



Thrivent Financial for Lutherans® **Education Series**

Where the Arts Come Alive!

# EDUCATOR RESOURCE GUIDE



**Matt Murphy Productions**

## ***The Berenstain Bears in Family Matters: The Musical***

**This performance is sponsored by**



**Wednesday, October 13, 2010**  
**9:30 a.m. and 12:30 p.m.**  
**approximately 60 minutes**



Matt Murphy Productions presents THE BERENSTAIN BEARS IN FAMILY MATTERS, THE MUSICAL  
Clockwise from top left: Courtney Daniels, Joe Thomas, Liz Froio, and Matt Densky. Photo by Aaron Epstein.

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The Thrivent Financial for Lutherans Education Series is supported in part by a grant from the Wisconsin Arts Board with funds from the State of Wisconsin and the National Endowment for the Arts.

**WELCOME**

# Learning Through the Arts

**Thank you** for including the Fox Cities Performing Arts Center in your curriculum plans this year. Our mission is to serve as a gathering place for the community to engage in educational opportunities and enhance the understanding and enjoyment of life through the creation and presentation of the arts.

We want to be the place where students discover their own creativity by exposing them to the power of the performing arts! We hope you'll find the information in this resource guide and other online resources helpful as you connect the performance to your classroom lessons.

Our education and group sales team is ready to help make your experience at the Center one that will engage your students through the inspirational medium of live performing arts.

For questions contact the group sales department  
(920) 730-3786 or [groupsales@foxcitiespac.com](mailto:groupsales@foxcitiespac.com)

**Enjoy the show!**



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# REMINDERS

## **THEATER ETIQUETTE**

To make the experience an enjoyable one for all, please review the following theater etiquette with all your students and chaperones before attending the performance.

- **Arrive on time**
- **Cameras and audio or video recorders are not permitted in the theater**
- **Turn off or silence all cell phones, pagers, watch alarms and other electronic devices**
- **Food, candy, beverages and gum are not allowed in the theater**
- **Avoid talking and making unnecessary noise during the performance**
- **Walk while in the theater**
- **Keep feet off the seats and do not step over seat backs**
- **Do not lean over balcony railings or attempt to throw or drop anything from the balconies**
- **We strongly recommend that children be at least three years old. Babies in arms will not be permitted in the theater**

## **ARRIVAL**

Please do not arrive any earlier than 30 minutes prior to the performance, but no later than 10 minutes before the performance to ensure ample time to get seated. Upon arrival at the theater, buses should follow the directions of the staff outside to assist them in finding a parking location. Cars and other vehicles may find parking in the Washington Street ramp or in metered spaces along the street for a nominal fee.

After parking, unload your students and make your way into the Fox Cities Performing Arts Center. Enter the building at the doors on Division Street and have one member of your group check in at the table in the main lobby. At that time you will be given your seat locations and volunteers will escort you to your seats. Printed tickets are not issued for education performances.

## **DEPARTURE**

After the performance, Fox Cities Performing Arts Center personnel will dismiss all groups from the theater. Please remain in your seats until dismissed.

## **REFUNDS OR EXCHANGES**

Refunds or exchanges will only be honored if an event is canceled by the Fox Cities Performing Arts Center or if your school (or district where you reside) is closed or delayed. Because we are unable to resell reserved seats, no refunds are issued for unused seats on the day of the performance, including student illnesses.

## **ACCESSIBILITY**

The Fox Cities Performing Arts Center strives to make the arts available to everyone. We offer many services for patrons with special needs, including wheelchair accessible seating, assisted listening devices and American Sign Language (ASL) interpretation. To best serve the needs of you and your students, indicate if you have individuals who require special services or seating needs when making your reservation.



## CONTENT STANDARDS

To assist you in your planning, the Wisconsin Model Academic Standards that connect with this performance are listed below. Depending on how you incorporate the performance into your curriculum, you may cover additional standards as well.

### Theater

- A. **PLAY READING AND ANALYSIS:** Students in Wisconsin will attend live theater and read plays, be able to analyze and evaluate the play and articulate (create meaning from) the play's message for individuals and society.
- C. **RESEARCH AND ANALYSIS:** Students in Wisconsin will research and analyze methods of presentation and audience response for theater, the interconnections of theater, community, other cultures and historical periods for use as general knowledge.

### Music

- G. **EVALUATION:** Students in Wisconsin will evaluate music and music performances.
- H. **THE ARTS:** Students in Wisconsin will relate music to the other arts and disciplines outside the arts.

### English Language Arts

- A. **READING/LITERATURE:** Students in Wisconsin will read and respond to a wide range of writing to build an understanding of written materials, of themselves, and of others.
- C. **ORAL LANGUAGE:** Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

### Social Studies

- C. **POLITICAL SCIENCE AND CITIZENSHIP:** Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority and governance.
- E. **BEHAVIORAL SCIENCES:** Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.



# ABOUT THE ARTIST

## SYNOPSIS

The Berenstain Bears have enchanted young readers for generations. Now, Matt Murphy Productions presents a fun-filled musical that weaves together three of Stan and Jan Berenstain's most popular books: **“The Berenstain Bears Learn about Strangers,” “The Berenstain Bears and Too Much Junk Food”** and **“The Berenstain Bears’ Trouble at School.”**

There's trouble in the treehouse... Brother Bear has trouble with a school quiz, so he hides it in the cookie jar. Sister Bear makes friends with a frog and hides it in the cookie jar. Papa has been eating candy when he's supposed to be on a diet, and the wrapper ends up in the cookie jar... It's up to Mama to follow the cookie trail and sort things out!

## MATT MURPHY PRODUCTIONS

Matt Murphy Productions is a New York-based theatrical production company providing creative, management and financial support for a wide variety of theater projects. With several years experience in the New York commercial theater market, Matt Murphy Productions develops the work of modern playwrights, composers, lyricists and directors who believe that live theater should be exciting, engaging and ultimately, entertaining! ([mattmurphyproductions.com](http://mattmurphyproductions.com))



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# ACTIVITY IDEAS

In addition to the activity and discussion suggestions included in the study guide created by the show, here are some other ideas to try...

## “LEARN ABOUT STRANGERS”

- Read the book in class and talk about how to identify a stranger.
- Many children who get lost do not know their full name and address. Send a letter home to parents encouraging them to practice their child’s name, address, phone number and parent’s first names with their child.

## “TOO MUCH JUNK FOOD”

- Have students come up with alternatives to watching TV and then have them try to practice the activities at home with their parents and siblings for a week.
- Have students plan a healthy menu for breakfast or lunch. Try as a class to prepare and taste some of the menu items. Discuss how healthy foods makes everyone feel.
- Start each school day asking students to select a favorite exercise, like jumping jacks or touching their toes and then do the exercise together.
- Check out Michelle Obama’s “Let’s Move” website for information about healthy eating and physical activity at [letsmove.gov](http://letsmove.gov).

## “TROUBLE AT SCHOOL”

- Read the book to the class and talk about it. Ask students if they identified with anything in the story. If they say yes, talk about how they feel and how the problem (if there is one) can be addressed.
- Together as a class write a series of guidelines regarding how to treat each other. Clearly define what students feel “bullying” is. Then, talk to students about how to use their voice to communicate to a teacher, parent of friend when they feel they are being bullied.

## GUIDED THEATER DISCUSSION QUESTIONS

- How did the characters’ behavior change during the course of the musical? Why did those changes occur?
- Which characters were you able to relate to the most? Why?
- What did you learn from the performance?
- If you could ask one of the characters a question, what would it be? Why?
- Describe the music that you heard in the musical. What did the music tell you about the characters? How did the music tell you about the action?
- Describe one costume that you saw. What did the costume tell you about the character? Was the character young or old? Was the character a boy or girl? How do you know?
- Describe one of the sets in the musical. What did the set tell you about the musical? What reaction did you have to the set and why?
- Which moment do you remember most from the performance? What was happening? Draw a picture of that moment and include all the characters.
- If you were going to tell a friend about the performance, how would you describe the main idea of the musical in one sentence?



# RESOURCES

## RESOURCES

### Websites:

Official Berenstain Bears website  
[berenstainbears.com](http://berenstainbears.com)

Theatreworks USA, show information  
[theatreworksusa.org/show\\_detail.cfm?show=1519](http://theatreworksusa.org/show_detail.cfm?show=1519)

PBS Kids, The Berenstain Bears  
[pbskids.org/berenstainbears/](http://pbskids.org/berenstainbears/)

Random House, The Berenstain Bears  
[randomhouse.com/kids/berenstainbears/](http://randomhouse.com/kids/berenstainbears/)

NetSmartz, resource to teach online safety  
[netsmartz.org](http://netsmartz.org)

United States Department of Agriculture, food pyramid  
[mypyramid.gov](http://mypyramid.gov)

Let's Move, America's Move to Raise a Healthier Generation of Kids  
[letsmove.gov](http://letsmove.gov)

The Kennedy Center ArtsEdge, arts based lesson plans  
[artsedge.kennedy-center.org](http://artsedge.kennedy-center.org)

