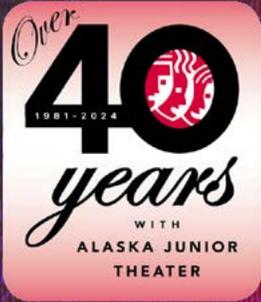


Alaska Junior Theater

2023 - 2024 Season of Legends



Sponsored by



School Shows March 19 - 21, 2024 10am & 11:45am

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

Alaska Junior Theater | 430 W 7th Ave, Suite 30 | Anchorage, AK 99501
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Additional support by National Endowment for the Arts, WESTAF, Alaska State Council for the Arts, Carr Foundation, Atwood Foundation, Municipality of Anchorage and Rasmuson Foundation.

Alaska Junior Theater

Common Core Standards



Alaska 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 **B2wins** 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

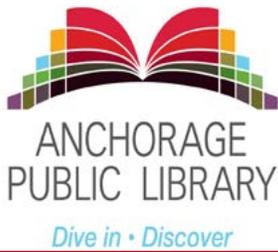
Reading Standards for Literature (K-5)
Key Ideas and Details: 2, 3

Alaska State Standards

Art: Music: Anchor Standards 7, 8, 9, 11
Art: Theatre: Anchor Standards 7, 8, 9, 11
Language Standards (K-5)

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

Alaska Junior Theater



B2wins Teacher Resources



B2WINS

FICTION

Music is a Rainbow by Bryan Collier	E COLLIER
Welcome to the Cypher by Khodi Dill	E DILL
This Magical, Musical Night by Rhonda Gowler Greene	E GREENE
Ear Worm! By Johanna Knowles	E KNOWLES
Victoria the Violin Fairy by Daisy Meadows	J-BEG MEADOWS
Duet by Elise Broach	J BROACH
A Sky Full of Song by Susan Meyer	J MEYER
Boomi's Boombox by Shanthi Sekaran	J SEKARAN

NON-FICTION

Ada's Violin: The Story of the Recycled Orchestra of Paraguay by Susan Hood	E 784.206 HOOD
When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop by Laban Carrick Hill	E-B KOOL-D HILL
Itzhak: A Boy Who Loved the Violin by Tracy Newman	E-B PERLM-I NEWMAN
Music and How It Works: The Complete Guide for Kids by Charlie Morland	J 780.9 MORLAND
A Child's Introduction to Jazz: The Musicians, Culture, and Roots of the World's Coolest Music by Jabari Asim	J 781.65 ASIM
Before Music: Where Instruments Come From by Annette Bay Pimentel	J 784.19 PIMENTE
Is the Violin for You? By Elaine Landau	J 787.219 LANDAU
Brazil by Marty Gitlin	J 981 GITLIN
Can't Stop Won't Stop: A Hip-Hop History by Jeff Chang	Y 306.4842 CHANG

DVDS

Drum Dream Girl: How One Girl's Courage Changed Music	DVD J DRUM-DR
Jazz Day: The Making of a Famous Photograph	DVD J JAZZ-DA

Alaska Junior Theater

About B2wins



Pronounced B-Twins, this high energy entertainment group continues to captivate audiences worldwide with its unique renditions of crowd favorites and engaging, uplifting live show that targets the masses. Led by charismatic Twin brothers from Brazil, they combine a plethora of genres into a feel good performance that is equal parts rock concert, dance party, jam session and vacation for the soul.

Growing up in the violent, impoverished slums of Rio De Janeiro, the Twins began playing classical music on violins their father handmade. They used music as an escape from their reality and began teaching others in their neighborhood to do the same. After being featured on National Public Radio, the Twins were invited to the US on full ride music scholarships in 2008.

After performing over 1,000 shows around the world the past decade, the B2wins continue to cultivate a loyal fan base wherever they perform. From hip-hop heads to jazz aficionados, pop enthusiasts and ravers, rockers to reggae fans, all find common ground together with the B2wins. Using music as the tool, the B2wins are on a mission to make the world smile.



A Powerful Story

The longest bridge in the Southern Hemisphere connects Rio de Janeiro to Niteroi, a city of half a million people in southeastern Brazil. Niteroi is a financial and commercial center, with modern buildings and shopping malls, but the Caldas family lives in its poorest area—the favela, a Portuguese word that more or less translates to “slum.”

Favelas throughout Brazil are distinguished by their primitive infrastructure and public services, high crime and extreme poverty. Most residents have no diploma. Most boys become men who work a life of hard labor for low wages. They start families and build atop their parents’ homes, often using whatever materials they can find or afford, creating an urban landscape of dirt and brick dotted with pastels and bright colors.



“We had nothing, but at the same time we had everything,” Walter says inside the small apartment near Ingersoll Avenue he shares with his wife, Molly, and new dog, Branca, a gentle pit bull who likes to sleep. He talks over the loud buzz of an air conditioner attached to the wall over the couch, and hums “No Diggity” by Blackstreet as he searches his laptop for photos of home. He shows them off with great pride.

“Everything we are today—the personality, the craziness—is from here,” he says. “Our childhood was everything you could ever imagine. Pure happiness. Freedom.”

The brothers and their friends spent their days running barefoot in the streets, playing soccer for hours, riding bikes down to the water, eating out of the garbage when they got hungry. Kids were everywhere. For a while, the family made trips to a local well for water before their father was able to install a primitive plumbing and water storage system in their home, a small brick structure without glass or screens on the windows.

Wagner says living in the favela is a “beautiful reality” in which people don’t think about money. No one considers themselves poor.

“There, you are just living,” he says. “If you don’t know what else is out there, you don’t think about what you don’t have. Then when you see what is possible (outside the favela), you start giving importance to things like money. So sometimes there is a price to pay for having that knowledge.”

As they grew into teenagers, the brothers listened to American pop music—Michael Jackson and Whitney Houston and the Backstreet Boys. They memorized every word of every song but had no idea what any of them meant.



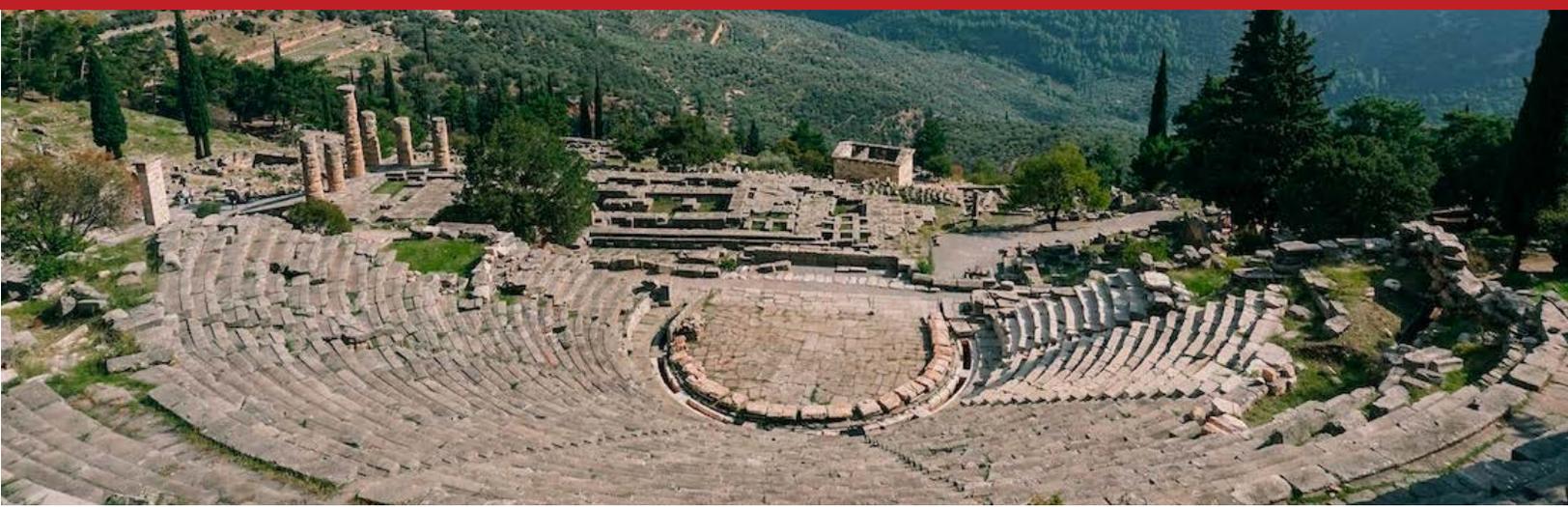
Walter started an all-boys dance crew called the Big Boys, the only English he knew at the time, and they performed at street parties in exchange for food off the grills.

Around them, other boys fell into drug trafficking and street gangs. “We had a lot of friends get killed,” Walter says.

“My mom used to take us to see their bodies. She would wake us up and show us, and say ‘See why he’s dead?’ And there was nothing, no cops, just a body, fresh on the street.”

Music kept the twins from any chance of a turn toward that life.

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

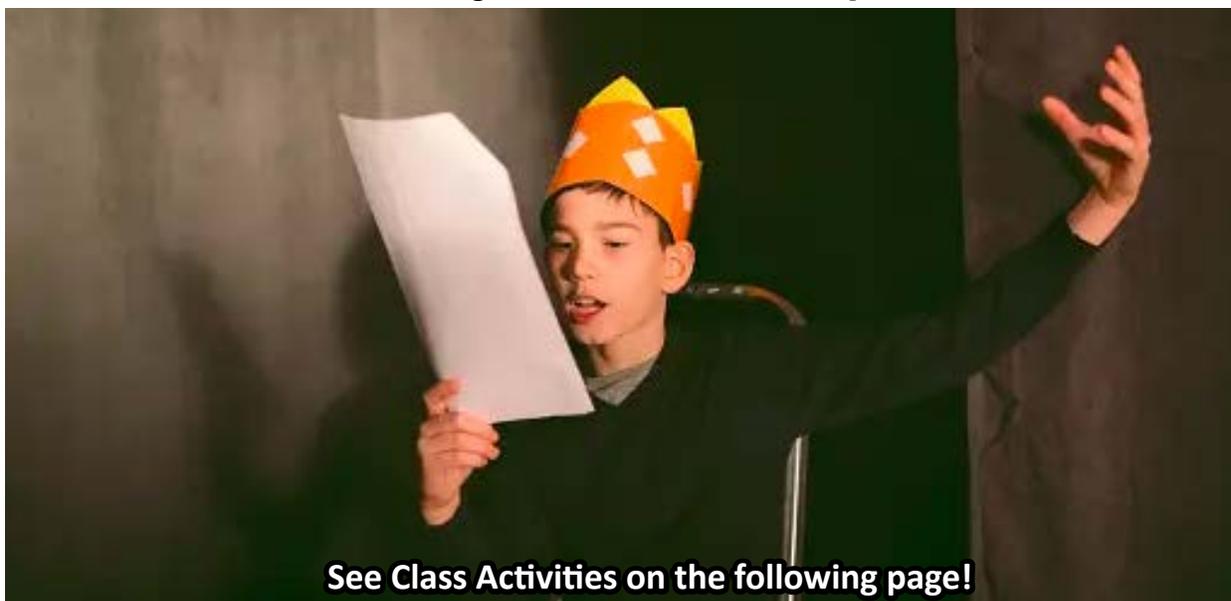
An Introduction



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 seer 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



Working with a Map:

Brazil

Directions: Answer the questions below based on the map and your knowledge of social studies.

1. What is the capital city of Brazil?
 - a. Brasilia
 - b. Rio de Janeiro
 - c. Salvador
 - d. Sao Paulo
2. Brazil is located on what continent?
 - a. Africa
 - b. Asia
 - c. North America
 - d. South America
3. Brazil borders the Pacific Ocean.
 - a. True
 - b. False
4. What is the official language of Brazil?
 - a. English
 - b. French
 - c. Portuguese
 - d. Spanish
5. Which of the following countries does **not** border Brazil?
 - a. Argentina
 - b. Chile
 - c. Colombia
 - d. Paraguay
6. Which of the following cities is located along the Amazon River?
 - a. Manaus
 - b. Porto Alegre
 - c. Sao Paulo
 - d. Vitoria
7. The equator passes through northern Brazil.
 - a. True
 - b. False
8. Color or shade the country of Brazil gray.

Activities for the Classroom

ELEMENTS OF MUSIC

R	N	U	M	A	C	C	E	O	P	E	C	C	N
P	O	D	O	E	M	T	E	M	P	O	U	S	I
H	I	L	Y	I	O	R	R	T	I	M	B	R	E
M	O	O	O	N	S	T	R	U	C	T	U	R	E
R	H	T	R	C	A	Y	D	O	L	E	M	L	T
I	S	T	C	Y	E	M	T	O	Y	P	N	R	E
M	P	O	Y	O	B	N	I	R	H	C	O	I	X
U	C	T	O	H	R	R	O	C	I	C	M	L	T
R	E	T	C	N	R	N	F	T	S	E	B	O	U
U	U	T	T	O	S	M	E	O	M	S	E	U	R
C	I	R	T	T	P	T	R	T	R	X	E	T	E
P	P	T	E	T	E	S	O	Y	M	M	D	F	T
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E	R	E	X	P	R	E	S	S	I	O	N	Y	R

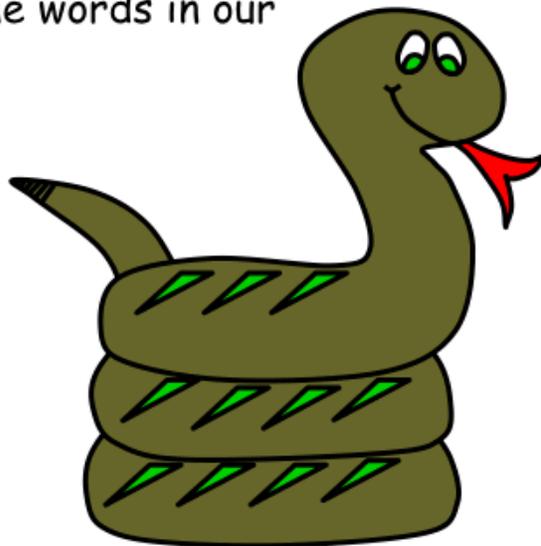
- DYNAMICS
- EXPRESSION
- FORM
- MELODY
- STRUCTURE
- TEMPO
- TONECOLOR
- PITCH
- RHYTHM
- TIMBRE
- HARMONY
- TEXTURE



Activities for the Classroom

Unscramble the letters to find the words in our

Brazil Anagram



Hidden word (circled letters)

--	--	--	--	--	--	--	--	--	--

efcofe

namoza

rapot

caeon

phidolns

revir

konemy

elttac

thpyon

jgaaur

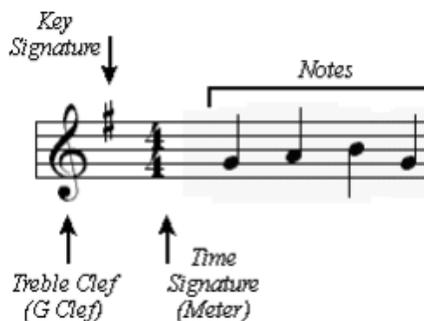
Vocabulary

Elements of Music

1. **Elements of Music:** the basic building blocks of music.
2. **Rhythm:** comprised of the interplay of beat, duration, and tempo.
3. **Beat:** the regular repeated pulse in music.
4. **Duration:** the length of a sound or silence in music.
5. **Tempo:** the pace of the music.
6. **Melody/Pitch:** the highness or lowness of a sound. Sounds in music may be high or low, move up or down, or stay the same.
7. **Dynamics:** sounds in music may differ in level of loud and soft.
8. **Tone Color or Timbre:** each voice, instrument, or sound/sound object has its own unique and distinct quality and color.
9. **Texture:** the way a sound might feel if you could touch it; different textures are created when sounds are heard alone or when they are heard together with other sounds.

The Elements of Music

These are the main **elements** of a musical score.



Staff - the five lines and four spaces where the music is placed.



Treble Clef - also called G Clef, is generally where the music is written for the right hand for pianists.



Bass Clef - also called F Clef, is generally where the music is written for the left hand for pianists.



Bar Line - the vertical line on a staff to show where a measure begins and ends.



Measure - the area on the staff between two bar lines.



Alaska Junior Theater

Elements of Music

The **time signature** is the mathematical notation at the beginning of a composition that tells the number of beats and the kind of note getting one beat.

The **key signature** is located at the beginning of a composition and indicates with **sharps** and **flats** the tone center (key).

A **sharp** (#) raises the pitch of a note ½ step.

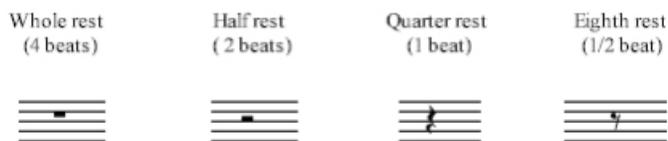
A **flat** (b) lowers the pitch of a note ½ step.

NOTE TYPES AND VALUES



Remember: adding a dot behind each type would add 1/2 of its value (example: a dotted half note would get 3 beats).

REST TYPES AND VALUES



Melody or Pitch

Melody is the highness or lowness of a sound. Sounds in music may be high or low, move up or down or stay the same. It is determined by the placement of a note on the **staff**.



Notes as they occur on the piano

Notes in the **Treble Clef**: Spaces: Spells F-A-C-E
Lines: E-G-B-D-F (Every Good Boy Does Fine)

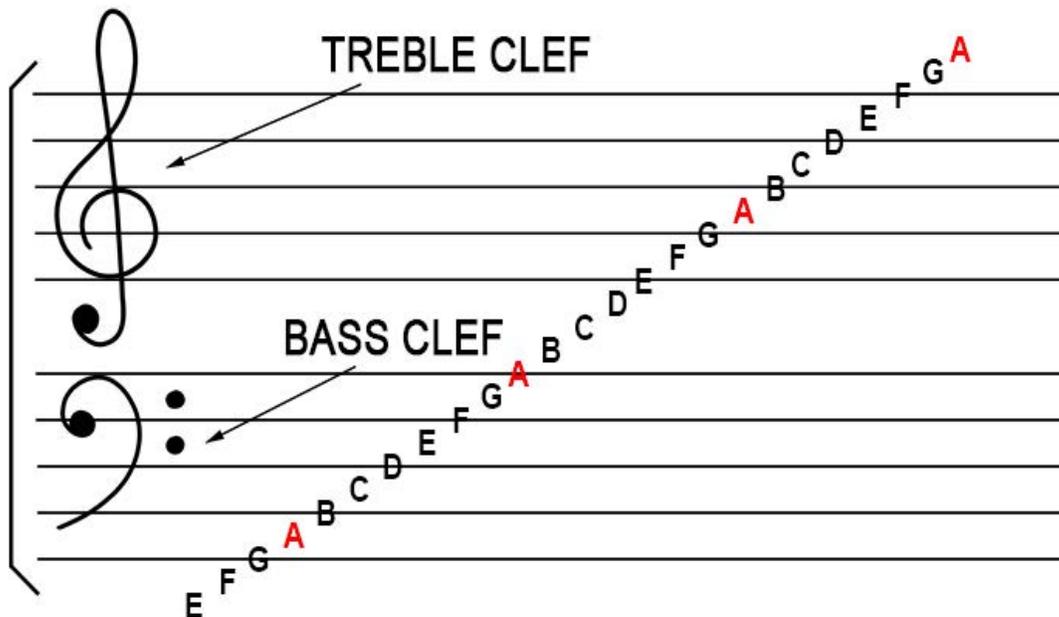


Notes in the **Bass Clef**: Spaces: A-C-E-G (All Cows Eat Grass)
Lines: G-B-D-F-A (Good Boys Do Fine Always)

Alaska Junior Theater

Elements of Music

Both staves together are called the **Grand Staff**. Piano players use the grand staff when they play music. The left hand plays the bass clef (low notes) and the right hand plays the treble clef (high notes).



Rhythm and Tempo

Rhythm is the organization of sound within a piece of music, the beats per measure. It is comprised of the interplay of beat, duration and tempo.

The **beat** is the steady pulse running through a piece of music.

Each note or rest has a specific **duration** or length of a sound or silence.

Syncopation is stressing the weak beat or a placement of rhythmic accents where they wouldn't normally occur.



Tempo Keywords

- **Largo or Lento:** Very slowly
- **Adagio:** Slowly
- **Andante:** Walking pace
- **Moderato:** Moderate
- **Allegro:** Quick, lively
- **Vivace or presto:** Very fast

Changing Tempo

- **Accelerando:** Gradually get faster
- **Ritardando or Rallentando:** Gradually get slower

Alaska Junior Theater

Elements of Music

The **dynamics** are the loudness or softness of music.

<i>pp</i>	Pianissimo	Very soft
<i>mp</i>	Mezzo Piano	Medium soft
<i>p</i>	Piano	Soft
<i>mf</i>	Mezzo Forte	Medium loud
<i>f</i>	Forte	Loud
<i>ff</i>	Fortissimo	Very loud

Changing Dynamics

Crescendo: Growing louder

Decrescendo or Diminuendo: Growing softer

Tone Color or Timbre

One of the basic elements of music is called **tone color**, or **timbre**. Timbre describes all of the aspects of a musical sound that do not have anything to do with the sound's pitch, loudness, or length.



Voices

Soprano	High	} Typically Female
Mezzo-soprano		
Alto	Low	
Tenor	High	} Typically Male
Baritone		
Bass	Low	

Harmony

A **Solo** is when a person sings or plays an instrument alone.

A **Duet** is when two people sing together.

A **Trio** is a group of three people singing or performing together.

A **Quartet** is group of four people singing or performing together.

A **Chord** is three or more pitches sounded simultaneously.



Alaska Junior Theater

Elements of Music

Instrument Families

Strings

Violin	Viola	Cello
Double Bass	Harp	Guitar
Mandolin	Ukelele	Dulcimer

Brass

Trumpet	Cornet	French Horn
Trombone	Euphonium	Tuba

Woodwind

Flute	Oboe	Bassoon
Clarinet	Saxophone	English Horn

Percussion

Snare Drum	Bass Drum	Cymbals
Timpani	Triangle	Xylophone
Bongo Drums	Piano	Marimba

Texture

Thick: many voices or instruments playing at the same time.

Thin: few voices or instruments playing at the same time.



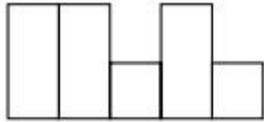
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Instruments

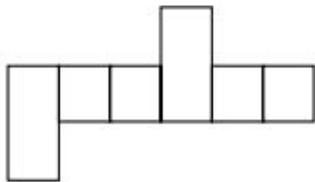
Elements of Music

Unscramble each word to find the name of an instrument, then write it in the space provided. When you're done, draw a line from the word to the matching picture.

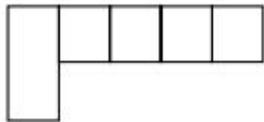
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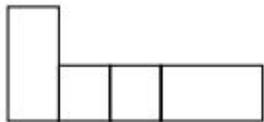
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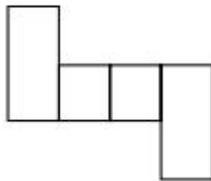
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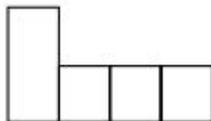
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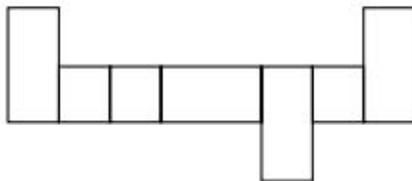
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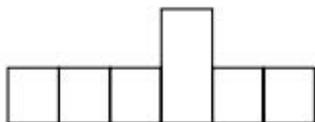
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pumtret



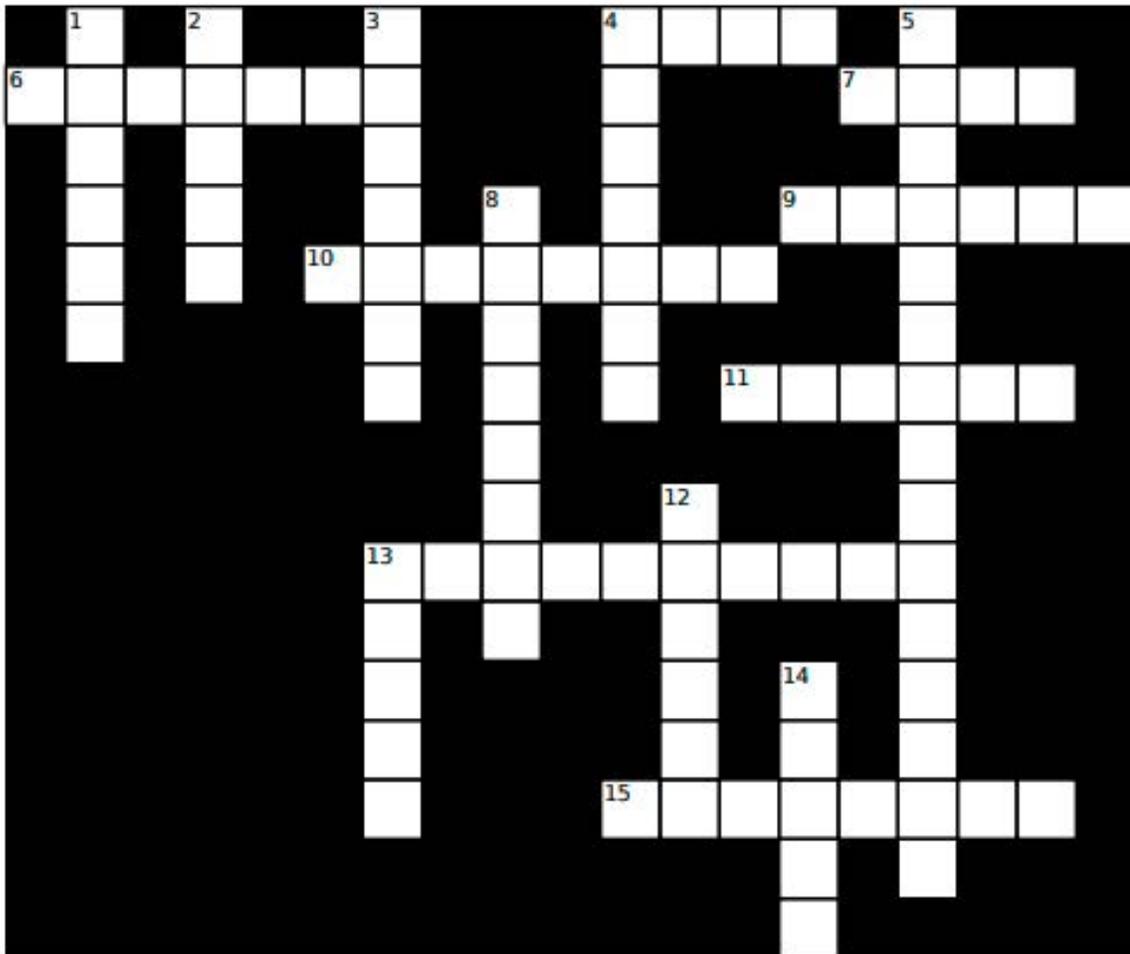
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Alaska Junior Theater

Elements of Music

Crossword Puzzle



Across

- 4 The regular repeated pulse in music.
- 6 The way a sound might feel if you could touch it.
- 7 Lowers the pitch of a note 1/2 step.
- 9 Each voice, instrument or sound/sound object has its own unique and distinct quality and color.
- 10 The length of a sound or silence in music.
- 11 Comprised of the interplay of beat, duration and tempo.
- 13 Also called G Clef, is generally where the music is written for the right hand for pianists. (2 Words)
- 15 Sounds in music may differ in level of loud and soft.

Down

- 1 The highness or lowness of a sound.
- 2 The five lines and four spaces where the music is placed.
- 3 The area on the staff between two bar lines.
- 4 The vertical line on a staff to show where a measure begins and ends. (2 Words)
- 5 The basic building blocks of music. (3 Words)
- 8 Also called F Clef, is generally where the music is written for the left hand for pianists. (2 Words)
- 12 Highness or lowness of a sound.
- 13 The pace of the music.
- 14 Raises the pitch of a note 1/2 step.

RIO

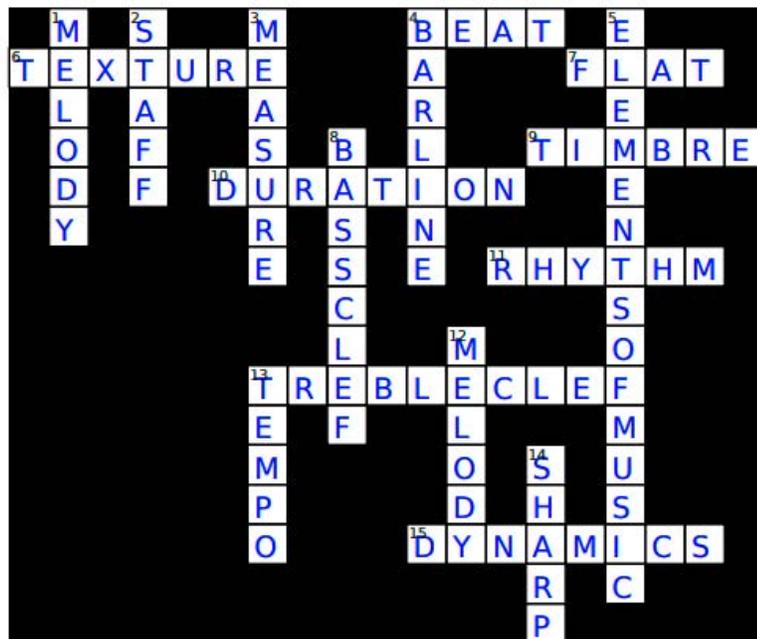
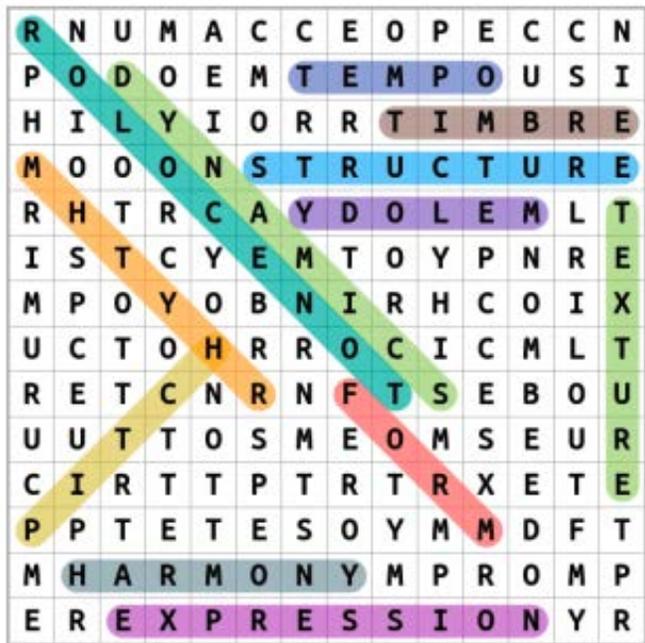
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Alaska Junior Theater

B2wins

Answer Key



Working with a Map:

Brazil

ANSWER KEY

Directions: Answer the questions below based on the map and your knowledge of social studies.

- What is the capital city of Brazil?
 - Brasilia
 - Rio de Janeiro
 - Salvador
 - Sao Paulo
- Brazil is located on what continent?
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 - Asia
 - North America
 - South America
- Brazil borders the Pacific Ocean.
 - True
 - False
- What is the official language of Brazil?
 - English
 - French
 - Portuguese
 - Spanish
- Which of the following countries does **not** border Brazil?
 - Argentina
 - Chile
 - Colombia
 - Paraguay
- Which of the following cities is located along the Amazon River?
 - Manaus
 - Porto Alegre
 - Sao Paulo
 - Vitoria
- The equator passes through northern Brazil.
 - True
 - False
- Color or shade the country of Brazil gray.

Brazil Anagram



Hidden word (circled letters)

R A I N F O R E S T

coffee

rainforest

parrot

ocean

dolphin

river

monkey

cattle

capibara

jaguar

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!