

BOLD, BRAVE, CURIOUS!

SEPTEMBER 9 – OCTOBER 16, 2022
SCHOOL TOUR



INTERACTIVE LEARNING GUIDE

This guide is for educators, parents, guardians, and caregivers. You name it - you can use it!

This guide is filled with activities and conversation starters that can be used before or after your visit to the theater.

Whether you are an educator, parent, or caregiver, the materials inside have been curated to extend the experience with this show.

Take a look at what's inside:

About *Bold, Brave, Curious!*

Classroom Activities

with Missouri and National Core Arts Standards

"Where I'm From" Poem

Design a Card

Tour of a Place

Listening Circle

Frozen Pictures

Discussion Questions

Resources

Look for the magic eight ball to bring you back to this page!



ABOUT BOLD, BRAVE, CURIOUS!

Nine-year-old Delilah has sworn to be BFFs with Lupe and Stanley, but when Stanley's foster mom falls ill, secrets and lies threaten to tear the friends apart. Can the mysterious, magical object they find in Grandmomma's attic bring them back together?

Bold, Brave, Curious! illuminates the power of friendship and empowers young people to examine bias, community, and individual power.

About the Playwright Mariah L. Richardson

Playwright Mariah L. Richardson received a B.A. in communications from the University of New Mexico and an M.F.A. from Smith College in playwriting. Mariah is the author of 12 plays, with the most recent staged as a production of St. Louis Shakespeare Festival's Shakespeare in the Streets, *The Ville: Avengeance!* Her newest play is *Bold, Brave, Curious!*, a Madeline Delilah story, commissioned by Metro Theater Company. Mariah has directed numerous plays and five films. Also, she is a staff writer and the voice for a new animated series, *Drawn In*, for Nine PBS, which premiered this summer. This fall, she is teaching first year acting at Webster University's Sargent Conservatory of Theatre Arts.



CLASSROOM ACTIVITIES

“Where I’m From” Poem

Deliah, Stanley, and Lupe talk about how some people don’t like other people because they’re different. The three of them are different from each other, but they appreciate what makes their friends unique.

Use the following pre-writing questions to write “Where I’m From” poems for students to reflect and honor who they are and their upbringing.

Students should answer the questions with detailed, describing words (i.e. delicate flowers, smiling Momma Rose, hot blueberry pancakes).

What makes me special?

One interesting item you would find in my home is...

One special place you would find in my neighborhood is...

The name of a relative or family friend who is special to me is..

Something adults always say to me is...

At family gatherings, we always eat...

An activity I really enjoy outside of school is...

A sound you often hear in my home is...

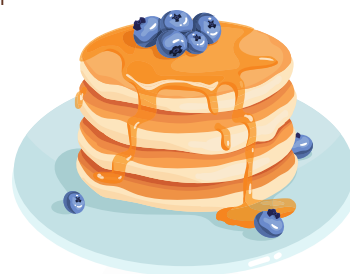
A smell you find in my home is...

A special place my family likes to visit is...

To write the poem, students should write three sentences using the following template:

I am from _____, _____, and _____.

Example: I am from delicate flowers, smiling Momma Rose, and hot blueberry pancakes.



MISSOURI STANDARDS

ENGLISH LANGUAGE ARTS GRADE LEVEL EXPECTATIONS

W2C K-8 Compose well-developed writing texts for audience & purpose

NATIONAL CORE ARTS STANDARDS

ANCHOR STANDARD 2 Organize and develop artistic ideas & work

CLASSROOM ACTIVITIES



Design a Card

Lupe suggests they make a card for Momma Rose. Think of someone you care about and make them a card. Students can design the card using whichever materials you determine - digitally or on paper. On the inside of the card write a letter to that person.

MISSOURI STANDARDS

ENGLISH LANGUAGE ARTS GRADE LEVEL EXPECTATIONS

W2C K-8 Compose well-developed writing texts for audience & purpose

NATIONAL CORE ARTS STANDARDS

ANCHOR STANDARD 1 Generate and conceptualize artistic ideas & work

ANCHOR STANDARD 2 Organize and develop artistic ideas & work

Tour of a Place

When Stanley picks up the stuffed bunny it's as if he's back in his old room, at the home he lived in before he came to stay with Momma Rose.

The idea of "home" can mean many different things. Home might be the place you live with your grown-ups, a place you feel safe, or a place you visit in your imagination.

Give the class a short demonstration of a tour of a place that feels like "home" to you, using the entire room as if you are truly there, with lots of detail and stories/memories.

Identify a student to be your partner on this tour. Your partner may ask questions, but may not comment or judge. Have students find a partner they do not know well and has not been to their home. Give 3-5 minutes for each tour, then switch.

Reflections questions:

What was it like giving a tour? What was it like taking a tour?

Did anyone give a tour of a place that was not where they lived, but just felt like home?

Does anybody want to share? What does it mean for a place to feel like home?

MISSOURI STANDARDS

PERSONAL & SOCIAL DEVELOPMENT GRADE LEVEL EXPECTATIONS

PS1C K-8 Citizenship and contribution within a diverse community

COMMUNICATION ARTS GRADE LEVEL EXPECTATIONS

LS1B K-8 Demonstrate listening behaviors



CLASSROOM ACTIVITIES

Listening Circle

Delilah and Stanley are able to forgive one another when they take the time to listen to one another. Organize the group in two concentric circles. The people in the inner circle should be face to face with the people in the outer circle.

Give everyone the prompt to tell the story of how they met a friend. Students will have one minute to respond. Their partners can only listen; they cannot interrupt, comment, or ask questions. Switch. The listener now shares their response and the speaker listens. Have one circle move over one partner for further prompts.

Reflection Questions:

What did it feel like to be listened to for a minute?

What was it like to talk for a minute?

How did you know your partner was listening? Or were they?



NATIONAL ARTS CORE STANDARDS

THEATER (TH) PR6.1.4 Share small-group drama/theatre work, with peers as audience.

THEATER (TH) RE7.1.4 Identify artistic choices made in a drama/theatre work through participation & observation.

Frozen Pictures

Divide students into groups of three and ask them to arrange themselves representing characters from *Bold, Brave, Curious!*, and create three frozen pictures: one for the beginning, the middle, and the end of the play. Encourage the students to think about how space between them can show how close their friendship is throughout the play.

Invite three (or more) groups of three to share a frozen picture with the rest of the class ensuring a frozen picture from the beginning, middle, and end is shared.

Reflection Questions:

In each frozen picture, who feels close to whom? Who feels distant?

How does the space between the characters tell you about their friendship?

What similarities and differences did you notice between all of the groups that shared?

MISSOURI STANDARDS

PERSONAL & SOCIAL DEVELOPMENT GRADE LEVEL EXPECTATIONS

PS2A, B, C K-8 Interacting with others in ways that respect individual & group differences.

COMMUNICATION ARTS GRADE LEVEL EXPECTATIONS

LS1B K-8 Demonstrate listening behaviors.



DISCUSSION QUESTIONS

1. **How would you describe the friendship of Stanley, Deliah, and Lupe?** How would you describe your friendships? What do they have in common?
2. **What is the most important quality you look for in a friend?**
3. **Stanley, Deliah, and Lupe can't move through the doorway to the attic until they say the words "bold," "brave," and "curious."** What do those words mean to you (without looking them up)?
4. **How did it feel the last time you were brave or bold?**
5. **Stanley finds a typewriter in the attic.** Have you ever discovered something in your house that has been replaced by newer technology? Did you know what it was? If not, how did you find out?
6. **Stanley and Delilah get in an argument after she finds out he stole money.** How do you resolve disagreements with your friends?
7. **When was there a time you forgave someone or were forgiven for something?**
8. **Lupe says friends make you feel like you belong.** Where is a place you feel like you can truly be yourself?
9. **How can you show people you care about them without buying them a gift?**
10. **What causes Stanley, Deliah, and Lupe to finally be able to get out of the attic and through the portal?**



RESOURCES

Books for Students

Dreamers by Yuyi Morales (Grades K-5)

Areli Is a Dreamer: A True Story by Areli Morales (Grades K+)

Change Sings: A Children's Anthem by Amanda Gorman (Grades K+)

Wonder by R.J. Palacio (Grades 2+)

Where Are You From? by Yamile Saied Méndez (Grades 2-3)

March by John Lewis, Andrew Aydin, and Nate Powell (Grades 7+)

For parents and educators

How to prevent bullying and make your school a more welcoming environment:

[Speak Up At School: How to Respond to Everyday Prejudice, Bias and Stereotypes](#)

[The Conflict Resolution Education Connection](#)

[Learning for Justice](#)

[Welcoming Schools](#)

[Free Play: Open Source Scripts Toward an Antiracist Tomorrow](#)



3311 Washington Ave.
St. Louis, Missouri 63103
EMAIL: community@metroplays.org

MISSION

Inspired by the intelligence and emotional wisdom of young people, we create professional theater, foster inclusive community and nurture meaningful learning through the arts.

METROPLAYS.ORG



@MetroPlays



@metroplays



@MetroTheater



Metro Theater Company



@MetroTheaterCompany

SEASON INSTITUTIONAL SUPPORT FROM



© METRO THEATER COMPANY 2022 Written and designed by Andie Murphy.

