity with those images.

Debrief:

Ask your students:

- How was the process of choosing and inputting a twist into your fairytale?
- How do you think this activity relates to *Shrek*?
- What are ways that we can have meaningful discussions with those who might have a different opinion than ours?

Accommodations:

- Students do not need to stand in each corner of the room, but instead can stay in their seats and raise their hand for whichever image they choose.
- Teachers can cut the element where students create their own versions of images.

Post-Show Activity 2 – Soundtrack of A Character's Life

Objective: Students will explore a character from *Shrek* through music and art. Students will also gain a deeper understanding of the power of music in storytelling and self-expression.

Materials: Computer (or any device that can be used for discovering and playing music), paper, colouring utensils.

Instructions:

1. Discuss the purpose of songs in a musical. One might say: Songs are used to emphasize a significant moment or emotion in the story. A common saying in musical theatre is "when words aren't enough, we sing." In this activity, we are going to use music to explore a character and their journey.
2. Students will choose a character from *Shrek*. Their options include:
 - a. Shrek
 - b. Fiona
 - c. Donkey
 - d. Lord Farquaad
 - e. Pinocchio
 - f. Dragon

3. Students will then be tasked with finding 5-7 songs (this can be adjusted for the particular age group) that they believe represent this character. They might choose a song that represents their personality, their story, their emotions, how their emotions or perspective changes, etc. For example, a song for Donkey might be “With a Little Help from My Friends” by The Beatles.
4. Students will write 2-3 sentences per song explaining why they chose it. For younger grades, students can write 2-3 sentences in total, or explain the song choices verbally. Students can use the template provided in the **appendix**.

Debrief:

Ask your students:

- For students who chose the same character, did you choose similar songs? Were the songs really different from each other? Why do you think that happened?
- What do you think it means when people say “the power of music”? What do you think music can achieve?

Extension:

- Students can then design an album cover for the character’s soundtrack. The album cover should visually represent the character – considering colour, symbols, words, etc. See **appendix** for an example with an accompanied explanation.

Accommodations:

- Students can choose fewer songs for their character
- The teacher can assign the character to the students, to relieve stress around choice
- As stated above, students can verbally explain their choices instead of submitting written responses
- Written responses can be shortened to accommodate the student’s needs
- Students can use the provided template in the appendix to organize their ideas

Glossary

Belonging: Feeling valued, respected, supported, and empowered in your professional, educational, and personal endeavours.

Character Development: The process of creating fictional characters with the same depth and complexity as real-life human beings. This can be achieved by considering elements such as backstory, flaws, goals, personality, physicality, and values.

Character Profile: A detailed description of a character including their background, personality, motivations, appearance, etc. By creating a character profile, actors are able to portray their character with more authenticity.

Community: A group with shared characteristics, such as location, norms, culture, values, customs, or identity. Communities often support each other, share a connection, influence one another, and provide a sense of belonging.

Diversity: The range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.

Fairytale: A children's story that often involves magic and fantasy, with a moral at the end.

Fracture: A break or crack.


Fractured Fairytale: A retelling of a classic fairytale with a twist or new perspective.

Musical: A theatrical art form in which song and dance are integral to the performance.

Appendix

Pre-Show Activity 1: Character Development

Character Profile – **SAMPLE**

Insert/Draw Photo Here: 	Name	Shrek
	Age	30 years old
	Job	Unemployed
	Where They Live	A swamp near the town of Duloc
Physical Description <i>(e.g. hair, eyes, height, etc.)</i>	Shrek is a big, tall ogre with green skin and brown eyes. He typically wears dirty peasant-style clothing.	
Personality Traits <i>(e.g. kind, funny, nervous, evil, etc.)</i>	<ul style="list-style-type: none"> - Intimidating - Introverted - Mean to strangers, but kind to those he cares about - Brave - Confident 	
Likes	<ul style="list-style-type: none"> - Being alone - His swamp - Mud baths - Quiet - Scaring villagers 	
Dislikes	<ul style="list-style-type: none"> - Most people - When others invade his space - Making friends - Being judged 	
Important Relationships <i>(e.g. brother named John, best friend named Sally)</i>	Eventually: Donkey (friend), Fiona (friend and maybe more?), Lord Farquaad (enemy)	
What do they want? <i>(e.g. for everyone to listen to them, to rule the world, to make friends)</i>	Shrek wants to live a quiet and peaceful life, away from judgement and prejudice.	

Character Profile

Insert/Draw Photo Here:	Name	
	Age	
	Job	
	Where They Live	
Physical Description <i>(e.g. hair, eyes, height, etc.)</i>		
Personality Traits <i>(e.g. kind, funny, nervous, evil, etc.)</i>		
Likes		
Dislikes		
Important Relationships <i>(e.g. brother named John, best friend named Sally)</i>		
What do they want? <i>(e.g. for everyone to listen to them, to rule the world, to make friends)</i>		

Pre-Show Activity 2: Fractured Fairytales

Fairytales Summaries:

LITTLE RED RIDING HOOD:

This story is about a young girl who wears a red hood and sets on a journey to bring a basket of goodies to her sick grandmother. On the way, she meets a wolf. The wolf decides to rush ahead of Little Red to her grandmother's home. He throws Little Red's grandmother in a cellar and dresses up like her, in order to trick Little Red and try to eat her! Luckily, Little Red and her grandmother are saved by a woodsman passing by.

CINDERELLA:

This story is about a girl named Cinderella who is mistreated by her cruel stepmother and jealous stepsisters. With the help of her fairy godmother, Cinderella's rags turn into a beautiful ball gown, a pumpkin is turned into a carriage, and her mouse friends are turned into horses! Cinderella is now able to attend a royal ball! However, she must be home by midnight or else the magic will be undone. At the ball, she meets Prince Charming and they fall in love. As the clock strikes midnight, she runs home but leaves a glass slipper behind. The prince tries to find Cinderella by parading through the town, searching for the woman whose foot fits the slipper. Prince Charming eventually finds Cinderella and they live happily ever after.

GOLDILOCKS AND THE THREE BEARS:

In this story, there are three bears who live in a house in the forest together: Papa Bear, Mama Bear, and Baby Bear. One day, after preparing their porridge for breakfast, they decide to go on a walk outside, while their meal cools down. While they're out, a curious young girl named Goldilocks finds their home. She decides to go in and look around! First, she discovers their three bowls of porridge and tastes each one. One bowl is too hot, one is too cold, but one is just right (Baby Bear's porridge!), so she eats it all up. Then, she finds three chairs. The first is too hard, the second too soft, but the third, Baby Bear's chair, feels just right. Finally, Goldilocks finds three beds. The first is too hard, the second too soft, but the third bed is just right, and she falls asleep. The three bears return and notice the tasted porridge, the displaced chairs, and Goldilocks in Baby Bear's bed! When Goldilocks wakes up, she sees the three bears and runs away in fear.

THE THREE LITTLE PIGS:

In this story, there are three little pigs. One pig makes his house with straw and the second pig makes his house with sticks. Neither wants to work very hard, so they pick materials that can help them build their houses quickly. The third pig makes his house out of bricks and works hard all day to build it. One day, a big bad wolf finds the pigs and chases them into their homes. The wolf goes to the first house made out of straw and he huffs and he puffs and blows the house down. The first pig quickly runs to the second pig's house. The wolf now comes to the house made of sticks and he huffs and he puffs and he blows the house down. The two pigs quickly run to the third pig's house. The wolf comes to the house made of bricks and he huffs and he puffs... but he can't blow the house down! He tries to enter through the chimney, but lands in a hot pot of water! The two little pigs learn that the third pig was right to work hard and take his time.

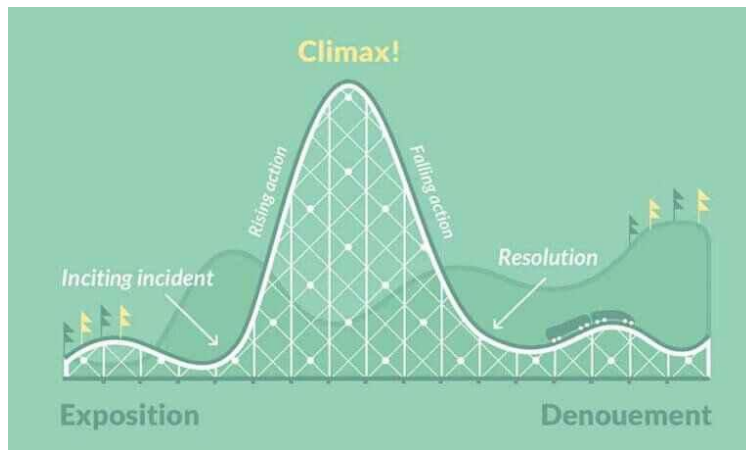
THE UGLY DUCKLING:

In this story, there is a mother duck who lives on a farm. In her nest, she has five little eggs and one big egg. One day, the five little eggs begin to crack and five yellow ducklings come out. Then, the big egg starts to crack and a big, gray duckling comes out. The other ducklings call him ugly and the other animals laugh at him. So, the gray duckling runs off to find a place where he would belong. As autumn comes, he finds a lake filled with beautiful white swans. The swans invite him to join them and teach him that beauty is not just about looks, but about bravery and kindness! As time goes on, the gray duckling looks at himself in the water and discovers that he isn't an "ugly duckling" after all, but in fact, a beautiful swan! He realizes that he does belong and that his true beauty was always inside him.

JACK AND THE BEANSTALK:

The story begins with a woman and her son, Jack, who are poor and need to sell their cow for money. But, when Jack goes into town to sell the cow, he is convinced to sell the cow for magic beans instead! Jack's mother sees he has brought home beans instead of money and in anger throws the beans out the window. Suddenly, a great beanstalk grows! Jack climbs the beanstalk in hopes of finding food. He finds a castle owned by a giant and steals a magic hen and coins. When trying to steal the giant's harp too, the giant wakes up and chases after Jack. Jack runs down the beanstalk and cuts it down with an axe.

Narrative Structure Diagram (Extension Activity):



(see following page for a sample template for students)

Narrative Structure Template

Exposition <ul style="list-style-type: none">- <i>Where does this story take place?</i>- <i>Who are some of the main characters in this story?</i>- <i>What is any background information the audience needs to know?</i>	
Inciting Incident <ul style="list-style-type: none">- <i>What starts the conflict?</i>	
Rising Action <ul style="list-style-type: none">- <i>How are the events in the story beginning to escalate? What series of events does the inciting incident cause?</i>	
Climax <ul style="list-style-type: none">- <i>What is the biggest moment in the story?</i>	
Falling Action <ul style="list-style-type: none">- <i>How does the conflict begin to resolve?</i>	
Resolution <ul style="list-style-type: none">- <i>How does the story end?</i>	

Post-Show Activity 2: Soundtrack of a Character's Life

Character Name:
Song #1 Title: By: I chose this song because...
Song #2 Title: By: I chose this song because...
Song #3 Title: By: I chose this song because...
Song #4 Title: By: I chose this song because...
Song #5 Title: By: I chose this song because...
<i>(optional)</i> Song #6 Title: By: I chose this song because...
<i>(optional)</i> Song #7 Title: By: I chose this song because...

Album Cover Example:



In this example, Fiona's soundtrack album cover has several items that symbolize her personality and her journey throughout the story. First, she has the tower behind her because her life being trapped in a tower was hugely impactful for her. There is fire because of the dragon, but also Fiona's fiery personality. There is a fairytale book to emphasize her love of fairytale stories and belief that she will live one herself. There is a crown and ogre ears on her name, to symbolize the two sides of her identity. Lastly, there are roses with thorns because on the outside she is a princess, but inside she identifies more closely with the ogre side of her (which others might initially view as intimidating or scary).

Sources

Definitions

- [Character Development](#)
- [Community](#)
- [Diversity and Belonging](#)
- [Narrative Arc](#)

Fairytale Summaries

- [Cinderella](#)
- [Goldilocks](#)
- [Jack and the Beanstalk](#)
- [Little Red Riding Hood](#)
- [The Three Little Pigs](#)
- [The Ugly Duckling](#)

Embracing Differences Images

- [Image 1](#)
- [Image 2](#)
- [Image 3](#)
- [Image 4](#)