



# KALEIDOSCOPE

## GALLAGHER BLUEDORN

**Dear Teachers,**

Welcome to the Gallagher Bluedorn Performing Arts Center and the Kaleidoscope Series for Youth. We appreciate your selection of the Gallagher Bluedorn for your students' cultural experience, and we hope your experience with the virtual performance is educational, engaging, and enjoyable.

The materials about each individual performance in the Study Guide are designed by educators, and includes a synopsis of the production, pre- and post-show activities for the classroom, and bibliographies. Please feel free to print and copy the information that is appropriate to your classroom lesson plan. In addition, students and parents are encouraged to investigate the study guide materials together.

Thank you for your interest in the virtual Kaleidoscope Series for Youth, and thank you for being a part of "Iowa's Largest Classroom".

Sincerely,

Kelli McCarthy  
Community Relations Manager



# KALEIDOSCOPE

## GALLAGHER BLUEDORN

### Field Trip Information For Teachers

#### **BEFORE THE PERFORMANCE...**

##### **Time of Arrival**

We suggest you arrive approximately 20-30 minutes prior to curtain time.

##### **Parking and Unloading**

School buses arriving at the Gallagher Bluedorn will approach via University Avenue. Enter campus from the east at the traffic light onto Campus Street. The Gallagher Bluedorn drive-up lane is now through the visitor parking lot (metered lot north of the building). Please line up behind any buses waiting to unload students. **DO NOT** unload students until directed by a GBPAC staff member at that time unload students quickly and move them onto the sidewalk. Gallagher Bluedorn staff will direct traffic and assist in the unloading.

When empty, school buses will move to the parking lot located on the north side of the Gallagher Bluedorn, unless ushers indicate otherwise. Once parked, buses cannot leave the lot until after the performance. If your bus needs to leave during the show, they should return no later than 10 minutes before the end of the performance. **If your students are staying on campus for lunch or a tour and will not be getting on the bus immediately after the show, please notify parking staff when you arrive so it is parked appropriately.**

##### **Home Schools/Private Patrons**

When you arrive, please proceed to the B lot south of University Avenue. Parking is free and no parking voucher is needed. A limited number of parking spaces for those with handicap designations or special needs are available in the lot north of the Gallagher Bluedorn. Please plan accordingly and arrive early.

##### **Seating**

The ushers will direct groups to their seats. Our seating policy is to seat students and teachers together as indicated on the order form. Each busload of students receives an usher and may enter a different door but will be seated in the same area in the auditorium.

##### **Special Seating**

Please inform Nicole Burns at (319) 273-3679 or [nicole.l.burns@uni.edu](mailto:nicole.l.burns@uni.edu) if you have a student with special seating needs (if not previously noted on your order form) so we can arrange appropriate seating. Please provide at least two weeks' notice if possible. Due to the large number of students attending most shows, we may not be able to accommodate special seating if we do not have prior notice.



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## Field Trip Information For Teachers

### DURING THE PERFORMANCE...

#### A Few Reminders on Theatre Etiquette

- Food and drink are not permitted in the Great Hall.
- Cameras and recording devices are not allowed.
- You may talk before and after the performance begins, but please do not talk during.
- Turn off all cell phones, pagers, and other electronic devices.
- Clap and cheer when appropriate.
- Most importantly, enjoy the show!

#### Chaperones

Please see the section below on guidelines for Kaleidoscope chaperones.

#### Duration

The performance will last approximately one hour unless otherwise noted on the website, confirmation letter, and voucher. **If your students are staying on campus for lunch or a tour and will not be getting on the bus immediately after the show, please notify parking staff so it is parked appropriately.**

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### AFTER THE PERFORMANCE...

#### Loading

At the conclusion of the performance, stay seated and wait until your assigned bus number is called by the Gallagher Bluedorn employee onstage. Please wait patiently as groups are dismissed to their buses. A Gallagher Bluedorn volunteer will escort your group to your bus safely. **Home schooled students and chaperones may exit at the conclusion of the performance through the east exit.**

#### Evaluation

Teacher surveys will be conducted online. The contact name on your group order will receive a link via email after the performance. Please share this with other teachers on the field trip. We appreciate your feedback for future Kaleidoscope performances!

#### Guidelines for Kaleidoscope Chaperones

As a chaperone for a Kaleidoscope performance, you are an important factor in making the performance enjoyable for the entire audience. Here are some guidelines to help make the most of your Kaleidoscope experience.

- Before entering the hall, assist the teacher by keeping students in line and by reminding them that chewing gum, eating, and drinking are not allowed in the hall. Make sure to take notice of the bus number assigned to you by a Gallagher Bluedorn employee.
- Be ready to let the ushers know what school you represent when you arrive. This information helps the ushers show you to your seats in an efficient manner. Please be patient if several people ask you the same question.
- If you need assistance for any reason, ushers are wearing white shirts and black pants and will be wearing nametags.
- Sit amongst the students during the performance. Please ask students to remain in their seats and to refrain from talking during the show. We want all students to be able to hear and enjoy the show.
- At the conclusion of the show, wait to exit until your assigned bus number is called by the Gallagher Bluedorn employee onstage once the show is over. Please wait patiently as groups are dismissed to their buses. When exiting the hall, please help the teacher keep your class together.



# CHILDPLAY

## RESOURCES

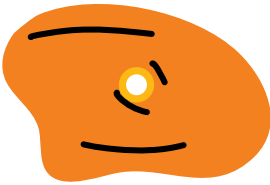

**The Big Idea:**  
Promises/Friendship



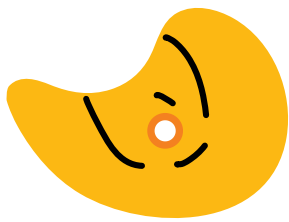
Written by Anne Negri

Directed by Jenny Millinger

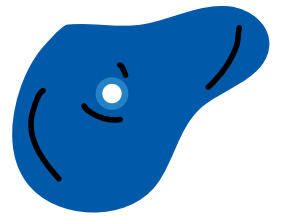
Based on the book by Lois  
Brandt





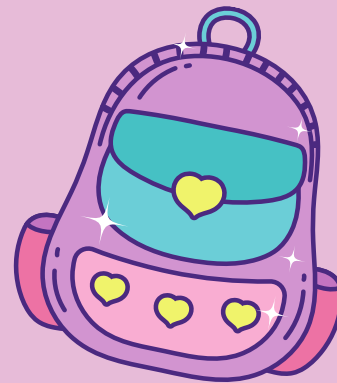


# Meet the Team



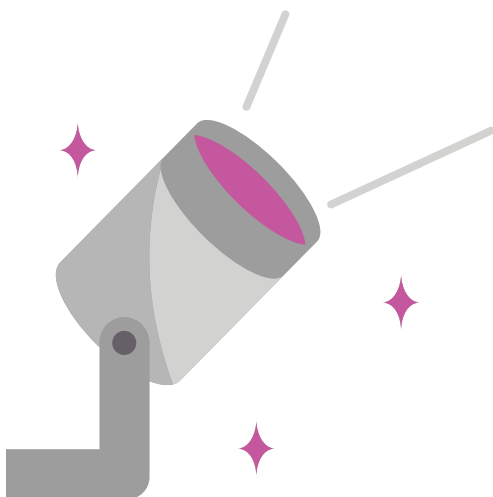
## Cast

Maddi ..... Clara Bentz  
Sofia ..... Angelica Saario  
Luis ..... Liam Delgado



## Creative Team

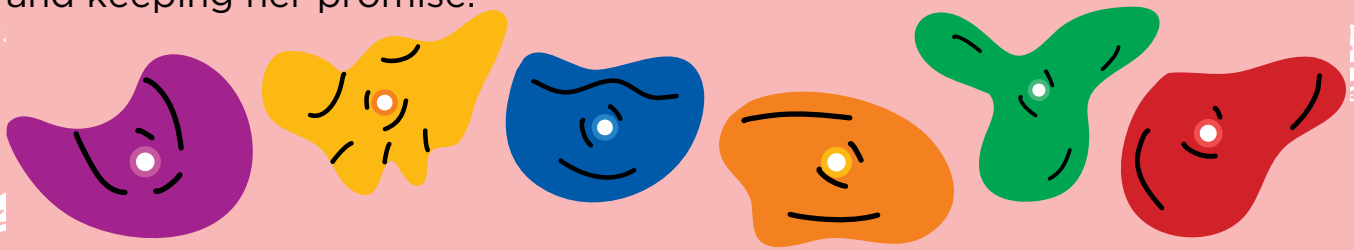
Director ..... Jenny Millinger  
Stage Manager ..... Aurora Winger  
Scenic Designer ..... Holly Windingstad  
Costume Designer ..... Holly Windingstad  
Sound Designer ..... Chris Neumeyer  
Puppet Designer ..... Liz Ihlenfeld  
Rock Climbing Coach ..... Jen Gantwerker  
Puppeteering Coach..... Dwayne Hartford



# What the Play is About

Maddi's Fridge is about the friendship between Maddi and Sofia and a secret that is too big to keep. Maddi is amazing at climbing the rock wall in their neighborhood and helps Sofia conquer her fear of climbing to the top. Sofia's little brother, Luis, is full of energy and creativity. He's obsessed with Cheesy Pizza Bombs, while their dog, Pepito—played by a puppet—adds humor and fun to the play.

One afternoon, after climbing the rock wall, Sofia goes to Maddi's house for a snack. She discovers something upsetting—Maddi's fridge is almost empty, with just a little milk inside. Maddi tells Sofia about her family's struggle with not having enough food but makes her promise not to tell anyone. Sofia feels stuck between wanting to help her friend and keeping her promise.



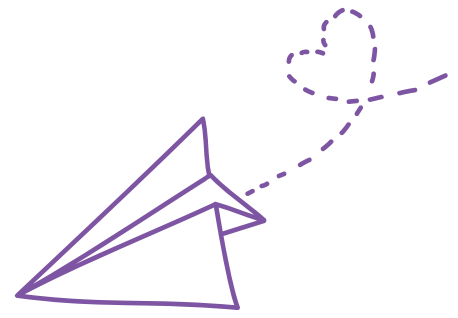
Sofia tries to help by sneaking food from home to school in her backpack. But things go wrong—one day, the eggs break in her backpack, making a huge mess. On another day, the leftover fish begins to stink and causes a terrible smell. Maddi remains reluctant to accept help, while Sofia is learning it's a bigger problem than she can solve alone.

Sofia tells her brother, Luis, about Maddi's situation. Luis helps Sofia gather bags of food—including his favorite Cheesy Pizza Bombs—to fill Maddi's fridge. But when Maddi's mom notices the food, it leads to unexpected problems. Maddi feels embarrassed and upset, and this causes a fight between the friends. Sofia struggles with whether she did the right thing by breaking her promise.

In the end, Sofia and Maddi make up. With Sofia's support, Maddi writes a note to her teacher, a trusted adult, asking for help. Sofia learns that some secrets shouldn't be kept. And together, the girls realize that reaching out for help is a sign of strength.

# Themes of the Show

- Promises
- Friendship
- Helping Others
- Food Insecurity



## Talk About It!

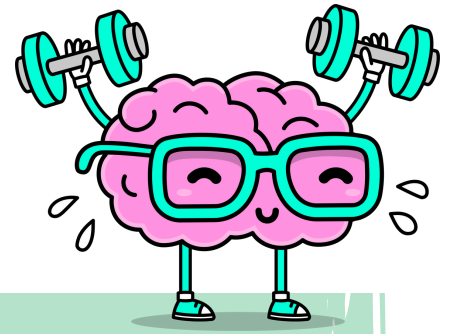
### Start a conversation before the show:

- ★ What does it mean to be a good friend?
- ★ Has a friend ever helped you learn a new skill? What was it?
- ★ Have you ever made a promise to a friend? Was it easy or hard to keep it?
- ★ Is it ever okay to break a promise?

### Start a conversation after the show:

- ★ Why does Sofia tell Maddi's secret to Luis? Do you think she made the right choice?
- ★ Have you ever felt like Sofia, where you wanted to help a friend but didn't know what to do? What did you do?
- ★ In what ways do Maddi and Sofia help each other?
- ★ What can we do when we see something unfair, like food insecurity, happening in the world?

# Discover It!



## What is Food Security?

- “Food security” means everyone in a household has access, at all times, to enough food for an active, healthy life.
- In 2023, 47 million people in the United States faced food insecurity, which is occasional or constant lack of access to food.
- Schools, food banks, and SNAP (a government food benefit) help bridge the “meal gap” across the U.S.

## Hunger in Arizona



- 1 in 8 Arizonans are food insecure. That’s nearly 1 million people!
- Almost 300,000 children in Arizona face food insecurity.
- Only half of food insecure Arizonans qualify for SNAP assistance. The rest must find other ways to bridge the meal gap.

## Climbing Rocks!

Rock climbing builds strong bodies and brains! There are three main types of rock climbing:

- Top-roping - a rope is anchored at the top of the route and the climber is “belayed” by a partner at the bottom.
- Bouldering - no rope or harness is used but the routes are lower to the ground. A crash pad ensures the climber’s safety.
- Lead climbing - a rope directly connects the climber and the belayer; the climber clips into the route as they go. Lead climbing is not for beginners!

## Did You Know?

- There are five main types of rock climbing holds: jugs, crimps, pinches, slopers, and pockets.
- Climbing routes are rated by difficulty. In lead and top rope climbing, routes go from 5.0 (very easy) to 5.15 (very difficult).
- As of 2022, there were only two climbs in the world rated 5.15d. Each has been climbed once, by one climber, and never repeated.



# Create It!



## Friendship Climbing Wall

Good friends encourage each other, especially when they have different areas of strength. Maddi is a strong rock climber, and she encourages her best friend Sofia to finally get to the top of the wall. Create your own climbing wall in the classroom and read encouraging messages everyday!

You will need:

- ★ a blank space on a wall or door
- ★ butcher's paper
- ★ plain paper for climbers
- ★ colored construction paper for holds
- ★ tape, scissors and markers

1

Tape a piece of butcher's paper on a wall or door. Map out where you want to attach the holds.

2

Use the templates on the next page to create a colorful rock hold out of construction paper. Write an encouraging, uplifting, or kind message on your rock hold, then attach it to the wall.

3

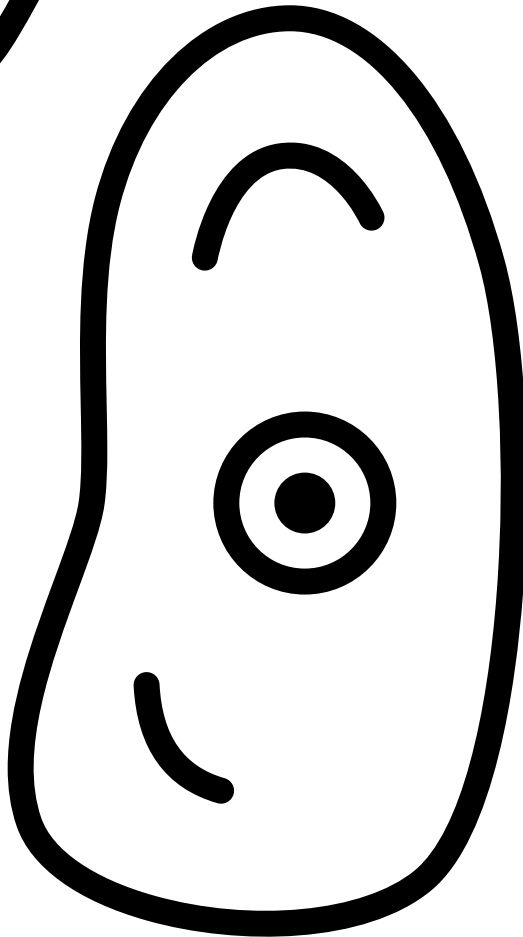
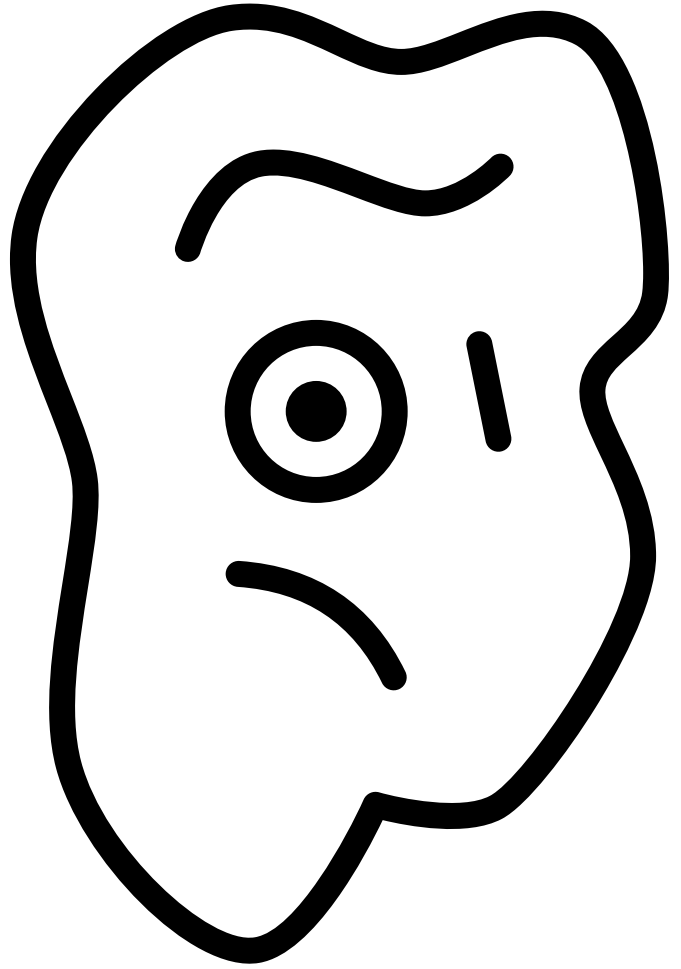
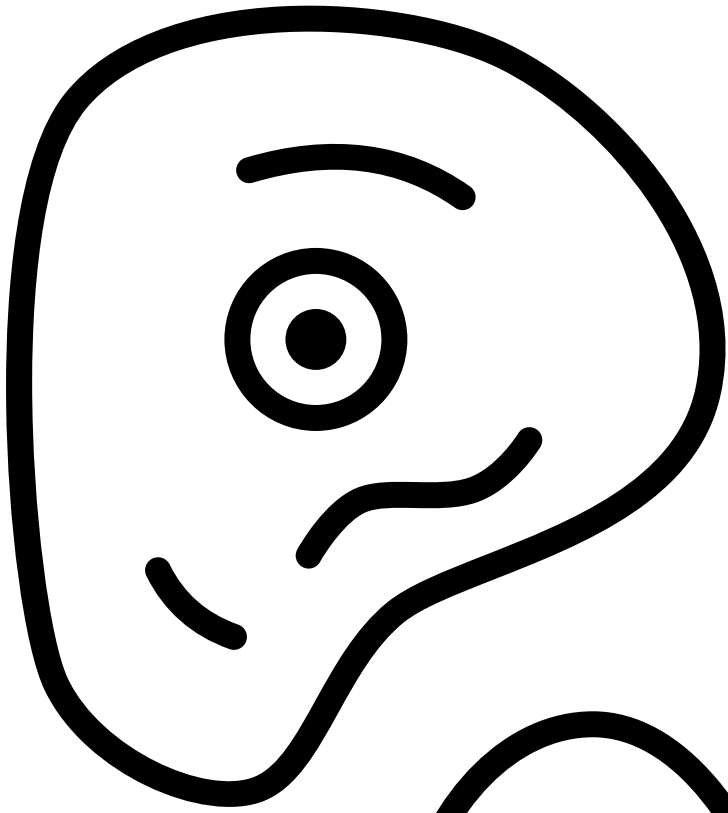
Draw your climber (or trace one of the figures on the next page), cut it out, and attach yourself to the rock hold that most inspires you - even if it's one someone else created.

4

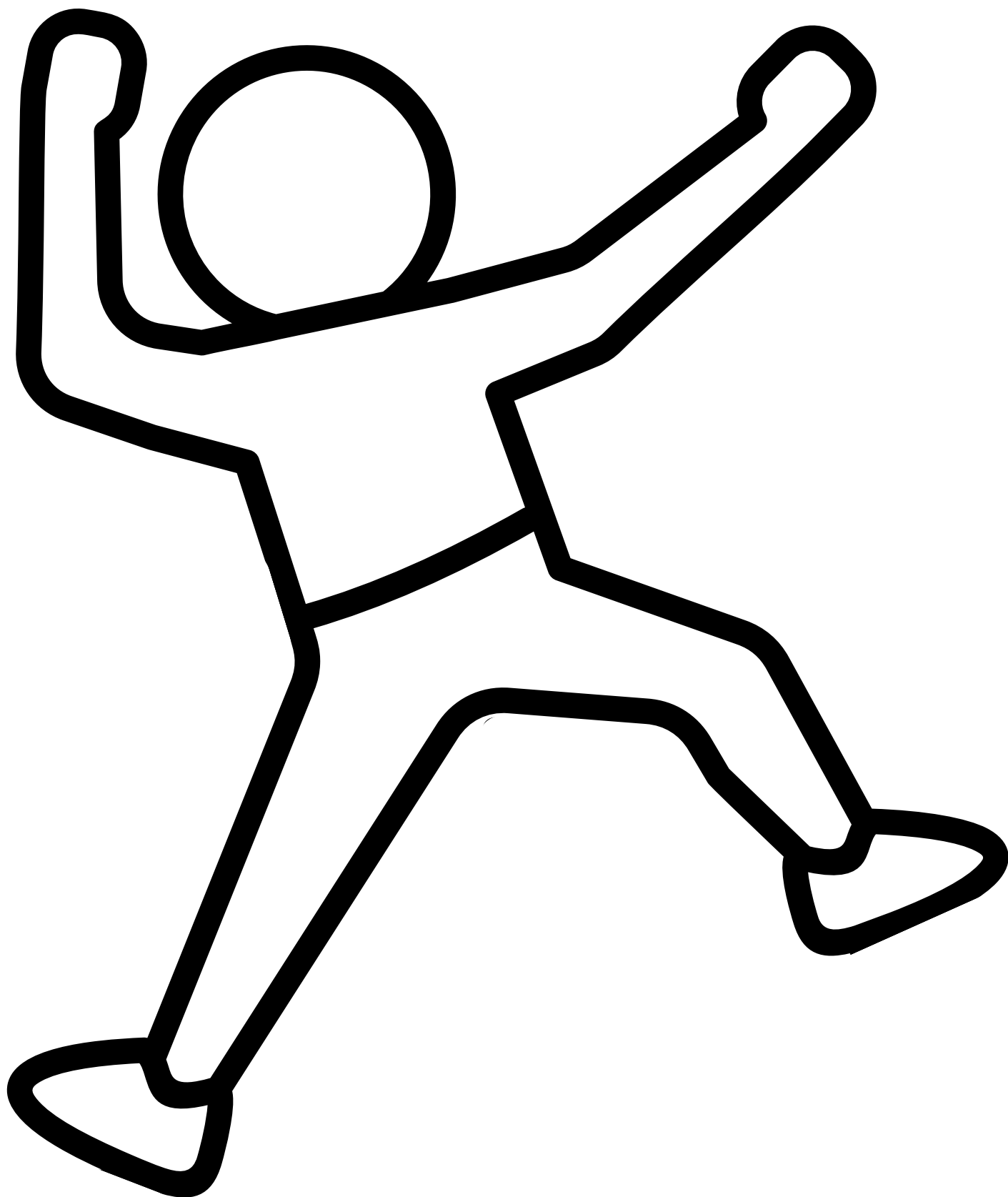
You can write new messages every week and switch out the holds, then move your climber closer to the top!



# Create It! - Rock Hold Templates



# Create It! - Climber Template



# Imagine It!



## Magic Lunch Box

Sofia tries to help her friend Maddi by sharing her food at school. We can't always share real food with our friends - for lots of reasons - but this pantomime activity can still help us practice generosity with foods we love.

1

Introduce the Magic Lunch Box: this imaginary box is where you can place a favorite food you'd love to share - since it's imaginary, we can share whatever we'd like! Place the "box" in the center of the room.

2

Model pantomiming a food item and demonstrate exploring its shape, smell, taste, and texture. Say what the food is and place it in the Magic Lunch Box.

3

Students take turns imagining a food they want to share, using pantomime to show its characteristics. After showing and naming the food, the sharer places it into the box.

4

Once all foods are in the box, gather for an "imaginary picnic." Each student can pretend to take a food out of the box and eat it (they can choose something someone else shared or the food they brought). While you eat, explain that sharing is just one way to show others kindness. Ask, "What are some other ways we can help each other?"

5

Close the "Magic Lunch Box" and put it somewhere safe for the future.



# Share It!



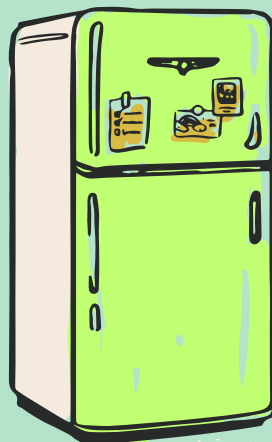
## Thank You Fridge Notes

Sofia and Maddi helped each other throughout the play. Think about a time when someone helped you and you truly appreciated it, whether that was by helping you learn a new skill, by being a good listener when you needed to talk, or even by finding the right person to help you with a problem that was too big to solve alone. Your helper might be a friend, a family member, or even a teacher or coach. How did their support make you feel?



Now put your feelings down on paper! Write a thank you note to that person, sharing how much you appreciate their help. Try to write at least 4 or 5 sentences, and you can even draw a picture to go with your words.

You can create a “fridge” in the classroom where the whole class can post their thank you notes, with cute paper “magnets” to hold them up. When you’re done displaying your note, consider putting it in an envelope and mailing it to your helper.



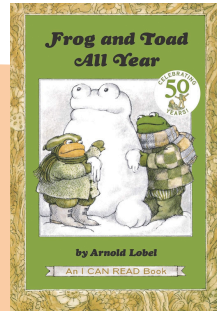
# Read About It!

Keep the conversation going! Check out this list of books connected to the ideas and themes in the show!



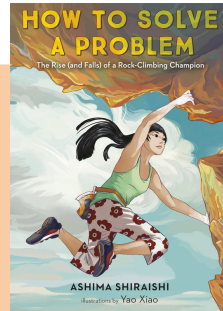
## Big Friends

By Linda Sarah &  
Benji Davies  
Grades K-2



## Frog and Toad All Year

By Arnold Lobel  
Grades 1-2



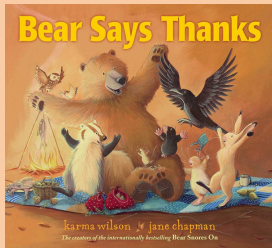
## How to Solve a Problem

By Ashima Shiraishi  
Grades K-3



## The Midnight War of Mateo Martinez

By Robin Yardi  
Grades 3-6



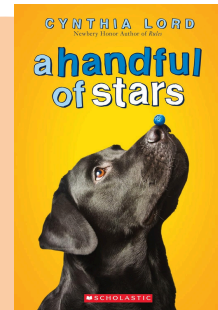
## Bear Says Thanks

By Karma Wilson  
Grades K-1



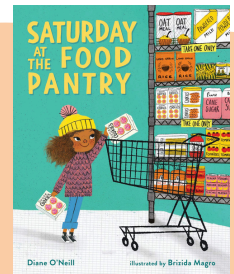
## The Cookie Fiasco

By Dan Santat & Mo  
Willems  
Grades K-2



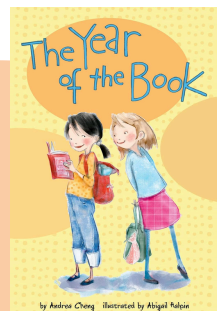
## A Handful of Stars

By Cynthia Lord  
Grades 4-6



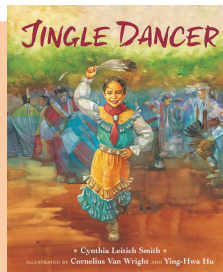
## Saturday at the Food Pantry

By Diane O'Neill  
Grades K-3



## The Year of the Book

By Andrea Cheng  
Grades 4-6



## Jingle Dancer

By Cynthia Leitich  
Smith  
Grades K-3





# Extend It!

The play is just the beginning - there's always more to learn. Scan the QR code to dig deeper into what interests you!

- ★ Make your own Cheesy Pizza Bombs!
- ★ Discover more solutions to hunger!
- ★ Learn about rock climbing for kids!



## Extend the Experience!

Bring a professional Teaching Artist to your classroom to lead an arts-based, standards-driven lesson connected to the play.

Email us at:  
[CPEducation@childsplayaz.org](mailto:CPEducation@childsplayaz.org)

## #SHAREWITHUS

Follow us on social media and share your comments & photos!

**#ChildsplayAZ**  
**#MaddisFridge**

We also love getting mail!

**Childsplay Theatre**  
**Education Team**  
**900 S. Mitchell Drive**  
**Tempe, AZ 85281**

## About Childsplay

Childsplay is a nonprofit professional theatre company of adult actors who perform for young audiences and families.

Our Mission is to create theatre so strikingly original in form, content or both that it instills in young people an enduring awe, love and respect for the medium, thus preserving imagination and wonder, those hallmarks of childhood that are the keys to the future.

**For more information:**  
**[www.childsplayaz.org](http://www.childsplayaz.org)**

