



Nicklaus Children's  
Health System



**CURRICULUM CONNECTIONS**

# Mister C Vol.3: When Science Goes Viral



**BROWARD  
CENTER** FOR  
THE  
**PERFORMING ARTS**®



Nicklaus Children's  
Health System

Where Your Child Matters Most™

# Thank you for joining us for a Smart Stage Matinee!

Smart Stage Matinees are educational performances produced by professional companies for students in grades Pre K-12.

Integrating the arts into learning in meaningful ways, the performances reinforce classroom lessons, are aligned with Florida's B.E.S.T. standards, and spark creativity to help students make learning gains.

Here are just a few ways the Broward Center for the Performing Arts believes that Smart Stage Matinees provide educational arts integrated experiences for students:

- Watching live performances improves listening and observation skills.
- Students gain appreciation for the performing arts and understand its role in culture and history.
- Theater helps students develop empathy by experiencing diverse perspectives and emotions.
- Live theater reinforces classroom learning through storytelling, music, and visual arts.
- Students analyze characters, themes, and plot, which strengthens comprehension and interpretive skills.
- Exposure to live theater sparks imagination and creative problem-solving.

We'd love your feedback. Please click the link or QR code to help us continually improve our programming:

<https://forms.office.com/r/1pJAckCr4i>



# What's included in Curriculum Connections:

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## 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 an 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>



**Dear Teacher,**

**We appreciate YOU and the incredible work you do!**

Our Curriculum Connections Study Guide is designed to make your classroom come alive—before or after your trip to see a play or musical.

These guides are aligned with Florida’s B.E.S.T. Standards and provide creative ways to bring the page to the stage, making learning engaging and memorable.

Why use Curriculum Connections?

- Boost comprehension and help students organize information.
- Encourage metacognition by giving students tools to check for understanding.
- Offer activities tailored for specific grade levels (clearly labeled for easy use).

Each guide includes:

- ✓ A reminder of theater etiquette
- ✓ A Social-Emotional Learning activity
- ✓ A Student-**Family** Cooperative Activity for extended learning at home
- ✓ A **NEW** Post-Show Cooperative Learning Page making group work easy after a show!

How to use it:

- Print activities for individual work
- Display on smart boards for class discussions
- Use in small groups for collaborative learning



**Pro Tip:** Discuss and or READ the play or musical as a class before your field trip. This makes the experience even richer!

**Stay connected with us:**



Follow @BrowardCenterEducation on Facebook and Instagram



Scan the QR code below to access our Teacher’s Lounge for insider tips, discounted tickets, and resources for you and your students!



Thank you for inspiring the next generation 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.

# 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!*

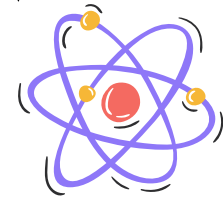
### Method:

- 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

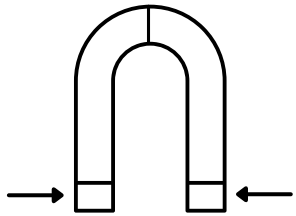
### Challenge Questions

- 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.



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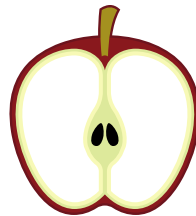
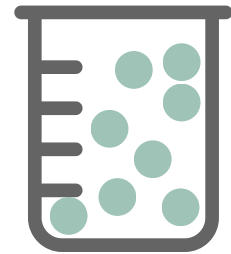
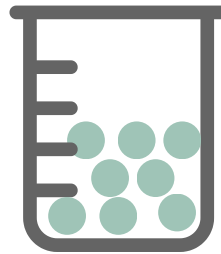
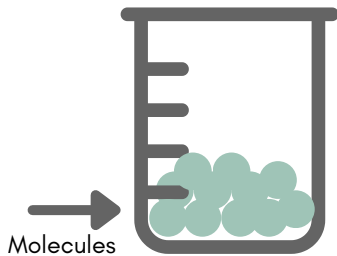
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# Mister C Vol.3- When Science Goes Viral STATES OF MATTER

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:

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# 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:

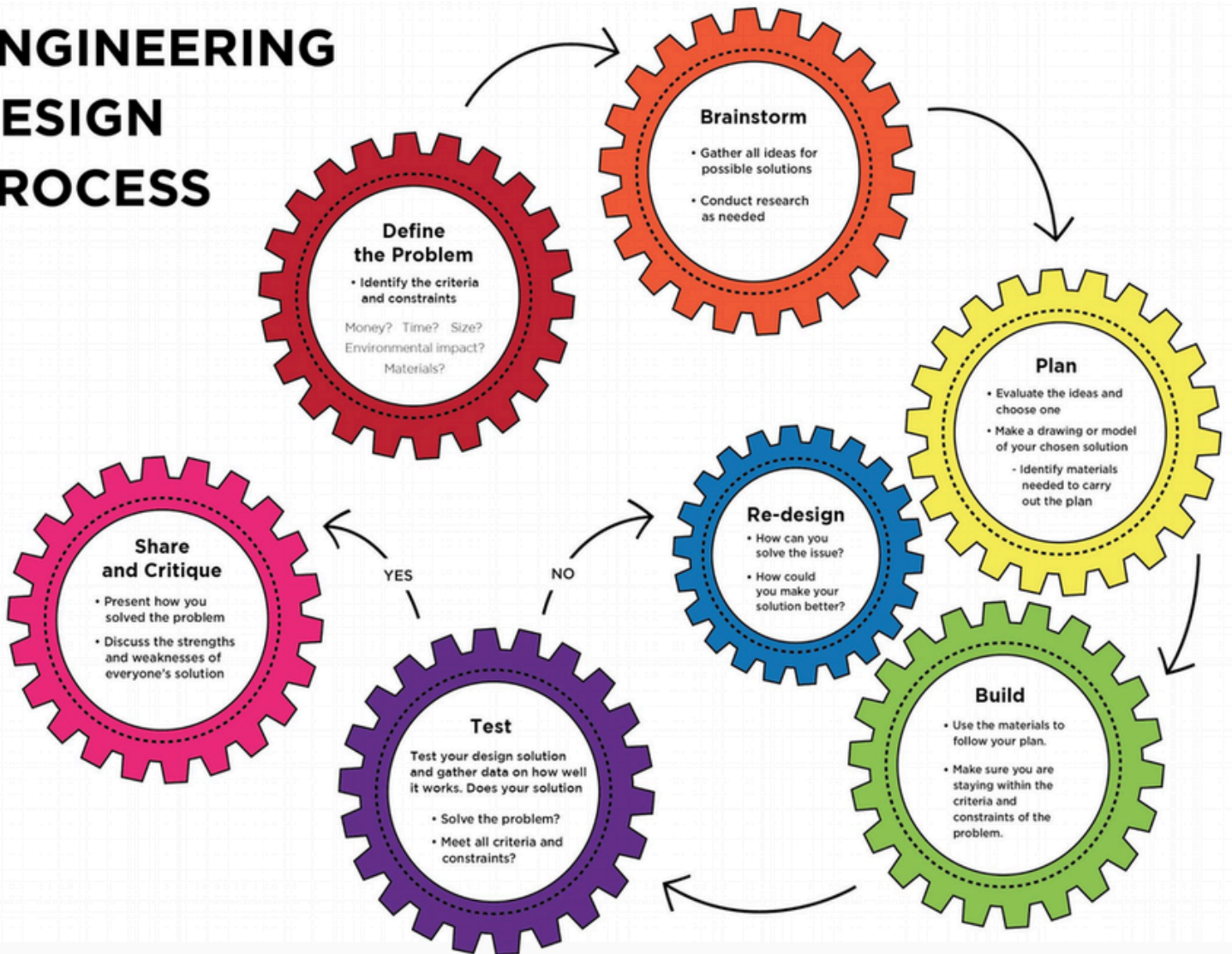
What worked well?

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:

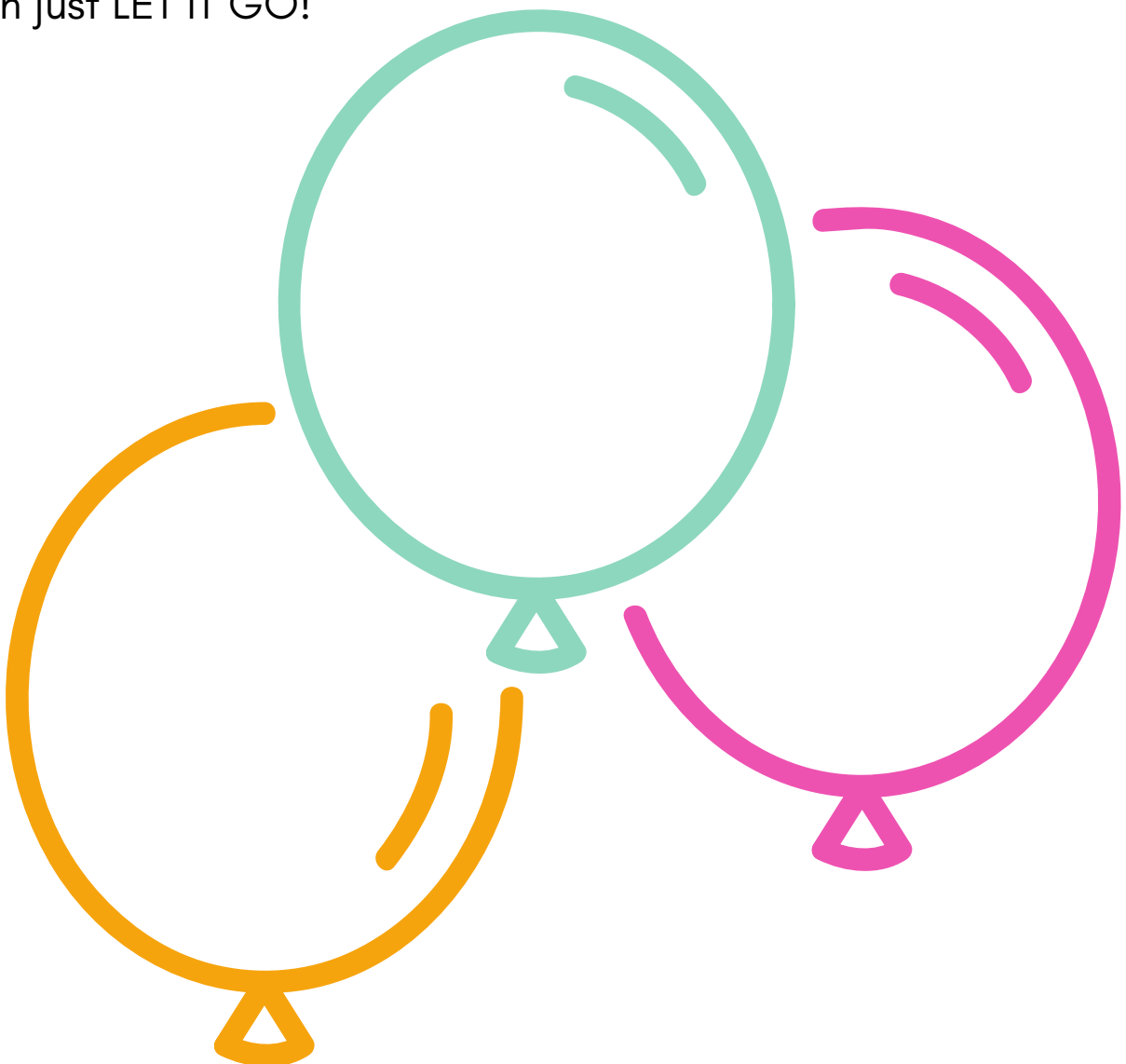
1. What was the hardest part of the challenge?
2. What change helped your tower the most?
3. What would you try differently next time?

# 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!



# 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.*

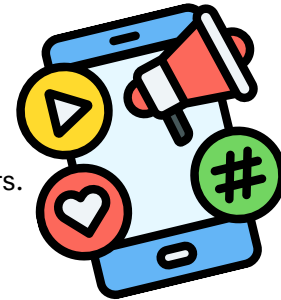


## 2. Create a Mini Review Together

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.



# 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](mailto:jenriquez@browardcenter.org)**

# 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.