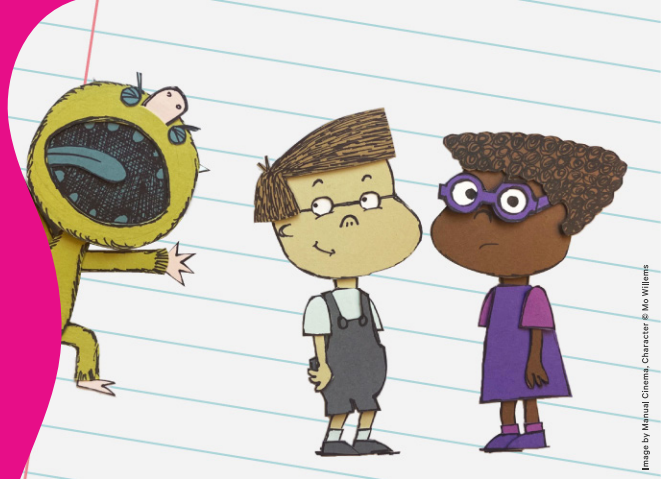


BEYOND THE STAGE STUDY GUIDE

Leonardo! A Wonderful Show about a Terrible Monster

AGES 3+ | SILLY • TENDER • INVENTIVE



HOW TO USE THIS GUIDE

There's no need to do it all! Choose the activities that best fit your students, goals, and time. **LOOK+LISTEN** offers an accessible entry point, while **TRY IT YOURSELF** and **TAKE IT FURTHER** extends the learning through deeper discussion, investigation, and creative exploration.

MEET THE STORY

Leonardo has a problem. He is a terrible monster. Not terrible because he is frightening. Terrible because he isn't frightening at all. When the other monsters tease Leonardo, he sets out to prove them wrong by finding the most scaredy-cat kid in the world and frightening the tuna salad out of him. That kid is Sam. But when Leonardo finally meets Sam, he discovers something unexpected: Sam doesn't need a monster. He needs a friend. Through music, live performance, projections, and several forms of puppetry, Leonardo! follows Leonardo, Sam, Kerry, and Frankenthaler as they discover friendship, courage, kindness, and what it means to find a place where you belong.

BIG IDEAS

- Friendship
- Belonging
- Courage
- Choice



BEFORE YOU GO

Check your inbox for your **Know Before You Go** email, sent ahead of your field trip. It includes important details for your visit, plus a short video showing what to expect and what to do when you arrive at SCT.



LOOK + LISTEN

When you're at the show ask students, how to the puppeteers use focus, movement, stillness, voice, cameras, and ordinary materials to make an object feel alive? When can you see the artists making the illusion - and how does that change the experience?



SEATTLE
CHILDREN'S
THEATRE

THINK + TALK

Help your students move from what happened in the story to personal connection and then to the world beyond the stage.

STORY

Why does Leonardo want so badly to scare someone? What changes when he realizes Sam is crying because he has had a terrible day?

SELF

What makes someone a good friend?
Who or what helps you feel like you belong?

WORLD

What can happen when someone chooses a different path than the one others expect? How can stories help us see someone differently?



BRING IT HOME

Who or what helps you feel like you belong?

Across SCT's 26/27 season, HOME is more than a place. It can be a person, a memory, a tradition, a story, a feeling of belonging, or something we carry with us.

LOOK AT THE CRAFT

Manual Cinema combines puppetry, cameras, projection, live performers, music, and sound to bring Leonardo! to life.

As you watch, notice HOW the artists work together to create what you hear and see.

Choose one moment that feels like magic, then ask:

- How did they do that?
- How did the artists make it happen?
- What did you notice about performance, design, movement, sound, objects, or space?



SEATTLE
CHILDREN'S
THEATRE

TRY IT YOURSELF: MONSTER MAKER LAB



ESSENTIAL QUESTION

How can a puppeteer turn ordinary materials into a character an audience believes is alive?

START HERE

- **Imagine:** Who is your monster? Choose a name, one thing your monster wants, one thing that makes them unique, and how you want an audience to feel when they first meet them.
- **Explore:** Build a simple puppet. Practice.
- **Focus:** Where is it looking?
- **Movement:** How does it walk, jump, hide, or react?
- **Voice:** What does it sound like?
- **Stillness:** What happens when it stops?
- **Reaction:** Can it show a feeling without speaking? Repeat choices so they become clear and consistent.
- **Express:** For younger groups, practice a simple first meeting: look > move > stop > react > greet. For groups ready for more, create and rehearse a 30–60 second scene in which your monster meets another character for the first time. Give it a clear beginning, middle, and end.
- **Reflect:** What did you have to do as a puppeteer to make the audience stop seeing the materials - and start seeing a character.

TAKE IT FURTHER

Perform the scene without dialogue. Communicate only through focus, movement, rhythm, reaction, and stillness. Then add dialogue back in. Which version made the puppet's thoughts and feelings clearest? Challenge: trade puppets with another group. Can a new puppeteer reproduce the character's movement and focus choices clearly enough that the audience still recognizes the same character?

WASHINGTON ARTS LEARNING STANDARDS

- Creating 1–3
- Performing 4–6
- Responding 7–9
- Connecting 10–11



KEEP EXPLORING

Learn more about our other educational offerings and see what's next on stage!

Share your theatre journey with us!

 @seattlechildrenstheatre  @sct_seattle

 **SEATTLE
CHILDREN'S
THEATRE**