



# STUDY GUIDE



# WELCOME

Teachers are encouraged to use this guide to elicit student discussion before the show, guide them through aspects of the production, and engage them in activities once they return to the classroom.

Our goal is to help teachers utilize the production as a catalyst for student education, collaboration, and inspiration, incorporating these essential concepts:

- Seeking authentic connection
- Balancing image and identity / fantasy and reality
- Defining who you are on your own terms
- Navigating friendship and trust
- Understanding characters' situations, actions, words, and points of view
- Contemplating characters' journeys in concert with personal experience

***BOOP!® THE MUSICAL*** follows Betty Boop® as she steps away from her black-and-white world of fame in search of a simple, ordinary day. What begins as a small wish turns into a vibrant adventure filled with color, music, and unexpected connections as she explores New York City and discovers more about herself, friendship, and love along the way.

We hope that your students, inspired by the production, can learn from you and from each other through these activities. You are capable of amazing things. Boop-Oop-a-Doop!

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# CHARACTERS



## **BETTY BOOP**

A famous black-and-white cartoon star who longs for a more meaningful, “real” life beyond the spotlight. Curious, kind, and optimistic, she enters the real world in search of independence and discovers what it means to form an authentic identity and to experience romantic love for the first time.

## **GRAMPY**

Betty’s eccentric and protective inventor grandfather. While he initially worries about Betty leaving, he must learn to let go and trust Betty to make her own choices.

## **PUDGY**

Betty Boop’s loyal dog and sidekick in her cartoon world.

## **DWAYNE**

A kind, down-to-earth jazz musician in the real world. He helps Betty navigate reality while learning from her optimism and fresh perspective.

## **TRISHA**

A young woman Betty meets in the real world who helps her adjust to modern life. She becomes a friend who shows Betty how people act, connect, and fit in.

## **VALENTINA**

A brilliant astrophysicist who reconnects with Grampy after a past romance and helps him navigate the real world while searching for Betty.

## **CAROL EVANS**

Trisha’s aunt and caretaker, as well as Raymond’s campaign manager.

## **RAYMOND DEMAREST**

A candidate running for mayor of New York City who uses Betty’s celebrity to boost his campaign.

## **OSCAR DELACORTE**

The director of Betty Boop’s cartoon shorts in her animated world.

**OTHERS:** Assistant Director, Arnie Finkle, Cartoon World Characters, New York City Characters

# MUSICAL NUMBERS

## ACT I

"A Little Versatility" – Betty Boop, Ensemble

"Ordinary Day" – Betty Boop

"In Color" – Betty Boop, Ensemble

"Get Her Back" – Grampy, Ensemble

"I Speak Jazz" – Dwayne, Ensemble

"Portrait of Betty" – Trisha

"Sunlight" – Dwayne, Oscar Delacorte, Clarence

"My New York" – Dwayne, Betty Boop, Trisha, Ensemble

"A Cure for Love" – Valentina, Mascots

"Where I Wanna Be" – Betty Boop, Ensemble

## ACT II

"Where Is Betty?" – Grampy, Valentina, Ensemble

"Where Is Betty?" (Reprise) – Raymond Demarest

"She Knocks Me Out" – Dwayne, Ensemble

"My Hero" – Trisha, Betty Boop

"Whatever It Takes" – Valentina, Grampy

"Take It to the Next Level" – Raymond Demarest

"The Campaign" – Full Company

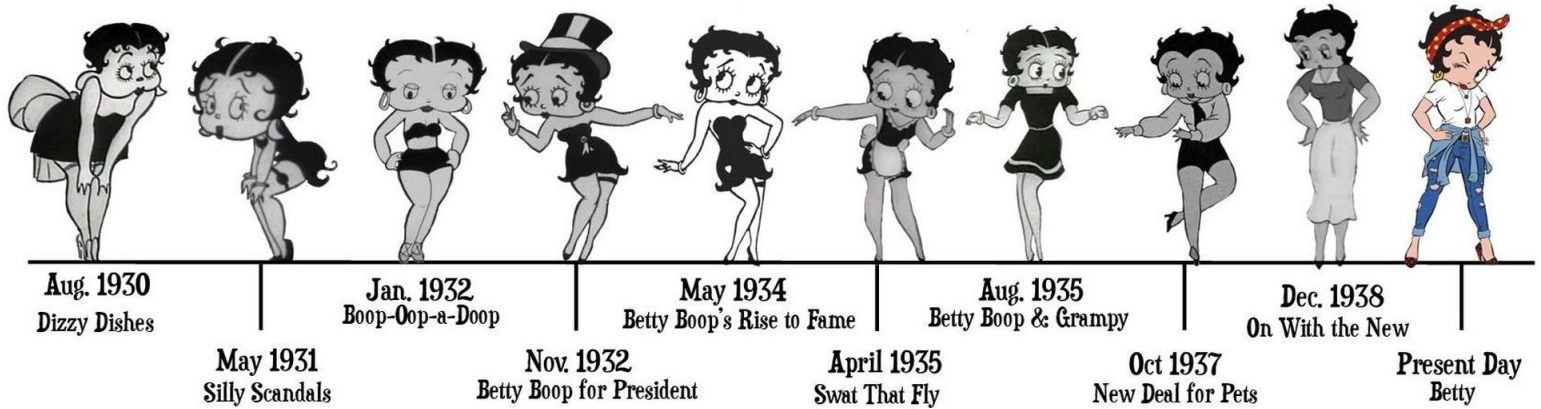
"Why Look Around the Corner" – Dwayne, Betty Boop

"Something to Shout About" – Betty Boop

"The Color of Love" – Full Company

# CREATIVE INSIGHTS

## BECOMING BETTY BOOP



The character that would eventually become Betty Boop made her first cartoon appearance on August 9, 1930 playing a bit role in the Fleischer Studios' cartoon *Dizzy Dishes*.

Initially, she'd been created as a love interest for Bimbo, the "star" of the film, and like Bimbo, she was an animal in a world where animals had some remarkably humanistic traits. Like Bimbo, she was dog-like; a singing, dancing hybrid being with huge, droopy Cocker Spaniel-like eyes, a button of a nose and long puppy dog ears that tossed back and forth as she sang and danced.



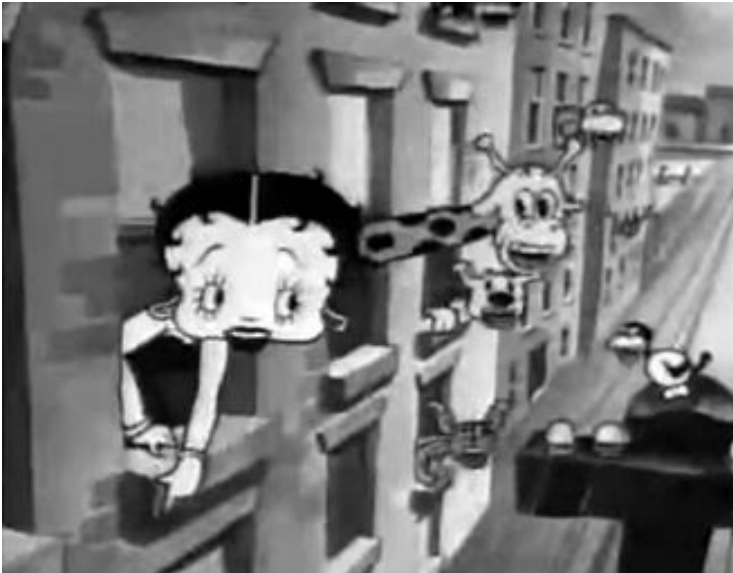
Betty and Bimbo in *Dizzy Dishes* (1930)

She sang in that first appearance but had no lines. She didn't even have a name, but that didn't stop this sassy songstress from stealing the show. Audiences clamored for more and the Fleischers delivered. Her appearance shifted quite a bit in these early cartoons, which was fairly standard practice at the time. As her character grew and her personality developed, her look also became more refined.

By May of 1931, when she appeared in *Silly Scandals*, her Spaniel eyes had become smaller and rounder, and her floppy puppy dog ears had become shorter. And in September of 1931, she was given her full name of Betty Boop in *Minding the Baby*.

Betty's look continued to evolve. It was with the release of *Any Rags*, in January of 1932, that her floppy puppy dog ears were transformed into the large hoop earrings that are, to this day, a central part of her signature look. In *Boop Oop A Doop*, released two weeks later, Betty was not only sporting her new hoop earrings, but her appearance, voice, mannerisms and singing of "Boop Oop A Doop" had clearly already established her as an immediately identifiable character. And by the end of 1932 in *Betty Boop for President*, she appeared as the fully

# CREATIVE INSIGHTS



## Betty's dog ears became earrings in *Any Rags* (1932)

developed animated female character that we know and love today.

While elements of her look were refined and shifted to match the style of the day, her appearance remained quite consistent until the mid-1930s when the Motion Picture Production Code began to take control of American film production. This self-governing code of moral guidelines for the production of films, also known as the Hays Code, was adopted in 1922 but not rigidly enforced until 1934. The Code was imposed on both live-action and animated films alike, forcing animators to revamp Betty's look, life, and even her cast of supporting characters.



As a result, Betty was given a new traditionally appropriate love interest in the character of Fearless Fred. And her menagerie of animal pals were largely replaced by the adorable pup

Pudgy, who shared a more "suitable" pet/owner relationship with Betty. Betty's dresses became increasingly long-skirted and high-necked until finally erasing any hint of her famed garter.

Gone were Betty's adventures on the high seas, flying her own plane and running for President. Under the Hays Code, Betty could only engage in adventures censors considered more "appropriate" for a young, single woman. By 1935, her little black dress was covered by a modest apron in *Swat That Fly* and, though animators did their best to work around increasing demands to subvert Betty's style, by 1938's *On With the New*, she had become a far more demure and subservient character. By the end of 1939, Fleischer Studios had discontinued the Betty Boop Series entirely.

But the Hays Code could not keep Betty Boop down. More than 80 years after having stepped away from the Silver Screen, her blend of sass, style and smarts, continues to inspire and attract fans around the world; including many who have never seen the 90 cartoons she appeared in between 1930 and 1939. But they know Betty Boop.



That today Betty's likeness can be found on a huge variety of everyday items, enjoyed by fans young and old, in more than 50 countries speaks to her remarkable ability to continue evolving, while always remaining uniquely and unmistakably Betty.

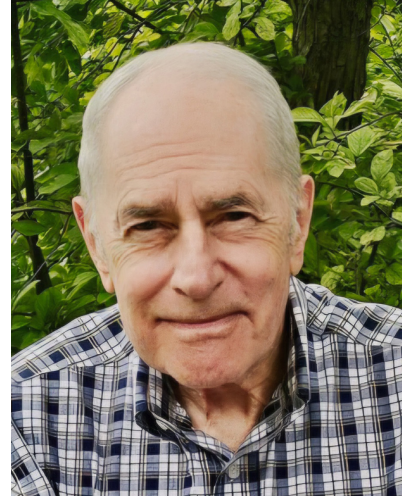
**Special thanks to Fleischer Studios. "Becoming Betty Boop" text and images excerpted from: <https://fleischerstudios.com/becomingbettyboop>**

# CREATIVE INSIGHTS

## AN INTERVIEW WITH MARK FLEISCHER

**MARK FLEISCHER** is an executive, transactional entertainment attorney, and arbitrator with extensive experience. Since the mid 1990's, Mr. Fleischer has served as Chairman and Chief Executive Officer of Fleischer Studios, Inc., where he manages the family-owned company and its intellectual property assets, including the rights in the iconic cartoon character Betty Boop, created by his grandfather Max Fleischer, as well as other related classic characters.

Mr. Fleischer began his career as a concert classical guitarist which led him to become a composer and lyricist, having had a number of his songs recorded and released. He attended law school and enjoyed a forty-plus year career as an attorney, both practicing transactional motion picture/television law and serving as the managing partner of a number of pre-eminent law firms.



### **How did the idea of *BOOP! The Musical* develop and how was Fleischer Studios involved throughout the process?**

It started in 1999 when I was first introduced to Bill Haber, whose previous incarnation was as one of the most prominent talent agents in the world, and spoke to him about the possibility of creating a Betty Boop Broadway musical. Bill then brought in some people that he had been creatively working with in New York. We had a number of really wonderfully talented teams put together at first but for one reason or another, things didn't coalesce.

I think the first person who came in who is still with the show was David Foster in about 2008. Bill called me one day and said, "a miracle has happened, we've been able to get David Foster." One of the very first songs that David wrote was the song, "Why Look Around the Corner," which is still in the show today. Then Susan Birkenhead joined us in 2010. David had already written a bunch of beautiful songs, but Susan's task was impossible because you know, you can't write lyrics to a story that doesn't exist, right? So now we had a wonderful composer and an absolutely amazing lyricist and we were looking for the right story.

Then in 2015 I got another one of these wonderful calls from Bill who said Jerry Mitchell might be interested. Jerry told us about his wonderful concept, that color represents love, and Betty, in her black and white world, hasn't experienced the type of love that we have in the "real world." So that becomes Betty's journey.

Right from the beginning Jerry had the concept that a person who gave Betty the experience of love in the real world goes back with Betty to her world. He follows her, kisses her, and the entire black and white world turns to color. That was his idea at our initial meeting, and it has remained the essence of this show ever since. Jerry's been incredibly true to that concept and has grown the show around it - that fundamental concept has never changed.

The final step was, Jerry saying to us, "I'm a director, I'm not a writer, so we need a real experienced theatrical writer, to take this and turn it into a coherent and properly dramatically structured book." That's when he brought in Bob Martin in around 2018.

It took some years to craft it and see it grow and recognize itself to the point one day where Bill and everybody involved, including myself, said, you know, I think we're ready. That's when

# CREATIVE INSIGHTS

Bill started capitalizing and planning the Chicago preview.

It took from the summer of 1999 to December 5, 2023 to develop and build a show that we could preview in Chicago.

## **Why do you think Betty Boop has remained popular for nearly 100 years, and what qualities make her a timeless character?**

Betty embodies basic human values, and she is so chameleon-like, she can express them in so many different ways which I credit to the animation genius of my grandfather. He basically created the technology that made it possible for him to express his own creativity. Animators couldn't do the type of really human movement needed to make surrealistic animation that was unique, funny and basically accessible before Max's creation.

Betty evolved from the precursor character in *Dizzy Dishes*. Over a series of cartoons she was not just physically transforming from a dog into a human being, but also developing human physical features, human values, and human emotions. When you put this in historical context, it's very interesting because only 10 years earlier, the 19th Amendment was passed giving women the right to vote. In Betty Boop's cartoons, she does things that were unimaginable at that time for women to do: to be a lion tamer, to be a pilot, to run for president, and, by the way, win. She became a symbol of hope for women, for empowerment, and for independence, but she brought with it the human values of kindness, humor, respect, and love.

One can go down the list and see all the incredible things that she does in her cartoons and look at the breadth of what she embodied and what she stood for. She was one of the first advocates for female empowerment, but also for animal protection.

## **What does it mean to you to help introduce a character created by your grandfather to theatergoers today?**

Well, it's a privilege I could never have imagined and there are a couple of things that are incredible about it. Number one, it's the first time that we have ever been able to experience a living, breathing Betty Boop before a live audience. The other thing that is so wonderful to see, having just come back from the Japanese premiere of the show, is to see how the performers—not just Betty Boop, but the other characters, how they start to grow more human and more genuine on stage.

Watching the scenes and the actors in Japan, understanding what was going on in the scene, but not understanding the words that were being spoken, revealed to me things that I hadn't really fully understood before, such as the production's pacing and its structure. So to have been able to facilitate all of this and to make it happen to some degree is just—as I said, it's just a privilege that is too precious to express.

## **What do you hope students take away from Betty Boop's journey in the musical?**

I would say to always be consistent with the fundamental values that you hold, but at the same time, always enjoy them within the context of the world in which you live. Tastes change, cultures change. Betty Boop has always embodied these wonderful human values and yet remained accessible to the times and cultures and mores of the passing generations. I would say that's a great model for anybody. Be the person you are, celebrate that, don't depart from it, but try new things, be open to new values that come in. Let that enrich you, because it surely will.



# CREATIVE INSIGHTS

## AN INTERVIEW WITH BOB MARTIN

**BOB MARTIN** (Book) is a Tony Award®-winning writer, performer, and producer whose sharp humor and heartfelt storytelling have made him one of the most distinctive voices in contemporary musical theatre. He co-created and starred in *The Drowsy Chaperone*, earning Tony Awards® for Best Book of a Musical and Best Original Score. His celebrated writing credits also include *The Prom* (Tony® nomination for Best Book of a Musical), *Half Time*, and more.

Known for his ability to blend comedy with genuine emotion, Martin's work often explores the joy, absurdity, and humanity of show business itself. Most recently, he co-wrote the book for *BOOP!® The Musical*, the new Broadway production that reimagines the legendary Betty Boop for the stage. With his signature blend of wit, heart, and theatrical flair, Martin continues to craft stories that delight audiences and celebrate the power of performance.



### **What was your process of taking the cartoon character of Betty Boop and that world and turning it into a live theatrical story?**

It was an interesting process because Betty herself does not have a traditional story. In the original Betty Boop cartoon shorts, there is no one story so we had to decide what story to tell. We examined the fact that Betty has existed for nearly 100 years in popular culture and we asked ourselves, why is that? What is so appealing about her? Then we crafted a story that would best illuminate those aspects of her.

Looking at the nature of her shorts, she's an intelligent, attractive, sassy woman, but looking at her work, I realized that though she was often pursued by men, they very rarely captured Betty's attention or captivated her heart. That was the big epiphany that I had.

I should say the whole project started with Jerry Mitchell, the brilliant Jerry Mitchell, saying that he wanted to start in the Fleischer cartoon world, go to the real world, and then return to the Fleischer cartoon world which then becomes filled with color. That sentence helped to inspire the story itself too, because she goes into the real world, discovers what it means to be completely human. She discovers the nature of romantic love. Then when she returns to her cartoon world, that world is forever changed by that knowledge.

This show had been in development for years before I came on board, yet there was never really a fully realized book for the musical. There were half a dozen songs that were written that were quite brilliant. So, part of the exercise was also to create a story where the songs would make sense.

### **How did you craft the story to include those songs and the new songs into the show?**

Well, one really good example of that process is the song "Something to Shout About." This song was originally written basically as an "I want" song in a previous version of the musical as the second song in the show. However, when Jerry Mitchell heard it, he thought it was way too powerful to be the second song in our show, that it needed to be at the end of our show, like the "11 o'clock number."

When I was looking at that song, I wondered when would Betty sing something so powerful. It really would be when she realized that she finally understood what romantic love was, but had lost it. So, the song that at first expressed her want for this thing that she couldn't name was then repositioned in the score to express the pain she felt for losing that thing. It really did serve exactly the traditional musical theater purpose, which is when an emotion is so great it can only be sung.

As the story emerged, we started to spot



# CREATIVE INSIGHTS

these places where— where ideas needed to be expressed, you know, musically. One of my favorites is the scene on the roof in the second act between Betty and Trisha. In that particular scene, Trisha is basically explaining to Betty what romantic love is because Betty is experiencing these feelings without understanding them. Then Trisha explains that what she's feeling for Dwayne is different from the affection she might have for Grampy. It's a different kind of love. She's explaining this while also reminding Betty of the terrible experiences she's had in life where she lost her own parents. So that moment is a moment where Betty is so moved by everything that this girl is saying and everything this girl has been through that she had to sing to her. She had to express how extraordinary Trisha is as a person and how she needs to show the world who she is rather than just dress as Betty Boop, so she sings "My Hero."

Another example of song development is in the first act where Betty asks Trisha why she's so enamored with the character Betty Boop. When Betty comes into the real world, she meets Trisha who is dressed as her. This is a surprise to Betty, and she doesn't really understand why. In the first act, Trisha sings "Portrait of Betty," where she's enumerating all of these things that she admires about the character, all qualities that she herself feels she doesn't have. It's the other side of that same musical equation. In the first act, Trisha sings about all the things that she lacks that Betty represents, and in the second act, Betty tells her how extraordinary she is. Betty explains that Trisha must start being herself and show the world who she is and not pretend to be Betty.

## **Do you find that you gravitate towards certain kinds of stories or themes in your work?**

I was talking to Kevin Kline recently about this, and I said that one of my goals is to make comedies that make people cry. So, **BOOP!**

achieves that goal, I think, because Betty's a cartoon character coming into a world of real people, feeling and understanding everything that they're dealing with--problems much more complicated than the ones she deals with in her shorts. Then she discovers this wonderful thing that makes us all human, this idea of love, and then loses it. Getting people to laugh at the antics and then getting them to cry at the real emotion is what I really, really strive for.

I guess many of the stories I write about are sort of "fish-out-of-water" stories. *Elf* is the closest parallel, perhaps. In *The Drowsy Chaperone*, Man-In-Chair escapes into a world of make-believe that somehow heals him a bit. It's a bit of a heightened world he's disappearing into that he wishes the real world were more like.

## **What advice would you give to students who might want to adapt an existing story or character to write a piece for the stage?**

I think you have to sort of empower yourself to completely reinvent what you're adapting. If it's a film, don't fall into the trap of simply putting the film on stage. Your main goal should be to create a piece of theater, something that is inherently theatrical. It really couldn't be expressed any other way. You might get nervous if it's an adaptation of a movie that people love and want to see. I guarantee you people who love a movie and then see that movie put on stage in a way that can't possibly duplicate the language of film are really going to hate it. But if they see it as a piece that's a theatrical interpretation of the same material, then they can appreciate both equally. I think that's the goal of good adaptation. It really is thinking about it as a piece of theater--how theater moves and what's entertaining, what works on stage, as opposed to the kinds of cuts and everything that a film could be, or, you know, the detail that a novel goes into or anything like that.

# QUESTIONS FOR DISCUSSION

## ELEMENTARY

- Who is Betty Boop? What is she like?
- What problem does Betty have in the story?
- How does Betty feel at the beginning and at the end?
- Who are Betty's friends? How do they help her?
- What is your favorite part of the musical? Why?
- What lesson do you think Betty learns?
- What would you tell Betty to do if you were her friend?

## MIDDLE SCHOOL

- How would you describe Betty's personality at the start of the musical?
- What challenge does Betty face, and how does it affect her actions?
- How does Betty change over time? Give one clear example.
- Which character influences Betty the most? How?
- What is an important decision Betty makes? Do you agree with it? Why or why not?
- How does the setting (cartoon world vs. real world) affect the story?
- What role does friendship play in the musical?
- What message or theme do you think the musical is trying to teach? Explain.

## HIGH SCHOOL

- How does Betty Boop function as both a character and a symbol in the musical?
- In what ways does Betty struggle with identity, and how is that conflict resolved?
- Analyze how a secondary character shapes Betty's development.
- Evaluate a key decision Betty makes—was it justified based on her circumstances?
- How does the contrast between fantasy (cartoon) and reality develop the central themes?
- What commentary does the musical make about fame, image, or societal expectations?
- How do humor and musical numbers contribute to deeper meaning rather than just entertainment?
- Choose a key moment or song and explain how it reveals theme, character, or conflict.

# A LITTLE VERSATILITY

## USING THE ACTIVITIES AND CHOICE BOARDS

The elementary level activities are designed to help elementary students connect personally and creatively to the themes of **BOOP! The Musical** through art, storytelling, reflection, and discussion. Teachers may use the activities independently, as stations or centers, or as part of a larger theatre, SEL, or literacy unit focused on identity, friendship, imagination, and personal growth.

The choice boards for middle and high school are designed to give students voice and choice as they explore the themes of **BOOP! The Musical**. Use these boards however best fits your goals and classroom time. Below are a few flexible ways to implement them:

### Option 1: Pick One

Students choose any ONE task from any board. Ideal for a short class period, early finisher work, or bell ringers that still connect to the broader themes.

### Option 2: Pick Three – From One Board or Mixed Across Boards

Students choose one task from each column (Learn, Create, Reflect) from a single board — or mix and match tasks from different boards.

Encourages both creativity and deeper understanding across topics.

### Option 3: Group or Partner Work

Students team up to complete one or more tasks collaboratively.

Consider assigning roles (e.g., researcher, writer, designer, presenter) for group success.

### Option 4: Teacher-Selected Focus

You select one row, column, or individual task for the whole class to complete, based on your learning goals.

Useful for scaffolding or focusing on a particular skill (e.g., analysis, media literacy, persuasive writing).

## STANDARDS ADDRESSED

### ELEMENTARY

Common Core ELA Standards

CCSS.ELA-LITERACY.RL.3–5.1 • CCSS.ELA-LITERACY.RL.3–5.3 • CCSS.ELA-LITERACY.RL.3–5.7 • CCSS.ELA-LITERACY.W.3–5.3 • CCSS.ELA-LITERACY.SL.3–5.1

National Core Arts Standards (Theatre)

TH:Re7.1 (Grades K–5) • TH:Re8.1 (Grades K–5) • TH:Cr1.1 (Grades K–5) • TH:Cn11.1 (Grades K–5)

### MIDDLE SCHOOL

Common Core ELA Standards

CCSS.ELA-LITERACY.RL.6–8.2 • CCSS.ELA-LITERACY.RL.6–8.3 • CCSS.ELA-LITERACY.W.6–8.3 • CCSS.ELA-LITERACY.SL.6–8.1 • CCSS.ELA-LITERACY.SL.6–8.5

National Core Arts Standards (Theatre)

TH:Cr1.1 • TH:Pr4.1 • TH:Re7.1 • TH:Cn10.1

### HIGH SCHOOL

Common Core ELA Standards

CCSS.ELA-LITERACY.RL.9–10.2 / RL.11–12.2 • CCSS.ELA-LITERACY.RL.9–10.3 / RL.11–12.3 • CCSS.ELA-LITERACY.RL.9–10.7 / RL.11–12.7 • CCSS.ELA-LITERACY.W.9–10.3 / W.11–12.3 • CCSS.ELA-LITERACY.W.9–10.4 / W.11–12.4 • CCSS.ELA-LITERACY.SL.9–10.1 / SL.11–12.1 • CCSS.ELA-LITERACY.SL.9–10.4 / SL.11–12.4 • CCSS.ELA-LITERACY.SL.9–10.5 / SL.11–12.5

National Core Arts Standards (Theatre)

TH:Cr1.1 • TH:Cr2.1 • TH:Cr3.1 • TH:Pr4.1 • TH:Pr5.1 • TH:Pr6.1 • TH:Re7.1 • TH:Re8.1 • TH:Re9.1 • TH:Cn10.1 • TH:Cn11.1

# ELEMENTARY LEVEL

## LEARN • THEME: DISCOVERING & BEING YOUR TRUE SELF

### MOMENTS OF CONNECTION

Student Task: Think back to moments in the musical where Betty connected with another character. Draw or describe 1–2 moments that show friendship, trust, or kindness growing between characters.

#### Students Should Include:

- Who was involved in the interaction
- What happened during the moment
- What action helped build trust or friendship
- How the characters changed afterward

**Teacher Guidance:** Encourage students to focus on actions rather than just emotions: (ex: listening, helping, being honest, welcoming someone, supporting another person)

#### Possible Discussion Prompts:

What makes someone feel accepted? How can trust grow between people? What actions show friendship?

#### Extensions:

- Students act out the moment with a partner
- Create speech bubbles for the characters
- Make a classroom chart called “Ways We Build Trust”
- Rewrite the scene showing what would happen if trust was broken instead

### A CHOICE THAT MATTERS (DEFINING YOURSELF)

Student Task: Think about an important choice Betty made during the story. Create a sequence drawing or storyboard showing, the situation, the choice, and what happened afterward.

#### Students Should Include:

- captions or labels
- arrows showing sequence
- facial expressions/emotions
- consequences of the choice

**Teacher Guidance:** Help students understand that characters are shaped by decisions. Encourage them to think about:

- risks
- bravery
- honesty
- trying something new

#### Extensions:

- Students create alternate endings based on different choices
- Add dialogue bubbles
- Turn the storyboard into a mini-performance
- Write advice for Betty before the choice happens

### WHO BETTY REALLY IS (IDENTITY)

Student Task: Identify 2–3 personality traits that show who Betty really is inside. Students should connect each trait to a moment or action from the show.

#### Students Should Include:

- a trait word
- a symbol or illustration
- a short explanation or remembered moment

#### Examples:

**Brave** → Betty tries something unfamiliar

**Kind** → Betty helps another character

**Teacher Guidance:** This activity focuses on the difference between:

- appearance vs. personality
- image vs. identity
- how others see you vs. who you really are

Provide a word bank if needed: (curious, creative, loyal, joyful, determined, thoughtful, etc.)

#### Extensions:

- Students rank Betty’s traits from strongest to weakest
- Compare Betty to another fictional character
- Students create a “trait web” around Betty’s name
- Turn traits into short improvised scenes

# ELEMENTARY LEVEL

## CREATE • THEME: SEEING THE WORLD DIFFERENTLY

### BLACK & WHITE TO COLOR TRANSFORMATION ART

Student Task: Create a comic showing a dull or gray place becoming lively and colorful through connection, kindness, or creativity.

#### Students Should Include:

- 4–6 panels
- beginning/middle/end
- dialogue or captions
- a clear transformation

**Teacher Guidance:** Encourage students to think about what color symbolizes in the story—friendship, confidence, joy, freedom, or discovering who you are.

Students can create a

- split-page drawing (“before vs. after”)
- foldable flap artwork
- collage using magazine images
- digital art

#### Extensions:

- Add captions explaining what caused the transformation
- Turn comics into short skits
- Create a class comic anthology
- Display comics in sequence around the room

### CHARACTER DESIGN: A NEW FRIEND FOR BETTY

Student Task: Invent a new character who could appear in Betty’s story. Design how the character looks in both black & white and color and include notes about the character’s personality, interests, and relationship.

#### Students Should Include:

- character name
- character traits
- visual details connected to identity
- how the character changes or grows
- relationship to Betty
- appearance in black & white and color
- how they would help Betty

**Teacher Guidance:** Encourage students to think about:

- friendship
- conflict
- humor
- teamwork

#### Extensions:

- Create “meet the character” interviews
- Pair students for improvised scenes
- Write a short character biography

### FRIENDSHIP “COLOR SWAP” SCENE DESIGN

Student Task: Create a short illustrated scene or storyboard showing two characters helping each other grow or see the world differently. The scene should show how friendship, trust, or understanding changes the characters.

#### Students Should Include:

- at least 3 storyboard panels or scene moments
- two characters interacting
- a problem or challenge
- a moment where the friendship or relationship changes
- dialogue, captions, or labels
- details that show emotions or change

**Teacher Guidance:** Encourage students to think about:

- How do the characters act at the beginning vs. the end?
- What causes the change between them?
- How can color, expressions, or setting details show emotional growth?

#### Extensions:

- Perform the scene with a partner as a short skit
- Add costume or prop ideas for each character
- Rewrite the scene from another character’s point of view

# ELEMENTARY LEVEL

## REFLECT • THEME: DEFINING WHO YOU ARE

### "ME IN COLOR" IDENTITY PORTRAIT

Student Task: Create a portrait that represents who they are using colors, drawings, symbols, and words. They should show different parts of their personality, interests and experiences that make them unique.

#### Students Should Include:

- at least 4 things that represent who they are
- colors, symbols, or drawings with meaning
- words or labels explaining ideas
- details about interests, strengths, or personality
- a creative layout that reflects their identity

**Teacher Guidance:** Encourage students to include deeper parts of their identity, such as values, goals, friendships, creativity, or things they care about. Discuss how colors and symbols can communicate feelings and personality.

#### Extensions:

- Present the portrait to a partner or small group
- Turn the portraits into a classroom gallery walk
- Add a written paragraph explaining the symbolism
- Create a second version showing how they hope to grow in the future

### "GROWTH SNAPSHOT" (BEFORE & AFTER)

Student Task: Create a visual "before and after" snapshot showing a time they learned, improved, or changed. They can use drawings, labels, captions, or simple scenes to show what they were like before and after the experience.

#### Students Should Include:

- a "before" moment
- an "after" moment
- labels, captions, or short explanations
- emotions or reactions in both scenes
- details showing what changed or improved

**Teacher Guidance:** Remind students that growth can happen in many ways—not just getting better at a skill, but becoming more confident, brave, kind, or independent. Encourage them to focus on progress and learning rather than perfection.

#### Extensions:

- Share the snapshot with a partner and explain the change
- Turn the snapshots into a classroom "growth wall"
- Add speech bubbles or dialogue
- Write a short reflection about what helped them grow

### COURAGE & KINDNESS TOOLKIT

Student Task: Design a visual "toolkit" filled with things that help them show courage, kindness, or confidence. The toolkit can include words, objects, symbols, or drawings that represent strategies, people, or actions that support them.

#### Students Should Include:

- at least 4 "tools" for courage or kindness
- drawings, symbols, or labels
- examples of how each tool helps
- both personal strengths and outside supports
- a creative toolbox, backpack, or organizer design

**Teacher Guidance:** Discuss how people use different kinds of support when facing challenges or helping others. Encourage students to include both internal tools (confidence, kindness, creativity) and external supports (family, friends, teachers, teamwork).

#### Extensions:

- Present the toolkit to the class or a small group
- Create a collaborative classroom "toolkit" poster
- Add a scenario showing when one of the tools could be used

# MIDDLE SCHOOL LEVEL

## THEMES: DEFINING WHO YOU ARE • SEEKING AUTHENTIC CONNECTION

<b>LEARN</b>	<b>CREATE</b>	<b>REFLECT</b>
<p>Recall a moment in the musical where Betty struggled between being the version of herself others expected and being authentic. Create a short chart or sequence showing what influenced her choices and how she responded.</p>	<p>Write and perform a short original scene where two characters misunderstand each other but eventually build trust. Focus on dialogue, emotion, and character reactions.</p>	<p>Write a journal entry about a time when a friendship, team, or group helped you grow or feel more confident. Include details about what changed and why the experience mattered.</p>
<p>Think back to how the musical used color, movement, or performance style to separate fantasy from reality. Design a labeled sketch showing how those elements changed across the show.</p>	<p>Create a social media profile page for Betty or another character that shows both the image they project and who they really are underneath. Include posts, captions, and visual details that reveal both sides.</p>	<p>Create a "Who Am I?" reflection collage using words, colors, symbols, and images that represent different parts of your personality, interests, and values. Include a short explanation of how the collage reflects your true self.</p>
<p>Recall how different characters presented themselves in public versus how they acted privately. Create a "public image vs. real self" comparison chart using details you remember from the performance.</p>	<p>Design a "real world survival guide" for Betty entering modern life. Include advice, illustrations, important rules, and examples of how she could navigate friendships, challenges, or misunderstandings.</p>	<p>Write a reflective letter to your younger self giving advice about being authentic and not changing just to fit in. Decorate the letter with symbols or imagery connected to the musical's themes.</p>

# MIDDLE SCHOOL LEVEL

## THEMES: DEFINING WHO YOU ARE • SEEKING AUTHENTIC CONNECTION

LEARN	CREATE	REFLECT
<p>Think back to a song or musical moment where the music helped show what a character was really feeling. Create a chart, drawing, or labeled breakdown showing how the music, movement, or performance helped tell the story and reveal emotions.</p>	<p>Work with a partner or small group to create and perform a fictional interview with Betty after the events of the musical. One person can act as the interviewer while another plays Betty answering questions about friendship, change, identity, and what she learned from her experiences.</p>	<p>Create a visual, collage, journal entry, or written reflection about the people, places, hobbies, or experiences that make you feel happy, supported, or most like yourself.</p>
<p>Think about moments in the musical where one character influenced another character's choices or actions. Create a relationship map showing different situations and how those relationships changed throughout the story.</p>	<p>Create a magazine ad, poster, or social media campaign for a character from the musical. Show both the image the character presents publicly and what they may really feel or experience underneath the surface.</p>	<p>Think about the different roles you play in your daily life (friend, student, teammate, sibling, etc.). Create a diagram, collage, journal entry, or visual reflection showing how those roles affect the way you act and express yourself.</p>
<p>Recall moments where Betty experienced excitement, confusion, surprise, or wonder in the real world. Create a timeline, storyboard, or illustrated sequence showing how her understanding of the world changed over time.</p>	<p>Choose a moment from the musical and recreate it in two different styles: exaggerated cartoon style and realistic style. You can perform, storyboard, or script both versions to show how acting and performance choices change mood and meaning.</p>	<p>Write about, illustrate, or create a reflection about a time when trust, kindness, or support changed a friendship, group, or situation in a positive way. Connect your ideas to moments of friendship or understanding from <i>BOOP! The Musical</i>.</p>

# MIDDLE SCHOOL LEVEL

## SUGGESTED EXTENSION ACTIVITIES

Students can deepen or expand any activity by choosing one or more of the following creative extensions:

### PERFORM IT

Bring your ideas to life by turning your work into a short performance. Students might create a skit, monologue, tableau, talk show interview, dramatic reading, or mini-scene inspired by the musical's themes and characters. Focus on expression, movement, emotion, and storytelling.

### ADD VISUAL DESIGN ELEMENTS

Think like a theatre designer by adding costumes, props, set sketches, lighting ideas, or color symbolism to your project. Consider how visual choices help communicate emotions, personality, fantasy vs. reality, or character growth.

### CREATE A DIGITAL VERSION

Transform your project into a digital experience using slideshows, video clips, digital collages, mock social media pages, music playlists, or short edited videos. Students can combine images, music, captions, and transitions to strengthen storytelling and mood.

### COMPARE & CONNECT

Make connections between ***BOOP! The Musical*** and another musical, movie, TV show, book, historical figure, or real-life experience. Explore how both deal with themes like identity, friendship, belonging, or authenticity.

### ADD DIALOGUE & INNER THOUGHTS

Expand your project by adding speech bubbles, journal entries, captions, thought bubbles, text messages, or inner monologues that reveal what characters may be thinking or feeling beneath the surface.

### PRESENT & DISCUSS

Share your work with classmates through a gallery walk, presentation, mini-performance, or partner discussion. Explain your creative choices, symbolism, and how your project connects to the themes of the musical.

### EXPLORE ANOTHER PERSPECTIVE

Retell your activity from another character's point of view. Consider how the story, emotions, or conflicts might change when seen through someone else's experiences or perspective.

### EXPAND THE STORY

Create an additional scene, alternate ending, sequel moment, or "what happens next" scenario inspired by the musical. Students can continue a character's journey or imagine how relationships and identities evolve after the story ends.

### USE SYMBOLISM & THEME

Incorporate meaningful colors, objects, music, repeated images, or symbols that represent emotions, transformation, friendship, confidence, or identity. Include brief explanations of what your symbols represent.

### MAKE IT INTERACTIVE

Turn your project into something classmates can participate in! Students might design a game, advice column, audience challenge, interview activity, magazine quiz, or character decision-making activity connected to the musical's themes.

# HIGH SCHOOL LEVEL

## THEMES: FANTASY VS. REALITY • TRANSFORMATION

LEARN	CREATE	REFLECT
<p>Recall key moments in the musical where Betty shifted between performing the version of herself others expected and expressing her authentic self. Create a visual organizer, storyboard, or annotated sequence showing how her behavior, emotions, and relationships changed in those moments.</p>	<p>Choose a scene from the musical and stage it in two different ways: one version emphasizing performance or appearance, and another emphasizing honesty and vulnerability. You may perform, storyboard, direct, or script the scene.</p>	<p>Create a personal reflection exploring the difference between the version of yourself you show publicly and the version you feel is most authentic. Reflect through writing, collage, poetry, photography, or mixed media.</p>
<p>Think back to how the production used color, costume, movement, lighting, or staging to represent transformation and emotional change. Create a visual analysis board or design sketch explaining how those artistic choices helped communicate meaning.</p>	<p>Create a costume, lighting, makeup, or set design progression that visually represents Betty's transformation throughout the musical. Consider how colors, textures, shapes, and visual symbolism reflect her emotional journey.</p>	<p>Write and perform a spoken word piece, monologue, or reflective narrative about a time when you felt pressure to change, fit in, or hide part of yourself. Connect your ideas to themes from the musical.</p>
<p>Recall a moment where Betty's environment, experiences, or relationships caused her to grow or change. Create a cause-and-effect map tracing how specific interactions shaped her identity.</p>	<p>Adapt a moment from <b>BOOP! The Musical</b> into a modern setting while keeping the same emotional conflict or theme. Create a script, storyboard, social media adaptation, or filmed scene.</p>	<p>Create a reflective multimedia piece exploring the people, places, experiences, or passions that make you feel most confident, connected, or fully yourself—Use writing, visuals, music, or digital media.</p>

# HIGH SCHOOL LEVEL

## THEMES: FANTASY VS. REALITY • TRANSFORMATION

<b>LEARN</b>	<b>CREATE</b>	<b>REFLECT</b>
<p>Recall moments where characters created or performed a certain image of themselves for others. Create an analysis chart or concept map showing how image, reputation, or performance shaped relationships and choices throughout the story.</p>	<p>Create an original “missing scene” that could fit somewhere within the musical. The scene could deepen a character relationship, reveal hidden motivations, or show an emotional turning point that audiences do not fully see in the original production.</p>	<p>Create a reflective piece exploring the “masks” people wear socially, emotionally, or online. Respond through writing, visual art, photography, collage, or mixed media.</p>
<p>Think back to how the musical separated fantasy from reality through performance style, movement, design, or staging. Create a visual or written analysis showing how those theatrical choices helped the audience understand.</p>	<p>Create a poster, advertisement, or media campaign for a character from the musical that reveals both the polished image they present publicly and the emotions or struggles hidden underneath.</p>	<p>Reflect on the role fantasy, imagination, entertainment, or performance can play in helping people deal with stress, fear, loneliness, or change. Connect your ideas to Betty’s journey in the musical.</p>
<p>Track recurring symbols from the musical—such as color, movement, costume, or repeated imagery—and explain how they evolved throughout the story to represent growth or emotional change.</p>	<p>Reimagine a scene from the musical by changing its style completely—for example, turning a cartoon-inspired moment into realistic drama or transforming a realistic moment into exaggerated fantasy. Students may perform, storyboard, or script the adaptation.</p>	<p>Write a reflective letter offering advice about staying authentic in a world filled with expectations, pressure, and public image. Write to yourself, another student, or a fictional character.</p>

# HIGH SCHOOL LEVEL

## SUGGESTED EXTENSION ACTIVITIES

Students can deepen or expand any activity by choosing one or more of the following creative extensions:

### DEVELOP & PERFORM

Expand your work into a fully developed performance piece such as a monologue, staged scene, spoken word performance, devised theatre piece, or dramatic reading. Focus on intentional acting choices, emotional nuance, characterization, and audience impact.

### THINK LIKE A DESIGNER

Approach your project from a theatrical design perspective by incorporating costume concepts, lighting plots, set sketches, soundscapes, projections, makeup design, or symbolic color palettes. Consider how design communicates identity, transformation, fantasy, or emotional conflict.

### CREATE A MULTIMEDIA INTERPRETATION

Transform your work into a multimedia presentation using video editing, digital storytelling, music playlists, slideshows, photography, social media mock-ups, podcasts, or visual essays. Combine multiple forms of media to strengthen mood, symbolism, and thematic meaning.

### CONNECT TO OTHER TEXTS & REAL LIFE

Compare themes, characters, or conflicts from **BOOP! The Musical** to another musical, film, novel, historical event, celebrity figure, or modern social issue. Explore how ideas about identity, image, authenticity, or belonging appear across different contexts.

### REVEAL INNER THOUGHTS & MOTIVATION

Deepen character analysis by adding internal monologues, diary entries, unsent letters, interviews, voice overs, or imagined conversations that reveal what characters may be hiding beneath their public image.

### PRESENT & DEFEND YOUR CHOICES

Present your project to classmates in a gallery walk, performance showcase, pitch session, or seminar discussion. Explain your artistic choices, symbolism, interpretation, and thematic connections using evidence from the musical.

### REIMAGINE THE PERSPECTIVE

Retell or reinterpret your activity from another character's point of view. Consider how changing the perspective shifts the audience's understanding of relationships, conflict, power, or emotional truth.

### EXPAND THE NARRATIVE

Create a sequel scene, missing moment, alternate ending, flashback, or "ten years later" continuation inspired by the musical. Explore how characters continue to evolve after the story ends.

### EXPERIMENT WITH STYLE & GENRE

Adapt your project into a different theatrical or artistic style such as realism, satire, film noir, documentary theatre, social media storytelling, surrealism, silent film, or exaggerated cartoon performance. Analyze how changing style changes meaning.

# RESOURCES

## THE PRODUCTION

### WEB

OFFICIAL BROADWAY SITE: <https://boopthemusical.com/>

### SOCIAL MEDIA

FACEBOOK: <https://www.facebook.com/BoopTheMusical>

INSTAGRAM: <https://www.instagram.com/boopthemusical/>

TIKTOK: <https://www.tiktok.com/@boopthemusical>

### FLEISCHER STUDIOS

<https://fleischerstudios.com/>

Created in the early 20th century by brothers Max and Dave Fleischer, Fleischer Studios was a pioneer in the art and craft of animation and were responsible for creating and animating some of the most beloved characters in American animation including Betty Boop.

### BETTY BOOP OFFICIAL SITE

<https://www.bettyboop.com/>

NETWORKS PRESENTATIONS

PRESENTS

**BOOP!**

BOOK BY  
**BOB MARTIN**

MUSIC BY  
**DAVID FOSTER**

LYRICS BY  
**SUSAN BIRKENHEAD**

IN ASSOCIATION WITH FLEISCHER STUDIOS  
BASED ON CHARACTERS CREATED BY MAX FLEISCHER

ORIGINAL BROADWAY PRODUCTION DIRECTED AND CHOREOGRAPHED BY  
**JERRY MITCHELL**

ORIGINALLY PRODUCED ON BROADWAY BY OSTAR, MARC JOHNSTON, TAITAN CAPITAL, INC., WESTERN COSTUME CO., THE SHUBERT ORGANIZATION, MELODY PLACE, NEDERLANDER PRESENTATIONS, INC., TONY FERNANDES, BOB BOYETT, LARRY & MARTHA DAY, MARY GERDTS & DOUGLAS MCKINNEY, TERESA J. HUBER, JOHN PAUL DEJORIA, PEERMUSIC, RICK PEREZ / RAFAEL HERRERA, KAREN LEFRAK / IRIS SMITH, ANN MAGEE / JOAN P. WAECHTER, MICHAEL RAVENHILL, GERARDO BRAGGIOTTI / PAOLO ZANNONI, BRIANNA LEIGH BELL, CANDY SPELLING, DANIELLE DEL, ARIELLE TEPPER, STEVE TISCH, JON AVNET, WERNER ENTERTAINMENT, JOHN GORE ORGANIZATION, ALEXANDER ROBERTSON / HARMONY HARRIS AND PEG MCGETRICK.

**YOU ARE  
CAPABLE  
OF  
AMAZING THINGS!**