

Program Name: My Name is Junie B. Jones...

Artist: Kim Ratliff

## Special Requirements:

Maximum audience size is 100. Preferred performance space is a classroom, pod area, or library

## Special Points of Interest:

Junie B. Jones was originally planned as a four-book series. The inspiration for Junie B. came from another fictional character, Molly Vera Thompson, whom author Barbara Park created in an earlier book titled *The Kid in the Red Jacket*.

## Performance Description

Teaching Artist Kim Ratliff has created this performance experience based upon the popular children's character, *Junie B. Jones*. The program provides young students insight into life values in a humorous and entertaining way. Kim's goal in this interactive program is to encourage a love of reading in children while providing a curriculum link to moral problem solving skills.

Through the eyes of Junie B., a willful and humorous kindergartner, students will explore a challenging dilemma faced by Junie B. and her friends. Audiences will participate in creating a solution to their predicament.

This performance, based upon the books featuring *Junie B. Jones* invites the audience to

empathize with the character's feelings in this story. Kim asks if the character's actions, words, and decisions are a good idea or bad idea as they demonstrate moral and social problem solving skills. All the while, students broaden their vocabulary by reviewing higher-level words used in the story and practice the process of predicting what will happen next.



## Educational Objectives & Standards

### Students will:

- Learn to relate to familiar situations through the point of view of Junie B. Jones
- Be introduced to the series of Junie B. Jones books
- See that reading is fun

### Behavioral Studies:

- Knows that communicating different points of view in a dispute can often help people to find a satisfactory compromise

### Language Arts

- Can talk about characters and their actions in stories

## Artist Bio: Kim Ratliff

---



Kim Ratliff has been a performer and educator for more than 20 years. After graduating from the University of Kansas, Kim was immediately accepted at the prestigious American Academy of Dramatic Arts. There, she discovered her love of improvisational comedy.

Kim soon started studying and performing with the nationally renowned improv troupe, the *Groundlings*. While in Los Angeles,

Kim also did commercial work, live theater, and warmed audiences for a game show.

Returning to Kansas City, Kim married, started a family, and began teaching in the Shawnee Mission School District. Kim found her niche in teaching Kindergarten.

Kim has incorporated the adventures of Junie B. Jones into her curriculum and teaching practice.

## Vocabulary

---

### List of Resources:

---

#### Books:

[The Moral Intelligence of Children: How to Raise a Moral Child](#) by Robert Coles

Plume Books; (January 1, 1998)

ISBN: 0452279372

[The Call of Stories : Teaching and the Moral Imagination](#) by Robert Coles

Mariner Books; (January 5, 1990)

ISBN: 0395528151

[Book of Virtues](#) by William J. Bennett  
Simon & Schuster;  
(November 1, 1993)  
ISBN: 0671683063

Contact KCYA for more information about this and other programs

816.531.4022  
KCYA.org

**Allegory:** The representation of abstract ideas or principles by characters, figures, or events in narrative, dramatic, or pictorial form.

**Dilemma:** A situation that requires a choice between options that are or seem equally unfavorable or mutually exclusive.

**Empathy:** Identification with and understanding of another's situation, feelings, and motives.

**Morals:** Arising from conscience or the sense of right and wrong.

**Respect:** To feel or show deferential regard for; esteem.

**Values:** A principle, standard, or quality considered worthwhile or desirable.

**Virtues:** Moral excellence and righteousness; goodness.



## Post-Performance Activities

---

1. Ask your parents about a situation in which they had to make a moral decision. How did they choose? What did they consider when they made their decision?
2. Create a story in which the characters practice good problem solving skills. What situation did you put your characters? What kind of problem solving skills do they use?
3. Create your own drawings to illustrate the story you heard today.
4. Act out the predicament faced by Junie B. Jones and her friends. Try to come up with different resolutions for the problem.