



DOKTOR KABOOM  
AND THE WHEEL OF SCIENCE

# STUDY GUIDE



ORDWAY | Education

ORDWAY.ORG/EDUCATION • 651.282.3115



# ORDWAY | Education

ORDWAY.ORG/EDUCATION • 651.282.3115

## MAJOR SUPPORT PROVIDED BY

Fred C. and Katherine B.  
Andersen Foundation



Ruth and John Huss



Hugh J. Andersen  
Foundation



This activity is made possible by the voters of Minnesota through a Minnesota State Arts Board Operating Support grant, thanks to a legislative appropriation from the arts and cultural heritage fund

WRITER

**KRISTIE GAALSWYK-POMERENKE**

EDITORS

**CHLOE CHAMBERS**

**SARAH WIECHMANN**

**SHELLEY QUIALA**

**KELLI FOSTER WARDER**

COVER DESIGN

**ARTSINK**

## WITH ADDITIONAL SUPPORT FROM

Anonymous, Jerry and Cathy Dock, Fishlove Family Foundation, Hardenbergh Foundation, Hubbard Broadcasting Foundation, Kara and Mike Johnson-Foothills Foundation, Philip and Margaret Johnson, Margaret H. and James E. Kelley Foundation, Peter A. Markus and Alexandria J. Fitzpatrick, Kevin and Roxanne Moore, RBC Foundation, Margaret Rivers Fund, David and Nancy Schrimp, Clifford C. and Virginia G. Sorensen Charitable Trust, Thomson Reuters, and the Lillian Wright & C. Emil Berglund Foundation

# DOKTOR KABOOM! AND THE WHEEL OF SCIENCE

## CAN YOU IMAGINE

Welcome to Ordway Education! We are excited that you chose to spend your time and share an Ordway experience with your students. We have a fantastic line-up this year designed to create unforgettable arts learning opportunities. Over 60,000 students will join you this year and have shared, dynamic experiences interacting with the performing arts in your classrooms and on our stages.

We also invite you to take a look at the unique work our partnership with Soultouch Productions is doing in and with the community through the Taking our Place Centerstage Initiative. More at [Ordway.org/topc](http://Ordway.org/topc)

Enjoy the show!



**Kelli Foster Warder**  
Director of Education and Producing Associate

### MEET THE ORDWAY PROGRAMMING, EDUCATION, AND COMMUNITY ENGAGEMENT TEAM

**Back row, from left to right:**

Jenea Rewertz-Targui  
Manager of Community Programs  
and Access Initiatives  
Sarah Wiechmann  
Coordinator of School and  
Community Ticketing  
Kelli Foster Warder  
Director of Education and  
Producing Associate  
Chloe Chambers  
Coordinator of School Programs  
Sarah Witte-Jacobs  
Coordinator of Programming and  
Engagement Operations



**Front row, from left to right:**

Tommy Sar  
Coordinator of Community  
Programs  
Andre Bennington  
Director of Programming  
Dayna Martinez  
Artistic Director of Community  
and Education Programming  
Shelley Quiala  
Vice President of Programming,  
Education, and  
Community Engagement  
Jess Grams  
Coordinator of Weave  
Community Engagement

<b>Study Guide Sections</b>	<b>Page</b>	<b>Study Guide Sections</b>	<b>Page</b>
Coming to the Performance	2	Activities and Discussion Questions	9-12
About the Ordway	3	Resources	13
About the Performance	4-6	Frequently Asked Questions	14
Vocabulary	7	Performance Evaluation	15-16
My Review!	8	Bus Reimbursement	17

# Coming to the Performance

## Your Role as an Audience Member

Audience members play a special and important role in the performance. The performers are very aware of the audience while they perform and each performance calls for different audience responses.

Lively bands, musicians, and dancers may desire audience members to clap and move to the beat. Other performers require silent focus on the stage and will want an audience to applaud only when they have completed a portion of their performance.

As you enjoy the show, think about being a part of the performance.

- What are the differences between attending a live performance and going to a movie or watching television?
- What are some different types of live performances? Name a few as a class.
- What kind of responses might an audience give in each circumstance?
- What are the different cues that a performer will give you so that you know how to respond? For example, might they bow or pause for applause?

Also, remember that a hall is designed to magnify sound, and even the smallest whispers or paper rustling can be heard throughout. When you come to the Ordway, you are part of a community of audience members and you all work together to create your performance experience.

## Audience Member Checklist for Review at School

- Leave your food, drinks, and chewing gum at school.
- Remember to turn off all cell phones before the performance begins.
- When the house lights dim, the performance is about to begin. Please turn your attention toward the stage.
- Cameras and other recording devices are not allowed in the theater.
- Talk before and after the performance only. Remember that not only can those around you hear you, the performers can too.
- Appropriate responses such as laughing and applauding are appreciated. Pay attention to the artists on stage; they will let you know what is appropriate.
- Open your eyes, ears, mind, and heart to the entire experience!
- After the performance, you will be dismissed when your school is called from the stage. Remember to check around your seat for everything that you brought into the theater.

# About the Ordway

As a center for the performing arts, the Ordway takes on two different roles:

## Presenting

The **Broadway Series** has presented shows such as *An American in Paris*, *Elf* and *Kinky Boots*.

The **Music and Movement Series** has presented artists and companies on national and international tours, such as Jake Shimabukuro, Nobuntu, Black Violin, Nachito Herrera, and TU Dance.

The **Concert Series** is new for the Ordway and this season presents touring acts such as Ringo Starr, Gladys Knight, Gipsy Kings, and Emmylou Harris.

The **Family Series** is also new for the Ordway and this season presents Daniel Tiger's Neighborhood Live! King for a Day, Air Play, and Golden Dragon Acrobats.

## Producing

The Ordway is a member of the Independent Presenters Network, which allows for collaborators to produce large musical productions with other performing arts centers. We have produced **Ordway Originals** such as *In The Heights*, *Annie*, *Mamma Mia* and next summer bring to our Music Theater stage, *42nd Street!*

Outside of our theatrical programming, the Ordway produces the annual Flint Hills Family Festival; a week-long festival of national and international art brought to our youngest audience members. The school week dates for the 2019 Festival are May 28-May 31 and Family Weekend will be May 31-June 1.

## Fun Facts!

### Did you know...

The Ordway has two theaters?

- Ordway's Music Theater, 1900 seats
- Ordway's Concert Hall, 1100 seats

The Ordway first opened thirty-two years ago on January 1, 1985, as the Ordway Music Theatre!

The name *Ordway* comes from **Luclius Pond Ordway** (1862-1948) a Saint Paul businessman and early 3M investor. His granddaughter, **Sally Ordway Irvine** (1910-1987) built the theatre and decided to use the Ordway family name.

Sally Ordway Irvine traveled to Europe with architects to visit opera houses and theaters when planning the design of the Ordway.

More than 350,000 patrons come the Ordway each year.



Schools from all over the region attend the Ordway's student performances. **63,500** seats were filled by students and teachers last year!

# About the Performance: Doktor Kaboom

Photo courtesy Shaw Entertainment



## Who is the creator of Doktor Kaboom?

Doktor Kaboom was created by **actor and comedian** David Epley. David was initially interested in a variety of science subjects, such as **physics, biomedical engineering, mathematics, astrophysics, chemical engineering, and marine biology**. He even studied science subjects at the North Carolina School of Science and Mathematics. However, he eventually decided to become an actor.

David has written, directed, and performed original comedy shows around the United States and the world. It was in 2006 that David decided to combine his earlier interests in science with theatre.

In addition to performing, David worked as a firefighter and EMT. He is also a veteran of the U.S. Army, and a father to two daughters.

## Who is Doktor Kaboom?

The character of Doktor Kaboom is an **eccentric** German **physicist**, who greatly enjoys the world of science. Doktor Kaboom's costume includes chrome goggles, an orange lab coat, motorcycle boots, and spiked hair.

David utilizes his **improvisational** skills to ensure every show is different as he takes the audience through the wheel of science!

## The Mission

Doktor Kaboom strives to empower, excite, educate, and entertain the people of Earth.

Through interactive, character-driven science comedy, he improves society's understanding and retention of basic scientific principles, builds upon those basics, demonstrates that all science is for everyone, and removes the cultural stigma that scientific awareness is something to fear.

### Core values:

- Science is for everyone, not just the guy in the lab coat, or the girl who wins the science fair every year.
- Science is not hard, but it does take effort. That's not hard, that's just work, and that's just life.
- Every child is intelligent, creative, valuable, and should know that about themselves.

### Discussion Question:

Doktor Kaboom is David's **alter ego**. If you were to create an alter ego, who would it be? What would your mission be as that character? What would be your costume?

# About the Performance: The Wheel of Science

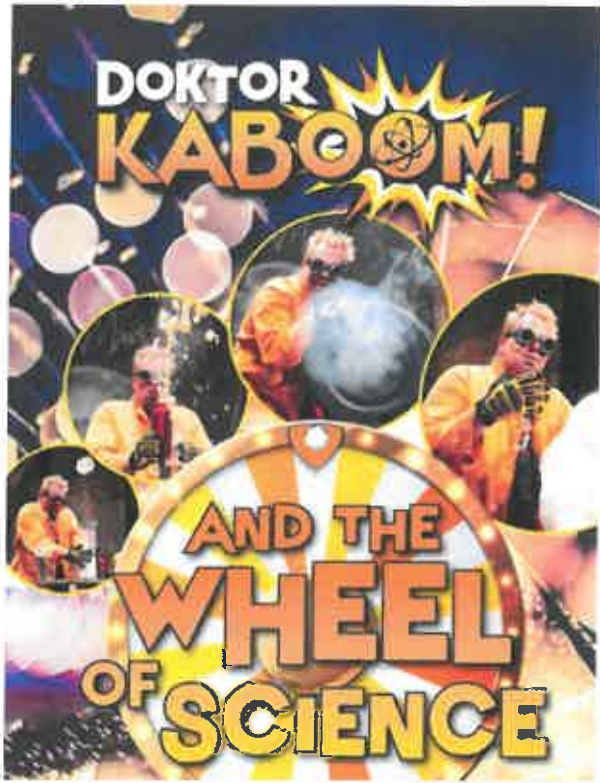


Photo courtesy Shaw Entertainment

## Discussion Questions

1. What kind of science demonstrations do you hope to see in the performance?
2. What are some of your favorite topics in science? Why?
3. Doktor Kaboom uses a spinning wheel to help him in his decision-making. How do you make tough decisions? What are some special techniques or tools you use in decision making?

## ***Doktor Kaboom and the Wheel of Science***

Due to Doktor Kaboom's intense love of science, he is unable to pick his favorite science demonstrations. He lets fate take a hand in his decision-making by using The Wheel of Science! Doktor Kaboom built a great wheel that has on it all of his favorite science demonstrations: from **optical illusions** to chemical reactions to a homemade hovercraft, and more! Every performance is unique.



Photo courtesy Shaw Entertainment

# About the Performance: Scientific Method

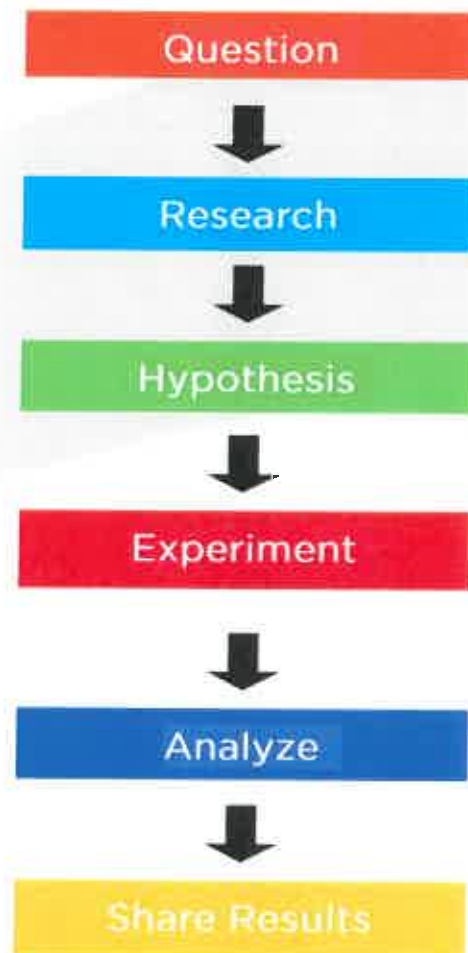
## What is the Scientific Method?

The **scientific method** is a way of researching in which a problem or question is identified, information is gathered, a **hypothesis** is formed, and the hypothesis is tested.

The main goal of the scientific method is, "...to discover cause and effect relationships by asking questions, carefully gathering and examining the evidence, and seeing if all the available information can be combined to a logical answer."<sup>2</sup>

## What are the steps in the Scientific Method?

1. *Observation and Question*—all experiments start with an **observation** and question you want to answer.<sup>1</sup> It begins when you ask a question of something you observed.
2. *Background Research*— research is needed to ensure you are looking for your answer in a well-informed way. Search for information in books and reliable internet sources to ensure you are correctly pursuing your answer and that you are not repeating mistakes other scientists have made.
3. *Hypothesis*—you will need to create a hypothesis, which is an educated guess about the experiment's results. Its goal is "...to answer your question with an explanation that can be tested."<sup>2</sup> A good hypothesis follows an if, then statement. For example: "If I do this, then this will happen."<sup>2</sup>
4. *Experiment*—now you conduct the **experiment** to test your hypothesis. The experiment is to show whether or not your prediction is correct, which would then support your hypothesis. It's important to observe and record data throughout the experiment. It's also important to record how you did your experiment so other scientists can repeat it.
5. *Analyze the Data and Conclusion*—now that the experiment is done, it is time to look at the results and measurements to see if your hypothesis was correct or not. If your hypothesis is not correct, use the data from your experiment to make a new hypothesis.
6. *Communicate the Results*—in order to share the information with other scientists and the public, the results of the experiment are put into a report or public display. This way other scientists can check your work and try to repeat your experiment themselves.



Sources: <sup>1</sup>*What is the Scientific Method? Science Book for Kids*, Speedy Publishing LLC, 2017.

<sup>2</sup>*Steps of the Scientific Method*, Science Buddies.

<https://www.sciencebuddies.org/science-fair-projects/science-fair/steps-of-the-scientific-method>



# Vocabulary

**abstract:** a non-representational object or subject of artwork

**actor:** a person who is in the profession of acting on stage, in movies, or on television

**alter:** change in a small way

**alter ego:** a person's second or different personality or identity

**astrophysics:** the application of laws and theories of physics to nature of stars, planets, etc.

**biomedical:** science of biology and medicine

**engineering:** science that involves design, building, and use of structures

**chemical:** a substance that has been prepared

**chromatography:** a way that you separate mixtures into separate parts

**comedian:** an entertainer who makes people laugh

**components:** a part or element of a whole

**dissolves:** when a substance become a liquid

**eccentric:** unconventional and slightly strange

**experiment:** to test a hypothesis in the real world

**friction:** the resistance between two objects when rubbed against one another

**gravity:** the force that keeps a body and objects toward the center of the earth

**hypothesis:** an educated guess based on information you already know, can be tested with an experiment

**illusion:** something that can trick the senses

**improvisational:** a spontaneous performance

**marine biology:** a study of science of organisms that live in salt water

**mathematics:** the science of number, quantity, and space

**minimizes:** reduce or make smaller

**observation:** gathering information using the senses and recording the information

**optical:** using sight

**physicist:** an expert in the study of physics

**physics:** science that looks at nature as well as nature and matter properties

**scientific method:** the method of knowledge acquisition which includes the formulation of a question, testing a hypothesis, and analyzing the results



*Photo courtesy Shaw Entertainment*

# My Review!

Name: \_\_\_\_\_

**You are a reporter for your school's newspaper!**

Write and illustrate a review article to inform others about the performance you just saw.  
Name your article, illustrate a moment, and write about the performance!

**Title:** \_\_\_\_\_



I saw \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My favorite part was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I heard \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The show made me feel \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I wish I had seen more \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The performance reminded me of \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Activities and Discussion Questions

# Grades 3-5

**Description:** Students will understand mixtures further by creating chromatography art.

**Duration:** 20-30 mins

**Objectives:**

- Students will see mixtures in action.
- Students will be introduced to the concepts of cohesion and adhesion.
- Students will practice chromatography.

**Supplies:**

- Whiteboard
- Black Marker
- Colored Markers
- Cups of water
- Straws (one for each student)
- Coffee filters (one for a demonstration and one for each student)

**Directions:**

**Part 1:**

1. Ask the students if any of them know what a mixture is and to explain their answer.
2. Explain to the students that a mixture is a substance that is made by mixing other materials together.
3. Explain that there are a lot of mixtures in the world. Ask the students to think of examples of mixtures. (examples could be cereal and milk, soap, etc.)
4. Explain to the students that scientists use a special technique when they want to separate the individual things/substances that make up a mixture. How they do this is through a process called **chromatography**. Chromatography is a way in which to separate mixtures.
5. Demonstrate the process of chromatography for the students through the following steps:
  - Explain that a black marker is a mixture. It is made up of many color inks mixed together to create the black ink in the marker. Ask the students what colors they think are in a black marker and record the students' responses on the whiteboard.
  - Explain that you are now going to test their predictions.

- First, cut a coffee filter into strips about one inch wide.
- Then draw a squiggly line across a strip of coffee filter with your black marker, about an inch up from the bottom.
- Hold the strip over a bowl of water. The water should touch the very end of the coffee filter, but not the ink.
- Tape the coffee filter in place and wait to see what happens. The water should creep up the coffee filter strips and separate each ink mark into a cool dye pattern.
- Explain that this is called chromatography. Notice how the dyes within the black ink are separating.
- Explain to the students that when the coffee filter is dipped in water, some of the water sticks to the coffee filter and gets it wet. That's because there is a force between the water molecules and the molecules in the coffee filter. This force is adhesion. The water molecules also stick to themselves, which is cohesion. Both adhesion and cohesion are what draws the water up the paper towel, moving against **gravity**. When the water reaches the ink, it **dissolves** some of the dyes in the ink, and then causes the dyes to travel up the paper towel with the water. This is what allows us to see the different colors or components within the black ink mixture.
- Ask the students what colors do you see separate from the black ink? Were the color predictions we recorded earlier correct?

**Part 2:**

1. Explain to the students that they are now going to get creative and create their own chromatography art by using any marker colors they want on their own coffee filter. They are then to use the straw to drops bit of water on their colored filter paper, which will cause the colors to separate creating interesting designs.
2. Give the students time to create their chromatography artwork.



Photo courtesy Shaw Entertainment

### **Discussion: Before the Show**

1. Were your predictions of the colors in the black ink correct?
2. Were you surprised at what colors were found in the black ink mixture?
3. How did you decide what colors to use for your chromatography art design?
4. What was it like using the water to alter the colors in your coffee filter?
5. Did you use the scientific method during this experiment? Explain.

---

### **After the Show**

1. What science demonstrations happened during the performance?
2. Did any of the demonstrations look like the chromatography experiment you practiced?
3. What moments stood out to you in the performance?
4. Did anything surprise you in the performance? Explain.
5. If you were to tell a friend about this performance, what would you tell them?

# Activities and Discussion Questions

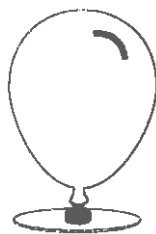
# Grades 6-8

**Description:** Students will gain an understanding on how hovercrafts operate by practicing with their very own hovercraft.

**Duration:** 30 minutes to 1 hour

### Objectives:

- Students will gain an understanding of hovercrafts ability to hover.
- Students will gain an understanding on the concept of **friction**.



### Materials:

- CD/DVD discs
- Push up water bottle tops
- Hot glue gun
- Scotch Tape
- Masking Tape
- Balloons
- A cleared space, such as table or floor
- Tablet or computer

### Prep:

*Make the Hovercraft Base (make enough for every two students to have one).*

- Place scotch tape over the center hole of the CD and poke about six holes in the tape with a push pin.
- Using a hot glue gun, glue a push up water bottle cap to the center of the CD/DVD disc. You'll want to be sure you create a good seal to keep air from escaping.

### Directions:

1. Ask the students if they have ever seen a hovercraft in person or on TV before?
2. After the students have responded, explain that a hovercraft, also known as an air cushion vehicle or ACV, is a craft that is

able to travel over land, water, mud, ice, and other surfaces both at speed and when stationary, or not moving.

Hovercrafts are kind of like airplanes—they require a pilot to drive them. This is because they float in the air.

3. Explain to the student that there are different types of hovercrafts. Show them examples of this with the following clips:
  - Ferry: <https://youtu.be/h-6qXNh7cw?t=44>
  - Mythbusters: <https://www.youtube.com/watch?v=kAimDLp5TmA>
4. Ask the students how they think hovercrafts float.
5. Break the class into groups or pairs and explain that they are going to be working with their very own hovercraft to try and find the answer to that question.
6. Give each pair their own hovercraft.
7. Demonstrate how to run the hovercraft by completing the following steps:
  - Close the top of the water bottle cap and put the CD flat-side-down on a tabletop. Blow up the balloon and pinch the neck shut so no air gets out. Carefully stretch the neck of the balloon around the closed water bottle top so the part you drink out of is totally covered. There's your CD hovercraft!
  - Now put the hovercraft on a flat surface, like a table, and give it a little push to see how far it goes.
  - Holding the hovercraft down, pull open the water bottle cap with the balloon still on it. Do this carefully—make sure the cap doesn't come unglued!
  - Now give the hovercraft another little shove and watch it go! What just happened?
8. Ask the students:
  - How did the hovercraft move when I pushed it the first time?
  - Why do you think it didn't move as well that first time?

# Activities and Discussion Questions Grades 6-8

- How about the second time I pushed the hovercraft, how did it move then?
  - Why do you think it floated that second time?
9. Explain to the students the following: The air from the balloon is flowing through the spout now; when the CD was on the table with no air flow, the friction between the two flat surfaces kept it from going far. With air flowing between them, there's a lot less contact between the surfaces and therefore a lot less friction—nothing to stop the hovercraft from really going! A real hovercraft will use blowers that push down on the surface, which creates a cushion of air that the hovercraft floats on. Typically the cushion is contained within a flexible “skirt,” which allows the vehicle to travel over small obstructions without damage.
  10. Give the students 5-10 minutes to practice using their own hovercrafts.
  11. After the students have practiced with their hovercrafts, ask the students if they think the size of balloon will affect the disc's ability to hover.
  12. After hearing their responses, ask the students to make the balloon a smaller size than was completed before to try and see how far the hovercraft will go.
  13. Ask the student: How far do you think the hovercraft will go with the balloon a smaller size? Can you guess how many inches or feet it will go? Ask the students to write down their predictions.
  14. Give the students time to practice using the smaller size of balloon with their hovercrafts. Ask the students to use a ruler or measuring tape to measure from where the hovercraft landed to its starting point. Ask the students to write down their results.
  15. Ask the students to now make the balloon a slightly larger size than before to try and see how far the hovercraft will go. Ask the students to write down their predictions before testing it out. Ask them to follow the same steps they completed for the smaller balloon size.
16. Ask the students to compare their two measurements and answer the following as a group:
    - What do our measurements tell us?
    - Which balloon size ended up causing the hovercraft to go farther?
    - Knowing what you know now about hovercrafts, why do you think the one balloon size made the hovercraft go farther?
    - Did you notice a difference in height from the surface in each of the balloon sizes?

### For fun: Hovercraft Race

1. Use two pieces of masking tape to create a start and finish line.
2. Ask the students to think about their balloon sizes and how it affected their hovercraft when competing in the friendly race.
3. Have each pair of students take turns racing each other with their own hovercraft.

### Discussion: Before the Show

1. What was it like running your own hovercraft?
2. What happened to your hovercraft when you used different balloon sizes?
3. What was it like working with your partner in running your hovercraft?
4. Did you use the scientific method during this experiment? Explain.

### After the Show

1. What science demonstrations happened during the performance?
2. Did any of the demonstrations look like the hovercraft experiment you practiced?
3. What moments stood out to you in the performance?
4. Did anything surprise you in the performance? Explain.

# Resources

## Local Resources

**Bell Museum** [www.bellmuseum.umn.edu](http://www.bellmuseum.umn.edu) The Bell Museum brings together science, art, and the environment with a uniquely Minnesotan perspective. Features a digital planetarium, wildlife dioramas, outdoor learning spaces, and hands-on exhibits.

**Minnesota Children's Museum** [www.openeyetheatre.org](http://www.openeyetheatre.org) The Minnesota Children's Museum provides spaces for kids and families to explore interactive exhibits that provide opportunities for problem solving and skill-development in confidence, critical and creative thinking, communication, and more.

**Science Museum of Minnesota** [www.smm.org](http://www.smm.org) The Science Museum of Minnesota offers interactive science exhibits for all ages to enjoy. Featuring dinosaurs, hands-on exhibits, and the Omnitheater.

### Book Resources

- *What is the Scientific Method? Science Book for Kids*, Speedy Publishing LLC, 2017.
- *STEAM Kids: 50+ Science/Technology/Engineering/Art/Math Hands-On Projects for Kids*, Anne Carey, 2016.
- *Professor Astro Cat's Frontiers of Space*, Dr. Dominic Walliman, 2013.
- *National Geographic Kids Why?: Over 1,111 Answers to Everything*, Crispin Boyer, 2015.

### Internet Resources

- Science Bob  
<https://sciencebob.com/>
- Flash Bang Science  
<http://www.flashbangscience.co.uk/>
- National Geographic Kids--Science  
<https://www.natgeokids.com/uk/category/discover/science/>
- Nova Labs  
<https://www.pbs.org/wgbh/nova/labs/>

# Ordway School Performance Frequently Asked Questions

## BEFORE ARRIVAL:

- Please include all students, teachers, chaperones, and accommodation requests in your ticket order.
- Order buses to arrive at the Ordway 15-20 minutes prior to your performance start time.
- Performance Length: 75 minutes long. Plan bus pick-up time accordingly.
- Please be aware of your bus number so the Ordway staff can better direct you once the performance is over.
- Inform students that there is no food, drink, or gum allowed in the theater.
- Remember to turn off all cell phones, pagers, or electronic devices before the performance begins.
- Study guides should be received 3 weeks prior to the performance and will also be posted online at [ordway.org/education/studyguides/](http://ordway.org/education/studyguides/)

## WHILE AT ORDWAY:

### Seating:

- Performances are general admission; groups will be seated by seating chart upon arrival.
- Seating is determined by many factors at the Ordway. We take into consideration accommodation requests, group size, and grade level.
- Please allow ushers to seat your entire group, then you can rearrange students, and take groups to the bathroom, etc.

## In the theater:

- In case there is a medical emergency notify the nearest usher who will call the paramedic on duty.
- If an item is lost while your group is still at the Ordway please see an usher. If your group is no longer at the Ordway please contact the Stage Door at 651.282.3070.
- Ushers will do their best to respond to behavior issues; if you see students disrupting your students' theater experience or that of other students, please notify an usher.
- Dismissal is determined by seating arrangement and will not necessarily reflect the order that buses are lined up outside. The Ordway staff will be stationed outside with bus order lists to help you find your buses. Often we have multiple buses for one school. Therefore, please remember your bus number.

## AFTER LEAVING ORDWAY:

- Please return the survey in the back of the study guides. Any comments and suggestions are appreciated.
- Fill out and return the bus reimbursement sheet in the your performance study guide or online to receive your schools bus reimbursement.

If you have any additional questions, please call the education hotline at 651.282.3115 or e-mail Sarah Wiechmann at [swiechmann@ordway.org](mailto:swiechmann@ordway.org)





# Doktor Kaboom Performance Evaluation

Thank you for choosing an Ordway school performance for your field trip! Please take a moment to complete this evaluation following the show.

Please return the evaluation as soon as possible. Your comments and suggestions are greatly valued, as they help us offer you and your students better services in the future. Thank you again!



## School Information

School: \_\_\_\_\_

Your name: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Grades of Students attended: \_\_\_\_\_

Number of Students attended: \_\_\_\_\_

## Study Guide Review

Which sections of this guide did you use?  
(check all that apply)

- About the Ordway
- Coming to the Theater
- About the Artist
- About the Performance
- Vocabulary
- Understanding Music
- "My Review!"
- Activities/Discussion Questions
- Local/Internet Resources

Please write any comments or suggestions regarding the *Study Guide*:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Which types of resource lists are most useful for you:

- Websites
- Local Arts & Cultural Organizations
- Multimedia Resources

Other Suggestions: \_\_\_\_\_

## Performance Review

How well did the show connect to the classroom? (i.e. curricular areas, graduation standards, social skills, etc.)

- Excellent
- Good
- Average
- Poor

I rated it this way because...

\_\_\_\_\_  
\_\_\_\_\_

How well did you feel your students identified with the performance/performers? (i.e. culturally, through the art form, wanted to meet the artist, etc.)

- Excellent
- Good
- Average
- Poor

I rated it this way because...

\_\_\_\_\_  
\_\_\_\_\_

# Performance Evaluation (cont.)

## Experience Review

Rate your overall experience at the Ordway, please explain your answer:

- Excellent
- Good
- Average
- Poor

I rated it this way because...

---

---

Did you and your students feel that your Ordway experience was inclusive and met your needs?

- Yes  Indifferent  No

---

---

---

What do you feel the value of Ordway's programming is to your students?

---

---

---

What overall improvements could be made?

---

---

---

**Please Return to:**  
**Education at Ordway Center**  
**345 Washington Street**  
**Saint Paul, MN 55102**  
**or fax 651.215.2135**  
**NO LATER THAN 6 WEEKS FOLLOWING**  
**THE PERFORMANCE**

Do you see cultural benefits for students attending the Ordway performances? (i.e. learning about the language, tradition, arts, etc. of other cultures)

- Yes  Indifferent  No

If yes, what cultural benefits do you see?

---

---

---

Do students attend the Ordway school performances:

- Multiple times a year
- Once a year
- Once every few years
- Other: \_\_\_\_\_

Please rate the most important factor when deciding to bring your students to the Ordway, **one** being the most important and **four** being the least.

- \_\_\_ Multicultural performances
- \_\_\_ Ticket Cost
- \_\_\_ Bus Reimbursement
- \_\_\_ Study Guides
- \_\_\_ Other: \_\_\_\_\_

Any Additional Comments:

---

---

---

- Please check here if we **do not** have permission to quote or paraphrase your comments or name in future publications or funding proposals.

# 18-19 Bus Reimbursement Form

To receive a bus reimbursement for attendance to one of Ordway's School Performances\*, please:

- Fill out this form. All lines should be filled in.
- Attach a paid copy of your transportation bill. \*\*
- Attach a completed evaluation or fill one out online (a link is emailed after the show)
- E-mail, mail, or fax all documents no later than 6 weeks after your performance to:**

Bus Reimbursements  
 Education at Ordway Center  
 345 Washington Street  
 Saint Paul, MN 55102  
 Fax: 651.215.2135  
[educationsales@ordway.org](mailto:educationsales@ordway.org)

Questions? Please call the education hotline at 651.282.3115.

School Name \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

County \_\_\_\_\_

School Phone \_\_\_\_\_ Fax \_\_\_\_\_

Order Contact Name \_\_\_\_\_ & E-mail \_\_\_\_\_

Office Contact Name \_\_\_\_\_ & E-mail \_\_\_\_\_

Performance \_\_\_\_\_ Date and Time \_\_\_\_\_

# of students \_\_\_\_\_ # of buses for which you are requesting payment \_\_\_\_\_

City/Region/School District	Subsidy amount
Minneapolis Public Schools and Saint Paul Public School Districts	100%
Seven County Metro including Anoka, Carver, Dakota, Hennepin, Ramsey, Scott & Washington Counties	Up to \$180.00 per Bus
Outside Seven County Metro	Up to \$450.00 per Bus

For Ordway office use only

Paid Invoice	
Evaluation	
Check Req	

\* Eligible performances for bus reimbursement include those in the Performing Arts Classroom Series an Festival School Week

\*\* For all schools outsidess of the Saint Paul Public Schools (SPPS) and Minneapolis Public Schools (MPS), Ordway Center will send the reimbursement check to your school. SPPS and MPS should request that district transportation forward their bus bill directly to the Ordway.