

**Alaska Junior Theater**

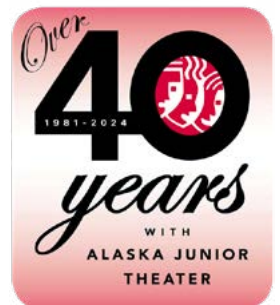
# 2023 - 2024 Season of Legends

## *The Legend of Sleepy Hollow*

VIRGINIA rep

**School Shows**  
**October 16 - 19, 2023**  
**10am & 11:45am**

- Curriculum Connections
- Learning Resources
- Performance Background
- Activities for the Classroom
- Theatre Etiquette



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# Alaska Junior Theater

## Common Core Standards



**A**laska Junior Theater is a private, nonprofit organization that has been bringing the best in professional theatre from around the world to Alaska's young audiences since 1981. Each year, more than 35,000 students attend a variety of live performances at the Alaska Center for the Performing Arts. For many students, our school show presentations are their only exposure to live performing arts.

Each show we present has a strong educational component, and are linked to Alaska Content Standards. Alaska Junior Theater also offers teacher and student workshops, study guides and classroom transportation to our performances.



Discovery Theatre, ACPA



Carr Gottstein Lobby

We are committed to keeping ticket prices low, allowing children of all financial levels to experience live professional theatre. Our low educational ticket price of \$10 covers only half our costs of presenting shows. To subsidize the remaining \$10 of each ticket, we actively fundraise and rely on the support of corporations, foundations and individuals. In addition, we fundraise to offer **full scholarships** to students with financial need.

Alaska Junior Theater asked area teachers to review our 2023/2024 performances for direct connections to Alaska Content Standards. The direct connections for ***The Legend of Sleepy Hollow*** are listed below. They will assist in lesson planning and will assure teachers that Alaska Junior Theater programs help classes meet curriculum connections.

To get a complete copy of the Alaska Content Standards, visit: <https://www.asdk12.org/commoncore/>

### Common Core Standards

Speaking and Listening Standards (K-5)  
Comprehension and Collaboration 2, 3  
Language Standards (K-5)  
Vocabulary Acquisition and Use: 6

### Alaska State Standards

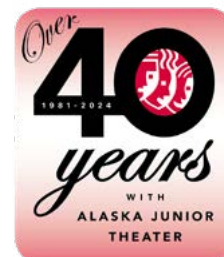
Art: Music: Anchor Standards 7, 8, 9, 11  
Art: Theatre: Anchor Standards 7, 8, 9, 11

Special thanks to Ann Morgester for her help in this effort.

# Alaska Junior Theater



# Sleepy Hollow Teacher Resources



## FICTION

The Doll in the Hall and Other Scary Stories by Max Brallier	E-BEG BRALLIE
Sleepy Hollow Sleepover by Ron Roy	J-BEG ROY
Creepy Cafetorium edited by Colleen AF Venable	J CREEPY
The Legend of Sleepy Hollow by Washington Irving	J IRVING
More Bones: Scary Stories From Around the World by Arielle North Olson and Howard Schwartz	J OLSON
Stinetinglers: All New Stories by the Master of Scary Tales by R. L. Stine	J STINE

## NON-FICTION

The Big Book of Monsters: The Creepiest Creatures from Classic Literature by Hal Johnson	J 001.944 JOHNSON
Ghosts in North America by Paige V. Polinsky	J 133.1097 POLINSK
History's Mysteries: Legend and Lore - Curious Clues, Cold Cases, and Puzzles from the Past by Anna Claybourne	J 398.2 CLAYBOU
America's Oddest Legends by Caitie McAneney	J 398.2 MCANENE
Urban Legends Exposed by Megan Cooley Peterson	J 398.2 PETERSO
Myths and Legends of North America: Canada and the Northern United States by World Book	J 398.2089 MYTHS

## DVDS

The Adventures of Ichabod and Mr. Toad	DVD J ADVENTU
The Legend of Sleepy Hollow (1988)	DVD J LEGEND
Scooby-Doo!: Favorite Frights.	DVD J SCOOPY
The Legend of Sleepy Hollow	DVD J TALL-TA

## AUDIOBOOKS

The Legend of Sleepy Hollow	CD J IRVING
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## About The Legend of Sleepy Hollow



Script, lyrics & music © 1996 & 2006 by Paul Deiss; based on the classic story by Washington Irving.

Based on the original story by Washington Irving, *The Legend of Sleepy Hollow* tells the story of Tarry Town, a place where strange things happen and the townsfolk seem entranced by spirits. Ichabod Crane, a well-educated teacher who comes to live in Tarry Town, meets a mysterious fate. Legend has it that he is the victim of the dreaded 'headless horseman' who allegedly haunts Sleepy Hollow.

Before his disappearance, Ichabod had been at a party at the home of Katrina Van Tassel, a young lady with whom Ichabod was much smitten. During the festivities, he was humiliated by Brom Van Brunt, Ichabod's egotistical rival. He is also frightened by tales of spirits and strange happenings in Tarry Town. He left the party wondering whether he had been the target of a cruel joke by all of the partygoers. After his disappearance, his horse was found grazing in a nearby pasture. His hat was found trampled on the path, and the slimy remains of a pumpkin were found nearby.

Whatever happened to Ichabod? No one knows for sure. Perhaps he left town. Perhaps Brom had something to do with his disappearance. Perhaps he was the victim of a cruel prank. Or perhaps a headless ghost spirited him away, as legend has it...

### *Did You Know...?*

For more than 200 years, the exciting story of Ichabod Crane and the headless horseman has thrilled readers of all ages. The Sleepy Hollow legend was made popular by Washington Irving. However, the legend may be based on a German folk tale written by Karl Musaus (1735 - 1787). Musaus introduced the image of the headless horseman who has since been written about in numerous children's books, cartoons, television shows, videos and puppet shows.



# Alaska Junior Theater

## About Virginia Repertory Theatre



Virginia Repertory Theatre is a nonprofit, professional theatre company and the result of the 2012 merger of Barksdale Theatre and Theatre IV. With four distinct venues and an educational touring arm, Virginia Rep Theatre is the largest professional theatre and one of the largest performing arts organizations in Central Virginia.

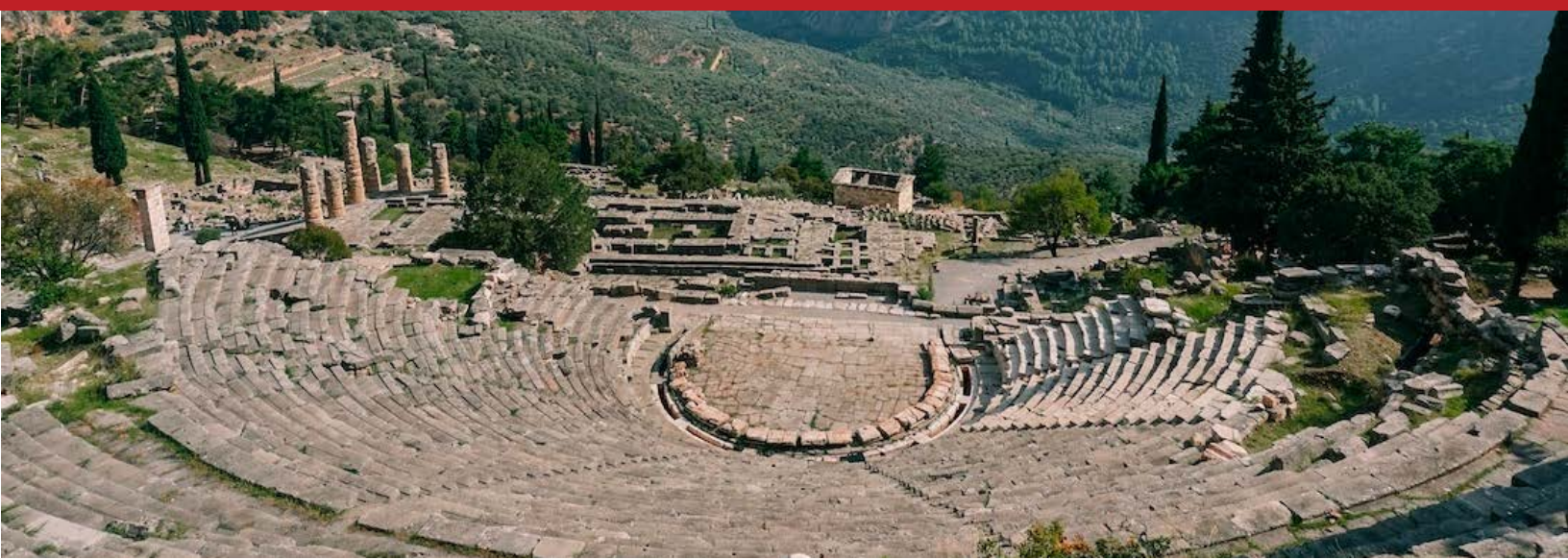
They are dedicated to the development and production of new plays, and they seek outside producing collaboration to ensure the play has a life beyond its development and production at Virginia Rep.

For 68 years, Virginia Rep has served Virginia's adults, children, families and schools and contributed to the cultural, educational and economic life of our city and region.

Their Signature Season operates under an annual contract with Actors Equity Association.



## Theater Trivia! Did You Know..?



- After a play is over and everyone goes home, there is always a light left on backstage - it's called a Ghost Light!
- The oldest play that is still around today was written by an Ancient Greek named Aeschylus. It's almost 2,500 years old!
- The longest performance on stage was over 23 hours long! It happened in New Jersey in 2010.
- William Shakespeare is a famous playwright. He wrote 37 plays and is still quoted by many people today. There are 157 million Google pages that mention him - the most of any famous person ever!
- In theatre, it's considered bad luck to tell an actor "Good luck" before a performance. Instead, you're supposed to say, "Break a leg!"
- In Ancient Greece, audiences stamped their feet rather than clapping their hands as a sign of applause.
- The word "Theatre" originally comes from the Greek word *Theatron*, meaning "a place to behold."
- In American English, the word 'theater' can mean either a place where films are shown (also called a cinema) or a place where live stage plays are performed. In British English, 'theatre' exclusively means a place where live plays are performed. 'Theatre' can also mean the business of putting on plays!
- There are five main types of theatre: Drama, Musical Theatre, Comedy, Tragedy and Improvisation.
- Theatre performances have directors, producers, writers, set designers, lighting designers, makeup artists, costume designers and many more people working backstage, as well as the performers on stage. Many performances also involve live music, played by an orchestra.
- Aristotle was the world's first theoretician (a person who forms, develops or studies the theoretical framework of a subject) of theatre, way back in 384 - 322 BC.
- The word 'thespian' comes from the first person to have taken the stage in Ancient Greece, Thespis.
- Margaret "Peg" Hughes was considered the first woman to appear in a Shakespeare play in 1660 (or perhaps Anne Marshall), 44 years after Shakespeare's death. It was previously illegal for a female to act on stage.



## Teacher's Guide to Creative Drama

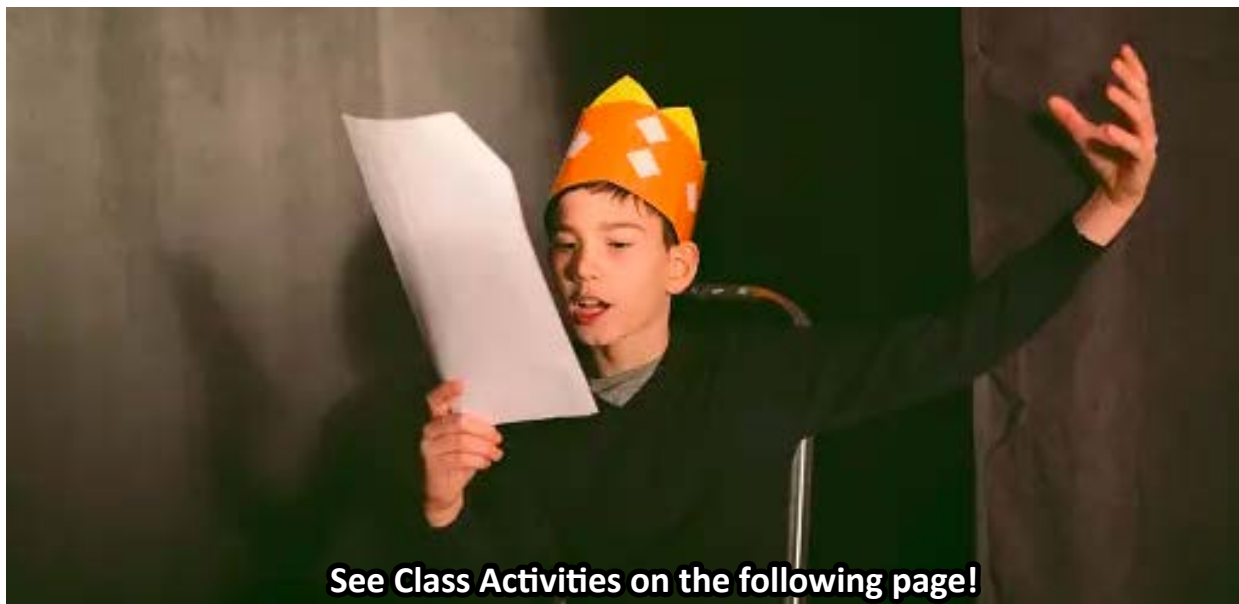
### An Introduction



One of the most exciting ways to prepare students of all ages to view live theatre or bring an academic concept or lesson to life is to give them the experience of what it feels like to be an actor in a given situation or circumstance. **Creative Drama** provides an excellent vehicle toward fulfilling this objective. There are many exercises that are easy to implement using the students' whole instrument, including imagination, voice, movement, senses and emotions. The entire class participates at the same time so there is little opportunity for self-consciousness to inhibit creativity.

The following are some simple exercises, suitable for all age groups. No prior drama experience is required of students (or teachers!). These exercises can be done in the classroom if desks can be moved to the side. This can be accomplished quietly and efficiently by making a game of it. A sample scenario might be to encourage students to imagine an earthquake fault line under the room. It is the students' responsibility to move the desks to the side of the room to reinforce the walls. This must be done silently so the fault line will not be disturbed.

**[Note: If it is not possible to move the desks, however, most exercises can be done with students standing behind or near their desks.]**



**See Class Activities on the following page!**

## Teacher's Guide to Creative Drama

Acting Exercises for Kids!



### Warm Up Exercises

#### Freeze and Move

Using a percussion instrument (small drum or tambourine) or a piece of lively music, ask students to move while the music plays and freeze when it stops. Ask students to move isolated parts of their body (i.e. "now just move your leg, now your head, etc.") If you are using a drum, it can be exciting to vary the speed of the movement by changing the tempo of the beat.



#### Simple Stretches

Lead students in stretching their bodies. The use of visual images or characters helps make stretching fun. For example, tell students to reach for a silver thread hanging from an imaginary cloud above their head. Tell them to hold on tight and imagine they are swinging high above the neighborhood. Sometimes the strings might disappear. Students should then drop, loosely. Repeat this several times. Students can then stretch out wide like a big tree, swivel like a snake, stretch their necks long like a giraffe's, make their bodies small like a tiny mouse, etc.

### Grooming the Senses

In place, encourage students to isolate each sense and focus on it. For example, tell them to close their eyes and listen attentively, first to sounds in the room, then sounds in the hallway. Finally, have them send their hearing out as far as it will go. Ask them to share what they have heard.



A similar exercise can be done with sight. Ask them to look around the room, noticing colors and shapes. Ask them to see each object and then have each object see them. Turn to a partner and see the partner and have each partner see them. Ask students if they can tell the difference between being seen and being the see-er and what each feels like. To

practice heightening the sense of touch, you can pass around a paper bag with an object in it. Have each student feel and describe it without the sense of sight. Students can be encouraged to experiment with smell and taste in the lunchroom and at home.



## Teacher's Guide to Creative Drama

Acting Exercises for Kids!



### Movement: A Mirror Exercise

To help students focus, lead the class in a simple “follow the movement” exercise to slow, pleasant music.



Make simple movements with your arms, head, face and legs. Encourage students to mirror these movements at the same time you are making them. Then, if you can arrange students in a circle, choose one student to leave the room and one student to lead the class in simple slow movements. The student chosen to leave is now invited back to try to guess who is the leader.

A more advanced version of this exercise involves grouping students in pairs and having them mirror each other. Music can be really helpful. Remind students that the face moves too and that laughter and giggling can be mirrored, too!

### Sound Effects

Sound Effects Story: Pick a simple story that has many opportunities for added sound effects (for example, stories in cities, bad weather, haunted houses, etc.). This story can be made up in advance, improvised on-the-spot or read from a book. Practice with the group, encouraging students to make the sound of the wind using their voices, doors slamming using their feet, etc. Then control the volume of the sound using a wand, a pencil or any conductor like object. When your hand is high, the sound is loud, when your hand is lowered the sound diminishes and then stops. Use this volume control tool throughout the story.



## Activities for the Classroom

Cut out and glue each item on the correct side of the line. Is it something that was used 'back then' during Ichabod's time, or do we use it today?



### NOW

### THEN

## Easy as **ABC**

Here is an excerpt from Ichabod's "ABC" song from the classroom. Discuss the way rhyme is used in the song. As a class, finish the song using the rest of the letters of the alphabet. Then, assign each student a 'page' of the alphabet book to illustrate. When you are done, you will have your own original book!

*A is an apple on the tree  
B is a busy bumble bee  
C is a cat on the window sill  
D is a dainty daffodil  
E is an egg that soon will hatch  
F is a fisherman's daily catch  
G is a goat that cries a bleat  
H is a hog we raise for meat*

## Activities for the Classroom

What is a Legend?



### Legend Has It...

#### What is a Legend?

A story that has been passed down from generation to generation and usually includes information about the past. All kinds of people and cultures have legends.

#### Class Discussion:

Brainstorm different types of stories that might be considered legends (for example: ghost stories, fables, family stories, fairy tales or stories about or from the past).

What stories are some of the most well known ones? Some examples may include fairy tales, such as *Cinderella*, *Paul Bunyan* or *Rapunzel*.

#### Questions:

1. In what form do we experience legends? (For example, books or movies.)
2. Why do you think legends are important to a culture?
3. Do legends teach us anything about the past or about people?
4. What other people or fictional characters are legendary? Can you think of three?

#### Read Aloud:

Choose a legend to read aloud to your class, such as *Rip van Winkle* (also by Washington Irving) or *Johnny Appleseed*. Then, ask students to answer the following questions:

1. How does the legend make you feel?
2. What does the legend tell you about America?
3. Which characters in the story were most important? Which were most familiar?
4. What makes this story interesting to so many people?

### Let's Play a Game!

As legends are told and re-told, the stories sometimes change. Try this in class by playing "telephone." The teacher will begin by whispering a short couple of sentences to a classmate. Continue whispering around the circle until each student has had a turn listening and "repeating" what the teacher said. Did the message stay the same, or did it change?

## The Legend of Sleepy Hollow

### Character Word Search



K	D	S	L	E	E	P	Y	H	O	L	L	O	W
L	I	E	E	E	R	N	C	A	N	E	B	S	D
D	C	L	D	F	R	I	E	N	D	S	H	I	P
I	H	J	O	H	N	N	O	B	L	E	B	H	O
M	A	L	L	E	P	S	D	O	O	L	B	J	O
H	B	E	K	A	T	I	A	W	I	N	T	E	R
B	O	K	H	S	S	E	N	K	R	A	D	R	D
E	D	E	T	O	M	M	I	S	O	N	C	O	L
R	C	P	I	H	S	R	E	N	T	R	A	P	T
B	R	A	V	E	R	Y	E	S	P	I	E	P	J
W	A	O	R	L	A	N	D	O	J	O	N	E	S
S	N	B	P	D	O	O	P	L	N	O	W	F	A
Y	E	K	L	H	W	I	H	H	D	N	P	J	L
O	A	D	E	E	R	I	K	K	I	N	R	L	N

SLEEPY HOLLOW  
ORLANDO JONES  
ICHABOD CRANE  
BRAVERY  
JOHN NOBLE  
FRIENDSHIP  
KATIA WINTER  
PARTNERSHIP  
TOM MISON  
DARKNESS  
NIKKI REED  
BLOOD SPELL



## Activities for the Classroom



### Mapping the Story of Sleepy Hollow

Use the organizer below to map out the storyline from the play. In a story like *The Legend of Sleepy Hollow*, is there a solution to the main problem? How does the lack of information at the end of the story make the story more interesting?

**Characters**

**Setting**

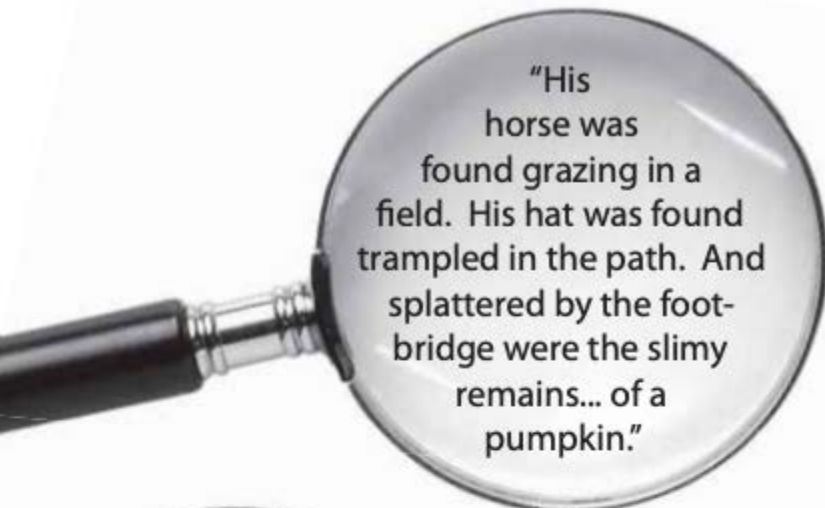
**Problem**

**Events**


**Solution**

## Activities for the Classroom

A Mystery: Ichabod's Final Moment



"His horse was found grazing in a field. His hat was found trampled in the path. And splattered by the foot-bridge were the slimy remains... of a pumpkin."



"Who-ever you are, you're scaring my horse! Brom? Is that you?... Ah! That's not Brom!"



### Reading Resource:

**Epitaph:** An inscription on a tombstone in memory of the one buried there.

### Try This:

What do you think Ichabod's grave stone would have said? Write an epitaph for Ichabod Crane.

### Extend It:

Washington Irving is buried in Sleepy Hollow. What do you think his epitaph says? Research it and find out.



Think about what may have happened to Ichabod:

1. "Some suspect he was the victim of a cruel prank, and blame his disappearance on Brom Van Brunt."
2. "Some say he left on his own accord, too embarrassed to face his beloved Katrina."
3. "It would not surprise me if he had been spirited away by some ... headless ghost."

What is your conclusion about the fate of Ichabod? Why?



### Easy Activity

Pretend you met the Headless Horseman. Think of five questions you would ask him to find out more about who he was.



### Challenge

You are detective with the Tarry Town Police Department. One night on patrol you pull over the Headless Horseman and bring him in for questioning. Think of five questions you would ask him to help you find out what truly happened the night Ichabod Crane disappeared. Explain how these questions would help you get to the truth.



### Extra Challenge

You are detective investigating the disappearance of Ichabod Crane. You are planning an interview with the Headless Horseman, and with Brom Van Brunt. What questions would you ask each of these suspects? Write the answers to your questions, from the perspectives of Brom and the Headless Horseman. What would they say?

## Activities for the Classroom

### About the Author



Washington Irving was born April 3, 1783, in New York City. He was the youngest of a rich **merchant's** eleven children. In school, he was an average student who enjoyed music, books and art. Though he would practice law on Wall Street, work in his family's cutlery business and even serve (later in life) as U.S. Minister to Spain, he loved books and writing. By the time he was 35, he **devoted** himself to his writing.

Much of Irving's writing was influenced by his travels. **Excursions** up the Hudson River were followed by a two-year stay in southern

Europe. While there, Irving filled notebooks with his **impressions** of people. He wrote **satires** based upon those notes about people. He **published** his first book, *A History of New York*, in 1809, under his **pen name**, *Diedrich Knickerbocker*.

Other famous books included *The Sketch Book* (1819, which included ***The Legend of Sleepy Hollow*** and *Rip Van Winkle*), *Tales of a Traveler* (1824), and *The Alhambra* (1832).

Irving also wrote biographies of Oliver Goldsmith, Mahomet and George Washington. Irving never married, being happy to spend his time at home with his brother and five nieces. Washington Irving died on November 28, 1859 in Irvington, New York. He was 76.

## Questions to Consider

1. Why do you think an author would use a pen name? If you were to choose a pen name, what would it be?
2. Do you think Irving ever met anyone like Brom? If he had, what impression do you think he'd have of a Brom-like person?
3. Irving lived from 1783 - 1859. America was a new nation. Technology that we take for granted were unheard of in that time. In what ways do you think ***The Legend of Sleepy Hollow*** might have been different if it were written today?
4. Using the information above, create a timeline of important events in Washington Irving's life. Add boxes if you need to.

## Vocabulary

**merchant:** a businessman who sells goods

**pen name:** a name an author uses that is not his/her real name

**publish:** to print, make public and distribute a book

**excursion:** a trip, adventure

**satire:** a type of writing that pokes fun at people or situations

**devoted:** to be loyal or faithful to something or someone

**impression:** an observation, thought, or idea about something

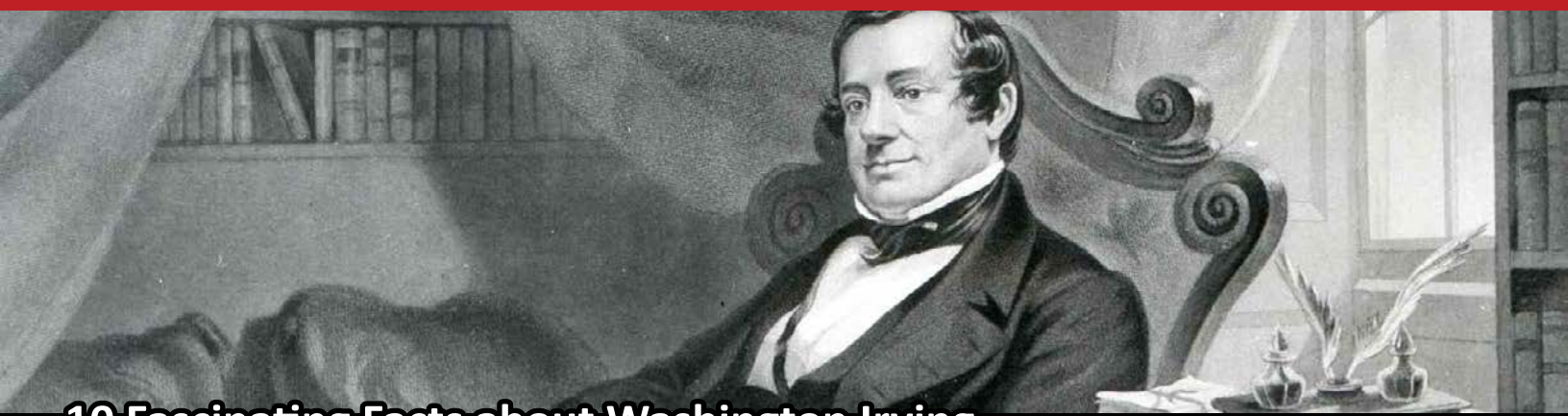


## Challenge

Re-write Irving's ***The Legend of Sleepy Hollow***, changing the setting from that of the 1700's to today.

If the story were written today, how would the characters change or stay the same? Are there still people around like Ichabod, or like Brom?

## Interesting Facts and Tidbits



### 10 Fascinating Facts about Washington Irving & The Legend of Sleepy Hollow

1. Washington Irving was born at the end of the Revolutionary War on April 3, 1783. He died on the eve of the Civil War, on November 28, 1859.
2. Irving's parents, Scottish-English immigrants, were great admirers of General George Washington and named their son after their hero.
3. The fictional town of Sleepy Hollow is actually the lower Hudson Valley area near Tarrytown, New York.
4. The legend featured in the story is that of The Headless Horseman, the ghost of a soldier who lost his head to a cannon-ball during "some nameless battle" of the American Revolutionary War and who "rides forth to the scene of battle in nightly quest of his head."
5. "Brom" is short for Abraham.
6. With Irving's companion piece Rip Van Winkle, ***The Legend of Sleepy Hollow*** is the earliest American work of fiction to still be read widely today.
7. In 1842, American President Tyler appointed Irving Minister to Spain - a position we would now call ambassador. This meant he traveled throughout Europe as a diplomatic representative of the United States. (I wonder if he told the other Ministers scary stories?)
8. Sleepy Hollow is a village in Westchester County, New York, United States. Known as North Tarrytown from 1874 through 1997, it was officially renamed in March 1997. From the end of the American Revolution to incorporation in 1874, the hamlet was called Beekmantown.
9. Washington Irving is actually buried in Sleepy Hollow Cemetery.
10. *Knickerbocker* (from Irving's pen name) came to mean someone from New York. The basketball team, the New York Knicks (Knickerbockers) still use it today.



## *The Legend of* *Sleepy Hollow* **Vocabulary**

**Witching Hour** - midnight, when magical things are said to happen.

**Ghoul** - an evil demon that robs graves to eat human corpses.

**Mischievous** - playing in a way that may annoy or possibly harm others.

**Devour** - to greedily and voraciously gobble something up or to hungrily eat.

**Strut** - to walk in a proud, confident way.

**Lanky** - very tall and thin.

**Laden** - weighted down with a heavy load.

**Wail** - (n) a loud cry of grief or suffering; (v) to cry loudly and mournfully.

**Superstition** - a belief in something resulting from fear of the unknown or trust in magic.

**Decent** - something that is respectable or fair.

**Reaping** - cutting grain or harvest a crop.

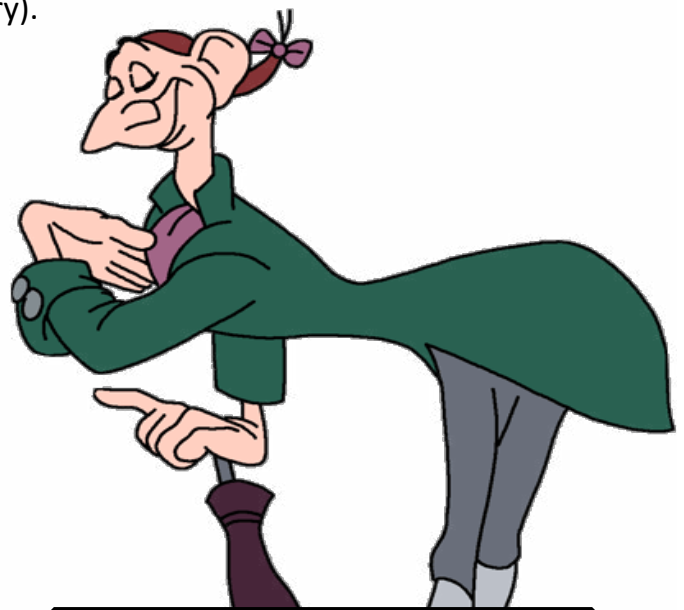
**Clutch** - to hold on tightly.

**Mere** - nothing more than is presented or insignificant; of slight importance.

**Widow** - an unmarried woman whose husband has died.

**Brooding** - thinking deep, unhappy, worrisome or menacing thoughts.

**Wages** - the money you are paid to do a job (salary).



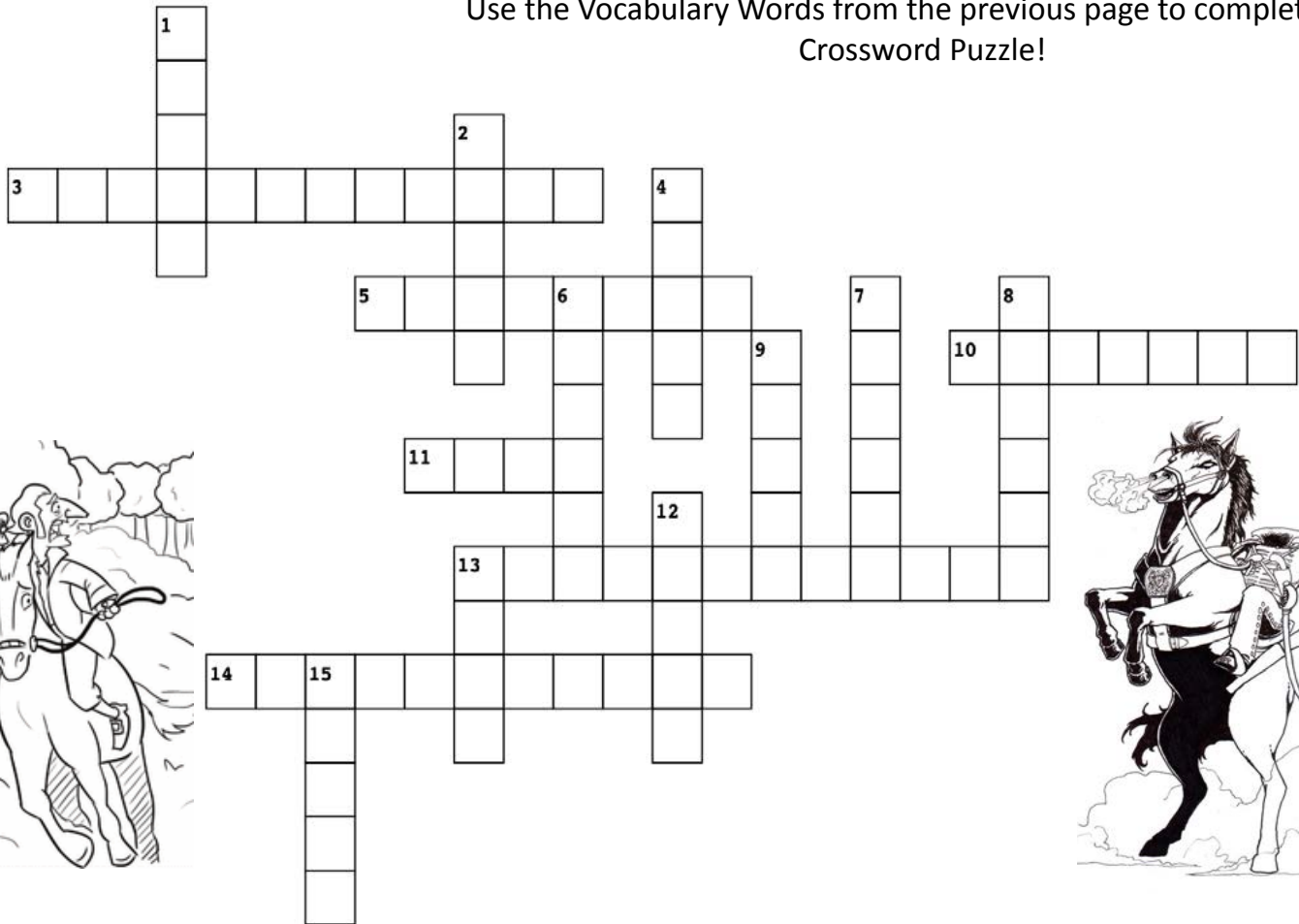
### **Class Discussion:**

Can you think of a few listed vocabulary words to describe the main character, Ichabod Crane (pictured above in the Disney film adaptation)?

## The Legend of Sleepy Hollow Crossword Puzzle

### Class Activity:

Use the Vocabulary Words from the previous page to complete this Crossword Puzzle!



### Across

3. A belief in something resulting from fear of the unknown or trust in magic.
5. Thinking deep, unhappy, worrisome or menacing thoughts.
10. Cutting grain or harvest a crop.
11. Nothing more than is present or insignificant; of slight importance.
13. Midnight, when magical things are said to happen.
14. Playing in a way that may annoy or possibly harm others.

### Down

1. The money you are paid to do a job (salary).
2. An unmarried woman whose husband has died.
4. Very tall and thin.
6. Something that is respectable or fair.
7. To hold on tightly.
8. To greedily and voraciously gobble something up or to hungrily eat.
9. Weighted down with a heavy load.
12. An evil demon that robs graves to eat human corpses.
13. (n) a loud cry of grief or suffering; (v) to cry loudly and mournfully.
15. To walk in a proud, confident way.

Answer key can be found on page 20.

# **The Legend of Sleepy Hollow**

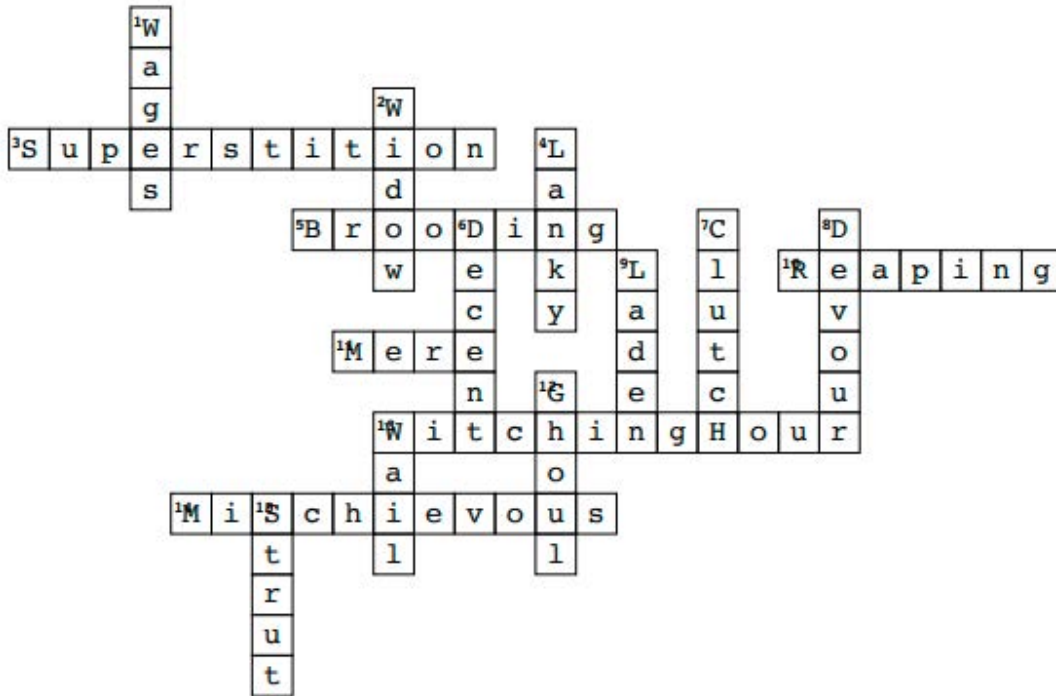
## **Coloring Sheet**



# Alaska Junior Theater

## The Legend of Sleepy Hollow

### Answer Key



K	D	S	L	E	E	P	Y	H	O	L	L	O	W
L	L	E	E	E	R	N	C	A	N	E	B	S	D
D	C	L	D	F	R	I	E	N	D	S	H	I	P
I	H	J	O	H	N	N	O	B	L	E	B	H	O
M	A	L	L	E	P	S	D	O	O	L	B	J	O
H	B	E	K	A	T	I	A	W	I	N	T	E	R
B	O	K	H	S	S	E	N	K	R	A	D	R	D
E	D	E	T	O	M	M	I	S	O	N	C	O	L
R	C	P	I	H	S	R	E	N	T	R	A	P	T
B	R	A	V	E	R	Y	E	S	P	I	E	P	J
W	A	O	R	L	A	N	D	O	J	O	N	E	S
S	N	B	P	D	O	O	P	L	N	O	W	F	A
Y	E	K	L	H	W	I	H	H	D	N	P	J	L
O	A	D	E	E	R	I	K	K	I	N	R	L	N

# **The Legend of Sleepy Hollow**

**Coloring Sheet**



## Theater Etiquette and Expectations

We have a wonderful opportunity at this performance to help youth learn about attending live performances.

**Please discuss the following with your students:**

1. Sometimes young people do not realize how a live performance differs from watching a movie or television show. A live presentation has not been pre-recorded with the mistakes edited out. This makes it riskier for the performer and more exciting for the audience. It also means the audience has a real contribution to make to the overall event. Each audience member affects those around him/her as well as the performer. Concentrate to help the performers. The audience gives energy to the performer who uses that energy to give life to the performance.

2. An usher will show you where to sit. Walk slowly and talk quietly as you enter the theater.

3. For safety's sake, do not lean over or sit on the balcony railings or box ledges. Please be careful on the stairs. Avoid horseplay and running throughout the building.

4. If necessary, use the restroom before the performance begins. Adults need to accompany young students. After the show, we need you to exit the building right away because of bus schedules and other shows.

5. You may talk quietly to the people next to you until the performance begins.

6. When the lights in the theater begin to dim, it is the signal that the performance is about to start. Stop talking and turn your attention to the stage.

7. Stay in your seat throughout the entire performance.

8. During the performance, listen quietly and watch closely. Talking during the performance will distract other audience members and performers. Try not to wiggle too much and don't kick the seat in front of you. These disruptions make it hard for others around you to concentrate on the show. Sometimes during a performance you may respond by laughing, crying or sighing. By all means feel free to do so! LAUGHING IS APPROPRIATE. (Teachers, please do not hush the students while they are laughing.) If something is funny, it's good to laugh.

9. If you like something a lot, applaud. This will let the performers know that you are enjoying the show.

10. At the end of the show, applaud to say thank you to the performers. The performers will bow to acknowledge your appreciation and thank you for coming.

11. When the lights get brighter in the theater, the show is over. Stay in your seats until the OnStage Coordinator dismisses your school.

12. Please remember:

- Taking photographs or using recording devices is strictly prohibited.
- Beverages and food, including gum and candy, are not allowed in the theater.
- You are only one person among several hundred in the audience.
- Please respect the performers and your fellow audience members.

**Cell phone use is prohibited unless invited from the stage by the artists. The light from your screens may distract the people around you.**

Please inform your adult chaperones that ushers will be available throughout the performance if there are any difficulties.

# Thank you for choosing Alaska Junior Theater!