

CURRICULUM CONNECTIONS

Mister C Vol.3: When Science Goes Viral



Major support for the Student Enrichment Through the Arts program has been provided by



Frederick A. DeLuca
FOUNDATION

What's included in Curriculum Connections:

Letter to Teachers...page 2

Theater Etiquette...page 3

Student Theater Review...page 4

Synopsis...page 5

Pre and Post Show Worksheets/Links and Activities...pages 6-14

Post Show Cooperative Learning Opportunities...page 15

Student to Family Cooperative Activity Ideas...page 16

Florida Standards Alignments...page 17

Know Before you Go:

- Arrive at the theater 15 to 20 minutes before show time. Allow extra time for Broward County traffic. We are unable to start a show late.
- Please stay on the bus until greeted by a SEAS usher. At that time, please give the usher your BUS document and the usher will escort you to the theater.
- Remember to watch our Know Before You Go Video:

<https://tinyurl.com/ElementarySeasWelcome>

Sensory Experience Ratings:

Below are some ratings to help students prepare for the experience.

A rating of 1 represents a small amount and a rating of 5 represents a large amount.

- Potentially Anxious Moments: 2
- Scarieness: 1
- Theatrical Effects: 2

Dear **TEACHER**,



We are excited to present this Curriculum Connection (Study Guide) as a valuable resource to support your teaching journey. This guide has been carefully designed to offer engaging and meaningful activities for use in your classroom before and after seeing a S.E.A.S. performance at The Broward Center's Amaturo Theater, The Parker, or Miniaci at NSU. Each section is structured to make it easier for you to integrate cross-curricular connections, providing a seamless experience for students to deepen their understanding while exploring the creative process.

The activities and lessons in this guide have been intentionally crafted to complement Florida's B.E.S.T. standards. By utilizing these resources, you will be able to foster a dynamic and creative learning environment while ensuring students meet key academic goals. We encourage you to adapt the materials to best fit your classroom's needs and objectives, empowering students to think critically and creatively across all disciplines.

We want to take a moment to express our sincere appreciation for the passion and dedication you bring to your classrooms every day. Your commitment to infusing art-full moments into education not only enriches your students' learning experiences but also ignites their curiosity and creativity. Thank you for inspiring the next generation of thinkers, creators, and innovators. We are truly grateful for the impact you have on your students' lives. Consider joining the Teacher's Lounge (QR code below) to be notified of special events and discounts just for Teachers.



Don't forget to distribute your S.E.A.S. stickers when you return to school (after the trip) and share the magic that is Student Enrichment Through the Arts!





Theater Etiquette

There is so much that goes into creating a show for the stage. Behind the scenes, there are people who control the lights and the sound, the sets and the props. There are directors, writers, producers, musicians, and choreographers. So many people work together to create the performance you and everyone in the audience watches.

It is helpful to remind students of appropriate audience etiquette by explaining and discussing WHY these rules of behavior are important:

- Restroom visits are best made prior to the performance.
- Listen carefully to the ushers and your teachers. This gets everyone to your seats quickly and ensures a pleasant experience.
- Turn watches and cell phones to silent.
- Walk single file, hold hand rails as you use the steps for your safety.
- Listen carefully to each performer. They are working hard to entertain and inform with lots of clues about the story.
- Refrain from TALKING. This allows everyone to enjoy the show without distraction. Sometimes we think that if we whisper it is okay. But, if everyone in the audience whispers, it becomes disruptive.
- Laugh if something is funny, but not too loudly, you don't want to miss any dialogue.
- Photography and recording are not permitted.
- Pay attention to the lighting, scenery, costumes and music. All of these elements help provide more details to tell the story in an interesting way.
- Applaud (clap) and laugh at the right moments. This shows the performers that you respect and appreciate their work.



My Theater Review

I saw: _____

Reviewed by: _____

This play/musical was about...

Here's a drawing of
my favorite character:

It made me feel:

I learned:

I gave this play/musical stars.



**We'd love to hear from you! If you'd like to submit this review,
please send to jenriquez@browardcenter.org**

Mister C Vol.3- When Science Goes Viral Synopsis:

Join Mister C in the lab for another amazing day of learning as he attempts the world's coolest and most popular experiments with YOU, his science crew!!

Mister C Live: When Science Goes Viral (Vol. 3) is a high-energy, interactive stage show featuring Emmy-winning producer Kevin Cornell ("Mister C"). It brings viral, explosive, and, "hair-raising" experiments, like giant elephant toothpaste and mentos geysers to life to explore STEAM through humor and curiosity.

Key Aspects of the Show:

- Viral Experiments: Features large-scale, popular science experiments designed to captivate audiences and demonstrate scientific principles.
- Interactive Learning: Mister C engages the audience with humor and music, encouraging them to learn and, at times, fail and iterate.
- STEAM Focus: Uses the engineering design process to explain how things work!



Mister C Vol.3- When Science Goes Viral

FORCES INVESTIGATION

Conduct the following experiment as a whole class to investigate Newton's Third Law of Motion theory.

What You Need:

Toy car

Wall

Chalk

Whole Class Activity!

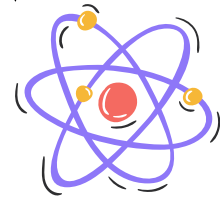
Method:

- 1** Mark out a line three feet from the wall.
- 2** Line the toy car up on the line.
- 3** Apply a gentle force when rolling the car towards to wall.
- 4** Measure the distance the car rolls back from the wall using informational measurements.
- 5** Conduct the investigation a second time using a stronger force to push the car.
- 6** Measure the distance it rolls back after it collides with the wall.
- 7** Compare the two forces and discuss.



Mister C Vol.3- When Science Goes Viral STEM Challenge

Bubbling Potion



Objective

To create a bubbling potion using a chemical reaction.



Materials

- Food coloring (optional)
- Measuring spoons
- Clear plastic cup
- Baking soda
- Vinegar



Instructions

- Fill the clear plastic cup with 1/4 cup of vinegar.
- Add a few drops of food coloring if desired.
- In a separate container, measure 1 tablespoon of baking soda.
- Carefully pour the baking soda into the cup with vinegar and quickly observe the reaction



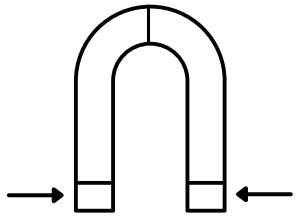
Challenge Questions

- What happens when the baking soda mixes with the vinegar?
- Why do you think the mixture produces bubbles?
- Can you explain the chemical reaction that occurs in this experiment?
- What other household items do you think can create similar bubbling reactions?

Mister C Vol.3- When Science Goes Viral

PUSH & PULL MAGNETS

Color and label the magnet ends, using scientific terms:



Draw a magnet in the position to which it would align to the compass below. Label your magnet ends.



Using scientific terms, label the magnet's ends, and explain what happens when you change the combination of ends facing each other. Color the magnets.

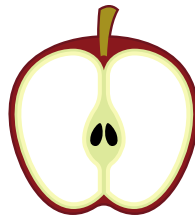
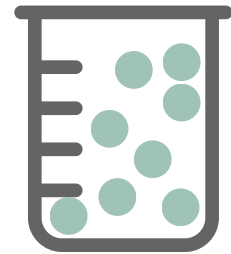
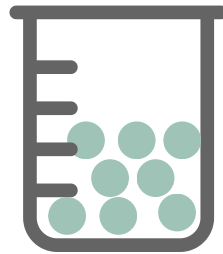
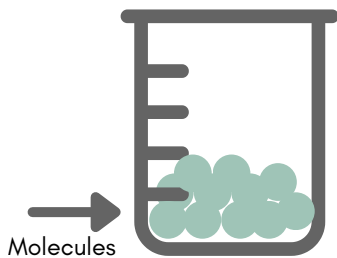




Mister C Vol.3- When Science Goes Viral STATES OF MATTER

Name the three states of matter in the boxes below:

Label each pictures below as one of the three states of matter listed above:



Name a solid and describe what happens to it when heated:

Mister C Vol.3- When Science Goes Viral

Let's use the Engineering Design Process: The Tallest Tower Challenge

Goal:

Students work in small groups to design and build the tallest freestanding tower they can.

Group Size:

3-4 students per group

Materials (per group):

20 spaghetti sticks

1 yard of tape

1 marshmallow (or small pom-pom)

paper for planning

Group Activity!

Step 1: **Ask**

Introduce the challenge:

"How can your group build the tallest tower that can hold the marshmallow on top?"

Students briefly talk about the problem.

Step 2: **Imagine (3 minutes)**

Students brainstorm ideas together. Try to keep these points in mind:

What shapes make structures strong?

Should the base be wide or narrow?

Step 3: **Plan (3 minutes)**

Students draw a quick sketch of their tower design on paper and decide who will do what.

Step 4: **Create (8 minutes)**

Groups build their tower using the materials.

Step 5: **Test & Improve (4 minutes)**

Students place the marshmallow on top and measure the height.

Then ask one another:

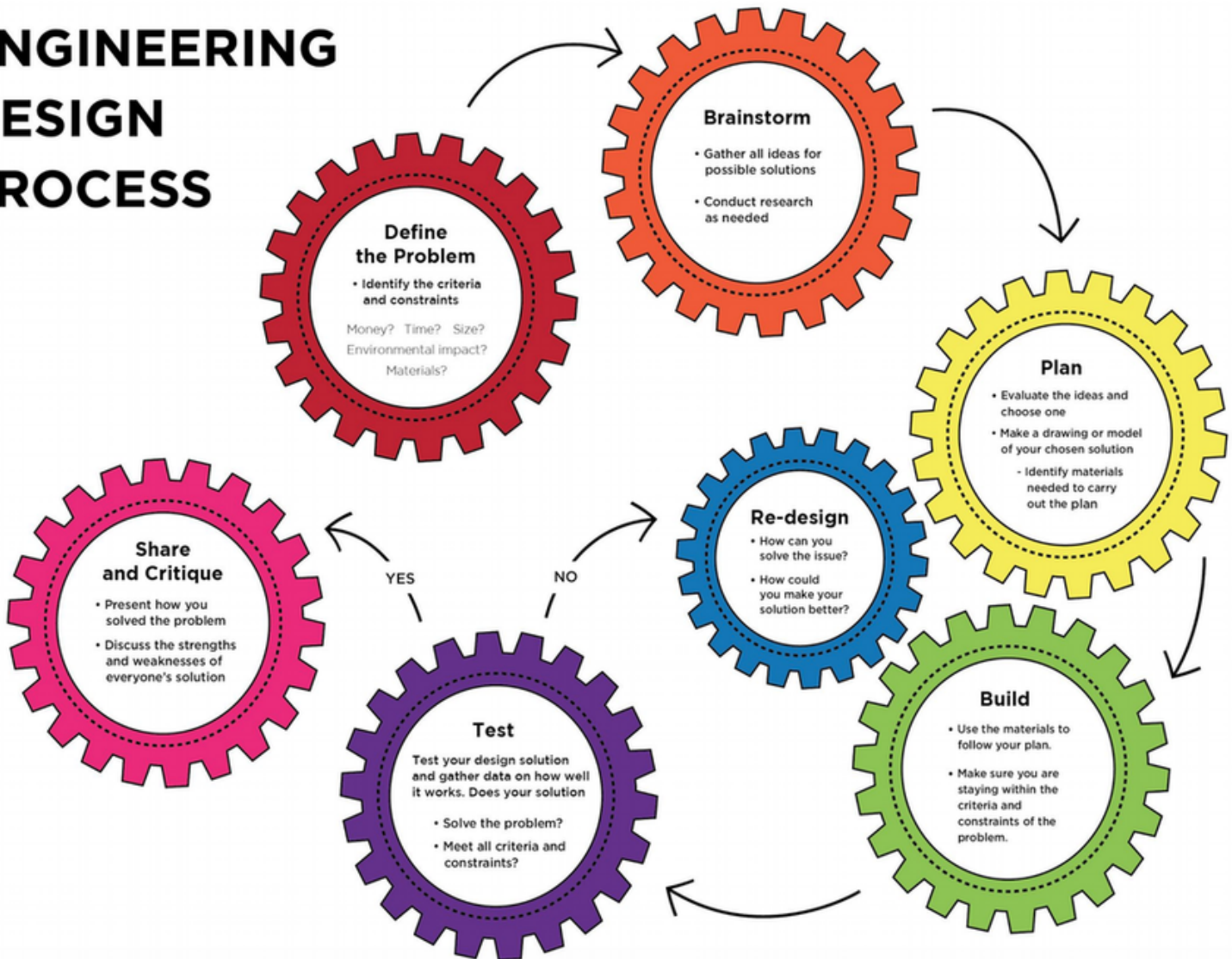
What worked well?

What could you change to make it stronger or taller?

Mister C Vol.3- When Science Goes Viral

Let's use the Engineering Design Process:

ENGINEERING DESIGN PROCESS



Answer these reflection questions as a group:

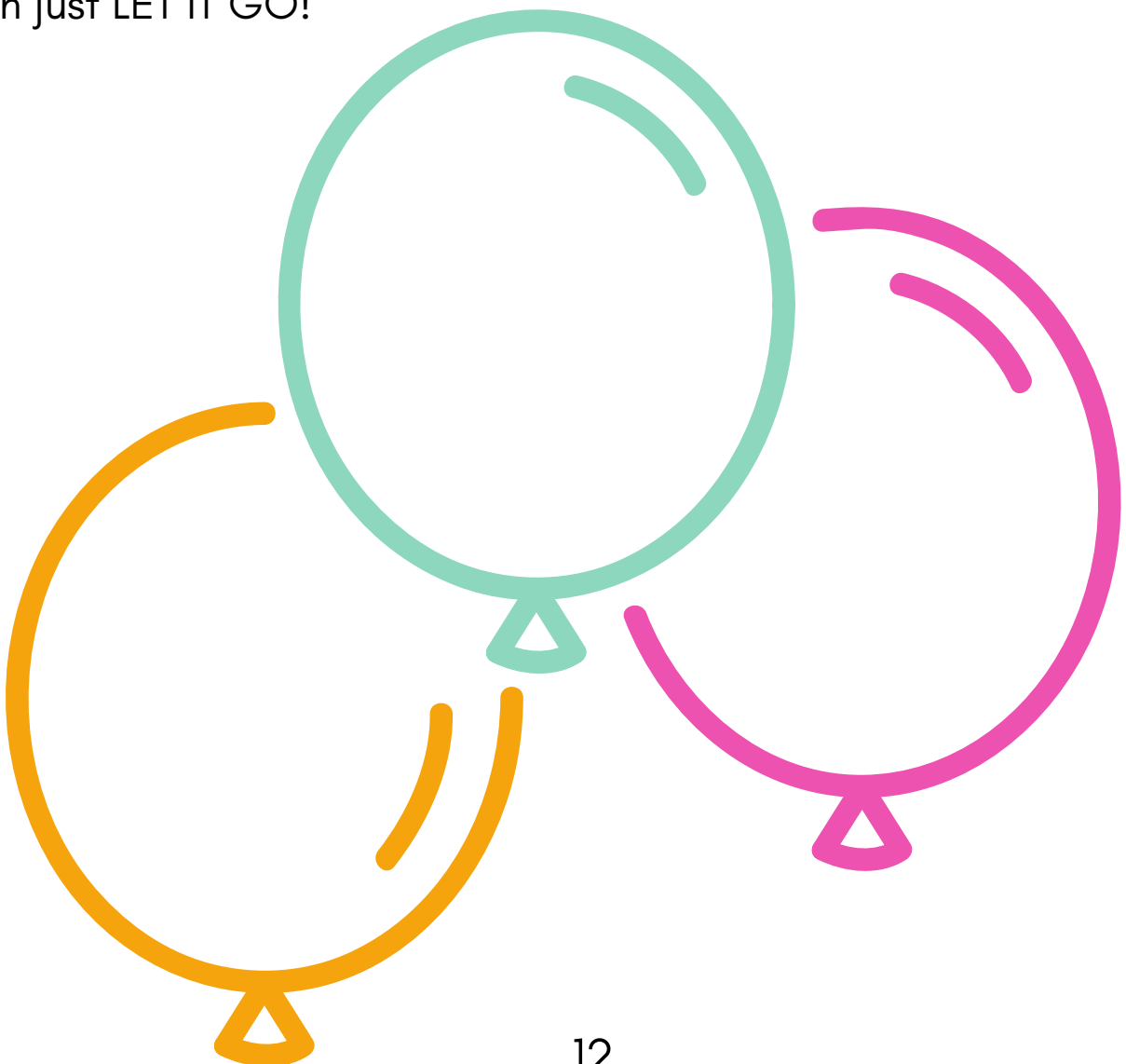
1. What was the hardest part of the challenge?
2. What change helped your tower the most?
3. What would you try differently next time?

Mister C Vol.3- When Science Goes Viral Let it go!

Balloons are filled with the chemical HELIUM, and will float to the sky if released.

There may have been a time in your past where something happened that upset you.

Fill the balloons with ideas or thoughts that may have upset you and then just LET IT GO!

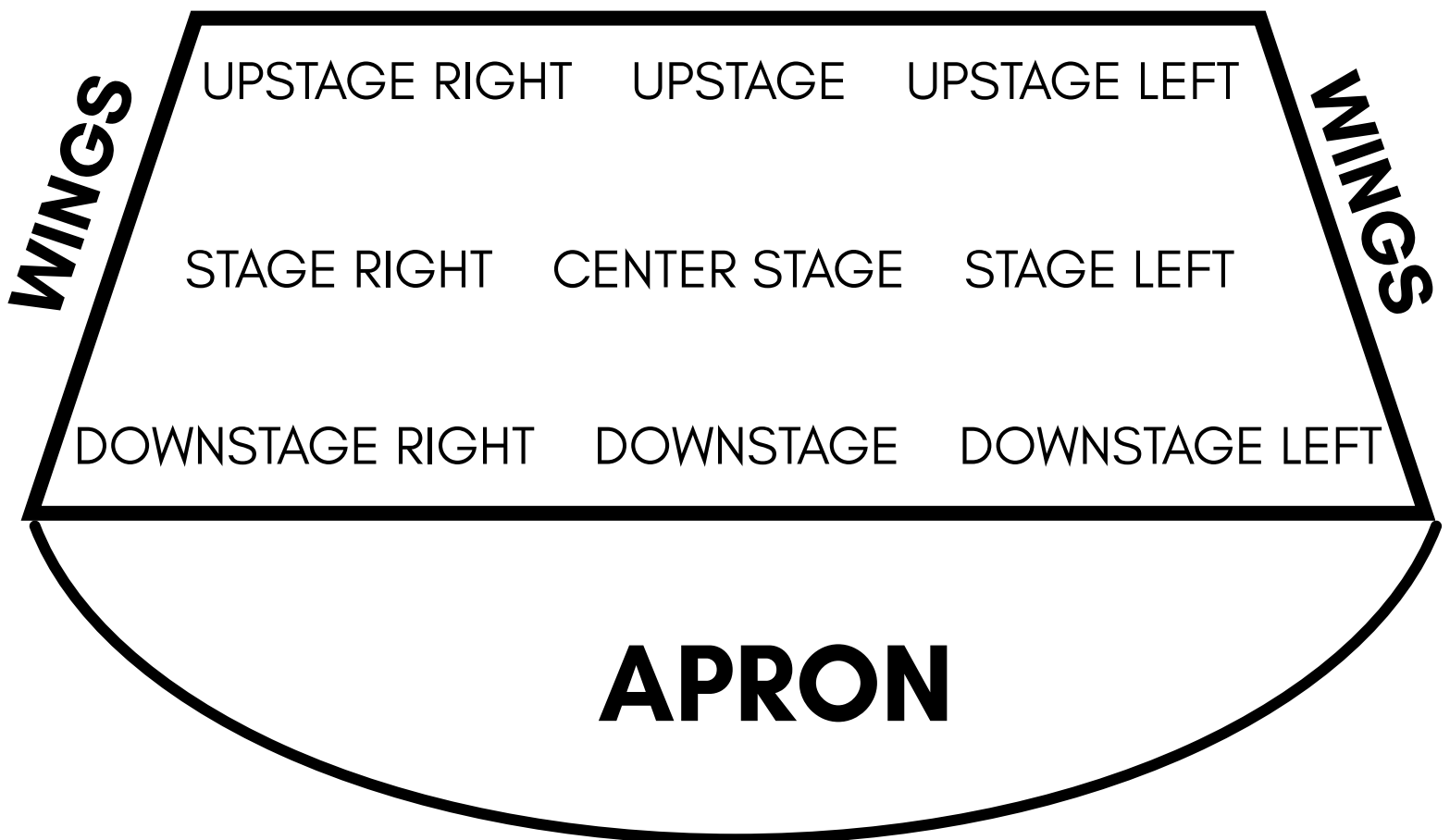


THE PARTS OF A STAGE

A proscenium stage is a traditional theatre configuration where the audience views the performance through a "picture frame" arch, separating the stage from the seating area.

- Stage Left and Stage Right are named from the actor's point of view while facing the audience, **not** from the audience's view.
- Upstage means the back of the stage, and downstage means the front. These terms come from old stages that were sloped upward toward the back.
- Wings are the areas on the sides of the stage where actors wait to enter and where scenery and props are kept out of the audience's sight.

BACKSTAGE



HOUSE

THE PARTS OF A STAGE FOUR CORNERS GAME

Adapt Four Corners with you as the **DIRECTOR**. Start at center stage, close your eyes and count to 10. Students move to a part of the room. Call out a stage direction. Students in that section are “out” and become part of the “house” to watch the rest of the game until there is a winner!

BACKSTAGE

UPSTAGE RIGHT UPSTAGE UPSTAGE LEFT

STAGE RIGHT CENTER STAGE STAGE LEFT

DOWNSTAGE RIGHT DOWNSTAGE DOWNSTAGE LEFT

APRON

HOUSE

Post Show Cooperative Learning Opportunities

(Group Work Ideas for Teachers)



1. Group Reflection Circle

Sit together and share your favorite moments, characters, or songs from the performance. Encourage everyone to explain why they liked those parts.

This builds listening skills and helps everyone appreciate different perspectives.

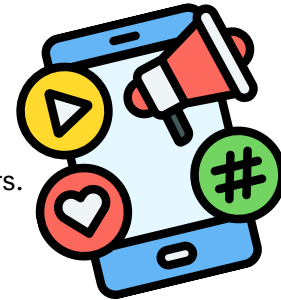


2. Create a Mini Review Together

Work as a team to write a short review of the show.

Assign roles: one person writes, another edits, others brainstorm key points.

You can post it on social media or keep it in a class journal.



3. Reenact a Scene

Pick a favorite scene and act it out as a group.

Add your own twist—maybe change the setting or improvise new dialogue.

This sparks creativity and teamwork.



4. Design a Poster or Program

Collaborate to create a poster or program for the performance you saw.

Include drawings, quotes, and fun facts.

This is great for artistic expression and memory keeping.



5. Plan a "Behind the Scenes" Discussion

Research how the performance was made (costumes, music, choreography).

Assign each group member a topic to present.

This turns curiosity into a cooperative learning activity.



K-5 Student to Family Cooperative Activity Ideas:

- Create a home theater space: Dedicate a specific area in your home as a temporary theater space. It can be anywhere with a little bit of space to "put on a show". Create a cozy ambiance with lighting and comfortable seating.
- Create tickets and programs: Design and print them at home or even hand made. Deliver the tickets to family members, and the programs can include information about the performance, cast, and crew. This adds a touch of authenticity and excitement.
- Snack bar and concessions: Set up a snack bar or concessions stand with a variety of treats and refreshments. You can even create special themed snacks related to the performance you are watching.
- Interactive viewing experience: Encourage audience participation during the performance. For example, during a musical, you can sing along to the songs and clap during applause-worthy moments!
- Post-show discussions: After the performance, have a family discussion about the show. Share your thoughts, favorite moments, and discuss the themes or lessons portrayed. This can foster critical thinking and encourage creativity in your kids.
- **Remember, the goal is to create a memorable and immersive experience. Adapt these ideas based on your family's preferences and the resources available to you. The key is to have fun and enjoy the theater experience in your digs!**

Additional Activity Ideas:



- Memory jars: Create a memory jar with your children. Write down favorite childhood memories on small pieces of paper and put them in a jar. Each week or month, take turns pulling out a memory and sharing it. This can spark conversations and lead to further discussions about your childhood experiences, and theirs too!
- Bedtime stories: Instead of reading traditional bedtime stories, take turns sharing personal stories from your childhood. These could be tales of adventure, funny incidents, or heartwarming experiences. This can create a strong bond between you and your children as you share personal narratives.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Create traditions with your child/children!: Establish special rituals or traditions that you can share. It could be a weekly movie night, cooking together on weekends, going for a walk after dinner, or singing at the top of your lungs before bedtime.

Mister C Vol.3- When Science Goes Viral

Standards Alignment: Mister C Volume 3

Standards Alignment: The activities in this guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternate means for students to demonstrate what they know.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.)	
Kindergarten through Grade 12/ English Language Arts	
ELA.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing.
5-8 Grade Science	
SC.5.P.10.1	Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.
SC.5.P.13.1	Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.
SC.4.P.8.4	Investigate and describe that magnets can attract magnetic materials and attract and repel other magnets.
SC.4.P.8.1	Measure and compare objects and materials based on their physical properties including: mass, shape, volume, color, hardness, texture, odor, taste, attraction to magnets.

CURRICULUM CONNECTIONS DONORS

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