



IN THIS GUIDE

THE WORLD OF THE PLAY	PAGES 2 - 7
BEFORE YOU SEE THE SHOW	PAGES 8 - 12
AUDIENCE MEMBER GUIDE	PAGES 13 - 14
WRITE A THEATER REVIEW	PAGE 15
ACTIVITIES AND RESOURCES	PAGES 16 - 24

WELCOME Educators, Parents, & Caregivers -
this guide is for you!

Filled with conversation starters and resources galore, this guide can be utilized to prepare young audience members for the show, introduce them to the theater, encourage them to reflect on their experience, engage them in an activity, and enrich their overall experience with the play.

We built this guide for you, and we want to hear from YOU! At the end of this guide, there is a link to a survey. Please let us know what you thought - we appreciate your feedback!

THE WORLD OF

THE LIGHTNING THIEF THE PERCY JACKSON MUSICAL

THEMES: **Identity** ~ **Collaboration** ~ **Belonging**

SYNOPSIS OF THE SHOW:

Percy Jackson has newly discovered powers he can't control, monsters on his trail, and is on a quest to find Zeus' lightning bolt to prevent a war between the Greek gods. Percy and his friends must encounter mythological creatures, solve the riddle of the Oracle, and learn just how resilient they truly are in this action-packed adventure with a thrilling original rock score.



BOOK BY:

Rick Riordan (AUTHOR) is a #1 New York Times bestselling author. While teaching English & History full time, Riordan wrote award winning mystery novels for grownups. Riordan turned to children's fiction when he started *The Lightning Thief* as a bedtime story for his oldest son. Today, over 190 million copies of his books are in print worldwide. Rick Riordan now writes full-time and lives in Boston with his wife and two sons.



MUSICAL ADAPTATION BY:

Joe Tracz (BOOK) is the writer of Broadway's *Be More Chill* and *Poster Boy*. TV/film work includes all three seasons of Netflix's *"A Series of Unfortunate Events."* Joe is an alumnus of the Ars Nova Play Group, a former Playwrights Realm writing fellow, and for *The Lightning Thief*, a Drama Desk nominee for Best Book. He has a B.A. from Kalamazoo College and an M.F.A. from NYU Tisch.

Rob Rokicki (MUSIC & LYRICS) is a songwriter, performer, and educator. His shows have been nominated for three Drama Desks and a Lortel Award. Projects: *Strange Tails* (Ars Nova ANT Fest); *Relativity* (USC) with Michael Ruby; the graphic novel rock musical, *Monstersongs* (NAMT '18). Larson Award finalist and alum of the BMI writing workshop. B.F.A., B.A. University of Michigan.



A NEW CAMPER'S GUIDE TO GREEK MYTHOLOGY

Welcome to Camp Half-Blood!

The story of Percy Jackson pulls characters from Greek Mythology and pairs them with contemporary characters. Percy is named after Perseus, the demigod son of Zeus. Although Percy Jackson's parentage is slightly different, they have a lot in common (like encountering Medusa!).

Here are characters from Greek mythology that you'll see portrayed in the show:



THE ORACLE OF DELPHI

The Oracle was a famous high priestess named Pythia, who served Apollo in his temple at Delphi. In the theatre, she is most well-known for prophesying that Oedipus would kill his father and marry his mother—talk about a complicated family!



THE FURIES

The Furies (the three goddesses of vengeance) were known for being strict. Ruthless observers when it came to the rules, they punished anyone who stepped outside the laws of society. So you can see why they have a constant bone to pick with the Olympians and their children.



CHIRON

In the world of Percy Jackson, Chiron is a centaur (half human, half horse) who trains and guides demigods. His role in Greek mythology was similar; known for his medicinal knowledge and calm temperament, Chiron trained some of the greatest heroes of myth, including Heracles and Achilles.



POSEIDON

The Greek god of the sea, Poseidon was one of Kronos' three most powerful sons.



DIONYSUS

The Greek god of theatre and wine, Dionysus had a mysterious birth (some myths say he's a son of Zeus and a mortal, others claim his parents are Zeus and Persephone, or Demeter), which gave him an outsider status in Olympus—much like Mr. D.



HADES

The Greek god of the Underworld, and Kronos' eldest son. Along with his brothers, Zeus and Poseidon, Hades ruled over the cosmos after he and his siblings defeated their father in battle.



ARES

The Greek god of war. The male counterpart to Athena, Ares represented all of the violence and direct aggression of war.



CHARON

Not to be confused with Chiron, Charon was the ferryman to the Underworld; just like in the musical, Charon charged a fee to deliver the deceased from our world to the Underworld.



KRONOS

The youngest of the Titans, and father to several of the Olympians, including Poseidon, Zeus, and Hades.

THE JOURNEY OF A STORY: ADAPTATIONS OF PERCY JACKSON

While the Percy Jackson book series was inspired by the Greek Gods, many other writers and artists have been inspired over the years to adapt the books into many different formats.

What is an adaptation?

A movie, television show, or stage play that has been adapted from a written work, typically a novel. The goal of any adaptation is to capture the spirit of the source material while helping it adjust to its current time and medium.



The source material:

The Lightning Thief, a novel published in 2005.



The Graphic Novel: (first published in 2010)

Robert Venditti (a New York Times bestselling author of more than three hundred comic books and graphic novels) adapted Rick Riordan's global bestseller.

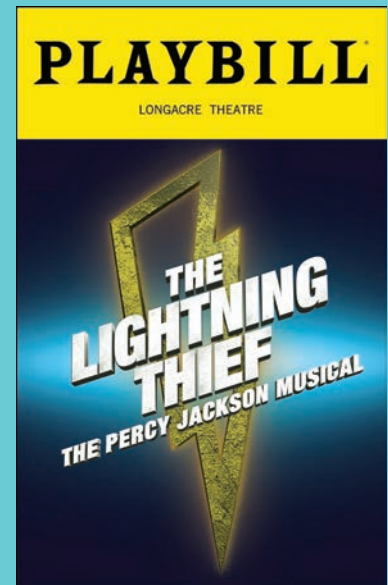


The Film: (premiered in 2010)

Rick Riordan was disappointed with this film, saying it "deviates from the book ... to the point of being almost unrecognizable as the same story."

The Musical: (premiered off-Broadway in 2014 and on Broadway in 2019)

"It became clear that *The Lightning Thief* wasn't a play—the world of the Gods is so big and epic that it had to be a musical," said Joe Tracz, one of the writers.



The TV Series: (premiered in 2023)

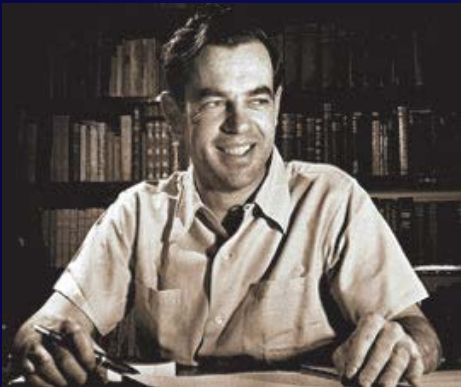
Rick Riordan and his wife Becky both served as executive producers overseeing this TV adaptation.

BEFORE YOU SEE THE SHOW

THE HERO'S JOURNEY

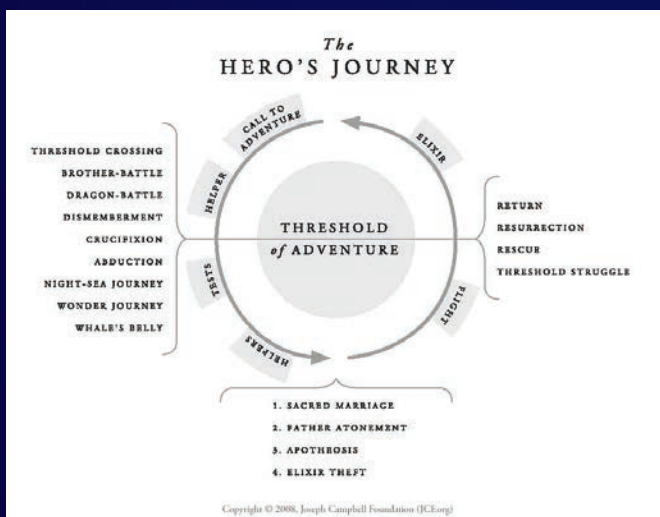
What is the "Hero's Journey" ?

The Hero's Journey is a storytelling template that traces the path of a hero from their ordinary world to a series of challenges and trials, ultimately leading to personal growth and transformation. This concept was popularized by Joseph Campbell, a scholar of mythology and comparative religion, in his book "The Hero with a Thousand Faces."



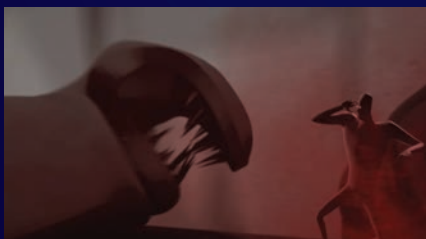
Who is Joseph Campbell?

Joseph Campbell dedicated his life to studying myths and stories from various cultures. He identified common patterns and themes in these tales, ultimately formulating the concept of the monomyth—a single, universal story structure that transcends cultural boundaries.



The Monomyth: A Universal Adventure

The monomyth consists of three main phases: Separation, Initiation, and Return. Each phase is further divided into several stages.



[CLICK HERE](#) for an animated explanation of The Hero's Journey!

Percy Jackson & The Hero's Journey

Percy Jackson's adventures aligns with these stages, for instance:



The Ordinary World:

Percy starts in his normal life, unaware of his demigod heritage.



Call to Adventure:

Percy receives the call when he discovers he's a demigod, setting him on a quest.



Supernatural Aid:

Percy encounters mentors like Chiron, who guide him on his journey.



Crossing the Threshold:

Percy enters the world of gods and monsters, leaving behind the familiar.

- What's another story you know that follows The Hero's Journey?
- What are the similarities and differences between Percy's journey and a journey you've experienced?



PERCY JACKSON, A HERO WITH ADHD & DYSLEXIA



For Rick Riordan, the inspiration for The Percy Jackson Series came from needing a bedtime story to tell his oldest son, Haley, who has ADHD and dyslexia. Riordan says, "I began a story about a boy who struggles in school and is constantly being labeled a lazy troublemaker. Yet Percy finds that his learning disabilities are actually indicators of Olympian blood. He is a hero – a child of the gods."

Amanda Morin, an neurodiversity educator, states, "Like anyone with a disability can tell you, no two experiences are the same, which is why some readers have raved about the representation that Percy Jackson provides...and others have said that it doesn't represent them at all."

What is ADHD?

Attention deficit hyperactivity disorder (ADHD) is a neurobehavioral disorder marked by trouble controlling impulsive behavior, difficulty paying attention, or overactivity. In the US, 10.5% of children aged 3–17 years have ADHD.

What is DYSLEXIA?

Dyslexia is a learning disorder that includes difficulty reading, particularly caused by challenges relating speech sounds to letters and words. In the US, 7-10% of the population has dyslexia.



To learn more about ADHD & Dyslexia, click these links below:

- **Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)**
- **International Dyslexia Association**
- **Learning Disabilities Association of America**
- **National Center for Learning Disabilities**
- **National Institute of Child Health and Human Development (NICHD)**
- **National Institute of Mental Health (NIMH)**

PRE-SHOW QUESTIONS

1. *The Lightning Thief* is a musical adaptation of the Percy Jackson novel of the same name. If you were to adapt a story, which story would you choose? What would your adaptation be? A book, a play, a poem, etc.?

2. Have you ever been to summer camp? What was the experience like? What was your favorite part? If you haven't been to summer camp, would you like to go? What do you think it would be like?

AUDIENCE MEMBER GUIDE



Just like the actors, you have a very important role to play as an audience member. The story of the show and everything you see onstage was created especially for YOU! Your energy and attention will not only be noticed by the actors, but by your fellow audience members as well. So do your best to give all of your attention to what is happening on stage!



GUIDELINES FOR YOUR ROLE AS AN AUDIENCE MEMBER

BEFORE THE SHOW:

- Leave cell phones, electronics, and any noise-making devices at home or turned off.
- Food and gum are not allowed in the theater.
- Consider using the restroom before the show begins.
- When the lights begin to dim, the play is about to begin!
- **NEED MORE INFORMATION? CLICK HERE** to access our Social Story, which will walk you through seeing a performance.

DURING THE SHOW:

- Notice the many ways that the story is being told - the characters' journey, the dialogue, costumes, scenery, sounds, lights, and more.
- Give the actors and the play your attention - there will be time to talk to the people sitting next to you after the show.
- The story might make you laugh, cry, or gasp - your reactions let the actors know that you are engaged in the story!
- Texting, taking photos, or recording videos is not allowed.
- **NEED MORE SUPPORT? Ask for a sensory kit! These are perfect if you are sensitive to sound / lights or need a fidget to focus.**
- **NEED A SENSORY BREAK? Just outside our theater is a monitor that streams the show. Students can watch the show this way as they regulate.**

AT THE END OF THE SHOW:

- The actors will come onstage to take a bow - you can show your appreciation by giving them a round of applause!
- When you leave, be sure to take your belongings with you. If you borrowed a Sensory Kit, please return it to us.

TALKBACKS:

- After Student Matinees (and some public shows), there will be a talkback, which is Q&A with the actors. Look to your adult to know if you are staying for the talkback.
- If you do stay for the talkback, think of questions that you want to ask the actors about the show - the design elements, the process of putting on a show, what it's like to be an actor, and more. Then raise your hand and someone may choose you to ask your question!



CTM THEATER REVIEW

NAME _____

Title of Play _____

Date _____

What are three words to describe what this play is really about / its themes?

Which character is most like you? Which character is most unlike you?

How did the technical aspects (set, costumes, lights, sound, etc) help tell the story?

How did the play make you feel? Why?

What is the most important reason why people your age should see the play?

Send us your theater reviews!

- Scan them and email them to matinees@ctmtheater.org

- Mail them to us at Children's Theater of Madison, 1055 E. Mifflin Street, Madison, WI 53704

Suggested Reading From our friends, the Youth Service Librarians, at



Picture books for young readers:

D'Aulaires Book of Greek Myths - Ingri D'Aulaire
The Beautiful Stories of Life: Six Greek myths, Retold -
Cynthia Rylant
Echo & Echo: Reverso Poems about Greek Myths -
Marilyn Singer
I am Pan! - Mordicai Gerstein
Max and Ruby's Midas: Another Greek Myth - Rose-
mary Wells

Fiction for Middle grade and teen:

Tristan Strong Punches a Hole in the Sky - Kwame
Mbalia
Nic Blake and the Remarkables - Angie Thomas
Aru Shah and the End of Time - Roshani Chokshi
Winston Chu vs. the Whimsies - Stacey Lee
The Storm Runner - J.C. Cervantes

Fiction for elementary/early middle grades:

Zeus and the Thunderbolt of Doom (Heroes in
Training #1) - Joan Holub
Amari and the Night Brothers - B.B. Alston
Where the Mountain Meets the Moon - Grace Lin
Pandora Gets Jealous - Carolyn Hennesy

Wingbearer - Marjorie Liu
Oh my Gods! - Stephanie Cooke
Zeus: King of the Gods (The Olympians Series) -
George O'Connor
Giants Beware! - Jorge Augusto Aguirre
The Cardboard Kingdom - Chad Sell

**You can check out these and
more books at your local library!**

POST SHOW QUESTIONS:

- What demi-god power would you want to possess and why?
- What problem(s) would you try to solve with this demi-god power?
- Who's the first person you would tell if you found out you were a demi-god and why?
- What "monsters" do you see in the real world today? What actions do you think you or other people can take to effect change?

LESSON PLAN #1:

"WHAT ARE MY STRENGTHS"

Essential Question: How can we use the story of *The Lightning Thief* to explore our own strengths and what makes us unique?

Objectives:

Students will be able to:

- Identify similarities and differences between themselves and their classmates
- Physicalize characters based on how they are described in text.
- Identify similarities and differences between themselves and the characters in *The Lightning Thief: The Percy Jackson Musical!*
- Create a piece of art which represents their strengths.
- Speak confidently in front of the class about what makes them unique.

Grade Level: 3-5

Wisconsin Common Core Standards Addressed:

- Theater Education
- Dance
- Art & Design Education
- Social Emotional Learning

For a full list of standards, click [CLICK HERE](#).

Time: 1 hour

Materials:

- NOTE: This lesson requires some familiarity with the characters and plot of the Percy Jackson series. If students are not already familiar with the series or characters, spend a few minutes before the lesson starts reviewing the story.
- Blank paper
- Drawing tools such as markers, colored pencils, or crayons.

Resources:

- *First Stage* Children's Theater Education Department Curriculum, Courtesy of Brinn Hill

ENGAGE (Hook):

Stand Up If... (10 minutes)

1. Share with students that you are going to be exploring what makes each of us unique through learning about *The Lightning Thief: The Percy Jackson Musical*!
2. Begin by sharing with students that we are going to play a game to get to know each other better, and prepare us to jump into the world of the play. This game is called: "Stand Up If...." Students can be seated at their desks or on the carpet for this game. The facilitator is going to make a statement starting with "Stand up if..." and ending with an opinion statement, such as "your favorite color is yellow." If students agree with the statement, they should stand up by their desk or in their carpet spot, and if they do not agree with the statement they should stay seated. There is no talking during this game – students should just notice what similarities and what differences they have with their classmates.
3. Statements include:
 1. Stand up if you like stories about adventure and fantasy.
 2. Stand up if you're interested in Greek mythology.
 3. Stand up if you've ever been to camp.
 4. Stand up if you ever feel different from those around you.
 5. Stand up if you ever feel left out.
 6. Stand up if you have ever wanted magical powers.
 7. Stand up if you are really good at something.
 8. Stand up if you have really great friends.
 9. Stand up if you have read the Percy Jackson books!
4. Invite students to all have a seat and lead them through a few reflection questions about what they noticed.
 - What did you notice about the groups' responses to the statements? When did more people stand up? When did less people stand up?
 - What did we learn about the group from this activity? Did you notice any similarities or differences? Did anything surprise you?
 - How might this activity connect to the idea of what makes you unique?

Explore:

Character Walks (15 Minutes)

1. Share with students that next, you will be exploring some of the characters in *The Lightning Thief: The Percy Jackson Musical* by exploring how they move.
2. Invite students to stand up in a neutral stance, with their toes facing the front of the room standing nice and tall (you might call this "Actor Neutral"). Share that when you say "GO" their objective is to move around the room in an Actor Neutral walk, making sure to cover the open spaces while not touching anything or talking to anyone. When you say "FREEZE" students should freeze in Actor Neutral and listen for the next set of instructions.
 - Practice the Actor Neutral walk a few times.
 - Challenge students to see how quickly they can all freeze, and if they can freeze at the exact same time.

3. When students are frozen, explain to them that when you say "GO", you want them to move around the space as if... it is 5am and you just woke up.

- As students sleepily walk around the room, ask them to notice how this sleepy walk is different from their Neutral walk, are their steps slower? Do they no longer walk in a straight path?

4. Have the students freeze and explain to them that when you say "GO", you want them to move around the space as if...they just won a big soccer game!

- As the students move around the room, ask them to notice what is different about this walk from their Neutral walk and from their sleepy walk.

5. The next time the students are frozen, explain to them that when you say "GO", you want them to move around the space as if... you are powerful, loyal, and never stop moving, like Percy.

- Coach students, asking them: How would a character who is powerful and loyal move? Would they move fast or slow? What about their steps, would they take large steps or small steps – would they pause during their walk or continually walk?

6. Allow students to embody these characteristics and then say "FREEZE". Have students go back to an Actor Neutral walk. When you say freeze again, give students new character traits to embody, and continue this structure with the following prompts:

- As if... you are smart and brave like Annabeth.
- As if... you are sensitive and love nature like Grover.
- As if... you are scattered and a little chaotic like Mr. D/Dionysus.
- As if... you are lonely and sneaky like Luke.
- As if... you are arrogant and sometimes rude like Clarisse.
- As if... you are caring but occasionally stubborn like Posiedon.

7. Invite students to have a seat, and ask them about what they noticed about each character.

- What made this character's walk unique among the others?
- Were there any characters whose walks were similar? Why do you think that is?
- What can we learn about these characters by how they move through the world?

Designing our Cabins (15 minutes)

1. Remind students that in the world of Percy Jacksonm children of the Gods all have unique powers based on who their Godly parent is. These powers include controlling the weather, superhuman speed and strength, as well as leadership and intellect. At Camp Halfblood, these kids are grouped based on their Godly parents and assigned to a cabin

2. Share with students that they will now be considering their own strengths and designing what their Camp Halfblood Cabin.

3. Pass out a blank sheet of paper to each student and have students acquire some drawing materials.

4. Begin by having students create a list of 5 strengths that they have, maybe they are good with animals, a great musician, very strong. Encourage students to consider actual strengths they possess rather than supernatural abilities they wish to have.

5. Next, invite students to draw a picture of what they would want their cabin to look like, how would it be decorated on the outside to show what abilities are represented?

6. Give students time to work independently

Sharing our Cabins (10 minutes)

1. Invite students to find a partner or a small group.

2. Have students take turns sharing their strengths and cabin designs with their partners or group members.

3. After each student shares, encourage the other student to offer one piece of positive feedback before sharing with their own design

REFLECT:

Physical Brainstorming: What makes me unique? (10 minutes)

1. Gather the students into a standing circle. Ask students to think of something that makes them different from others. Once they have something in mind, have the students think of what they could do with their body to show this thing.

- For example: they could share that they are super fast and show this by running in place super fast.

2. One at a time, allows students to come into the middle of the circle to share the thing that makes them unique with their gesture and have the class repeat that phrase and gesture.

- It is alright if not every student chooses to have a turn, and it is equally alright if some students choose to go more than once.

3. Afterward, ask students what they realized or learned about their classmates that they didn't know before.

LESSON PLAN #2:

"I'M A GOOD KID"

Essential Question: How can we use the story of *The Lightning Thief: The Percy Jackson Musical* to understand our own ideas about fitting in, and finding self worth?

Objectives:

Students will be able to:

- Engage conversations with other students about what makes them unique.
- Reflect on the emotional journey of a character by listening to a piece of music.
- Collaborate with others to create a tableau depicting a character's emotional journey.
- Practice empathy in considering a character's emotional journey.
- Demonstrate various strategies for supporting a friend in need of emotional support.
- Identify a character's emotional arc.
- Draw connections from a character's experience to their own.

Grade Level: 6-8

Wisconsin Common Core Standards Addressed:

- Theater Education
- Dance
- English Language Arts
- Social Emotional Learning

For a full list of standards, click [CLICK HERE](#).

Time: 1 Hour 15 Minutes

Materials:

- Loose leaf or printer paper
- Pencils
- Audio Track for "Good Kid" from *The Lightning Thief: The Percy Jackson Musical*
- Audio Track for "Bring on the Monsters" from *The Lightning Thief: The Percy Jackson Musical*

Resources:

First Stage Children's Theater Education Department Curriculum, Courtesy of Brinn Hill

ENGAGE (Hook):

Cooperation Challenge (10 minutes)

1. Share with students that you will be exploring the emotional experiences of the characters in *The Lightning Thief: The Percy Jackson Musical* and practicing empathy.
2. Many of the characters in the show have differences and similarities with one another. And those differences are often what make them unique individuals. There is more to a person than what meets the eye.
3. Begin by asking students to stand up, scattered throughout the classroom. Share with them that in a moment, you are going to ask them to think about something personal to them – such as their favorite season, or favorite cereal. Then, they are going to have to form groups with others in their class who have the same favorite season/cereal as they do. This game requires students to talk and listen – and it may be the case that some people will have groups with just them in it.
4. Start by saying, “Think about your favorite dessert. Get into groups with others who have the same favorite dessert as you have.” Allow students about one minute of taking and listening to figure out their dessert groups.
5. Once groups have been assembled, go around the class and have each group share their group dessert.
6. Continue with the following prompts:
 - a. What school subject are you best at?
 - b. What sport are you best at?
 - c. What is your favorite hobby?
 - d. What is your favorite way to help at home?
 - e. Who is your favorite person in your family?
 - f. What is your favorite thing to do on the weekend?
 - g. Which school special/enrichment class is your favorite?
7. Invite students to all have a seat and lead them through a few reflection questions about what they noticed.
 - a. What did you notice about the groups’ responses to the statements? When did more people stand up? When did less people stand up?
 - b. What did we learn about the group from this activity? Did you notice any similarities or differences? Did anything surprise you?
 - c. How might this activity connect to the idea of what makes you unique?

EXPLORE:

Listening and Reflection: “Good Kid” (15 minutes)

1. “In musical theater, music allows characters to express their emotions when words alone are not sufficient. In a musical, songs often allow us a glimpse into how a character feels at a given moment.”

2. Share with students that next, you will be listening to a song from *The Lightning Thief: The Percy Jackson Musical* called "Good Kid".

3. Pass out a sheet of paper and pencil to each student, share with them that they can use this paper and pencil to write or draw what they notice as they listen to the song. Share with students that they should consider what Percy is feeling at this moment.

4. Play **"Good Kid" from *The Lightning Thief: The Percy Jackson Musical***.

5. Facilitate a discussion about what they noticed in the song. Allow some of these questions to guide the conversation:

- a. What do you think Percy is feeling in this moment? What makes you say that?
- b. Using the context of what you heard in the song, what do you think Percy is going through to make him feel this way?
- c. How do you think the way Percy feels might impact the way he interacts with others and the world around him?

Tableau Building (20 Minutes)

1. Share with students that next, you will be building some tableaux, or frozen pictures to represent the emotional journey that Percy is experiencing in this song.

2. Break the students into small groups of 3 or 4, and share that they are to work with their group to create a frozen picture with their bodies to show what is happening to Percy and how he might be feeling.

a. Encourage students to take a few minutes to discuss with their group mates what aspects of Percy's experience they would like to represent with their tableau (since they have several group members, they can choose a few)

b. Then, students should work together to arrange their bodies in the frozen picture which represents Percy's feeling.

3. After a few minutes of work time, invite students to present their tableaux with the rest of the class.

4. Invite the other students to share some feedback about what they like about the group's tableau.

a. What aspects of Percy's experience are clear in this frozen image?

b. What do you like about how these artists have chosen to represent this image?

What would you do? (15 minutes)

1. Share with students that we will now be using empathy to consider how we would respond if a friend of ours was feeling the way Percy was at this point in the story.

2. Invite a volunteer to the front of the class to play Percy, ask the student to show the class using their face and body that they are feeling defeated and frustrated just like Percy is in the song.

3. Ask the students what they would do in this situation to support Percy in this moment. When a student shares an idea, invite them to come to the front and role play this moment with the other actor, showing us how they would respond.

4. After moving through a few examples, invite a group discussion.
 - a. How do we support our friends when they are having a hard time?
 - b. In Percy's case, he feels very alone, what could he do to help himself feel better?
 - c. Have you ever been a support for a friend in need, how did you support them?

REFLECT:

Individual Reflection and Journaling (15 minutes)

1. Pass out additional paper if needed, and share with students that we will be listening to another song from *The Lightning Thief: The Percy Jackson Musical*, "**Bring on the Monsters.**"
2. Play the song for the students a few times. Invite the students to listen and take note of how Percy's emotional journey has progressed from "Good Kid" and what is different about how Percy feels during this song.
3. Invite students to write a reflection about what they have noticed.
 - a. Are there parts of Percy's experience that resonate with them?
 - b. Is there an experience or place that helped them to find their courage in feeling supported and loved?
4. If time allows, invite a few students to share their reflections with the class.



We'd Love to Hear from You!

EDUCATORS & FAMILIES! Send us feedback on this study guide! What was useful? What wasn't in here that you would like to see? **CLICK HERE** and let us know!

STUDENTS! Send us your theater reviews! You can:

- Scan them and email them to matinees@ctmtheater.org
- Mail them to us at Children's Theater of Madison, 1055 E. Mifflin Street, Madison, WI 53704

Attention, Teachers!

Seeing this show at CTM addresses **Wisconsin Common Core Standards** in Theatre Education, World Languages, Environmental Literacy and Sustainability, English Language Arts, and Social Emotional Learning! **CLICK HERE** for a full list of standards addressed.

ABOUT CHILDREN'S THEATER OF MADISON

MISSION STATEMENT: CTM's mission is to spark imagination and build community through the creation and experience of theater

VALUES: Inclusion • Collaboration • Learning • Joy



SPONSORS for The Lightning Thief: The Percy Jackson Musical



UnityPoint Health
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PARTNER OF

UWHealth

This guide was created by: Erica Berman and Lindsay Gleason
(CTM Education Department)

Special Thanks: Our friends at First Stage for contributions to this guide!

Enrichment Guide Created By: Erika Sjoblom