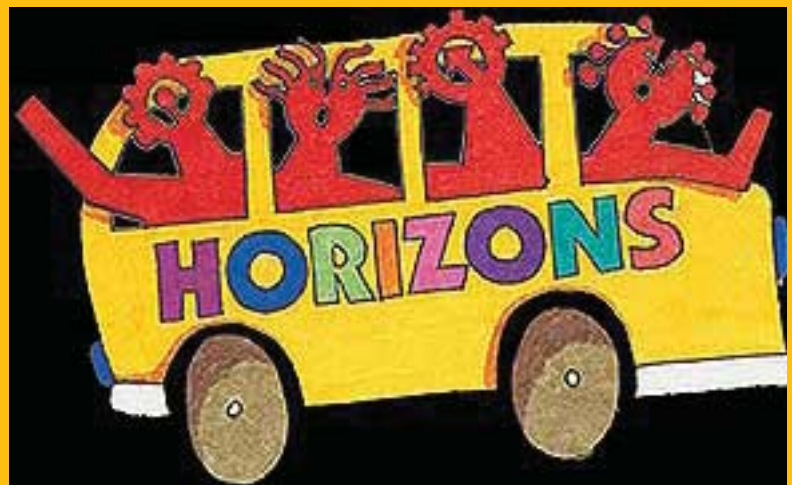


2011-2012  
Educator's Resource Guide

# Horizons School Matinee Series

Goodnight Moon and The Runaway Bunny  
Friday, November 4, 2011  
10:00 a.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 web site [www.uww.edu/youngauditorium](http://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

“Goodnight Moon” study guide provided by State Theatre New Jersey

Horizons Educator’s Resource Guide content prepared by Shannon Dozoryst

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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

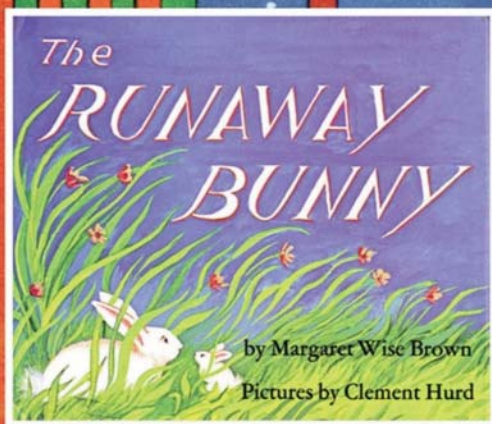
The mission of the Horizons program is to support the curriculum of schools by providing culturally diverse programs and outreach opportunities for K-12 students. This will be accomplished through 1) providing performances and hands-on, interactive outreach opportunities that cultivate an appreciation 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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# GOODNIGHT MOON



by Margaret Wise Brown  
Pictures by Clement Hurd  
Harper & Row, Publishers

**MERMAID THEATRE OF NOVA SCOTIA**

# Welcome!



## Dear Teacher,

The State Theatre in New Brunswick, New Jersey welcomes you to the performance of *Goodnight Moon and The Runaway Bunny*. The production, by Mermaid Theatre of Nova Scotia, brings to life these two popular children's books written by Margaret Wise Brown and illustrated by Clement Hurd.

These *Keynotes* provide information and activities that will help you prepare your students for the performance and then reflect on what they've seen and heard in the show. With younger students, we encourage you to read the information to them and facilitate the activities. This guide also contains reproducible activity pages that can be used with even the youngest students.

See you at the State Theatre!



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Photos by Margo E. Gesser

## Bank of America



Keynotes are made possible by a generous grant from Bank of America Charitable Foundation.

The State Theatre's education program is funded in part by Bank of America Charitable Foundation, Bristol-Myers Squibb, Brother International Corporation, Forward Air, The Horizon Foundation for New Jersey, Johnson & Johnson Family of Companies, the John F. Kennedy Center for the Performing Arts, J. Seward Johnson, Sr. 1963 Charitable Trust, The Blanche and Irving Laurie Foundation, McCrane Foundation, MetLife Foundation, Mid Atlantic Arts Foundation, National Starch and Chemical Foundation, Inc., PNC Foundation, Provident Bank Foundation, Robert Wood Johnson Foundation, Verizon, and Wachovia Foundation. Their support is gratefully acknowledged.

## State TheatreNJ.org Keynotes

Keynotes are produced by the Education Department of the State Theatre, New Brunswick, NJ.  
Wesley Brustad, *President*  
Lian Farrer, *Vice President for Education*  
Online at [www.StateTheatreNJ.org/Keynotes](http://www.StateTheatreNJ.org/Keynotes)  
Keynotes for *Goodnight Moon and The Runaway Bunny* created by Katie Pyott. Edited by Lian Farrer.  
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Find us at [www.StateTheatreNJ.org](http://www.StateTheatreNJ.org)  
Contact: [education@StateTheatreNJ.org](mailto:education@StateTheatreNJ.org)

*The State Theatre, a premier nonprofit venue for the performing arts and entertainment.*



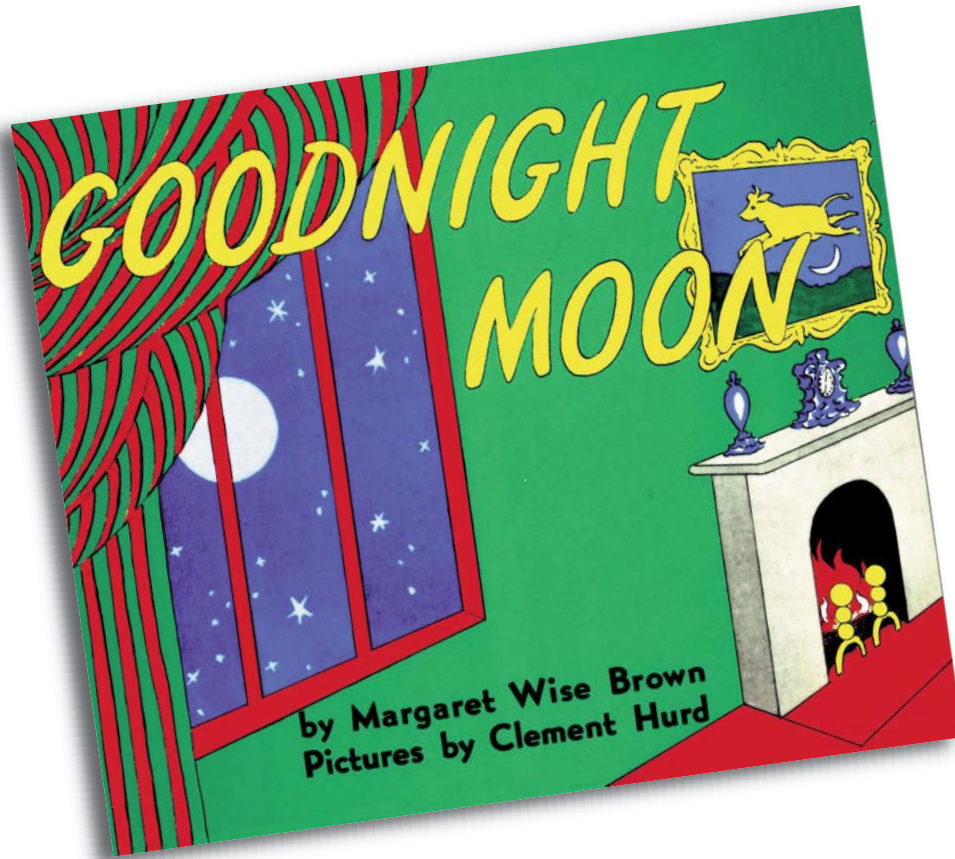
Funding has been made possible in part by the New Jersey State Council on the Arts/Department of State, a partner agency of the National Endowment for the Arts.



Continental Airlines is the official airline of the State Theatre.



The Heldrich is the official hotel of the State Theatre.



In *Goodnight Moon*, a young rabbit goes through a bedtime ritual of saying goodnight to every object in sight and in his imagination, from the pictures on the walls to the brush and comb, to the moon and stars, to “the old lady whispering ‘hush.’”. The text is written in the form of a rhyming poem.

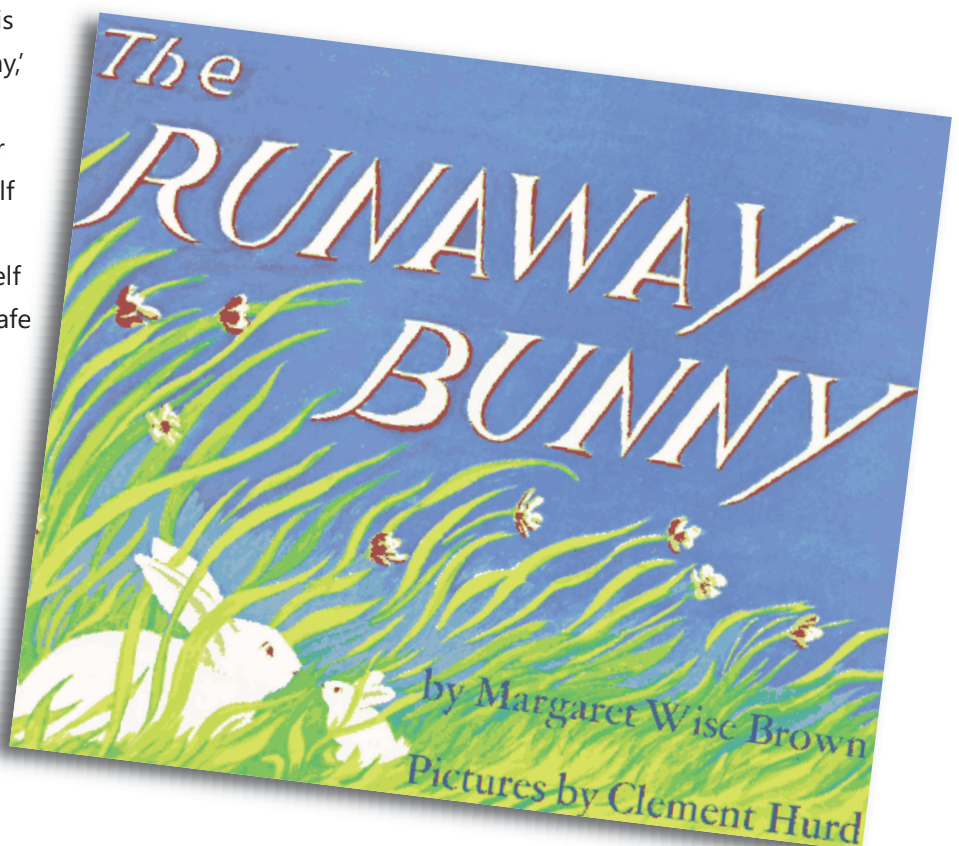
### Ask your students:

- Can you name any of the things the bunny says goodnight to in the story? How many can you think of?
- Do you like going to bed?
- What are some of the things you do to get ready for bed?
- Who do you say goodnight to before bedtime?

In *The Runaway Bunny*, a young bunny tells his mother he wants to run away. “If you run away,” says his mother, “I will run after you.” And so begins an imaginary game of chase. Whatever the little bunny declares he will change himself into—a fish, a rock, a bird, a boat, etc.—his mother replies that she, too, will change herself so that she can always keep her little bunny safe and protected.

### Ask your students:

- Can you name any of the things the bunny says he will become? How many can you name?
- If you could change into anything you wanted, what would you become? Why?
- Why do you think the little bunny wanted to run away?
- Have you ever wanted to run away? Why?

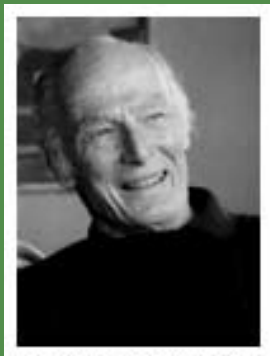




When Margaret Wise Brown (1910-1952) began to write for young children, most picture books were written by illustrators, whose training and talents lay mainly in the visual arts. Brown was the first picture-book author to achieve recognition as a writer.

After graduating from Hollins College in 1932, Brown worked as a teacher and also studied art. It was while working at the Bank Street Experimental School

in New York City that she started writing books for children. Her first book was *When the Wind Blew*, published in 1937 by Harper & Brothers. Brown went on to develop her *Here and Now* stories and *Noisy Book* series while employed as an editor at William R. Scott. In the early 1950s, she wrote several books for the Little Golden Books series, including *The Color Kittens*, *Mister Dog*, and *Sailor Dog*.



Clement Hurd (1908-1988) was an American illustrator of children's books. He is best known for his collaborations with author Margaret Wise Brown. He also illustrated a number of books written by his wife Edith (a friend of Brown's), as well as *The World Is Round*, a children's book written by Gertrude Stein.

The son of a New York mortgage banker, Hurd was educated at St. Paul's

School in Concord, New Hampshire, studied architecture at Yale University and painting with Fernand Léger in Paris. On seeing two of his paintings, Brown asked him if he would consider illustrating children's books.

## Have You Read...?

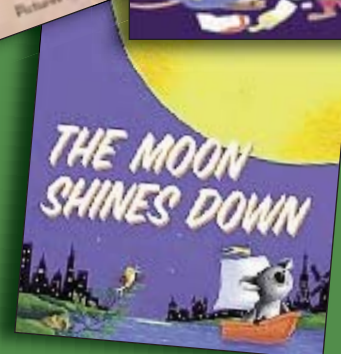
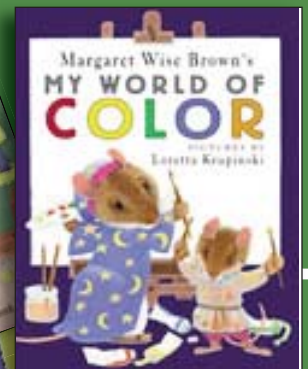
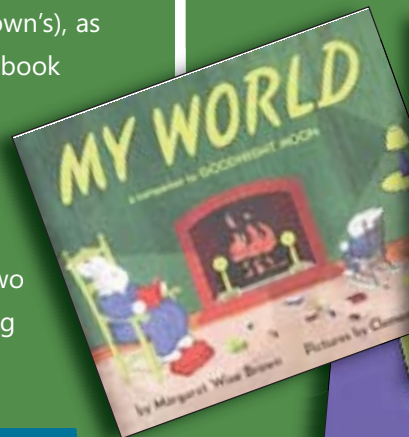
In addition to *Goodnight Moon* and *The Runaway Bunny*, Margaret Wise Brown and Clement Hurd also teamed up to create *My World* and *Bumble Bugs and Elephants*.

Other books by Margaret Wise Brown include:

- *My World of Color*
- *The Moon Shines Down*
- *Two Little Trains*
- *Sneakers, the Seaside Cat*
- *The Little Fir Tree*
- *The Important Book*

## Ask your students:

- Have you heard of any of these books?
- How many have you read?
- Do you remember the stories?
- Do you remember any of the pictures?



## Take a Closer Look!

Look carefully at the bookshelves pictured in *Goodnight Moon*. You'll see that one of the little rabbit's books is *The Runaway Bunny*. One of three framed pictures on the walls shows a scene from the same book.

# About the Production

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The performance of *Goodnight Moon and The Runaway Bunny* employs a variety of styles of **PUPPETS**—including rod and table-top puppets—to tell the two the stories. Amazingly, all of the puppets and scenic elements are manipulated by just three puppeteers!

In *Goodnight Moon*, part of the visual magic comes from the use of **BLACK LIGHT**. Black light makes fluorescent colors glow in the dark, and makes anything black invisible to the eye. In *Goodnight Moon*, the puppets and scenery are painted with fluorescent paint, which makes them really stand out under the ultraviolet light. The puppeteers are onstage as they work with the puppets. They wear black clothing and black masks and perform in front of a black wall. This makes them almost invisible to the audience and allows them to execute all kinds of visual illusions with the puppets.

The show also employs pre-recorded **NARRATION** of Margaret Wise Brown's text of the two stories, and original **MUSIC** composed by Steven Naylor especially for this production.

This production is by **MERMAID THEATRE OF NOVA SCOTIA**. Founded in 1972, the company ranks among Canada's most respected creators of theater for children. Mermaid has performed for more than three million people on four continents.



## Make Your Own Puppets!

### Sock Puppet

[www.daniellesplace.com/HTML/puppets.html](http://www.daniellesplace.com/HTML/puppets.html)

### Rod Puppet

[www.puppets2000.com/index6b.html](http://www.puppets2000.com/index6b.html)

### Bunny Hand Puppet:

[www.bluebonnetvillage.com/puppet.htm](http://www.bluebonnetvillage.com/puppet.htm)



# Bunny Basics



6

Rabbits are ground dwellers that live in environments ranging from desert to wetland. They have long ears that allow them to hear very well. In addition to their prominent ears, which can measure more than 4 inches long, rabbits have long, powerful hind legs and a short tail.

## Did You Know?

- Rabbits are not rodents but belong to their own order called **LAGOMORPHS**.
- Rabbits are **HERBIVORES**, which means they eat plants, but do not eat meat.
- Rabbits' teeth never stop growing. They keep them from growing too long by constantly chewing to wear them down. Rabbits will chew on almost anything but house rabbits especially like remote controls!
- House rabbits generally live 8-12 years.
- According to the Guinness Book of World Records, the oldest rabbit in the world lived to the age of 18.
- Larger rabbits generally have shorter lifespans than smaller rabbits.
- Outdoor rabbits have (on average) a much shorter lifespan because of the many risks and hazards associated with living outside.
- Rabbits should not be kept as a classroom pet.



## Ask your students:

- Can you think of any other famous rabbits besides the ones in *Goodnight Moon* and *The Runaway Bunny*?
- What do real rabbits eat? Do the rabbits in *Goodnight Moon* and *The Runaway Bunny* eat or drink anything?
- A herbivore is an animal that eats only plants, such as fruits, vegetables, grass, and leaves. Carnivores eat meat. Omnivores eat EVERYTHING. Are rabbits herbivores, carnivores, or omnivores? What about people?



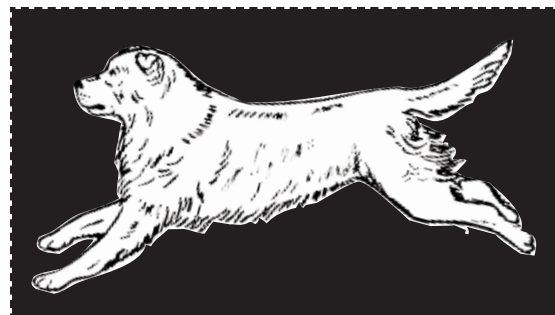
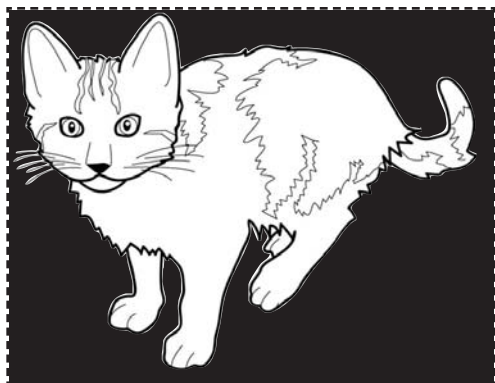
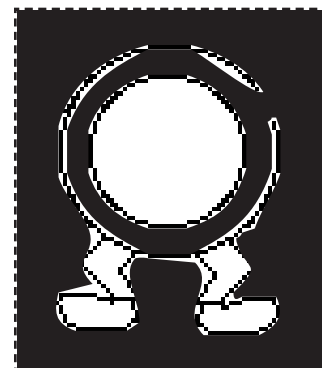
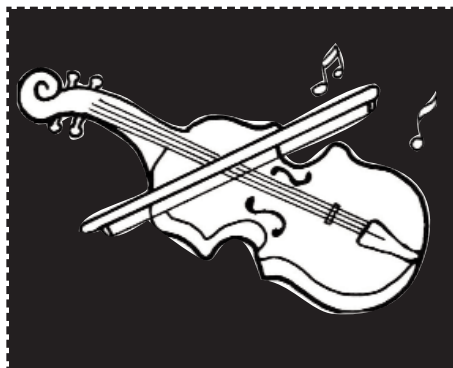
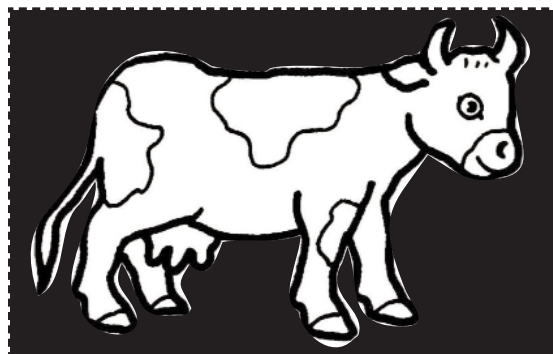
Students can play this online animal diet game to learn about the difference between the three types of eaters.

[www.sheppardsoftware.com/content/animals/kidscorner/games/animaldietgame.htm](http://www.sheppardsoftware.com/content/animals/kidscorner/games/animaldietgame.htm)

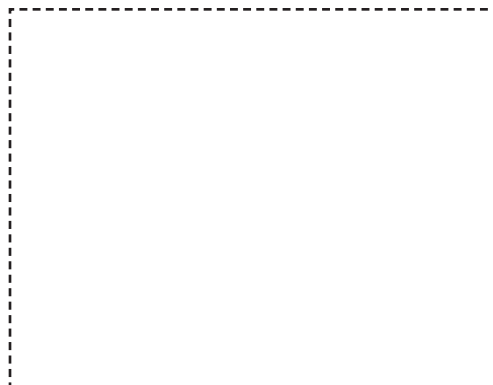
# Rhyme Time



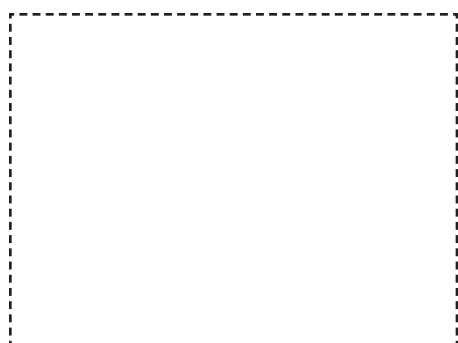
Cut out the pictures below. On the next page, have your students match the pictures to the correct spaces in order to create their own picture book for this nursery rhyme.



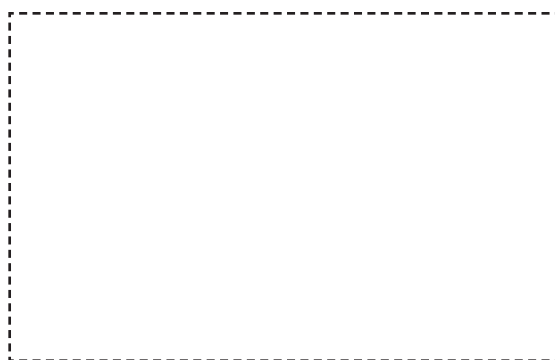
Hey diddle diddle, the



and the

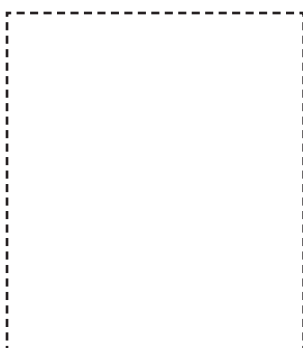


, the



jumped

over the



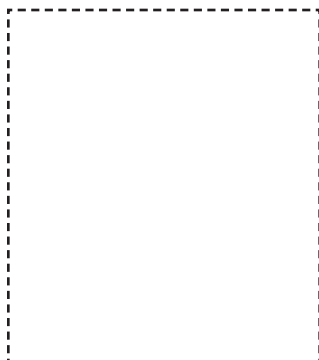
. The little



laughed to see such sport, and the

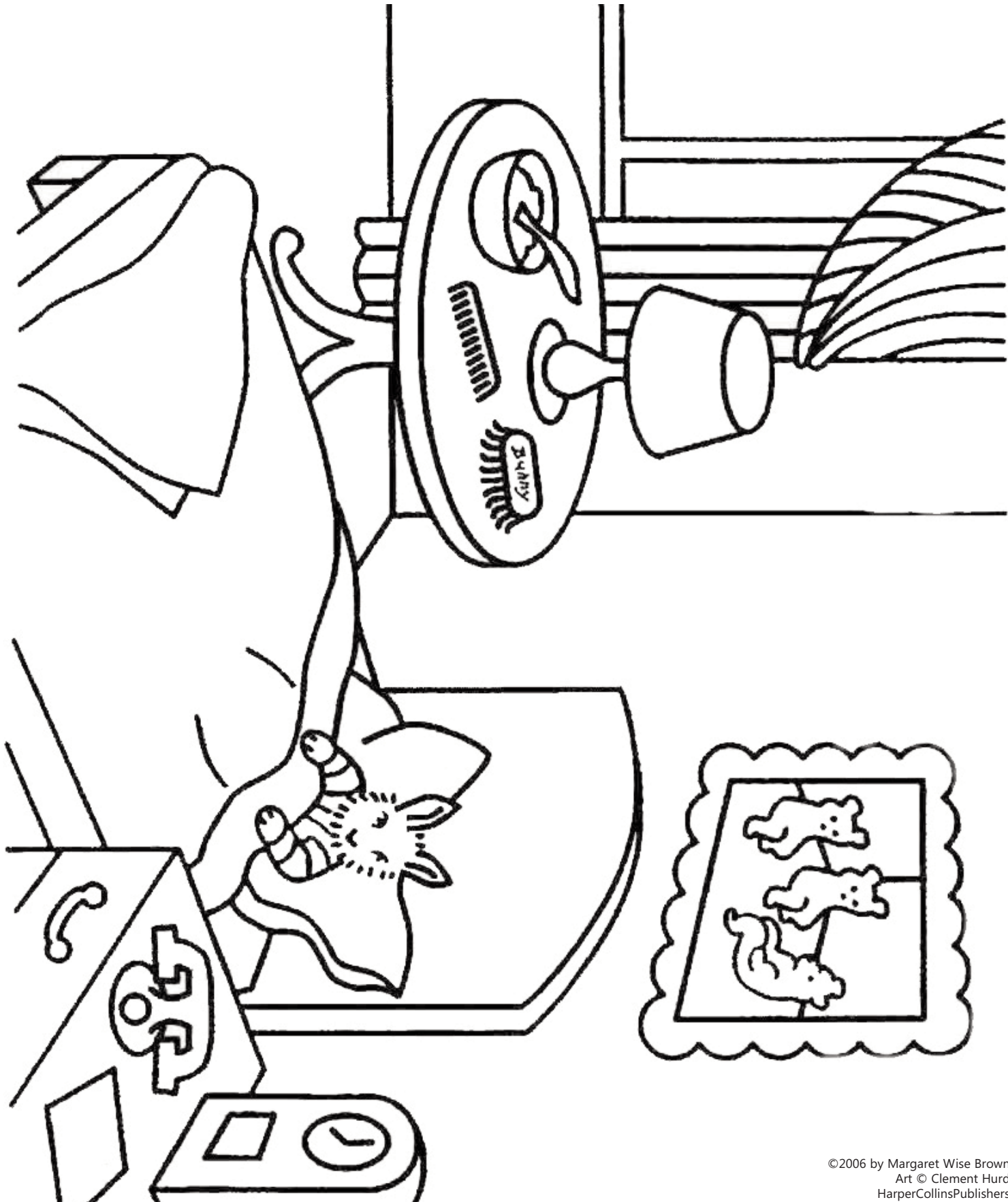


ran away with the



.

# Color the Bunny



# What's My Job at the Show?



Going to see a play at a theater is not the same as watching TV. When you are sitting in audience at the State Theatre, the actors will be in the same room as you. They will be able to hear and see everything that goes on in the audience. Use the key to find out what your job is at the performance.



look



listen



performance



audience



clap

When I go to a



, I am part of the



. This is a

very important job. I have to



and



carefully.

If I talk or move around, the actors and the



will have a

hard time paying attention to the



When the



is over, it's okay for me to



.



## Goodnight Moon / The Runaway Bunny

*Over the Moon: A Collection of First Books: Goodnight Moon, The Runaway Bunny and My World*, by Margaret Wise Brown, illustrated by Clement Hurd. HarperCollins, 2006.

*Goodnight Moon and Other Sleepytime Tales*. DVD, Not rated. HBO Home Video, 2000.

Learn more about Margaret Wise Brown at her website. See photos of her and view original manuscripts.

[www.margaretwisebrown.com](http://www.margaretwisebrown.com)

*The Runaway Bunny* was turned into a concert piece for violin, orchestra and narrator by composer Glen Roven. Visit the website to learn more and hear the music.

[www.runawaybunnymusic.com](http://www.runawaybunnymusic.com)



## Puppets

Visit Mermaid Theatre's website for more information on the show.

[www.mermaidtheatre.ns.ca](http://www.mermaidtheatre.ns.ca)

For more information about black light, check out

[www.howstuffworks.com/question59.htm](http://www.howstuffworks.com/question59.htm)

If you're interested in learning how to use puppets with your students, here are some useful resources:

*Making Puppets Come Alive*, by Larry Engler and Carol Fijan. Dover, 1997.

*A Show of Hands: Using Puppets with Young Children*, by Ingrid M. Crepeau and M. Ann Richards. Readleaf Press, 2003.



## Rabbits

Learn about keeping rabbits as pets at the NJ House Rabbit Society website.

[www.njhhs.com](http://www.njhhs.com)

First-School offers rabbit crafts and activities for young students.

[www.first-school.ws/THEME/animals/wild/rabbit.htm](http://www.first-school.ws/THEME/animals/wild/rabbit.htm)

Other books about bunnies:

*Funny Bunnies*, by Laurie Frankel. Chronicle Books, 2004.

*The Rabbit Handbook*, by K. Gendron. Barron's Educational Series, 2000.

*The Tale of Peter Rabbit*, by Beatrix Potter. Grosset & Dunlap, 2004.

*The Velveteen Rabbit*, by Margery Williams. HarperCollins, 1999.

*Guess How Much I Love You?* By Sam McBratney and Anita Jeram. Candlewick, 2008.

# 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](http://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

\_\_\_\_\_

# 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](http://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 rest room 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 web site.

**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.

**REST ROOM:** Main floor men's and women's rest rooms are located on each side of the auditorium. On the upper level, the women's rest room is on the south side and the men's rest room is on the north side of the building. Please try to limit your rest room 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 web site 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  
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David Nees, Technical Director  
Ben Strand, Development Director

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#### **John F. Kennedy Center Partners in Education Program**

The Young Auditorium and School District of Janesville are members of the Partners in Education program of the John F. Kennedy Center for the Performing Arts, Washington D.C. Selected because of their demonstrated commitment to the improvement of education in and through the arts, the Partnership Team participates in collaborative efforts to make the arts integral to education. For more information, please visit <http://www.kennedy-center.org/education/partners/>.



NATIONAL  
ENDOWMENT  
FOR THE ARTS

A great nation  
deserves great art.



The Dorothy Remp Elmer  
Children's Arts Outreach Endowment

