



# CLASS SHOW GUIDE

⚓ Judy Moody & Stink ⚓



## Pre-Show Activities

### Theater Etiquette

IN-CHAIR ACTIVITY • 10-15 MINUTES

**Objective:** Students will actively explore proper theater behavior.

**Discussion:** "Etiquette is a word we use to describe the way people behave when they are in social situations with other people. What is the proper etiquette when you see a play? How should you behave during the show? Is it the same way you should act when watching a movie at home or playing outside? Is it okay to laugh during a play if you think it is funny? Is it okay to talk to your neighbor during the performance?"

**Brainstorming:** As a class, create a list of ways that audience members might behave, good and bad, while in the theater. Write these behaviors on the board in two different columns: one for "Good Theater Etiquette" and one for "Bad Theater Etiquette."

**Modeling:** Pick two students to come and sit in chairs in front of the class. Ask them to act out one of the "Bad Theater Etiquette" behaviors (with the teacher if desired) for ten seconds. Then have the class discuss why the behaviors were inappropriate and how they could be fixed. Now have the two students act out one of the behaviors under "Good Theater Etiquette" and discuss why this behavior is better.

**Activity:** Give the entire class one of the scenarios from their list of bad behaviors, like talking to their neighbor or not paying attention. Have the class act out this behavior for ten seconds then ask the students how they think this behavior makes the actors or the other audience members feel. Have them fix the behavior and act out this new scenario for twenty seconds. Repeat with a few other bad behaviors from the list.

### Ahoy, Matey!

OUT-OF-CHAIR ACTIVITY • 10-15 MINUTES

**Objective:** Students will learn to use their bodies, voices, and imaginations to act as characters they may see onstage.

**Discussion:** "We are about to visit The Rose to see Judy Moody & Stink: The Mad, Mad, Mad, Mad Treasure Hunt. In this play, Judy Moody and Stink pretend as if they are pirates. How do you think actors use their bodies to become pirates? What are some activities pirates might do? How would actors change their voices to become pirates? Let's try this together!"

**Brainstorming:** Students should brainstorm some of the activities pirates might go, such as digging for buried treasure, swabbing the deck, using a spyglass to search for land, looking at a pirate map, hoisting the sails, rowing in a rowboat, etc.

**Modeling:** Create a space for students to move around safely. The playing space can be the "stage." The teacher, or "ship captain", will be standing in front of the students in the "audience." Have students locate the five areas of the stage: center, left side of the room, right side, close to the audience, and far away from the audience. As the teacher says the following cues, the students will go to the respected areas and create a frozen statue of pirates.

- "Ahoy, Matey!" – go to the center of the stage and search in their telescope for land.
- "Swab the Deck!" – students go to the right side of the room and swab the deck either with mops or on hands and knees
- "X marks the spot!" – move to the left side of the room and dig for treasure in the ground
- "Abandon ship!" – students travel far away from the audience and get in a group of three to row
- "Hoist the Sails" – students move towards audience and pantomime raising sails up

**Activity:** Once the teacher has established what the students are to do at certain areas of the stage, students may volunteer suggestions of what they might say in the frozen statues. Teachers may also add other places for students to move to with other poses, or ask for suggestions from their students.

**Side Coaching:** "As actors we want to match our emotions with the jobs we are doing, so if you were a pirate swabbing the deck, how might you feel about that job? What about finding buried treasure? How might a pirate move? How can you use your body and voice to show you are a pirate?"

**Extension:** As students get the hang of moving to the areas of the room, you can start having students act as the "ship captain." Students can create what they are to say and look like at each area of the stage.

# UPCOMING SHOWS



## **The Very Hungry Caterpillar & Other Eric Carle Favorites**

BEST FOR Pre-K - 2nd Grade

POPULAR PUPPETRY SPECTACULAR • 45 MIN.

Produced by Mermaid Theatre of Nova Scotia  
Adapted, directed and designed by Jim Morrow  
Music by Steven Naylor  
Narrated by Gordon Pinsent

The Very Hungry Caterpillar follows the adventures of a very tiny and very hungry caterpillar that eats his way through an amazing variety of foods towards his eventual metamorphosis into a beautiful butterfly.



## **Goosebumps: Phantom of the Auditorium - The Musical**

BEST FOR 2nd - 6th Grade

FRIGHTFULLY FUN MUSICAL MAYHEM • 45 MIN.

Adapted for the stage with Book and Lyrics by John MacLay  
Music, Lyrics, Orchestrations and Arrangements by Danny Abosch

Join the fright-filled fun—just in time for Halloween!—as the cast of “The Phantom of the Auditorium” tries to survive until Opening Night in this terrifying tale of musical mayhem from the mind of R.L. Stine. We’ve heard of “Stage Fright!” but—SERIOUSLY, guys—this is ridiculous!

### Want to book a workshop?

## Workshops at Your School

The Rose offers several workshops that can take place AT YOUR SCHOOL. A professional Rose teaching artist can visit your classroom for one to five days in a one week time period to explore, through drama, a curriculum topic of your choice.

To register your class for a workshop that will take place at your school, please contact Melissa Richter at (402) 502-4625 or [melissar@rosetheater.org](mailto:melissar@rosetheater.org).

## Workshops at The Rose

A workshop AT THE ROSE is the perfect way to explore themes from a school field trip show or learn about the profession of theater. A professional teaching artist with a college degree in dramatic arts education will lead your class. To register your class for a Workshop at The Rose, please contact Melissa Richter at (402) 502-4625 or [melissar@rosetheater.org](mailto:melissar@rosetheater.org).

Visit [www.rosetheater.org](http://www.rosetheater.org) for more information!



**Free Funding Is Available for Field Trips!** We understand that budgets are tight. That’s why we’re offering two great solutions to help pay for your school’s field trip expenses. Both Nebraska Arts Council and Target Stores are offering financial assistance to help underwrite the cost of providing your students with experiences such as those provided by The Rose Theater. For more information, please visit [www.nebraskaartscouncil.org](http://www.nebraskaartscouncil.org) (click “Grants” to see all categories) or [www.target.com/fieldtrips](http://www.target.com/fieldtrips).

### Write To Us!

Letters may be written to:  
Michael Miller, Literary Manager  
2001 Farnam Street  
Omaha, NE 68102

Emails may be sent to:  
Michael Miller at  
[michaelm@rosetheater.org](mailto:michaelm@rosetheater.org)

Facebook: Rose Theater – Omaha  
Twitter: @RoseTheaterCo



**Performing Arts**  
FOR CHILDREN AND FAMILIES

# Judy Moody & Stink



## Post-Show Activities

### I'm going on a Pirate Adventure and I am bringing...

IN-CHAIR ACTIVITY • 15-20 MINUTES

**Objective:** Students will pantomime [or act out without words] using everyday objects in different ways.

**Materials:** Any object around the classroom, such as a crayon, pencil box, or paper plate.

**Discussion:** "In the play we're going to see, Judy Moody and Stink need all sorts of items for their search for doubloons. We are going to use our imaginations to think of some items that we might need on our own pirate adventure."

**Brainstorming:** Have students think of some items they might need if they were going on a pirate adventure. A telescope? Shovel to dig up buried treasure? A map? A boat?

**Modeling:** Holding an everyday object of choice say, "I am going on a Pirate Adventure and I am bringing..." Model using the object in a new and different way than its actual everyday use. For instance, if the object of choice is a stapler, maybe suggest it is a boat, or a broom, or a telescope. Pantomime using it as such.

**Activity:** Send one item around in a circle and give each student a chance to say, "I am going on a pirate adventure and I am bringing..."

**Extension:** After the students say what they are bringing, ask them why that item might be needed in our pirate adventure. Challenge students not to reuse ideas.

### Captain Blackbeard!

OUT-OF-CHAIR ACTIVITY • 10-15 MINUTES

**Objective:** Students will use their bodies and imaginations to cross the room in creative ways

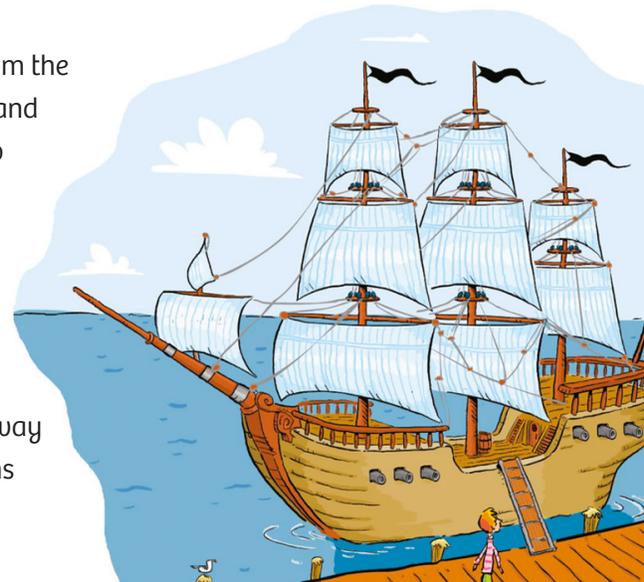
**Discussion:** "The characters in Judy Moody had to use their imaginations to become pirates as they searched for clues. We are going to use our imaginations and our bodies to cross the room in creative ways just like the actors on stage did."

**Brainstorming:** "If we are going to cross the room in creative ways, what are some creative, pirate themed ways we can cross the room?" Encourage students to move like a mermaid, a crab, swabbing the deck across, seagulls, alligators, walk as pirates.

**Activity:** Stand on the opposite side of the room away from the students. Say, "Arrrgh Mateys, I am Captain Blackbeard and to get to me you must..." and describe one creative way to cross the room.

**Side Coaching:** "I see that Student A is taking their time crossing the room very slowly/creatively/with quirky arm movements!" "Remember this is not a race, we are all working together to get to the other side."

**Extension:** Encourage students to add their voices to the way they are crossing. "How would a dolphin sound as it swims across the room?"



# Arrgh

IN-CHAIR ACTIVITY • 10-15 MINUTES

**Objective:** Students will explore the ways actors use their voices to convey different characters and emotional states.

**Discussion:** “When actors portray different characters on stage, they often change their voices to what the characters may sound like. Actors also think about the words their character is saying. What is the character feeling at this moment? How does a character show they are happy, sad, or angry just by using their voice? We are going to explore some of the feelings or emotions Judy Moody and the other characters experienced during the show by repeating one word—the sound a pirate makes—and see if we can show a variety of different emotions.”

**Modeling:** In a sitting circle, demonstrate different emotions actors portray (happy, sad, mad, confused, etc.). Students mirror exactly what the teacher does to express the variety of emotions. Students may also have the opportunity to lead three “arrghs”, using both their bodies and voices. Students can start to act out tasks they saw the characters perform to associate with how they are saying “arrgh.”

**Side Coaching:** “I see you were using your voice to show all different types of emotions. What part of the show would a character have experienced happiness? Sadness? Frustration? Confusion? Jealousy?” “How can you show me that you are Judy Moody searching for a doubloon?”

**Extension:** As a teacher, create up a “story” the “arrghs” could create and have the students tell you what is happening in the story. Example: A young pirate wakes up late for pirate school and is forced to swab the deck. Ask the kids for the specific details. What is the pirate’s name? How long did they have to swab the deck?



# Family Vacation Scrapbook

OUT-OF-CHAIR ACTIVITY • 20 MINUTES

**Objective:** Students will demonstrate understanding of the beginning, middle, and end of a story.

**Discussion:** “Judy Moody’s Family went on a pretty exciting vacation. Sometimes when families go on trips, they create scrapbooks of important events of their vacation.”

**Brainstorming:** Invite students to discuss major plot points in the story. What were important parts of the Moody family vacation?

**Activity:** Choose one moment from the Moody family vacation and invite five students to the front of the class. The three students in the middle of the line will be the pictures of the scrapbook. The two students on the outside will be family members talking about their trip. The three in the middle will strike three frozen statues: one statue each for the beginning, middle, and end. As they strike their poses, the students on the outside will explain what the three characters are doing in the picture. Invite the frozen students to say a line of dialogue of what their characters could be feeling at this moment.

**Side Coaching:** “What were the characters feeling in this moment? If you were experience the same thing how would you feel? What is something you might say in this moment.”

**Extension:** After creating a scrapbook of major plot points in Judy Moody’s family vacation, have the students to create scrapbooks of new adventures Judy and Stink go on.



## Be a Playwright! Create Your Own Fairy Tale Story!

**Objective:** Students will demonstrate basic understanding of story structure, and create original stories.

**Discussion:** "Allison Gregory took Megan McDonald's original series of Judy Moody and adapted it to create the show you just saw. Now we are going to use an outline to create a story of our very own."

**Modeling:** Have a piece of butcher paper with the following lines:

Once upon a time there was/were a \_\_\_\_\_ (what kind of character(s))

Named \_\_\_\_\_ (name of Characters)

Who loved to \_\_\_\_\_ (activity they did)

Until one day \_\_\_\_\_ (something bad happens)

And because of that \_\_\_\_\_ (what did this change?)

Until Finally, \_\_\_\_\_ (something changes for the better)

And ever since then \_\_\_\_\_ (wrap up the story)

**Activity:** Have the students work together to fill in the blanks until the entire story is built using this outline.

**Extension:** Students can act out, with or without words, their original fairy tales!

## Behind the Scenes Spotlight: The Set Designer!

### Meet the Artist, Matthew Hamel!

Matthew Hamel is a scenic designer based in New York City. His local design credits include productions with The Rose, The Omaha Community Playhouse, Creighton University, and Shakespeare on the Green in addition to productions with The Muny (St. Louis, MO), Cincinnati Opera, Arizona Opera, Timber Lake Playhouse (Mt. Carroll, IL), and Weatherlane Playhouse (Newark, OH).



**Q: Can you tell us about being a Set Designer? What is the Set Designer's job in the creation of a play?**

**A:** A set designer is an artist and a storyteller. I work with the director and other designers to create the world in which the story of the play exists. It's my job to get into the head of the characters and to think about how their world would look. Through all of this, it's my goal to create pictures onstage that help the audience understand the story better.

**Q: How did you become a Set Designer? Did you have to take special classes?**

**A:** I started doing community theatre when I was 9 years old. While I loved being on stage, I was always fascinated by things happening behind the scenes. As I got older and throughout high school, I did many different backstage jobs. When I got to college I knew I wanted to work backstage and through my classes and professors I figured that being a set designer was the best job for me. I studied technical theatre at Creighton University and received my Bachelor of Fine Arts in 2015! I took many classes in all areas of technical theatre including lighting, costumes, and construction as well as many general fine art classes in drawing and painting. I then went on to complete my Masters Degree in Scenic Design where I took many more classes in design and painting for the stage as well as architecture, art, and history classes.

**Q: What is your favorite thing about being a Set Designer?**

**A:** My favorite thing about being a Set Designer is getting to do something different each day. I work for theatres and companies all over the country so I'm constantly meeting new people and telling new stories. Every project allows me the opportunity to research and learn more about the world around me.

**Q: What is a challenging part of being the Set Designer?**

**A:** Dreaming up and drawing scenery is the fun part of my job. The challenging part is turning it into reality. A big part of my job is to make sure that the things I'm creating can be built and painted on time and in budget, are able to stand upright, used safely, and fit onstage and backstage. There is always lots of organization and problem solving that go into creating the shows onstage.

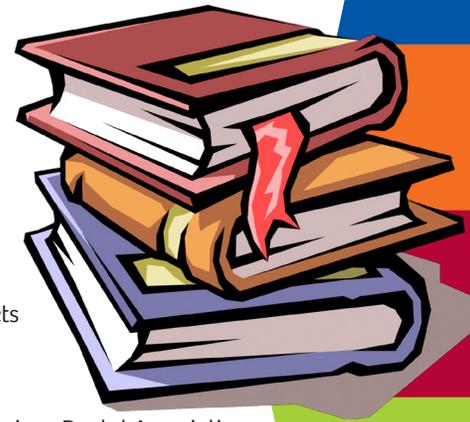
**Q: Do you have any advice for a young person who would like to become a Set Designer when they grow up?**

**A:** I would encourage anyone who wants to be a set designer to see as much theatre as possible. I love seeing how other designers and artists create theatre. Being a set designer is really being a storyteller. To do so it's important to know about the world around you and the stories that are helping to tell. The world is a fascinating and exciting place – get out and learn as much as you can.

**Thank you for sharing your talents with us, Matthew!**

# Explore More!

If you enjoyed **Judy Moody & Stink: The Mad, Mad, Mad, Mad Treasure Hunt**, be sure to check out these other great resources!



## Books to Read:

- 1) *Stink: Solar System Superhero* by Megan McDonald  
When Stink learns that Pluto has flunked out of the Milky Way for being too shrimpy, he feels like he might just explode with a Big Bang. Stink Has no Choice but to take a stand for the sake of little planets and little planets (and people) everywhere.
- 2) *Everything I Know About Pirates* by Tom Lichtenheld  
Pirates will often carry their knives in their mouths, although the practice is frowned upon by the American Dental Association.
- 3) *The Pirate's Handbook: How to Become a Rogue of the High Seas* by Margarette Lincoln  
Provides facts about real pirates such as Long Ben Avery, Black Bart, Captain Kidd, and Henry Morgan; discusses piratical customs; and gives instructions for making pirate shoe buckles, a treasure map, and other items.
- 4) *The Ballad of the Pirate Queens* by Jane Yolen  
Two sailors were keeping watch alone when the governor's men stormed aboard the Vanity. Those two--the legend-inspiring pirate queens Anne Bonney and Mary Reade--fought bravely but called in vain for their shipmates, who sported and drank below deck. Jane Yolen's stirring ballad immortalizes these two daring women and offers readers an intriguing look at life on the high seas.

## DVDs to Watch:

- 1) *Judy Moody and the Not Bummer Summer* (2011)  
When her best-laid plans for a summer full of fun go comically awry, an imaginative young girl creates her own vacation adventures. Based on the bestselling book series by Megan McDonald.
- 2) *Dear Dumb Diary* (2013)  
Based on the book series Dear Dumb Diaries, the film follows the exploits of middle schooler Jamie Kelly as she vents and comments on her life.
- 3) *Alexander and the Terrible, Horrible, No Good, Very Bad Day* (2014)  
Alexander endures a hilariously terrible day in this Disney comedy.

## Websites to Visit:

- 1) [www.judymoody.com](http://www.judymoody.com)  
A website all about Judy Moody and the series' creators. In addition to the books, viewers can also find fun arts and crafts and different teachers guides for reading plans.
- 2) [www.stinkmoody.com](http://www.stinkmoody.com)  
Website dedicated to all the adventures Stink Moody has in his own book series. Kids have access to fun arts and crafts and other "top secret" materials. The books and teacher and parent materials can also be found here.



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