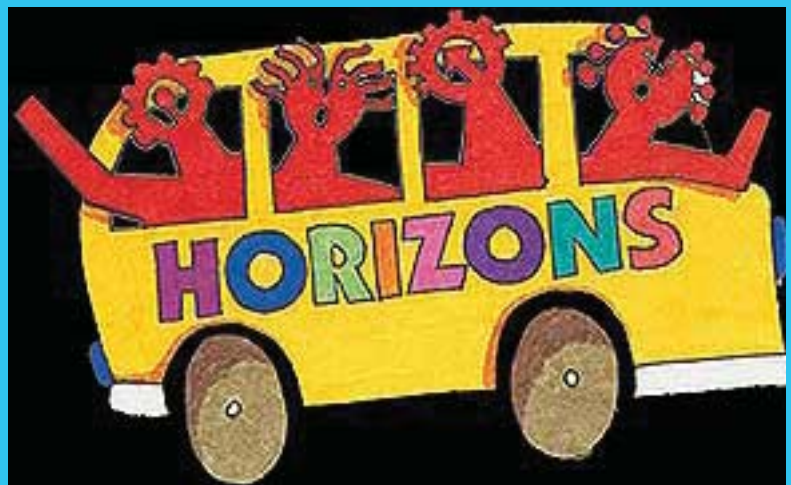
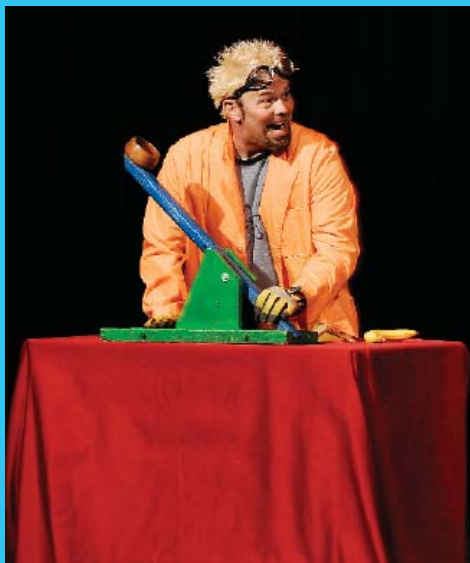


2010-2011
Educator's Resource Guide

Horizons School Matinee Series

Doktor Kaboom!
Tuesday, February 8, 2011
10:00 a.m./ 12:30 p.m.



Young Auditorium

Horizons School Matinee Series

Dear Teachers,

Thank you for choosing to attend a Horizons School Matinee Series performance at Young Auditorium. We strive to provide programs that enhance your curriculum and allow you to explore arts integration in the classroom with your students. To help meet that goal, we offer a resource guide for each performance. This resource guide has been designed to help you prepare your students with before activities that help them engage in the performance and after activities that encourage them to evaluate the performance and make relevant personal and academic connections. Within the guide you will find a variety of activities that can be used to enhance the core subject areas as well as the creative arts. Wisconsin Model Academic Standards are listed at the end of the guide to help you link the activities to your lesson plans. The materials in this guide reflect the grade range recommended by the performing arts group. As teachers, you know best what the needs and abilities of your students are; therefore, please select and/or adapt any of the material to best meet the needs of your particular group of students.

It is also part of our mission to provide teachers with support in their efforts to integrate arts in their curriculum and bring teaching artists into the classroom to work directly with students. Please visit our website www.uww.edu/youngauditorium for more information about Reaching New Horizons: Arts Integration in the Classroom, our new professional development series for teachers, and the Horizons Outreach Program.

As you prepare for your visit to Young Auditorium, please do not hesitate to contact our staff. We are happy to assist you in making your trip a positive and memorable experience for your students.

Thank you for your support!
Young Auditorium



Young Auditorium

UNIVERSITY OF WISCONSIN-WHITEWATER

Credits

Editor:
Shannon Dozorst,
Education and Outreach
Coordinator

“Doktor Kaboom
Educator’s Resource
Guide” provided by Doktor
Kaboom/David Epley.

Horizons Educator’s
Resource Guide content
prepared by Shannon
Dozorst

Teachers have permission to
reproduce any and all parts of
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ABOUT YOUNG AUDITORIUM AT UW-WHITEWATER

The Young Auditorium is located on the University of Wisconsin-Whitewater campus and serves both the campus and public communities. The auditorium presents the highest quality arts and entertainment programming in a wide variety of disciplines for diverse audiences. There is something for everyone each season at Young Auditorium, including touring Broadway shows; classical, jazz, rock, pop, and folk music; family entertainment; school matinee performances; world-class ballet and opera; comedy; and lectures - all under the big, blue roof.

The ground breaking for the auditorium in June 1991 was made possible through the Irvin L. Young Foundation. The Foundation, along with the auditorium, honors an individual whose name has long been associated with philanthropy and humanitarianism throughout the state of Wisconsin and around the world. From humble beginnings, without the advantages of a high school or college education, Mr. Irvin Young used his time, talents and strong entrepreneurial spirit to establish a variety of successful businesses. Inspired by a business trip to Africa and the commitments he formed there, Mr. Young established the Irvin L. Young Foundation in 1949. Mrs. Fern Young continued her husband’s benevolence until her death in January 2002. Thousands of people, both at home and abroad, have been positively affected by their kindness. It is our goal that, by bearing Mr. Young’s name, we continue in his path of serving Wisconsin residents for years to come.

HORIZONS SCHOOL MATINEE SERIES

The mission of the Horizons program is to support the curriculum of schools by providing culturally diverse programs and outreach opportunities for K-12 students. This will be accomplished through 1) providing performances and hands-on, interactive outreach opportunities that cultivate an appreciation for the performing arts among young people that will last throughout their lives and 2) supporting teachers through professional development opportunities in the arts. It is our vision that someday every K-12 student in the auditorium’s service region will attend a Horizon’s performance and/or participate in an outreach event each year.

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Doktor Kaboom!

Educator's Resource Guide



Introduction

Welcome, this study guide is intended to assist educators as a supplement to live performances of *Doktor Kaboom!* The resources on the following pages are designed to help your students fully grasp the scientific and theatrical concepts they have experienced, and to nourish the seeds of discovery and adventure that we hope to have planted.

Mission

Doktor Kaboom! strives to remind audiences of all ages that the foundations of scientific discovery can be joyful tools for a lifetime. Through highly interactive comic performances we encourage students to express their awe of scientific demonstrations, to creatively explore the world around them, and to realize that science and mathematics are meant to be fun.

Artist Bio

Doktor Kaboom is the creation of Actor/Comedian David Epley.

David has been fortunate enough to discover two passions in his life. Science, his first, took him to studies at the North Carolina School of Science and Mathematics. His second, performing, became his career, and for 20 years David has made his living writing, performing, and directing original interactive comedy across the US and Canada.

For the first time, David brings his passions together for an exciting new solo show; A Science Comedy extravaganza with an explosive style that refuses to allow audiences the time to catch a breath.

David lives in Yellow Springs, Ohio and is the proud papa of his 5-year-old daughter, Jindalee. He believes strongly in service, is a veteran of the US Army, and volunteers as an EMT and firefighter with his local Fire/Rescue department.

Vocabulary

Amplify: to cause to become more marked or intense

Chemical: A substance with a distinct molecular composition that is produced by or used in a chemical process

Chemical Reaction: occurs when two different elements or compounds come together and at least one of them changes its composition or identity.

Demonstration: showing the existence or truth of something by giving proof or evidence

Exothermic: chemical reactions that produce (or give off) heat.

Experiment: a scientific procedure undertaken to make a discovery or to test a hypothesis

Force: anything that acts on a body to change its rate of acceleration or alter its momentum.

Fulcrum: the point on which a lever rests or is supported and on which it pivots.

Lever: a rigid bar resting on a pivot, used to help move a heavy or firmly fixed load with one end when pressure is applied to the other.

Simple Machine: a device that has only one function and a minimum of moving parts.

Theory: a supposition or a system of ideas intended to explain something

Transmit: to pass on from one place or person to another

Vacuum: a space where there is no matter

Vortex: a mass of whirling fluid or air, esp. a whirlpool or whirlwind

Topics for Discussion

These topics are great conversation starters for classroom discussions following the performance:

Safety

Why should we always practice Safe Science?

If you are going to do an experiment or demonstration, and you already know you won't need safety glasses, why should you wear them?

Vacuum

What does Doktor Kaboom mean when he says, "There is no such thing as a vacuum. There is only pressure, or the absence of pressure."?

"There is no such thing as a scientific fact."

We call gravity a scientific fact, when in reality it is no such thing. We assume gravity will work as we expect, simply because it always has. Gravity has worked, **so far**. There is always the **possibility** that some time in the future, it will behave differently. We must remember to keep an open mind. Sometimes a 'scientific fact' is falsified by newer and better science. That's how science works.

"Applying science to everyday life."

We often forget to apply what we know of science to our everyday lives. Doktor Kaboom demonstrates this with his catapult when he discusses how to win the Test of Strength at the state fair, by using our knowledge of levers and fulcrums. What other ways can we apply our knowledge of science to our daily lives?

Being Right

When we have an idea in science, we call it a theory. We test our theory with experiments. Does it matter in science whether we are right or wrong?

Classroom Demo, Air Pressure

Materials:

- * Boiled eggs
- * Narrow necked bottle or flask
- * Matches, paper

Procedure:

1. Place the peeled, boiled egg on top of the bottle.
2. Question students to see if they can think of a way of getting the egg into the bottle without causing it to break.
3. Remove the egg from the top of the bottle, momentarily.
4. Light the match and start burning a small piece of paper.
5. Drop the burning paper into the bottle and place the egg on top of the bottle, narrow end down.
6. Observe the flame go out shortly thereafter, the egg beginning to be "sucked" into the bottle, and the entire egg, with minimal damage, in the bottle.

Discussion:

1. How are the burning piece of paper and the fact that the egg gets "sucked" into the bottle related?
2. Does the egg really get "sucked" into the bottle? Explain the procedure in a more scientific fashion.
3. Propose a method for getting the egg out of the bottle, without causing damage to the egg.

Explanation:

The egg is not sucked into the bottle. In reality it is pushed. The flame has heated the air inside the bottle, causing the air to expand. It escapes the bottle, creating a pressure differential between the inside and the outside of the bottle, resulting in the air molecules outside the bottle hitting the egg with more force per area than the air molecules on the inside, resulting in the egg being literally pushed into the bottle.

Classroom Demo, Elephant Toothpaste

Shows the decomposition of hydrogen peroxide catalyzed by potassium iodide. The reaction is done in a tall graduated cylinder so that the foamy product shoots out very quickly in a tall cylindrical shape; hence, the name elephant toothpaste.

Materials:

tall graduated cylinder (at least 500 ml)

food coloring

dish detergent

30% hydrogen peroxide (H₂O₂)

HINT: use 6% H₂O₂ for safer demo, available at beauty supply stores

saturated solution of potassium iodide (KI)

disposable gloves

Hazards:

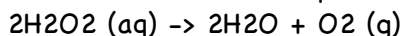
1. Wear safety goggles. Also, wear disposable gloves when pouring 30% hydrogen peroxide, as it is a very strong oxidant.
2. Do not stand over the graduated cylinder because steam and oxygen are produced quickly.

Procedure:

1. Place a garbage bag or other covering on the lab table and possibly on the floor.
2. Put on disposable gloves. Pour 80 ml of 30% hydrogen peroxide into a graduated cylinder.
3. Add about 20 ml of dish detergent to the hydrogen peroxide.
4. Tilt the graduated cylinder and drip red and/or blue food coloring down the sides of the graduated cylinder to make your toothpaste striped
5. Quickly add the saturated solution of KI solution and stand back. Move your hand away from the top of the graduated cylinder quickly or the hot foam will get on your hand and arm.

Discussion:

The rapid catalyzed decomposition of hydrogen peroxide produces O₂ gas, which forms foam with the liquid detergent:



The I⁻ion is a catalyst for the reaction. The brown color of the foam is evidence of iodine in the reaction. It will stain clothes, skin, and carpet

Disposal:

Leave the gloves on while cleaning up. The foam and solution left in the graduated cylinder may be rinsed down the drain with excess water.

Classroom Demo, Air Cannon
(Vortex Generator)

Materials:

- 1 large trash can
- 1 Heavy Duty shower curtain or garbage bag
- Duct tape
- Fog Machine and fluid

Procedure:

1. Carefully measure, mark, and cut a hole in the bottom of the trash can. Be sure the hole is no more than 50% of the diameter of the can.
2. Trim and tape the shower curtain over the open end of the can. Pull fabric fairly taut, and be sure to tape it down completely around the can, you do not want air to escape this end.
3. Hold or set the can horizontally. Fill the can with fog. Slap the membrane and observe the response.

Alternatives to fog machine: Dry Ice and warm water, incense, smoke balls (outdoors only)

Discussion:

1. How are the rings being formed?
2. What would happen if the can were a box rather than a cylinder?
(Try it!)
3. What would happen if the hole were bigger or smaller?
4. What if the hole were triangular instead of circular? (Try it!)

Explanation:

When we hit on the end of the Air Cannon, we are moving the air through the cannon at high speed. The air in the center continues to move at high speed, the air around the edges is slowed down, twisted around upon itself, making the air vortex.

Math Patterns
(grades 5 and higher)

It is unfortunate that many people grow up deciding they hate mathematics. It is more likely that they simply dislike numbers. But, math is not about numbers. Numbers are simply the alphabet of mathematics. Math is about patterns. We use numbers to describe and explore these patterns.

For example, counting is a pattern: 1, 2, 3, 4, 5.... The next number in the pattern is, of course, 6. And on, and on, and on.

For Example, Multiples of 9:

$1 \times 9 = 09$	$10 \times 9 = 90$	09, 90
$2 \times 9 = 18$	$9 \times 9 = 81$	18, 81
$3 \times 9 = 27$	$8 \times 9 = 72$	27, 72
$4 \times 9 = 36$	$7 \times 9 = 63$	36, 63
$5 \times 9 = 45$	$6 \times 9 = 54$	45, 54

A fun pattern:

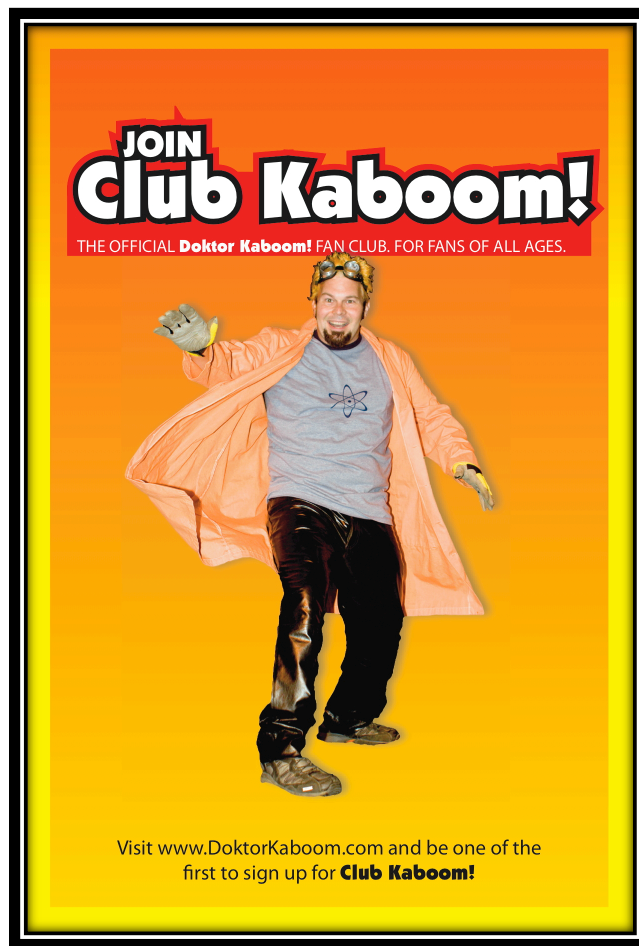
Using this pattern you can multiply 11 by any 2-digit number faster than someone else can do it with a calculator.

To multiply any two digit number by 11:

- * For this example we will use 26.
- * Separate the two digits in your mind (2__6).
- * Notice the hole between them!
- * Add the 2 and the 6 together ($2+6=8$)
- * Put the resulting 8 in the hole: 286. That's it! $26 \times 11 = 286!$

The only thing tricky to remember is that if the result of the addition is greater than 9, you only put the "ones" digit in the hole and carry the "tens" digit from the addition. For example $49 \times 11 \dots 4_9 \dots 4 + 9 = 13 \dots$ put the 3 in the hole and add the 1 from the 13 to the 4 in order to get 5 for a result of 539 $\dots 49 \times 11 = 539$.

An Invitation



Club members receive:

- E-subscription to The Kaboom News, with first notice of upcoming shows & special events.
- Your very own downloadable membership card.
- Special club discounts on Doktor Kaboom merchandise.
- Access to a secret, members only video page featuring monthly videos from Doktor K!

We will also automatically enroll you in a special drawing to win a free performance of Doktor Kaboom at YOUR school!

Reflecting on the Performance

Write a friendly letter - As a way to reflect on the play, ask your students to write the Young Auditorium staff a letter. Our staff would love to hear what your students think about the Horizons productions they experience. For your convenience there is a letter template on the next page that is ready for you to reproduce for your students. This activity will provide your students with the opportunity to practice their writing skills by writing a critical evaluation of the Horizons performance for an authentic audience.

Write a Review - Create an idea map on the board by asking students to brainstorm everything they remember from the performance. The first part of this activity should be objective; remind students that they will be able to express their opinions when they write the review. Prompt students with the following questions: Was there music involved? If so, was it instrumental or what kinds of songs did they sing? In what different ways did the actors use their voices? What costumes did the actors wear? Did the actors wear masks? How did the different characters move? What did the set on the stage look like? What else can you remember?

- Instruct students to write a review that includes the following components:

- 1) A rating, out of five stars
- 2) One paragraph that objectively describes what you saw and heard at the performance
- 3) For each star in your rating, explain one thing you liked about the performance (e.g. a four star rating equals four things you liked about the show)
- 4) For each star under five, explain one thing you didn't like about the performance (e.g. a three star rating equals two things you didn't like about the show)
- 5) Use at least two of the new vocabulary words from this study guide or the performance in your review
- 6) Use the stages of the writing process to produce your review: pre-writing, draft, review, revise, edit
- 7) Publish your work by sending it to Young Auditorium! (Use the address on the letter template on the next page.) We would love to hear from you, and our education coordinator will write back!

Create a Theatre Journal - Download and reproduce the four *Theatre Journal* pages available on the Young Auditorium web site. www.uww.edu/youngauditorium Copy the pages back-to-back and fold them down the middle into a booklet. There are a variety of writing and drawing activities to stimulate your students' imaginations before and after the play.



Young Auditorium
Horizons School Matinee Series
930 W. Main Street
Whitewater, WI 53190

Dear Horizons:

My name is _____

I attend _____ School in _____ (city or town).

I just saw _____ (name of show).

I liked the performance because

My favorite part was when

One question that I have is

Signed

Wisconsin Model Academic Standards

The following academic standards are addressed in the activities that appear in the Horizons Educator's Resource Guide: Doktor Kaboom

SCIENCE INQUIRY

C.4.2 Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations

C.4.4 Use simple science equipment safely and effectively, including rulers, balances, graduated cylinders, hand lenses, thermometers, and computers, to collect data relevant to questions and investigations

C.4.5 Use data they have collected to develop explanations and answer questions generated by investigations

C.4.7 Support their conclusions with logical arguments

C.4.8 Ask additional questions that might help focus or further an investigation

C.8.1 Identify* questions they can investigate* using resources and equipment they have available

C.8.2 Identify* data and locate sources of information including their own records to answer the questions being investigated

C.8.3 Design and safely conduct investigations* that provide reliable quantitative or qualitative data, as appropriate, to answer their questions

C.8.4 Use inferences* to help decide possible results of their investigations, use observations to check their inferences

C.8.5 Use accepted scientific knowledge, models*, and theories* to explain* their results and to raise further questions about their investigations*

C.8.6 State what they have learned from investigations*, relating their inferences* to scientific knowledge and to data they have collected

C.8.9 Evaluate*, explain*, and defend the validity of questions, hypotheses, and conclusions to their investigations*

(CONTINUED ON NEXT PAGE)

C.8.10 Discuss the importance of their results and implications of their work with peers, teachers, and other adults

C.8.11 Raise further questions which still need to be answered

THEATRE EDUCATION

A.4.1 Attend a live theatre performance and discuss the experience

- explain what happened in the play
- identify and describe the characters
- say what they liked and didn't like
- describe the scenery, lighting and/or costumes

A.8.1 Attend a live theatrical performance and be able to analyze, evaluate, and create personal meaning from the experience through small group discussion

- say what they liked and didn't like, and why
- explain what happened in the play and discuss why they think the playwright made particular choices
- explain how the technical aspects of the play helped to present the message of the play
- explain the message of the play

Theatre Vocabulary A-Z

Act: 1. To perform a role on stage; 2. One of the main divisions of a play or opera, i.e. Act I, Act II

Actor: Someone who performs a role on stage

Applause: To show approval by clapping the hands

Apron: The part of the stage that extends in front of the main curtain

Audience: Spectators that listen to or watch a performance

Backstage: The part of the stage and theater that the audience cannot see

Balcony: A platform inside of a building extending out over part of the main floor, as in a theatre

Blackout: A fast shutdown of lights to darkness

Bow: To bend the head, body or knee in acknowledgement

Box Office: Refers to the ticket office where people can buy tickets for a show

Cast: The group of actors or performers in a show

Catwalk: A walkway above the stage used to gain access to equipment

Choreographer: A person who arranges dances or other movements

Company: The cast, crew, and other staff associated with a show

Costumes: Clothes worn by the actors on stage

Crew: People that perform the technical tasks for a show

Cue: The signal for an actor or crew member to do an action

Curtain Call: At the end of a performance, the acknowledgement of applause by actors taking bows

Dialogue: The spoken text of a play, conversations between characters

Director: Person who guides the actors in the development of a show

Downstage: The part of the stage nearest to the audience

Dress Rehearsals: A full rehearsal in costume, to practice the show as it will be on show night

Dressing Rooms: Room in which actors change into their costumes and apply make-up

Equity: Short for American Actor's Equity Association, the trade union of actors, directors, designers and stage managers (www.actorsequity.org)

Follow Spot: A hand operated lighting instrument that emits a high intensity beam of light used to follow an actor on stage

Front of House: Areas of the theatre in front of the proscenium arch, includes lobby areas open to the general public

Gel: Thin, transparent sheet of colored plastic used to color stage lights

Ghost Light: A light on a pole that is left on stage when nobody is there so the last person out and the first person in won't fall off the end of the stage in the dark

Green Room: Room close to the stage for the actors to meet and relax

House: 1. The audience inside the theatre; 2. The seating area inside the theatre

Intermission: A brief break between acts of a performance, usually ten to twenty minutes long

Load In/ Load Out: Process of moving a production in or out of the theatre

Matinee: A performance held in the daytime, especially in the afternoon

Musical: A play whose action and dialogue is interspersed with singing and dancing

Orchestra Pit: Sunken area immediately in front of the stage, intended to accommodate an orchestra

Props: Something other than scenery or costumes that is used in a performance, short for "properties"

Proscenium: The frame separating the stage from the audience

Rehearsal: A practice session in preparation for a public performance

Script: The text of a musical or play

Set: The complete stage setting for a scene or act

Sound Check: A thorough test of the sound system before a performance

Stage: the part of the theatre on which performances take place

Stage Manager: A person who is in charge of the stage and the related details of a performance

● ● ● ● ● ● ● ● ●

Stage Right/ Stage Left: The left and right of the stage from the point of view of the actor on stage looking at the audience ●

Theatre: A building or area for dramatic performances ●

Understudy: Someone who studies another actor's part in order to be his or her substitute in an emergency ●

Upstage: The part of the stage furthest from the audience ●

Usher: A person who guides audience members to their seats ●

Wardrobe: The general name for the costume department ●

Wings: The out of view area to the left and right sides of the stage ●

● ● ● ● ● ● ● ● ●

A Lesson in Theatre Etiquette

A fun way to review theatre etiquette with your students is to have them compare appropriate dress and behavior for the theatre with other activities such as attending a concert, going to a movie, swimming at the beach, going to a sports game, or going to the mall with family or friends. Divide the class into groups and assign each group a different activity. Have the groups list the appropriate dress and behavior for their activity and why. The groups can then briefly role play their activity and present their ideas to the rest of the class. After all groups have presented, discuss how we behave differently for a live theater performance than we do for other activities (such as watching TV or a movie).

Print copies and review the "Courtesy Counts" sheet in this guide with your students.

Courtesy Counts

Please share this information with your students . . . most children are unfamiliar with proper theatre behavior. Make sure you share these courtesies as a part of their experience, and be sure to select shows appropriate for their age & attention span. Have them use the restroom before the performance begins.

Produce positive energy...Watching a live theatre performance is very different from watching a movie or television show. A live presentation has not been pre-recorded with the mistakes edited out. The audience's behavior and reactions can either add or detract from a performance. Each audience member affects those around him/her as well as the performers. Concentrate on helping the performers by producing only positive energy!

Find your seat...An usher will show you where to sit. Walk slowly and talk quietly as you are seated.

Keep it clean...Gum, food, and beverages are not allowed in the theatre!

Quiet on the set . . . Young Auditorium is known for its excellent acoustics, so if you make a noise others will hear you (including the performers)! Please no talking, humming, unwrapping cough drops or candy, or foot tapping during the performance. Exceptions to this rule include shows that ask for audience participation. Applause and laughter are appreciated when appropriate.

Unplug . . . Turn off pagers, cell phones, cameras, and watch alarms during performances. Better yet, leave them at home or school!

Only use your memory as a recording device . . . Flash photography and video recording is not allowed during performances because the bursts of light are dangerous to the performers on stage and distracting to other patrons. Please keep recording equipment at home or school or conceal it in a jacket pocket or purse.

Respect personal space . . . Please keep feet on the floor, not on the seat or balcony rail in front of you. Shifting in your seat, wearing hats, or wandering in the aisles is extremely distracting to those around you; please stay in your seat until intermission or the final curtain.

FOR YOUR INFORMATION (teachers & chaperones)

PLACE: All Horizons School Matinee Series performances will be held in Young Auditorium, on the UW-W campus. Musical Encounters concerts are held in the Light Recital Hall in the Greenhill Center of the Arts. You will be escorted from the auditorium to the recital hall if you are attending a concert.

TIME: The doors of the auditorium will be opened 30 minutes prior to curtain time. Please arrange your schedule so the buses will arrive with time for seating and a bathroom stop. Late arrivals will not be seated until there is an appropriate pause in the production.

BUSES: The east side of Lot 1 is reserved for buses that are staying for the duration of the Horizon's performance. Buses that are not staying will pull into Lot 2 and line up along the curb to drop off and pick up students. Please make sure that your bus driver receives the Bus Driver's Memo available on our website.

WHEELCHAIR: All entrances are wheelchair accessible. If you have upper level seats, use the elevator. Main floor seats are on the same level as the lobby. Please inform us at least 4 weeks in advance if you need wheelchair seating or any other special accommodations.

RESTROOM: Main floor men's and women's restrooms are located on each side of the auditorium. On the upper level, the women's restroom is on the south side and the men's restroom is on the north side of the building. Please try to limit your restroom visits to before or after the show.

SEATING: An auditorium escort has been assigned to your school. The escort will direct you to your seats. All seats are reserved; thus each group must adhere to the seating assignment and may use only the number of seats reserved. Please plan to have chaperones seated with the students under their supervision. Chaperones - please do not bring infants/babies to the school matinee performances.

After all the students and their respective chaperones have been seated, please settle in and remain seated during the entire show. No one should leave the hall until after the final curtain, except in the case of emergency. Leaving during the performance is exceedingly distracting for both the performers and members of the audience. If students must leave during the performance for any reason, re-entry into the auditorium will be allowed only when there is an appropriate pause in the program.

CAMERAS/ RECORDERS AND CELL PHONES: The use of cameras or recorders during any performance is strictly forbidden. Please do not bring them to the program. Cell phones must be turned off for the duration of the program. We encourage you to ask your students not to bring cell phones with them to the theatre.

FOOD, drinks, and chewing gum are not permitted in the auditorium.

EMERGENCY: Please contact the nearest usher in case of emergency.

LOST ARTICLES: Report lost articles to the house manager, or call 262-472-4444.

EXITING: Please disperse in an orderly manner. Teachers and chaperones have the responsibility of keeping their group together. Ushers are not assigned to oversee your exit from the building.

BUS PICK-UP: Your bus pick-up will be the same place as the drop-off.

LUNCH: Local fast food establishments and restaurants, as well as UW-W campus dining (262-472-1161) are happy to accommodate your group for lunch. Please make advanced arrangements to promote efficient service.

LUNCH SPACE: Schools may request a place to eat their bagged lunches. Young Auditorium can accommodate a very limited number of people eating lunch picnic-style seated on the floor. This must be scheduled in advance. You will receive an admission slip in the mail confirming lunch space, which you must bring along with your lunches.

We thank you, in advance, for cooperating in implementing these procedures, giving all audience members the opportunity to sit back, relax, and enjoy the show.

Thank you for coming – we appreciate having you as a part of the Horizons program!

SPECIAL NOTE: Please print the Bus Driver Memo/ Map from our website and give it to your driver on the day of the show!

Policies

Please note the following policies are in place to ensure enjoyment for all!

The house opens at least one-half hour before the curtain.

A seat must be purchased for everyone attending an event, including teachers, chaperones, and bus drivers.

Timing is everything . . . so don't be late! Performances begin at 10:00 a.m. and 12:30 p.m. so plan to arrive at the theater 30 minutes early.

Patrons arriving late are seated only when there is a suitable pause in the performance.

UW-Whitewater/ Young Auditorium
930 W. Main Street
Whitewater, WI 53190
262-472-4444 (main office)
262-472-4400 (fax)
www.uww.edu/youngauditorium

Shannon Dozoryst
Education and Outreach Coordinator
262-472-1432 (office)
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dozoryss@uww.edu
www.uww.edu/youngauditorium/horizonsSeries.php

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