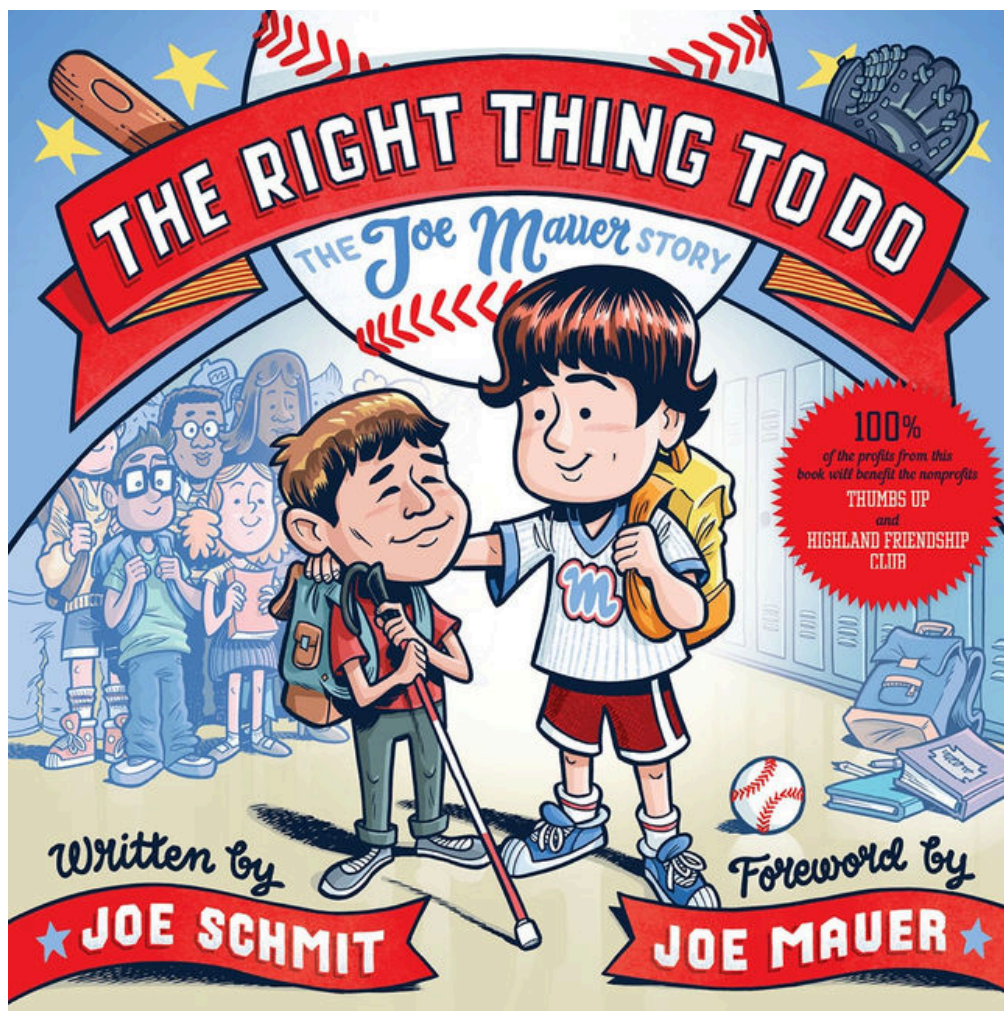


RESOURCE GUIDE



THE RIGHT THING TO DO: THE JOE MAUER STORY

April 10 - May 10 , 2026

Based on the book by Joe Schmit
Book and Music by Michael Mahler
Directed by Sandy Boren-Barrett

ABOUT STAGES THEATRE COMPANY



Since our founding in 1984, Stages Theatre Company has put the well-being and growth of youth at the center of everything we do—on stage, backstage, in the audience, and in the classroom. When a youth enters any of our spaces, they are the center of not only why we do what we do, but how we do it.

Through our Productions, our Education Programming, our Fundraising Initiatives, the Development of New Work for the TYA Stage, and our Mentorship Programs, we strive to center youth in the stories we tell, the plays we create, the curriculum we develop, the activities we initiate, and the decisions we make. As a company and a community of artists and teachers, the youth and families we serve drive what we do first, last, and always.



This Classroom Connections Study Guide and the text contained herein are the property of Stages Theatre Company. Any other use of the contents must be accompanied by the phrase, Property of Stages Theatre Company - 2025.

*Photos by
Amy Rondeau Photography*

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Synopsis

A young Joe Mauer hit a baseball through his neighbor's window after his dad just told him to be careful! While he tries to brainstorm his way out of trouble, we also meet Andrea, a young budding artist who has had an art explosion, and Mike, who has accidentally broken a vase. They try to persuade their parents that it wasn't their fault! When Joe's dad comes to help him with his batting swing, Joe almost tells him the truth about the neighbor's window, but decides not to.

Later on, we are at the local baseball field with a group of kids including Joe, Andrea, and Mike. They are picking teams and to everyone's surprise, Joe picks Andrea first. Andrea thinks he picked her out of pity, but they discover they have a lot in common and the thing they both like to do is practice! Joe and Andrea become friends, and Joe explores other things he might like to do. The world is their oyster.

Years later, we are at Cretin Durham High School with Joe & Andrea! Joe is treated like a celebrity by the other students, which makes him uncomfortable. He just wants to feel normal. While this is happening, Mike is sitting at another lunch table by himself and we learn that life is lonely for him as the only blind kid in high school.

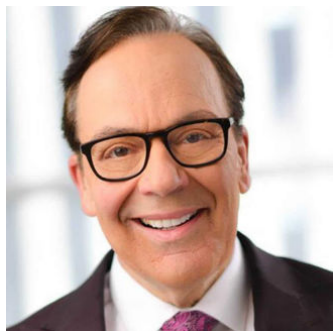
Joe spots Mike and makes a decision to sit next to him (even though his friends don't understand why). Joe soon realizes that Mike is a stat savant for baseball and they discover they have a lot in common. When Joe invites him back to the table, his friends are surprised but quickly welcome him, except for Dean, who is jealous and plays a mean prank on Mike. Joe and Andrea are angry with him and start a food fight and hit Dean with a cupcake. VP Adler stops the fight and calls Joe, Andrea, and Mike to the office.

The three new friends sit outside the Vice Principal's office and try to decide what to do and whether to blame the situation on someone or something else. In the end, Joe thinks about his dad and decides to do the right thing and own up to his part in the food fight.



Soon, it's the end of school and all the friends are graduating; they have all become close through their shared interests and have learned about doing the right thing.

Meet the Creators



Joe Schmit

Author

Joe Schmit is an award-winning broadcaster, community leader, author, and popular keynote speaker. He is a 2019 inductee into the Minnesota Speakers Hall of Fame and has earned his CSP (Certified Speaking Professional) designation from the National Speakers Association. He has won 19 Emmys from the National Television Academy. In 2020, Joe was awarded The Silver Circle designation by the Upper Midwest Chapter of the Emmys for extraordinary contributions to the broadcasting industry. He was also honored with a National Headliner Award in 2001. Joe is also an author of two award-winning books “Silent Impact” and “The Impact Blueprint.” He recently teamed with Minnesota Twins Legend and Baseball Hall of Famer Joe Mauer to write a children’s book called “The Right Thing To Do.’ 100% of the proceeds from this book go to two children’s charities, and they have donated books to over 800 elementary schools.



Michael Mahler

Playwright, Lyricist & Composer

Michael Mahler is an award-winning actor, musician, composer, and lyricist recognized as an important emerging voice in American musical theatre. For Broadway and London’s West End, Mahler contributed additional lyrics for Cameron Mackintosh’s revival of Miss Saigon. Original works as composer and/or lyricist include The Secret of My Success, Miracle the Musical, October Sky (San Diego Theatre Critics Circle Award), Hero (Jeff Award), The Man Who Murdered Sherlock Holmes (Jeff Award), Diary of a Wimpy Kid, Painted Alice, and others. His songs are performed in concerts worldwide, including an evening at the Kennedy Center. Concerts include Silly Love Songs: Michael Mahler Sings Paul McCartney. Proud member of American Blues Theatre, Actors Equity, and ASCAP.

Joe Mauer In Facts & Stats

Birth Place

St Paul, MN

High School

Cretin Durham High

Played for

Minnesota Twins 2004 -2018

Primary Position

Catcher

Bats

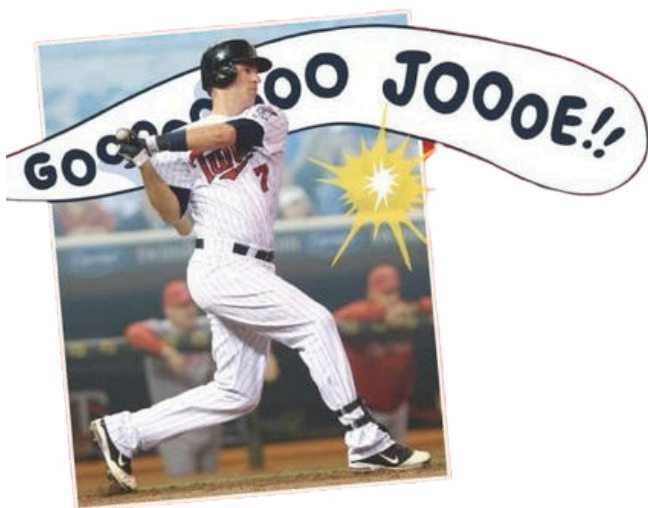
Left Handed

Throws

Right Handed

Inducted into the Hall of Fame

2024



As a standout at Cretin-Derham Hall in Minnesota, Mauer hit over .500 in his high school baseball career and famously only struck out once in four years.

He was considered one of the best high school athletes ever, earning national high school football player of the year honors and, at one point, was committed to playing football at Florida State.

Joe started his professional MLB career at age 20.

He has made four appearances in the MLB All Star game.

On March 21, 2010, Mauer signed an eight-year contract extension with the Twins for \$184 million. This was the richest contract ever for a catcher in MLB history. On July 26, 2010, Mauer hit a home run and had a career-high seven RBI. He got his 1,000th career Major League hit on September 14, 2010.

Mauer is the only catcher in American League history to win a batting title, a feat he accomplished three times (2006, 2008, 2009).

Silent Impact

“Lunch With Mike”

From the book Silent Impact by Joe Schmit

Dear Joe,

We both know that it was infinitely more important than anything you have done or will do with a ball, no matter its shape.

For what happened with Mike is who you are, and the ball thing is something you do - granted, you do it better than 99+% of the population.

And many will confuse what you do with who you are, and some will insist that you are what you do. That confusion will be theirs, not yours.

And they'll probably pay you to do it, but they can never buy who you are.

And what you do will probably change now and then in your lifetime, but who you are will not.

And I'm sure there are those who enviously desire to be you, though they really don't know why or what they seek.

He (Mike) has never seen, will never see what you do, and thus, perhaps, see you most clearly.

And there are those who can and do see with eyes only and thus cannot, do not, will not really see you.

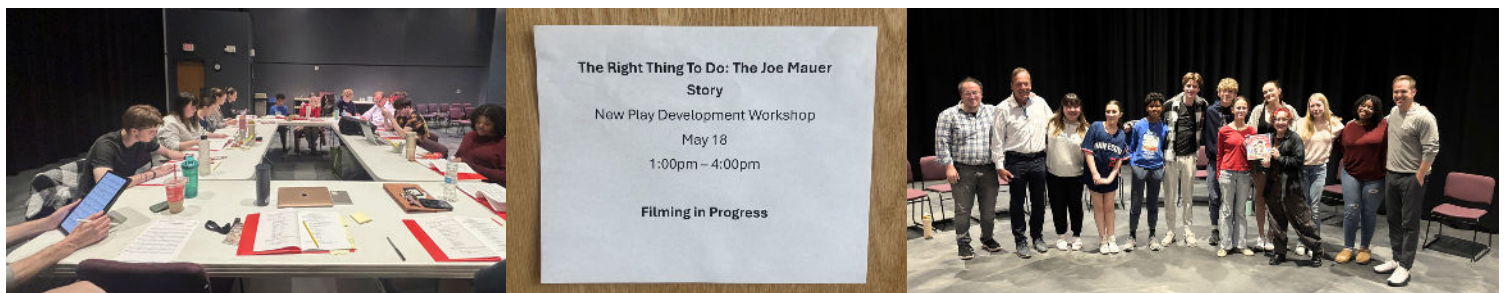
- Brother Michael Lee

Behind the Scenes



The Right Thing To Do: The Workshop

As part of the development of the musical, Stages Theatre hosted a workshop with playwright & composer Michael Mahler and Joe Schmit in May 2025. In this workshop, we were able to listen to the music with youth voices for the first time, ask questions about the script, and explore the characters!



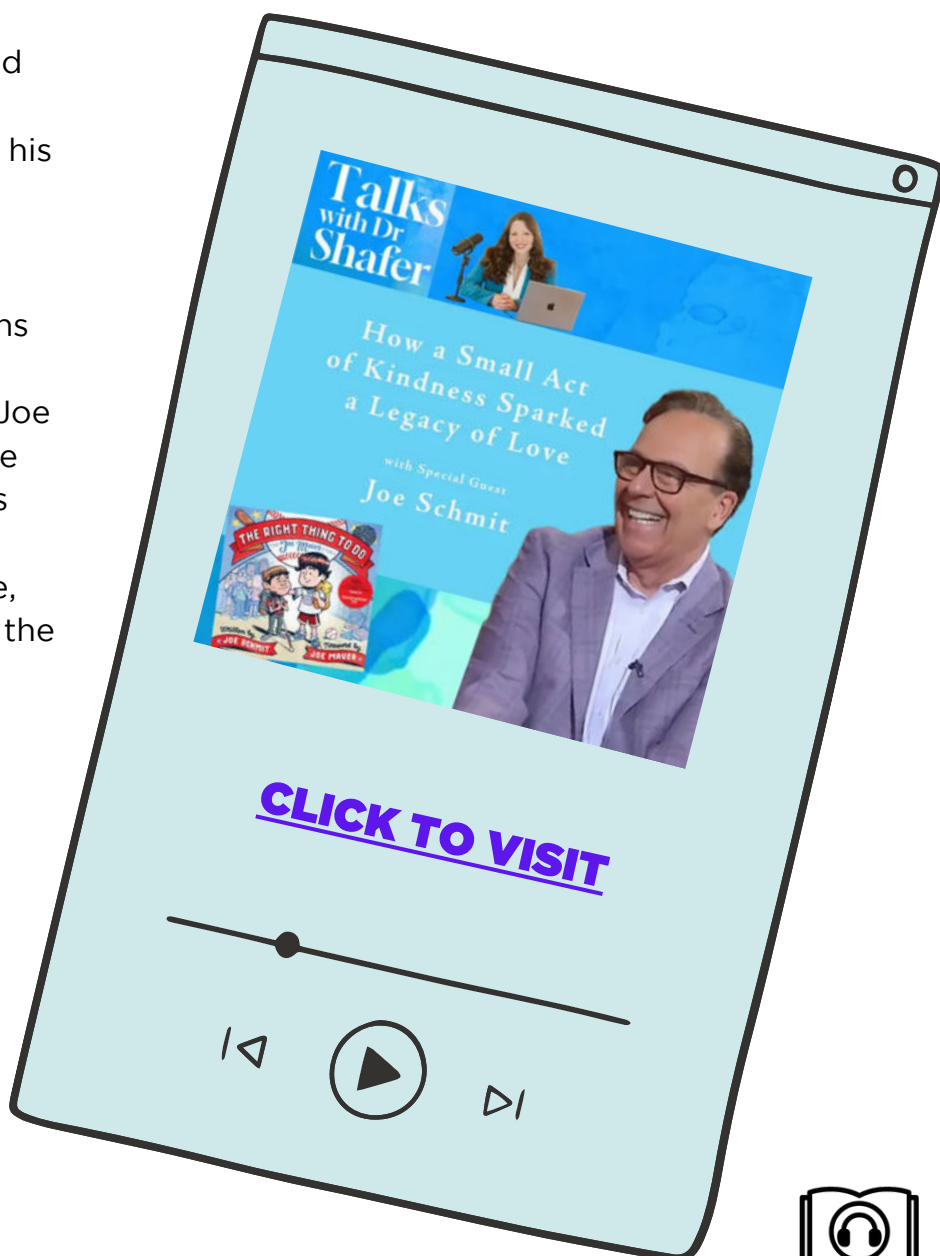
Meet Charlie & Noah



How a Small Act of Kindness Sparked a Legacy of Love

From the podcast Talks with Dr Shafer

Joe and Dr. Shafer explore the profound impact of kindness and the journey of self-discovery through storytelling. Joe shares his path from aspiring athlete to Emmy-winning broadcaster, emphasizing the importance of kindness in youth and the lessons learned from Baseball Hall of Famer Joe Mauer, whose story Joe shares in his children's book, *The Right Thing To Do*. They discuss the significance of creating positive impacts in everyday life, from how we support others to the kindness we show ourselves.



Baseball Glossary

Ball: A pitch which does not enter the strike zone and is not struck at by the batter

Base: The four points of the baseball diamond (first through third bases and home plate) that must be touched by a runner in order to score a run.

Batter: The offensive player who is currently positioned in the batter's box.

Batter's Box: Either of the areas next to home plate where the batter stands during his time at bat.

Catcher: The defensive player whose position is directly behind home plate.

Defense: The team currently in the field.

Designated Hitter: A player who may be designated to bat instead of the pitcher.

Dugout: The seating area for team members not currently on the playing field

Fielder: One of the nine defensive players, including pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, center fielder, and right fielder.

Fly Ball: A ball that goes high in the air when batted.

Home Plate: The base over which an offensive player bats, and to which he must return after touching all three bases in order to score a run.

Infielder: A fielder who occupies a position in the infield.

Inning: That portion of the game within which the teams alternate on offense and defense and in which there are three outs for each team. Each team's time at bat is a half-inning.

Offense: The team currently at bat.

Out: A declaration by the umpire that a player who is trying for a base is not entitled to that base.

Outfield: The portion of the playing field that extends beyond the infield and is bordered by the first and third baselines.

Outfielder: A fielder who occupies a position in the outfield.

Pitch: The ball delivered by the pitcher to the batter.

Pitcher: The fielder designated to pitch the ball to the batter.

Quick Return Pitch: An illegal pitch, made with obvious intent to catch the batter off balance.

Run: The score made by an offensive player who has rounded the bases and returned to home plate.

Runner: An offensive player who is advancing toward, touching, or returning to any base.

Safe: A declaration by the umpire that a runner who is trying for a base has not been tagged or forced out, and is therefore entitled to that base.

Single: A play in which the batter safely makes it to first base.

Strike: A legal pitch when so called by the umpire.

Triple: A play in which the batter makes it safely to third base without stopping.

Umpire: The official who judges the legality of individual plays and who otherwise enforces the rules of the game

Understanding Blindness: A Guide for Young People

People experience the world in many different ways. Some people see clearly, some people see a little, and some people don't use vision at all. People who are blind or have low vision learn, play, create, and participate in their communities in lots of different ways.

While it might be tempting to imagine what blindness is like by closing your eyes, that doesn't fully reflect real experiences. People who are blind build skills over time and use tools that help them move through the world with confidence and independence.

How Vision Works

Vision happens when the eyes and brain work together. The eyes take in light and visual information, and the brain helps interpret what that information means.

The eye includes parts like the cornea, iris, lens, and retina. These all help focus light. Then, signals travel through the optic nerve to the brain, where images are understood. Not everyone's visual system works in the same way. Some people may see clearly, while others may see light, colors, shapes, or movement. Some people do not rely on vision at all. This is often described as having low vision or being blind, and it can affect one or both eyes.

When people think about blindness, they sometimes imagine complete darkness. In reality, many blind people have some level of vision- it just may not be clear or detailed.

Why People Are Blind or Have Low Vision

There are many reasons someone might be blind or have low vision, and every person's experience is different.

- Some people are born with eyes that develop differently
- Sometimes the brain processes visual information in its own way
- Some conditions are genetic, meaning they are passed down through families
- Vision can also change over time due to illness, injury, or aging

For example, certain health conditions can affect how a person sees over time. Injuries can also impact vision, which is why protecting your eyes during activities like sports is important.



Learning and Growing

Children who are blind or have low vision learn and grow just like other children, though they may use different tools or strategies along the way.

Many children benefit from working with teachers or specialists who understand different ways of learning. Some may attend specialized programs, while others learn in general education settings with support.

People often use their other senses, like touch and hearing, to gather information and understand the world around them.

Reading and Accessing Information

There are many ways for people who are blind or have low vision to read and access information.

One method is braille, a system of raised dots that represent letters and words. People read braille by feeling the patterns with their fingers.

Technology also plays an important role. Screen readers and other tools can read text out loud, allowing people to access books, websites, and school materials. Some devices can even convert printed text into braille.

Everyday Life and Possibilities

Being blind or having low vision does not limit a person's ability to pursue their interests and goals. People who are blind participate in many fields, including the arts, education, technology, and athletics.

Like everyone else, they develop skills, explore their interests, and find ways to do the things they enjoy.

Blindness is just one part of a person's identity. People who are blind or have low vision have their own strengths, preferences, and ways of doing things. The most important thing is to be respectful, inclusive, and open to learning from one another.



Adapted from publicly available educational materials about blindness and revised for accessibility and inclusion.

A Tool for Self-Advocacy in High School

Erin Jepsen is a low-vision mom of four teenagers and a certified Braille transcriber; her daughter Abi is a sophomore in high school. Together, they created an Etiquette 101 for teachers and students to use at the beginning of the school year.

Don't Say

Over there! [pointing]
Be careful!
Watch out!
Stairs! Don't fall!
Do you count steps?

Here, you can feel this.
I'll interact with you later.
Do you want to feel my face?

Are you okay?
Do you need help?
Sit over here.
Let me help you!
You're so amazing!
You're so good at getting around!
That must be so hard for you!
You have so much to teach "normal"
[sighted] people!
You're so special.
Braille is another language.

Do Say

There's a counter on your left.
We're all going to sit in the closet
at the front right corner of the
room for the lockdown drill.

Look at this! [give it to her to
touch]
See you later!
Hi there, it's [your name.]

Let me know if you need anything.
There's a desk on your right.
Let me know if you'd like me to
guide you. Would you like to take
my elbow?

<https://nfb.org/images/nfb/publications/fr/fr4/2/4/fr420412.htm>

Teaching Your Child About Disabilities and Different Abilities



The natural curiosity of your child can be channeled into acceptance and understanding of people from diverse backgrounds, including peers who have a disability. Here are a few suggestions to help you teach your child about inclusion.

1. Lead by Example and Model Inclusive Behavior

Use “Person-First” Language. Person-First or “People-First” Language refers to the order of words that are used to describe a person. For example, instead of referring to someone as “Epileptic,” it is preferable to say “a person with Epilepsy.” When utilizing Person-First Language, differences become a secondary adjective, instead of the defining characteristic. This language focuses more on the individual and their value as a person.

Make Helpful and Gentle Corrections. As your child is learning about the world around them, they will make honest mistakes. If your child makes an insensitive or thoughtless comment, it is important to avoid any knee-jerk reaction to scold them. The best thing to do is to start a conversation. “I’d like to talk about what you just said,” will be much more constructive than saying “Don’t call them a ‘weirdo’ ever again!”

2. Embrace Similarities AND Differences

Children with disabilities are children just the same. As a parent, you can help your child understand that a classmate who looks or talks differently than them probably also likes superheroes, cookies, and playing outside. When we focus on what we have in common with others, we can build meaningful connections. While similarities can help people build common ground for a friendship, it is also important to celebrate our differences! All people are unique. Everyone has something special about them that makes them who they are – not just persons with a disability and persons without. To help your child understand this, take them to a garden and observe all of the beautiful, colorful flowers. How different would that garden be if all the flowers were the same?!

3. Diversify Your Everyday Experiences

By making diverse cultures and experiences a common presence in your home, your child will have more opportunities to practice inclusion. You can start by incorporating books that include underrepresented groups, and promote diversity in your home library

4. Have a Serious Conversation About Bullying

Children with disabilities are much more likely to be bullied than their peers. However, research indicates that bullying is reduced by 57% when a classmate or peer intervenes. By educating your child on how to respond when they observe someone being bullied, your child can help be a part of the solution. More importantly, your child is helping to make the world a safer, friendlier place for everyone.

5. Facilitate Inclusion During Play!

Play is an integral part of a child's learning and development. However, not all play areas are designed for children and caregivers of all abilities. By participating in play at a space that is inclusively designed, everyone wins!

From Unlimited Play -Teaching Your Child About Disabilities and Different Abilities

Discussion Questions

Have you ever done something you weren't supposed to? Did you own up to it? How did it feel to tell the truth?

Has someone ever given you a piece of advice that changed the way you think about things?

Is there someone in your life you admire? What qualities about them make them special?

What are some acts of kindness you could do today?

How can you "do the right thing" in school, sports, or friendships?

Are there people in your school who are different from you? What might be some ways that you could connect with them? Do you have any shared hobbies?

What does "doing the right thing" mean in Joe's life? Can you give specific examples?

What might have happened if Joe had chosen differently in one of the story's key moments?



Baseball Moves

Create a brief dramatic skit that uses the movements you see in baseball.

Step 1

Research movements in baseball. These could be a Diving Catch, Pitching & Fielding or a Home Run. Watch some videos and Practice some of these movements, what do they feel like?

Step 2

Brainstorm baseball movements and skit details.

- What is the main theme of your skit?
- What would you like to express about the sport of baseball in your skit?
- Do you want to use words in your skit?
- What words do you think are most important to include?
- What sounds do you want to use in your skit?
- How many people will be in your skit? What parts will they play?

Step 3

Make a plan!

What movements will you use and how will you sequence them?

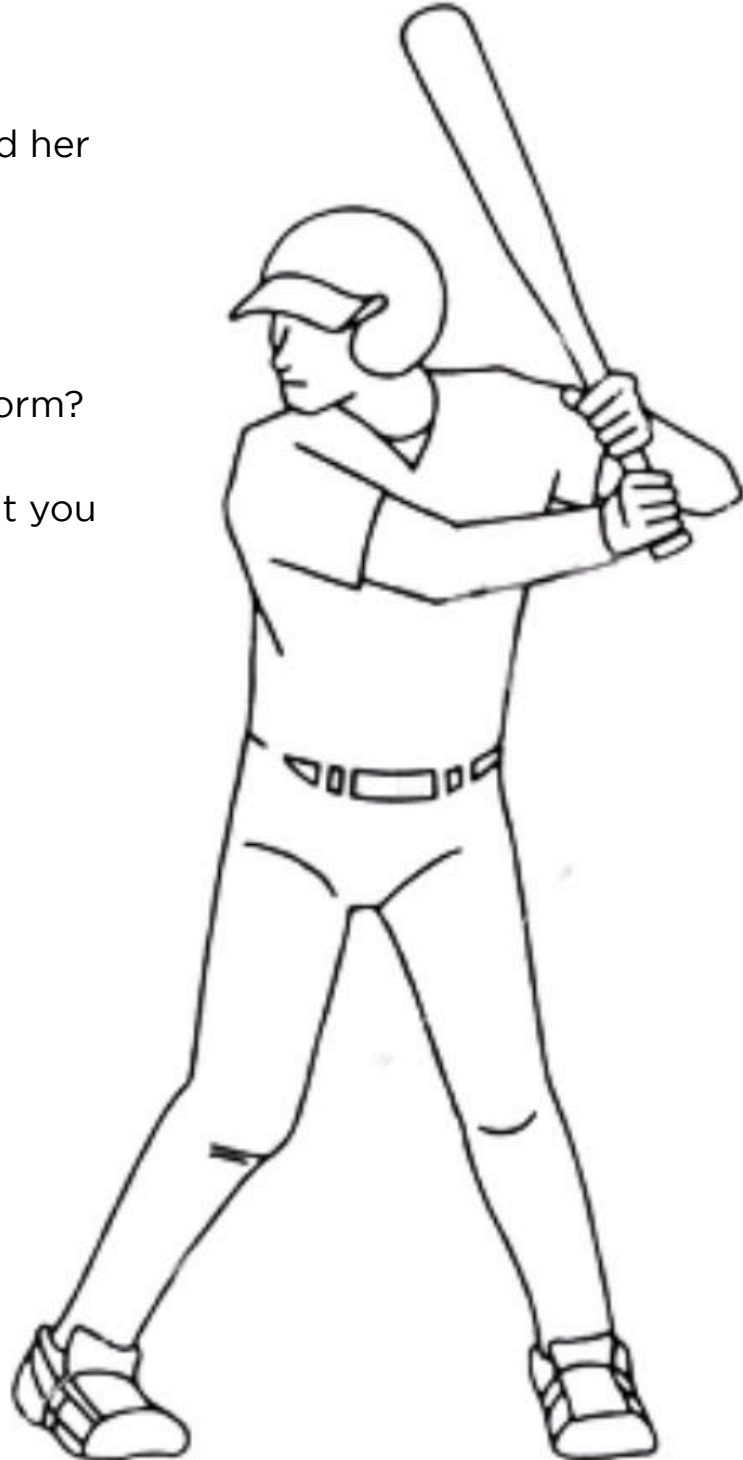
- Create a 3-minute performance that incorporates at least two of the movements not in sequence! Think about how you are choreographing the moves to fit into your skit.



Design Your Team Uniform

Andrea finds a way to blend her love of baseball AND art.

Can you do the same and design your own team uniform? What would you include to show who you are and what you represent?



A Minute of Kindness

Here's a quick and easy improv exercise you can use when you have a few minutes of time to fill in class, or whenever you want to spread a little kindness with your students.

You'll need a timer and a paper and pen or note-taking app.

Part 1:

One-Minute Kindness Brainstorm

Put students into small groups. Using the prompts below, they should brainstorm the answers in one minute.

- Ways to say kind words and/or phrases
- Kind actions or acts of service
- Ways to help a friend or family member
- Good advice to give others
- Ways to help your community
- Other unique acts of kindness

You can either assign a topic to each group or let them choose what they are most drawn to.

After one minute has elapsed, have each group choose their five best ideas and share them with the rest of the class.

Part 2:

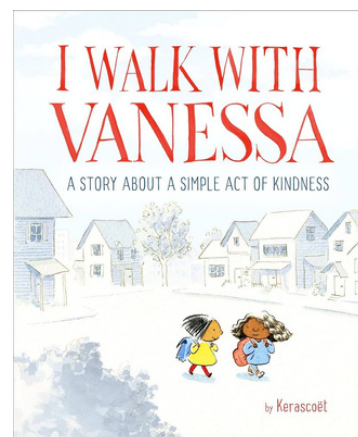
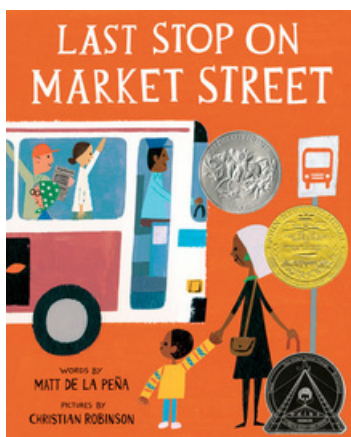
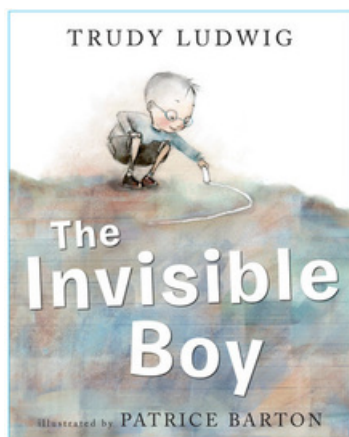
A Minute of Kindness

Have students sit or stand in a circle. Select two students to go into the middle of the circle. Select one of the brainstormed ideas at random for students to create a one-minute improvised scene. Use the timer to indicate the end of the scene.

Remind students that they can use any kind of scenario for the scene; it doesn't just have to be two students displaying acts of kindness. It could be a parent and child, a person and their pet, two co-workers, two aliens, two dinosaurs — whatever they want to try, as long as kindness is at the heart of the scene. Improv is all about “yes, and...” so encourage your students to make big choices.

Once the minute is up, send in two more students and have them take a turn creating an improvised scene. Continue until all students have had a turn, or you run out of time.

Recommended Reading



Additional Resources





General Information

Ticket Policy: Ticket orders will not be processed without full payment. We do not issue refunds. Exchanges can be made up to 24 hours prior to a scheduled performance. Exchanges can only be made for another performance of the SAME TITLE. Subject to availability.

Box Office Hours: Tuesday through Saturday, noon to 5 p.m. and one hour prior to all performances.

Mainstage: Unless otherwise noted, performances take place in the mainstage theatre. Seating is reserved and begins 30 minutes prior to showtime.

Jaycees Studio: All performances of *The Girl Who Drank The Moon* and *Explorasaurus: A Dinosaur Adventure* will be in the Jaycees Studio, a versatile space located in the Hopkins Center for the Arts. Seating is general admission and begins 30 minutes prior to show time. Come early for the most seating options!

Land Acknowledgment

Stages Theatre Company acknowledges with respect and gratitude that the land on which we live and work is the unceded, traditional land of the Dakota Nation. We are committed to learning from the past and critically examining the implications of colonial histories in our day-to-day lives.

To honor the traditional custodians of this land, complimentary tickets to every performance are available specifically for our indigenous community. We hope these resources can move us to take collective action towards land repatriation.

Please call our box office at (952) 979-1111 to secure these complimentary tickets.



This activity is made possible by the voters of Minnesota through a Minnesota State Arts Board Operating Support grant, thanks to a legislative appropriation from the arts and cultural heritage fund.

Accessibility

At Stages Theatre Company, we believe that theatre experiences are for everyone! We are working towards a fully inclusive environment where all programs and performances are accessible to all.

Sensory-Friendly Performances

Relaxed performances designed for people with Autism Spectrum Disorder, Sensory Processing Disorder, or others with sensory sensitivities.

American Sign Language (ASL)

Interpreted Performances
American Sign Language interpretation by certified interpreters for patrons who are deaf or hard of hearing.

Audio Described (AD) Performances

Audio Description services are intended to enhance the understanding of and access to visual information, primarily for but not limited to people who are blind or have low vision.

Pay What You Can Performances (PWYC)

These performances have no minimum price, and patrons are asked to “pay what you can” the day of the show to support the theatre’s programming.

Open Door Program

The Open Door Program provides free and reduced-cost tickets, bus subsidies, and tuition assistance to families, schools, and social service agencies. An application and further information can be found on our website: stages theatre.org/access

Additional Services Available

- Assisted Listening Devices are available for all Stages Theatre Company’s Mainstage productions.
- Wheelchair Accessible Seating is available at every Stages Theatre Company performance.
- Accessible Parking and Accessible Restrooms are available at the Hopkins Center of the Arts.

Accessibility Performances are available for all season subscription options.

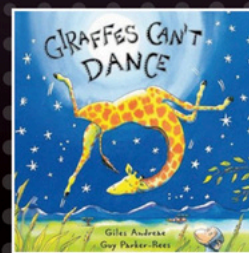
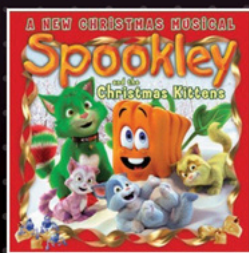
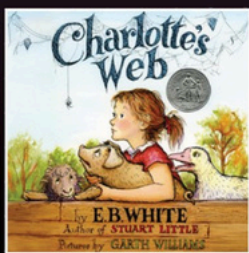


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SEASON
THAT BRINGS US
TOGETHER

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2025-26 SEASON



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