



# Season for Young People

## Insights and Ideas



Actor David Epley has created a fun and engaging character, but don't be fooled by the spiky hair, goofy goggles, and extravagant German accent. Science is the real star of this show.

Doktor Kaboom takes his audience on an educational tour of the **modern scientific method**, using humor and comedy while demonstrating spectacular applications of the physical sciences.

Topics covered include: safety; pressure and force; simple machines; velocity; application of science to everyday life; the scientific method (hypothesis and experimentation); multiple experimentation; constant discovery of new information and data; definitions: chemical reactions, exothermic, external and chemical formula; mass; air pressure and demonstration vs. experimentation.

## About the Performance

# LOOK OUT! SCIENCE IS COMING!

***Doktor Kaboom is created and performed by David Epley.***

David Epley is a native of Charlotte, North Carolina, and has been fortunate enough to discover two passions in his life.

Science, his first, took him to studies at the North Carolina School of Science and Mathematics. His second, performing, became his career, and for 20 years David has made his living writing, performing, and directing original interactive theatre across the US and Canada.

David is thrilled to be able to bring his passions together and honored to share them with you. He considers himself quite fortunate to have found his calling in life and blessed to be allowed to make a living doing what he loves.

David lives in Seattle, Washington, and is the proud papa of his teenage daughter, Jindalee. He thanks his mother, Barbara, his father, Paul, and Annie, the love of his life, for their unyielding faith and loving support.

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

### **THE MISSION:**

Through interactive character-driven science comedy we improve society's understanding and retention of basic scientific principles, build upon those basics, demonstrate that all science is for everyone, and remove the cultural stigma that scientific awareness is something to fear.

### **CORE VALUES:**

- Science is for everyone, not just the guy in the labcoat, 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.

From: <https://www.doktorkaboom.com/the-mission>

# Classroom Activities

## Before Viewing the Performance

Warm up your body and mind with movement and imagination.

### Move and Talk (Quick Questions)

*This activity is an interactive way to introduce the upcoming performance.* Introduce students to the information about this performance, then prompt them to consider and discuss what they can expect to see.

Have students select a partner. Tell students they will change partners after every question. An open space is ideal for this activity. Read the first question and give students two minutes to discuss with their partner (one minute each). Have a signal ready for students to know when it is time to move to a new partner. (Questions below are examples:)

- What are some of your favorite topics in science? Why?
- What do you wonder about the show?
- What makes you excited about the show?
- What demonstration do you hope to see during the show?

### Teacher Alter Ego

*What is an alter ego? How does the use of character impact how the audience responds?*

Introduce students to **character acting** by teaching a class in character. Create your own alter ego for delivering instructions. Pick a day and teach class in character, complete with costume and props. Even better, encourage your teaching team to join you! Leave time at the end of class or the end of the day to discuss character with your students.

### Ice Breaker (Abstract thought)

*This activity starts by tossing a bean bag but then transforms to tossing an imaginary object, allowing students to consider an object's weight, shape, force, and the "body language" required to react to the imaginary object.* Begin with the class standing in a circle. Start a bean bag around the circle. Ask the students to just look at the object and notice its physical characters then hand it to the person next to them.

Once the object makes its way back to the teacher gently toss it to a student. Ask the student how they knew the correct way to catch a bean bag? Had they caught a bean bag before? Seen someone else catch a bean bag? The goal is for students to understand that this object is something we are familiar with. Toss the bean bag to a few students and then bring it back to the teacher.

Put the bean bag down and toss a pretend bean bag to a student. How did that student know when to catch the bean bag? Explain that the student used a combination of their experience and their imagination to "catch the bag".

Ask the question "what if the bean bag turned into a football?" and have the student pass the imaginary football to someone else. Ask this question using different items after each "catch". Examples are (basketball, Frisbee, beachball).

Then move to items that the students may know but could never pass around a circle (the sun, an atom, the Empire State building etc...). Encourage students to use their bodies to show actions related to each item. The sun would be very heavy while an atom would be very small. What does that look like? Can the other people in the circle read your actions and imagine what you are passing?

# After the Performance

Ideas to generate discussion and inspiration to learn more.

## Notable

Give each student two note cards. On the first card have the students respond to the prompt “My favorite demonstration was \_\_\_\_\_.  
Because \_\_\_\_\_”.

On the second card have students respond to the following prompt.

“I wonder \_\_\_\_\_?” Remind the students to stay focused on the science demonstrations they saw.

After students have finished, find a creative way to share student responses. You could use the first card as a class poll and show the data as a graph. This also gives you great student feedback to share with TPAC on your performance survey!

## Video Shorts

Have students create fifteen second videos telling about their experience after viewing Doktor Kaboom! Or, students may report “breaking news” on a science topic such as a simple machine. Watch them together as a class and select a few to be featured on the school’s social media pages.

If you were planning to share a demonstration or a lesson as an alter ego character, what kind of character would you choose?

Have you tried creating a science demonstration video as an alter ego character? How did that work for you? (TPAC will help you share your work with Doktor Kaboom!)

## Core Values

Discuss the Core Values that Doktor Kaboom introduced (on page 2). Does your classroom or school have a similar set of core values? How do you embody those values?

# Review and Reflect

- What was the main idea of Doktor Kaboom’s performance?
- What science demonstrations did you see during the performance?
- Did any remind you of demonstrations we have done in class?
- What stood out to you or surprised you in the performance?
- How would you describe the performance to a friend thinking of seeing the show?
- Is Doktor Kaboom similar to your friends and teachers? In what ways?
- What is the most memorable part of Doktor Kaboom’s show?



**What is YOUR mission?**

**As a teacher?**

**A learner?**

**A classroom?**

**What are your core values?**