

emerald city
theatre
presents

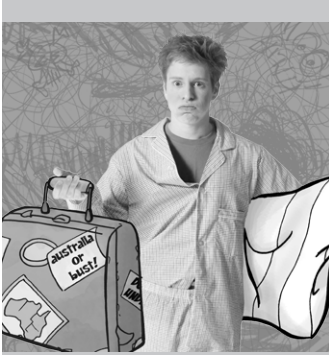
Alexander and the Terrible, Horrible, No Good, Very Bad Day

Book and Lyrics by Judith Viorst
Music By Shelly Markham
Directed by Ernie Nolan



2011-2012 Season
www.EmeraldCityTheatre.com

A Note From the Director



Emerald City Theatre performances can be seen at:

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Emerald City Theatre School:

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“ Part of growing up is learning to sweat the small stuff. Everything can seem like a big deal. My relatives like to tell a story about me when I was seven. I have a faint memory of the incident in question, but I totally believe it happened.

My older cousin and I were jumping on my grandmother’s big bed one evening. Somehow we collided, and I fell, hitting the side of my face on the footboard of the bed. There were tears and sobs, especially when I discovered that swelling and various shades of red and purple were appearing under my eye. According to family lore, as my mother was holding and consoling me I exclaimed, **“What am I going to do? My career is ruined!”** It’s at this point that my family explodes into riotous laughter. They love this story. I like to remind them that I could have blinded myself or worse, but... as they laugh I know they empathize with my childish outburst of operatic proportions.

I wish I could appear to my younger self in that story, like in *Back to the Future*, and assure “little Ernie” that things will change and be OK. While the career path may change, it won’t be ruined. **I wish that I could also share with him that not every event in life needs to be held at such high stakes.** But I would most assuredly tell him that while his attitudes may grow and change, his family will always be there to love him and laugh with him at those times that seem terrible, horrible, no good, and very bad! ”

Ernie Nolan

Ernie Nolan
Director of *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
Emerald City Producing Artistic Director

Parent Guide

Welcome, Grown-ups!

GATEWAY THEME: Fairness



A gateway theme is a topic of conversation for you and your early learner explored before, during, and after the show.

For Alexander and his family, fairness is:

- Taking turns and sharing
- Being open minded and listening to others
- Holding oneself responsible for one's actions
- Making sure to avoid blaming others

We hope you and your early learners will use these show-related activities to get inspired about **fairness**.

Chair Chat

1. Have you ever had a terrible, horrible, no good, very bad day? What happened? What did you do when all of those things happened?
2. Have there been times when you feel like no one has listened to you? If so, what do you say or do?
3. What are ways you can make sure your bad day doesn't get terrible, horrible, and no good? How can you turn around a bad day to make it be a good day?
4. Does every day have to be perfect? Why or why not?
5. If one of your friends or family members was having a bad day, what would you do to help cheer them up?



In Charge of the World

Alexander feels frustrated when he is having a bad day and thinks that if he were in charge of the world, he would feel so much better! Grown-ups, see if you and your children can think of your own ideas, both serious and silly, about what you would want to happen if you were in charge of the world. Take turns sharing your ideas by starting with the phrase, "If I were in charge of the world, _____."

Here are some ideas to get your started:

...People would swim to work and take a jet plane back home!

...People would smile more and eat lollipops at each meal!

...Everyone would pick flowers in the morning and hand them to a neighbor, teacher, or friend.

Fairness in Action!

Grown-ups, discuss what "fairness" means to your child. At different ages, you might find that you come up with different definitions. No matter what their age, all children can practice putting fairness into action.

Preschoolers Can:

- Pass out a fair, or equal amount, of similar items to friends or family members.
- Practice taking turns using a toy with a brother or sister for a set amount of time.
- Practice making appropriate "trade-offs" for something grown-ups would like them to do with something they would like to do. (For example, if I pick up my toys from my playroom, I get to go outside for one hour to play.)

School-aged Children Can:

- Help decide on family rules and consequences.
- Think of others when making choices (For example, there is one last cookie. Should I eat it all myself or should I break it in half to share it with my mother? Or should I just give the whole cookie to my friend who has a cold?)
- Play board games with others and follow the rules.