"Human Stuff"

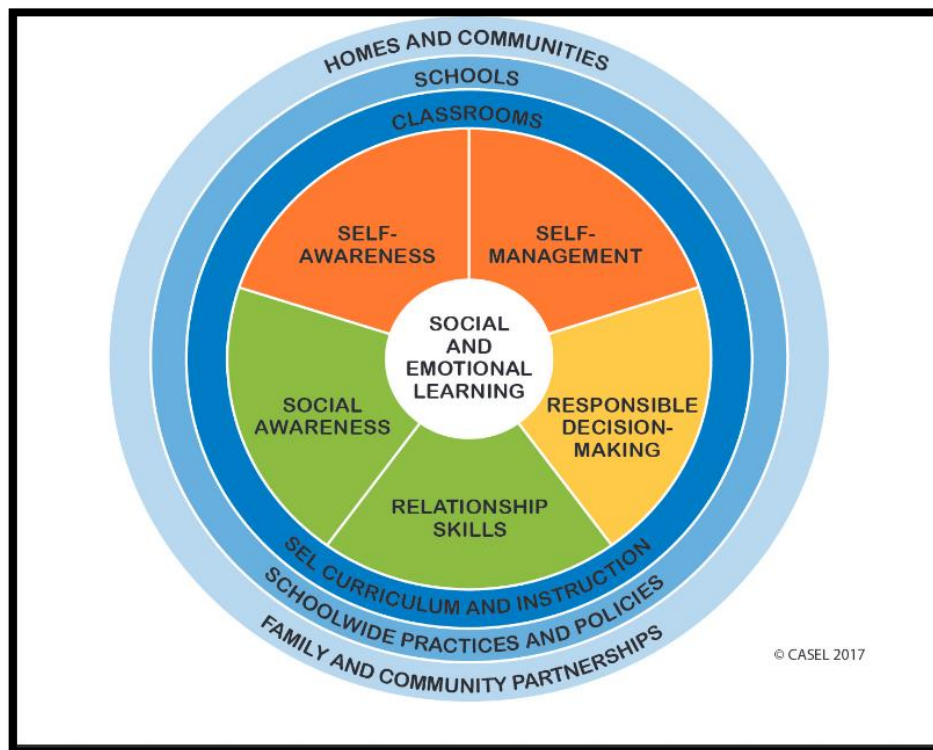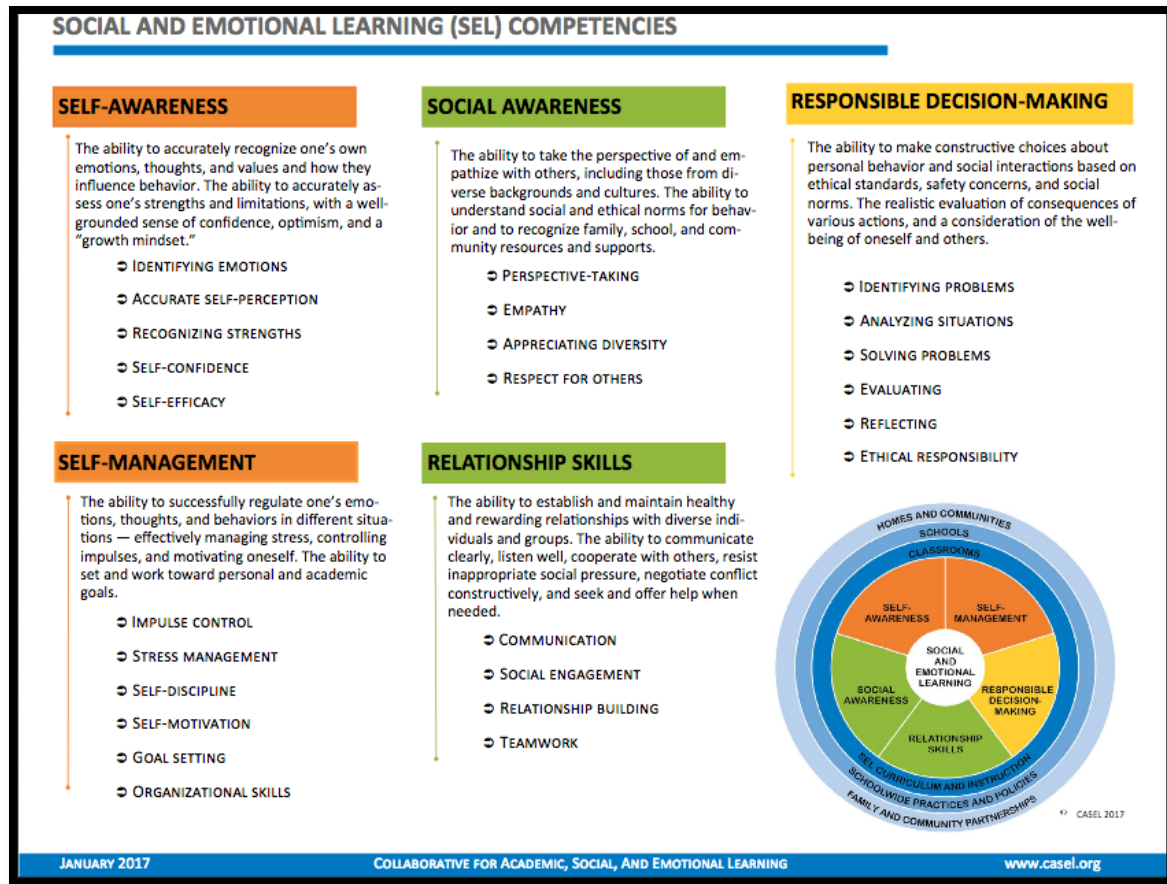## Social Emotional Learning and The Little Mermaid

What is SEL?

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

A Systemic Framework
5 Core Competencies Across Diverse Settings

Our widely used *Framework for Systemic Social and Emotional Learning* identifies five core competencies that educate hearts, inspire minds, and help people navigate the world more effectively.

Just as important as the SEL competencies are the contexts for teaching them, the overall educational environment. SEL is not a single program or teaching method. It involves coordinated strategies across classrooms, schools, homes and communities, and districts.

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ‣ IDENTIFYING EMOTIONS
- ‣ ACCURATE SELF-PERCEPTION
- ‣ RECOGNIZING STRENGTHS
- ‣ SELF-CONFIDENCE
- ‣ SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ‣ PERSPECTIVE-TAKING
- ‣ EMPATHY
- ‣ APPRECIATING DIVERSITY
- ‣ RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ‣ IDENTIFYING PROBLEMS
- ‣ ANALYZING SITUATIONS
- ‣ SOLVING PROBLEMS
- ‣ EVALUATING
- ‣ REFLECTING
- ‣ ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ‣ IMPULSE CONTROL
- ‣ STRESS MANAGEMENT
- ‣ SELF-DISCIPLINE
- ‣ SELF-MOTIVATION
- ‣ GOAL SETTING
- ‣ ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ‣ COMMUNICATION
- ‣ SOCIAL ENGAGEMENT
- ‣ RELATIONSHIP BUILDING
- ‣ TEAMWORK

JANUARY 2017   COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING   www.casel.org

For more information about **Casel, SEL competencies, approaches, impact and FAQS** please visit: https://casel.org/what-is-sel/

Additional SEL Resources

Teacher SEL Resources
https://casel.org/teacher-resources/
https://casel.org/resources/

Edutopia Video on Keys to Successful SEL
https://www.edutopia.org/video/5-keys-successful-social-and-emotional-learning

Resources and Downloads for SEL Classroom Management
https://www.edutopia.org/stw-sel-classroom-management-resources

NH DOE Office of Student Wellness
https://www.nhstudentwellness.org/sel.html
Choose Love
 https://www.jesselewischooselove.org/

The Choose Love Enrichment Program™ has been included in the first state-wide school safety plan and will be provided to schools across New Hampshire. After collaborating with Scarlett Lewis, Chief Movement Officer of the Jesse Lewis Choose Love Movement, New Hampshire Governor Chris Sununu has made Social and Emotional Learning (SEL) a priority in the New Hampshire School Safety Preparedness Task Force 2018 Report.

The Choose Love Enrichment Program™ is a year-long, comprehensive pre-K through 12th grade, evidence-based SEL classroom program teaching children how to Choose Love in any circumstance and is available at no cost to educators and schools.

Publication from the National Commission on Social, Emotional, and Academic Development
https://www.aspeninstitute.org/publications/evidence-base-learn/

Search Institute
The Developmental Assets® Framework
Search Institute has identified 40 positive supports and strengths that young people need to succeed. Half of the assets focus on the relationships and opportunities they need in their families, schools, and communities (external assets). The remaining assets focus on the social-emotional strengths, values, and commitments that are nurtured within young people (internal assets).
https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/

Click here to access and download free Developmental Assets
http://page.search-institute.org/40-developmental-assets

Screen shots of PDFs by are listed on next page:

Search INSTITUTE ❯ 40 Developmental Assets® for Early Childhood (ages 3 to 5)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young children grow up healthy, caring, and responsible.

External Assets

Support

1. **Family support**—Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality.
2. **Positive family communication**—Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input.
3. **Other adult relationships**—With the family's support, the child experiences consistent, caring relationships with adults outside the family.
4. **Caring neighbors**—The child's network of relationships includes neighbors who provide emotional support and a sense of belonging.
5. **Caring climate in child-care and educational settings**—Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure.
6. **Parent involvement in child care and education**—Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.

Empowerment

7. **Community cherishes and values young children**—Children are welcomed and included throughout community life.
8. **Children seen as resources**—The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children's physical, social, and emotional needs.
9. **Service to others**—The child has opportunities to perform simple but meaningful and caring actions for others.
10. **Safety**—Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children's health and safety.

Boundaries & Expectations

11. **Family boundaries**—The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve.
12. **Boundaries in child-care and educational settings**—Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviors.
13. **Neighborhood boundaries**—Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior, in a supportive, nonthreatening way.
14. **Adult role models**—Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles.
15. **Positive peer relationships**—Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children.
16. **Positive expectations**—Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.

Constructive Use of Time

17. **Play and creative activities**—The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others.
18. **Out-of-home and community programs**—The child experiences well-designed programs led by competent, caring adults in well-maintained settings.
19. **Religious community**—The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.
20. **Time at home**—The child spends most of her or his time at home participating in family activities and playing constructively, with parent(s) guiding TV and electronic game use.

Internal Assets

Commitment to Learning

21. **Motivation to mastery**—The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills.
22. **Engagement in learning experiences**—The child fully participates in a variety of activities that offer opportunities for learning.
23. **Home-program connection**—The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities.
24. **Bonding to programs**—The child forms meaningful connections with out-of-home care and educational programs.
25. **Early literacy**—The child enjoys a variety of pre-reading activities, including adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.

Positive Values

26. **Caring**—The child begins to show empathy, understanding, and awareness of others' feelings.
27. **Equality and social justice**—The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different.
28. **Integrity**—The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right.
29. **Honesty**—The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding.
30. **Responsibility**—The child begins to follow through on simple tasks to take care of her- or himself and to help others.
31. **Self-regulation**—The child increasingly can identify, regulate, and control her or his behaviors in healthy ways, using adult support constructively in particularly stressful situations.

Social Competencies

32. **Planning and decision making**—The child begins to plan for the immediate future, choosing from among several options and trying to solve problems.
33. **Interpersonal skills**—The child cooperates, shares, plays harmoniously, and comforts others in distress.
34. **Cultural awareness and sensitivity**—The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him.
35. **Resistance skills**—The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behavior.
36. **Peaceful conflict resolution**—The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.

Positive Identity

37. **Personal power**—The child can make choices that give a sense of having some influence over things that happen in her or his life.
38. **Self-esteem**—The child likes her- or himself and has a growing sense of being valued by others.
39. **Sense of purpose**—The child anticipates new opportunities, experiences, and milestones in growing up.
40. **Positive view of personal future**—The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.

Search INSTITUTE ❯ 40 Developmental Assets® for Children Grades K–3 (ages 5-9)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.

External Assets

Support	1.	**Family Support**—Family continues to be a consistent provider of love and support for the child's unique physical and emotional needs.
	2.	**Positive Family Communication**—Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments.
	3.	**Other Adult Relationships**—Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult.
	4.	**Caring Neighborhood**—Parent(s) and child experience friendly neighbors who affirm and support the child's growth and sense of belonging.
	5.	**Caring School Climate**—Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school.
	6.	**Parent Involvement in Schooling**—Parent(s) talk about the importance of education and are actively involved in the child's school success.
Empowerment	7.	**Community Values Children**—Children are welcomed and included throughout community life.
	8.	**Children as Resources**—Child contributes to family decisions and has opportunities to participate in positive community events.
	9.	**Service to Others**—Child has opportunities to serve in the community with adult support and approval.
	10.	**Safety**—Parents and community adults ensure the child's safety while keeping in mind her or his increasing independence.
Boundaries & Expectations	11.	**Family Boundaries**—The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is.
	12.	**School Boundaries**—Schools have clear, consistent rules and consequences and use a positive approach to discipline.
	13.	**Neighborhood Boundaries**—Neighbors and friends' parents help monitor the child's behavior and provide feedback to the parent(s).
	14.	**Adult Role Models**—Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples.
	15.	**Positive Peer Influence**—Parent(s) monitor the child's friends and encourage spending time with those who set good examples.
	16.	**High Expectations**—Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.
Constructive Use of Time	17.	**Creative Activities**—Child participates weekly in music, dance, or other form of artistic expression outside of school.
	18.	**Child Programs**—Child participates weekly in at least one sport, club, or organization within the school or community.
	19.	**Religious Community**—Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.
	20.	**Time at Home**—Child spends time at home playing and doing positive activities with the family.

Internal Assets

Commitment to Learning	21.	**Achievement Motivation**—Child is encouraged to remain curious and demonstrates an interest in doing well at school.
	22.	**Learning Engagement**—Child is enthused about learning and enjoys going to school.
	23.	**Homework**—With appropriate parental support, child completes assigned homework.
	24.	**Bonding to School**—Child is encouraged to have and feels a sense of belonging at school.
	25.	**Reading for Pleasure**—Child listens to and/or reads books outside of school daily.
Positive Values	26.	**Caring**—Parent(s) help child grow in empathy, understanding, and helping others.
	27.	**Equality and Social Justice**—Parent(s) encourage child to be concerned about rules and being fair to everyone.
	28.	**Integrity**—Parent(s) help child develop her or his own sense of right and wrong behavior.
	29.	**Honesty**—Parent(s) encourage child's development in recognizing and telling the truth.
	30.	**Responsibility**—Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home.
	31.	**Self-Regulation**—Parents encourage child's growth in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices.
Social Competencies	32.	**Planning and Decision Making**—Parent(s) help child think through and plan school and play activities.
	33.	**Interpersonal Competence**—Child seeks to build friendships and is learning about self-control.
	34.	**Cultural Competence**—Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds.
	35.	**Resistance Skills**—Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults.
	36.	**Peaceful Conflict Resolution**—Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.
Positive Identity	37.	**Personal Power**—Child has a growing sense of having influence over some of the things that happen in her or his life.
	38.	**Self-Esteem**—Child likes herself or himself and feels valued by others.
	39.	**Sense of Purpose**—Child welcomes new experiences and imagines what he or she might do or be in the future.
	40.	**Positive View of Personal Future**—Child has a growing curiosity about the world and finding her or his place in it.

Search ❭ *40 Developmental Assets® for Middle Childhood (ages 8-12)*

INSTITUTE

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.

External Assets

Support
1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).
3. **Other adult relationships**—Child receives support from adults other than her or his parent(s).
4. **Caring neighborhood**—Child experiences caring neighbors.
5. **Caring school climate**—Relationships with teachers and peers provide a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping the child succeed in school.

Empowerment
7. **Community values youth**—Child feels valued and appreciated by adults in the community.
8. **Children as resources**—Child is included in decisions at home and in the community.
9. **Service to others**—Child has opportunities to help others in the community.
10. **Safety**—Child feels safe at home, at school, and in his or her neighborhood.

Boundaries & Expectations
11. **Family boundaries**—Family has clear and consistent rules and consequences and monitors the child's whereabouts.
12. **School Boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring the child's behavior.
14. **Adult role models**—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.
15. **Positive peer influence**—Child's closest friends model positive, responsible behavior.
16. **High expectations**—Parent(s) and teachers expect the child to do her or his best at school and in other activities.

Constructive Use of Time
17. **Creative activities**—Child participates in music, art, drama, or creative writing two or more times per week.
18. **Child programs**—Child participates two or more times per week in cocurricular school activities or structured community programs for children..
19. **Religious community**—Child attends religious programs or services one or more times per week.
20. **Time at home**—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

Internal Assets

Commitment to Learning
21. **Achievement Motivation**—Child is motivated and strives to do well in school.
22. **Learning Engagement**—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
23. **Homework**—Child usually hands in homework on time.
24. **Bonding to school**—Child cares about teachers and other adults at school.
25. **Reading for Pleasure**—Child enjoys and engages in reading for fun most days of the week.

Positive Values
26. **Caring**—Parent(s) tell the child it is important to help other people.
27. **Equality and social justice**—Parent(s) tell the child it is important to speak up for equal rights for all people.
28. **Integrity**—Parent(s) tell the child it is important to stand up for one's beliefs.
29. **Honesty**—Parent(s) tell the child it is important to tell the truth.
30. **Responsibility**—Parent(s) tell the child it is important to accept personal responsibility for behavior.
31. **Healthy Lifestyle**—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.

Social Competencies
32. **Planning and decision making**—Child thinks about decisions and is usually happy with results of her or his decisions.
33. **Interpersonal Competence**—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.
34. **Cultural Competence**—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.
35. **Resistance skills**—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.
36. **Peaceful conflict resolution**—Child seeks to resolve conflict nonviolently.

Positive Identity
37. **Personal power**—Child feels he or she has some influence over things that happen in her or his life.
38. **Self-esteem**—Child likes and is proud to be the person that he or she is.
39. **Sense of purpose**—Child sometimes thinks about what life means and whether there is a purpose for her or his life.
40. **Positive view of personal future**—Child is optimistic about her or his personal future.

Search › *40 Developmental Assets* ® *for Adolescents (ages 12-18)*

INSTITUTE Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.

External Assets

Support
1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

Empowerment
7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.

Boundaries & Expectations
11. **Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School Boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person's best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time
17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home**—Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets

Commitment to Learning
21. **Achievement Motivation**—Young person is motivated to do well in school.
22. **School Engagement**—Young person is actively engaged in learning.
23. **Homework**—Young person reports doing at least one hour of homework every school day.
24. **Bonding to school**—Young person cares about her or his school.
25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.

Positive Values
26. **Caring**—Young person places high value on helping other people.
27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty**—Young person "tells the truth even when it is not easy."
30. **Responsibility**—Young person accepts and takes personal responsibility.
31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies
32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
33. **Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
34. **Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.

Positive Identity
37. **Personal power**—Young person feels he or she has control over "things that happen to me."
38. **Self-esteem**—Young person reports having a high self-esteem.
39. **Sense of purpose**—Young person reports that "my life has a purpose."
40. **Positive view of personal future**—Young person is optimistic about her or his personal future.

The Little Mermaid Synopsis
By Laura Gallagher Byrne

Will the real Little Mermaid please stand up? While *The Little Mermaid*, the musical ends happily ever after, the inspiration for the animated film and musical does not have quite the same ending.

Hans Christian Andersen's *Little Mermaid* is far more tragic than the story of Ariel in the Disney animated film and movie. The 1837 protagonist is motivated not only by her attraction to a prince, but the eternal soul that humans possess and mermaids do not. With the help of a sea witch, she trades her voice for legs. Andersen's mermaid must obtain true love's first kiss. If not this will result in her death. She attempts to enchant the prince with her dancing, despite the fact that it feels as though she is stepping on knives. He marries the human princess, whom he thinks saved him from a shipwreck (though, the little mermaid is truly the one responsible for his rescue). She is given the option to murder him in exchange for becoming a mermaid again. Ariel decides instead to give her own life for the prince, and, in exchange, is given the gift of immortality.

The musical *The Little Mermaid* ends on a far happier note! Set under and above the high seas, *The Little Mermaid* tells the story of Ariel, an adventurous young mermaid who's got a thing for disobeying the rules and following her heart. Ariel's fascination with the human world often leads her to the sea surface, a zone that's designated as "off-limits" by her father Triton, the sea king. One day while sneaking to the surface, Ariel witnesses a shipwreck and rescues Prince Eric, with whom she becomes instantly smitten. Furious at Triton's inability to understand her love for the prince, Ariel runs away and strikes a deal with Ursula, Triton's evil witch of a sister, bargaining to trade her tail for legs. But the bargain is not what it seems, and Ariel needs the help of her colorful friends, Flounder the fish, Scuttle the seagull and Sebastian the crab to restore order under the sea.

The Little Mermaid, The Musical Cast of Characters
Who you'll meet:

- Prince Eric
- Grimsby
- Ariel
- King Triton
- Sebastian
- Flounder
- Scuttle
- Ursula
- Flotsam
- Jetsam
- Carlotta
- Chef Louis
- A host of Sailors, Mersisters, Gulls, Eels, Sea Creatures, Maids, Chefs and Princesses.

What you'll hear:

1. "Daughters Of Triton" - Mersisters
2. "The World Above" - Ariel
3. "Human Stuff" - Scuttle, Gulls
4. "I Want The Good Times Back" - Ursula, Flotsam, Jetsam, Eels
5. "Part of Your World "- Ariel
6. "Storm at Sea"
7. "Part of Your World" (Reprise) - Ariel

8. "She's In Love" - Mersisters, Flounder
9. "Her Voice" - Prince Eric
10. "The World Above" (Reprise) - King Triton
11. "Under the Sea" - Sebastian, Sea Creatures
12. "Under the Sea" (Reprise) - Sebastian, Sea Creatures
13. "Sweet Child" - Flotsam, Jetsam
14. "Poor Unfortunate Souls" - Ursula, Ariel

Act II

1. Entr'acte
2. "Positoovity" - Scuttle, Gulls
3. "Beyond My Wildest Dreams" - Ariel, Maids, Carlotta
4. "Les Poissons" - Chef Louis
5. "Les Poissons" - Chef Louis, Chefs
6. "One Step Closer" - Prince Eric
7. "I Want The Good Times Back" (Reprise) - Ursula, Flotsam, Jetsam
8. "Kiss The Girl" - Sebastian, Animals
9. "Sweet Child" (Reprise) - Flotsam, Jetsam
10. "If Only" (Quartet) - Ariel, Prince Eric, Sebastian, and King Triton
11. "The Contest" - Grimsby, Princesses
12. "Poor Unfortunate Souls" (Reprise) - Ursula
13. "If Only" (Reprise) - King Triton, Ariel
14. Finale - Prince Eric, Ariel, Ensembl

Inspired and Inspirational Fun Facts About Disney's The little Mermaid.
By Laura Gallagher Byrne

Did you know?

- The stage version of *The Little Mermaid* first came to life in the Disney animated film of the same name. *The Little Mermaid's* journey to Broadway began on November 3rd, 2007 at The Lunt-Fontanne Theatre where it ran for 685 performances.

- *The Little Mermaid* is one of eleven Broadway productions based on an animated film - nine of which came to the stage directly from Disney Theatrical Productions.

- The first Disney Princess to perform on the Great White Way was Belle, in Disney's *Beauty and the Beast*, which opened on April 18, 1994. *Beauty and the Beast* is also the inaugural Broadway musical from Disney Theatrical Productions. It played its first five years at the Palace Theatre before transferring to the Lunt-Fontanne on November 11, 1999, and ranks among the longest running shows of all time.

- Inspiration for the Disney animated movie of *The Little Mermaid* comes from another mermaid classic, *Splash!* Disney was working on a sequel to *Splash* when first approached by Ron Clements and John Musker; (who would later become the co-writers and directors of *The Little Mermaid)*, and Disney Studios thought the idea too similar to *Splash*. Clements later received a call from Disney Studios, and *The Little Mermaid* was given the green light.

- Hans Christian Andersen's *The Little Mermaid* was the inspiration for another Broadway Production, *Once on This Island*. Adapted from a novel by the Trinidad-born novelist Rosa Guy, the musical owes its own debt to Hans Christian Andersen. Set in the French Antilles, Ms. Guy's deeply felt tale of the romance between a black peasant girl, Ti Moune, and a worldly mulatto aristocrat, is a revisionist ''Little Mermaid'' in which class and racial differences, rather than the sea, pull the star-crossed lovers asunder.

For Further Reading

Theater Review: The Performances That Carry Once on This Island
https://www.vulture.com/2017/12/theater-the-performances-that-carry-once-on-this-island.html

The Wolves Study Guide
https://www.lct.org/media/filer_public/5a/ea/5aea35bb-2492-4865-b701-b007ff34cb78/thewolvesstudyguide.pdf

New York Times Review of The Wolves
https://www.nytimes.com/2017/11/21/theater/review-the-wolves-lincoln-center-theater.html

Review/Theater; 'Once on This Island,' Fairy Tale Bringing Caribbean to 42d Street
https://www.nytimes.com/1990/05/07/theater/review-theater-once-on-this-island-fairy-tale-bringing-caribbean-to-42d-street.html

Broadway Musical; The Little Mermaid
http://broadwaymusicalhome.com/shows/littlemermaid.htm

Everything's Better, Even Seems Wetter, in 'The Little Mermaid' at the Paramount in Aurora
https://www.chicagotribune.com/entertainment/theater/reviews/ct-little-mermaid-review-ent-1205-20161204-column.html

The Original Little Mermaid
https://www.theparisreview.org/blog/2018/03/16/kay-nielsen-disney-and-the-sanitization-of-the-modern-fairy-tale/

The Little Mermaid Production Handbook
https://www.mtishows.com/sites/default/files/littlemermaid_production_handbook_0.pdf

In the Classroom - Archetypes

- Discuss the following archetypes with students, deciding what qualities each character from *The Little Mermaid* embody. The innocent, the rebel, the hero, the explorer, and the jester.

- Divide students into groups of 4, each then create a short string of movements to express the above archetypes.

- Student groups are then given a few lines of text from the original Hans Christian Andersen *Little Mermaid*, and create a short scene using the movement vocabulary created.

- Students present a "moving museum" to the class.

Little Mermiad Teaching Guides and Resources

The Little Mermaid Study Guide; Disney Theatrical Productions
https://pittsburghmusicals.com/downloads/StudyGuide-Mermaid.pdf

Parker Arts Study Guide, The Little Mermiad Grades K-6
http://parkerarts.org/DocumentCenter/View/23432/PACE-The-Little-Mermaid-Study-Guide-Grades-K-6?bidId=

Thalian Association Teacher Resource Guide and Lesson Plan Activities
https://thalian.org/wp-content/uploads/2016/08/Little-Mermaid-Teaching-Resource-web.pages.pdf