My Mouth is a Volcano

Friday, March 10, 2017
10:00 AM & 12:30 PM
Dear Educator,

Welcome to Class Acts at Sangamon Auditorium, UIS! We hope this guide will help you expand on concepts from this particular performance and incorporate them into your classroom teaching, both before and after the performance. We want students to think of the arts as an integral part of their lives, not just a one-time isolated event.

Before arriving at the Auditorium, you can prepare your students by helping them understand the story or by sharing basic information about the performing art form they are going to see. We also ask you to review the theater etiquette information with your students (found on pages 2-3 of this guide) to help prepare them for attending a live performance.

After the performance you can talk to your students about their experience. Did they enjoy the performance? What did they learn? How was the performance different than what they expected? We hope the information and activity ideas included in this guide will help your students gain a deeper understanding of the performance they see.

We look forward to seeing you! If you have any questions about these materials, please feel free to contact me at 217.206.6150 or azepp2@uis.edu.

Amy Zepp
Audience Development Coordinator

Youth programming in the Class Acts series and in conjunction with other Sangamon Auditorium events is supported in part by the Helen Hamilton Performing Arts Endowment for Youth Fund, gifts from Elizabeth and Robert Staley, and a grant from the Illinois Arts Council, a state agency.
Going to a live theatrical performance is different than watching a movie or TV show – the members of the audience are very important, and the way they behave will affect the performance. Therefore, theaters have their own special rules about behavior.

- **Ask the ushers if you need help with anything** – The people who wear red coats are volunteer ushers, and they want to make sure everyone is able to enjoy the performance. They will guide you to your seat, and they can help you find a restroom. In any emergency situation, the ushers will help guide your class to safety. There may be as many as 1700 people coming to see the performance. Please follow the instructions of the ushers at all times.

- **Turn off and put away cell phones, beeping watches, or anything else that can light up or make noise** – These can be very distracting to the performers and your fellow audience members.

- **Do not eat, drink, or chew gum in the auditorium** – Even the quietest chewers and slurpers make a great deal of noise in the auditorium! The noise is very distracting to the performers and to the other people around you. Also, even if you are very careful, food and drinks can sometimes make a mess in the auditorium. We try to keep the auditorium as clean as possible so that it will be just as nice for the next audience.

- **Never throw anything in the auditorium** – This is distracting and dangerous for the performers and people in the audience.

- **Do not put your feet on the back of the seat in front of you**

- **Please do not wear a hat inside the auditorium** – It is difficult for the people behind you to see the stage if you’re wearing a hat.

- **Use the restroom before the performance begins** – As soon as your class arrives and is seated in the auditorium, the teacher can arrange visits to the restroom before the performance begins. The ushers will help you find the closest restroom. Of course, if you must use the restroom during the performance, please be as quiet as possible about leaving your seat. Once you get to the aisle, an usher will help you find the way.

- **When the lights begin to dim, the performance is beginning** – This tells the audience to stop conversations, get settled in their seats, and focus their attention on the stage. A person will come out and make an announcement before the performance begins. Pay close attention to the announcement because it might include special instructions that you will need to remember.
• **Remember that the overture is part of the performance** – If the performance has music in it, there might be an opening piece of music called an overture before any actors appear on stage. Give this piece of music the same respect you give the performers by being quiet and attentive while the overture is played.

• **Do not take pictures or recordings during the performance** – The flashes can be distracting to performers, and it is against the law to take pictures or recordings of many performances.

• **Refrain from talking, whispering, and making noise during the performance** – Remember that live performers can see and hear you from the stage. It is very distracting to the performers and the other audience members if you talk during the performance. After all, the audience came to hear the professionals perform!

• **It’s ok to react to the performance** – Spontaneous laughter, applause, and gasps of surprise are welcome as part of the special connection between the performers and the audience during a live show. However, shouts, loud comments, and other inappropriate noises are rude and distracting to the actors and your fellow audience members.

• **Clap at the appropriate times** – If you are enjoying the performance, you can let the performers know by clapping for them. During a play or musical, you can clap between scenes (during a blackout) or after songs. During a music concert or dance performance you can clap after each piece is performed. In a jazz music concert it is ok to clap in the middle of a song when a musician has finished a solo. If a music ensemble plays a piece with several sections, called movements, the audience will usually only clap at the very end of all the movements.

• **The performers will bow when the performance ends** – This is called a curtain call. You should applaud to thank the performers for their hard work, but you should not begin to leave the auditorium until the curtain call is over and the lights become brighter. If you really enjoyed the performance, you are welcome to give a standing ovation while you applaud. This is reserved for performances you feel are *truly outstanding!*

• **Respect the hard work of the performers** – You may not enjoy every performance you see, but I hope you will recognize that each performance requires a tremendous amount of dedication on the part of the performers and those who work backstage. It is polite to keep any negative comments to yourself until you have left the building.
Attendance at any Class Acts event can help teachers meet Common Core Standards. The clearest example can be found in the Standard for Speaking and Listening, #2:

*Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.*

The experience of attending a live performance is a unique format that can greatly enhance a student’s understanding of an important topic or theme.

Additionally, in the Common Core Standards for Reading, the definition of the word “text” can be expanded to include non-printed works such as dance, music, theater, and visual arts. This makes the arts an important part of all standards in the Reading category, at every grade level.

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**Write to Us!**

We would love to hear from you and your students! If your students write about the performance they saw or create artwork related to it, you are welcome to send it to us via email to azepp2@uis.edu or through the mail to

Class Acts  
Sangamon Auditorium, UIS  
One University Plaza, MS PAC 397  
Springfield, IL 62703-5407

We love sharing student work with our Class Acts sponsors, so they can see the impact of their donations.
This musical adaptation is:
based on the book by Julia Cook
Published in 2006
National Center For Youth Issues

Presented under an agreement with National Center For Youth Issues

Script by Brandon Wood
Music by Oliver Blatt and Brandon Wood
Lyrics by Brandon Wood
Orchestrations by Oliver Blatt

Scenic Illustrations by KayBee Designs

This study guide is brought to you in conjunction with Julia Cook.

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THINK ABOUT IT...

Someone Interrupted Me!

1. Write about a time when someone interrupted you.

2. How did that make you feel?

3. What did you think of the person who interrupted?

4. Was the interruption necessary? Why or why not?

5. Could the person who interrupted you have handled the situation differently? If so, what could he or she have done?
THINK ABOUT IT... TOO

I Interrupted Someone Else!

1. Write about a time when you interrupted someone.

2. Why did you do it?

3. How did you feel right after you did it?

4. Was the interruption necessary?

5. What could you have done instead of interrupting?

6. If you could do it all over again, would you still have interrupted? Why or why not?
This activity is designed to allow students to feel the frustrations associated with being interrupted. If they can develop an understanding of what it feels like to be interrupted, they may think twice before interrupting others.

**Materials Needed**
- Several 100-piece jigsaw puzzles (enough for approximately 4 kids to puzzle)
- Floor Space
- Desirable reward for winning team (extra recess time, milkshake pass, candy bars, etc.)

**Directions**
1. Divide the class into teams of 4 to 5.
2. Give each team a puzzle and explain that they are to work together to complete the puzzle. The first team to complete the puzzle wins the reward. (The puzzle must remain in their boxes until you say GO!)
3. Once the students are engaged in this activity, begin interrupting them! Use several of the following strategies, or think of others that uniquely fit your classroom. The more interruptions, the more effective this activity will be.

**Interrupting Strategies**
- Pull two involved students from one group and place them in another group. Repeat several times.
- Pull two involved students from a group and talk with them about an irrelevant previous or upcoming assignment.
- Shut off your classroom lights and say, “OOPS! I accidentally hit the switch.”
- Call the entire class to attention and discuss with them an irrelevant detail about an upcoming event.
- Pre-arrange several interruptions form the office.
- Start this activity just prior to a scheduled fire drill.
- Start singing.
- Tell students that their time is up before they have had a chance to complete their puzzles and then attempt to move on to another activity.

**Classroom Discussion**
Ask your students the following questions and discuss the answers as a class.
(Questions may vary so that they fit the interruption strategies used.)
1. How did it make you feel when I took you from your group and moved you to another group? How did your group react?
2. How did you feel when I pulled you out of your group and asked you questions?
3. Did my questions have anything to do with the class activity?
4. Could those questions have been asked at a better time?
5. When the fire alarm went off, how did you feel?
6. Was this interruption necessary or important? Why?
7. When I started to sing, how did you react? What did you think about?
8. When I tried to change activities before you were finished, how did you feel? Was my interruption necessary? Could it have been avoided?

After exploring these questions with your students, arrive at the conclusion that there are times when interrupting is necessary (fire drills, etc.). Other times, however, interrupting is irritating and unnecessary. Discuss how stopping to think before you interrupt can help reduce unnecessary interruptions.
**Design a Volcano T-Shirt**

**Directions:**
Use your creativity to design a T-Shirt for Louis to wear that will remind him not to interrupt. You may wish to cut these out and display them on a bulletin board.

Remember what Louis’ mom told him to do when he wanted to interrupt:

“When your words are pushed into your teeth by your tongue...”

- Bite down really hard
- Breathe your words out through your nose
- Wait until the other person has finished talking and
- Breathe your words back into your mouth
**Volcano Comics—You Be the Artist!**

**Directions:** In each box, draw your own cartoon using the prompt given.

**Draw Louis erupting.**

- Words pop into my head, and slide down onto my tongue.
- My tummy starts to rumble and grumble! My words begin to wiggle and giggle!
- My tongue pushes all my words into my teeth...and I ERUPT!

**Draw Louis learning to control his eruption.**

- I bite down hard!
- I blow my words out through my nose and wait for my turn.
- I breathe my words back into my mouth and say what I need to say.
YOU FILL IT IN

When I interrupt someone, it makes me feel ____________________________
because ____________________________________________________________
____________________________________________________________________

When other people interrupt me, it makes me feel __________________________
because ____________________________________________________________
____________________________________________________________________

When I interrupt at home, my parents ______________________________________
____________________________________________________________________

When I interrupt at school, my teacher _________________________________
____________________________________________________________________

When other kids interrupt in my class, my teacher ____________________________
because ____________________________________________________________

Kids who interrupt all the time have a hard time ____________________________
____________________________________________________________________

I interrupt sometimes because ___________________________________________
____________________________________________________________________

Sometimes you need to interrupt, like when ________________________________
____________________________________________________________________

I can get myself out of the habit of interrupting others by ______________________
____________________________________________________________________

The best way to teach people not to interrupt others is to ______________________
____________________________________________________________________
The words you see above are from a song that Louis sings with his friends in *My Mouth Is a Volcano: The Musical!* When you feel like you’re about to erupt just remember these rules! Sing it loud and sing it proud!
To find more of these great activities involving Louis and his volcano, be sure to check out the

**Mouth Is a Volcano Activity and Idea Book!**

You can find it at [www.juliacookonline.com](http://www.juliacookonline.com)