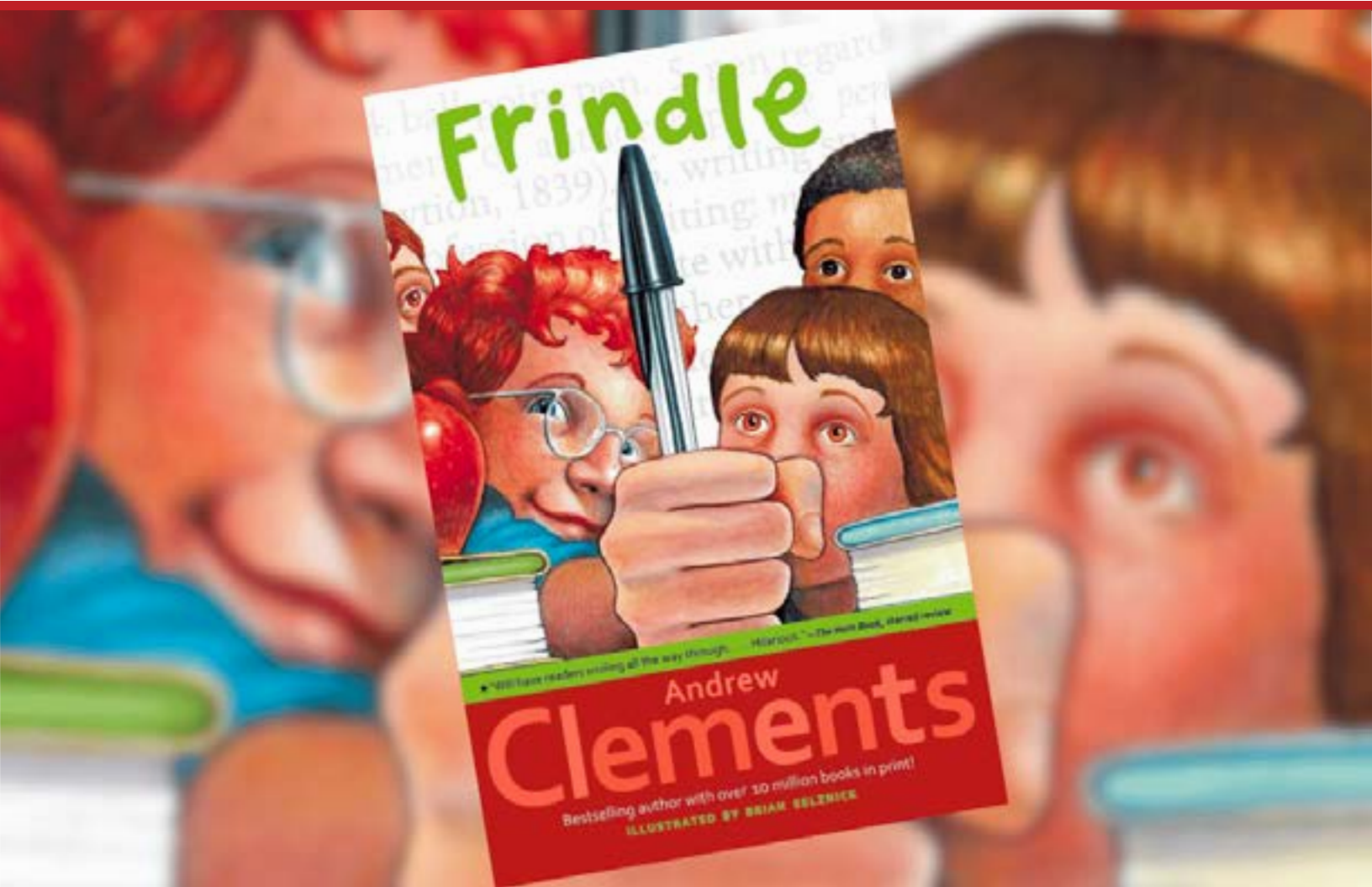


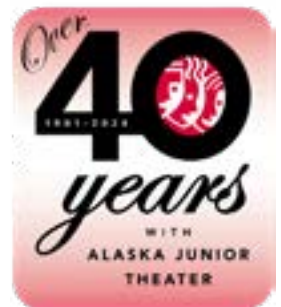
Alaska Junior Theater

2023 - 2024 Season of Legends



School Shows **April 29 - May 3, 2024** **10am & 11:45am**

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



Alaska Junior Theater | 430 W 7th Ave, Suite 30 | Anchorage, AK 99501
P: 907-272-7546 | F: 907-272-3035 | www.akjt.org

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 **Frindle** 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
Reading Standards for Literature (K-5)

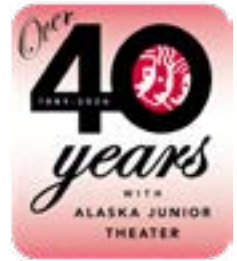
Alaska State Standards

Art: Theatre: Anchor Standards 7, 8, 9, 11
Vocabulary Acquisition and Use: 6

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



Frindle Teacher Resources



FRINDLE

FICTION

I Yam a Donkey by Cece Bell	E BELL
The Word for Friend by Aidan Cassie	E CASSIE
Du Iz Tak? By Carson Ellis	E ELLIS
The Boy Who Loved Words by Roni Schotter	E SCHOTTE
The Keeper of Wild Words by Brooke Smith	E SMITH
Tales of a Fourth Grade Nothing by Judy Blume	J BLUME
Because of Mr. Terupt	J BUYEA
The Friendship War by Andrew Clements	J CLEMENT
Frindle by Andrew Clements	J CLEMENT
The Language of Ghosts by Heather Fawcett	J FAWCETT
The View from Saturday	J KONIGSB
The Unteachables	J KORMAN
Sideways Stories from Wayside School	J SACHAR
Property of the Rebel Librarian by Allison Varnes	J VARNES
The Fingertips of Duncan Dorfman by Meg Wolitzer	J WOLITZE

NON-FICTION

Flibbertigibbety Words: Young Shakespeare Chases Inspiration by Donna Guthrie	E-B SHAKE-W GUTHRIE
What a Wonderful Word by Nicola Edwards	J 413.21 EDWARDS
Hold Your Horses! (And Other Peculiar Sayings) by Cynthia Amoroso	J 428.1 AMOROSO
365 Words Everyone Should Know by Lauren Holowaty	J 428.1 HOLOWAT
Absurd Words: A Kids' Fun and Hilarious Vocabulary Builder for Future Word Nerds by Tara Lazar	J 428.1 LAZAR
P is for Pterodactyl: The Worst Alphabet Book Ever by Raj Haldar	J 428.102 HALDAR
Will's Words: How William Shakespeare Changed the Way You Talk by Jane Sutcliffe	J 822.33 SUTCLIF

Alaska Junior Theater

About Frindle



The play opens with Mrs. Granger, an elderly, distinguished teacher, grading papers when the mail arrives. She is informed by the superintendent that a permanent, million dollar trust fund for college scholarships has been set up in her honor. Mrs. Granger passes it off as a trick until she learns that the fund was established by a former student of hers, Nicholas Allen.

The play then flashes back to over ten years ago when Nick was starting fifth grade at Lincoln Elementary School. He and several of his friends were dismayed to find that their language arts teacher was to be the dreaded Mrs. Granger, who was notorious for her long homework assignments. Nick responded rather coolly, however, because he was known throughout his class as the “idea man”, who could invent ways to get everyone out of class work. Everyone was still reeling from his bug stunt last year which involved turning the thermostat up and dumping sand all over the classroom to create a beach party. The class was so busy cleaning up, there was never an opportunity to do any work, or even to receive a homework assignment. All the kids in Nick’s language arts last year were more than confident that Nick would come up with something just as good this time.

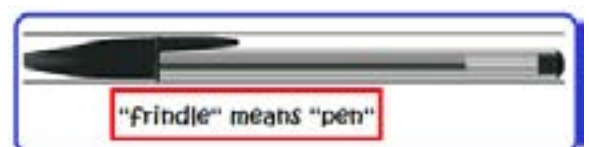
In the last moments of class, after Mrs. Granger had finished her lecture on the importance of words and their definitions, and just before she was about to sentence the entire class to what was sure to be the longest homework assignment ever, Nick’s hand shot into the air. He’d come up with the perfect question to keep Mrs. Granger talking well past the ring of the bell: “Where do words come from?”

Mrs. Granger was not taking the bait, though, and she took this opportunity to allow Nick to teach the class himself. Nick was to research his own question and write up a report, in addition to the homework that was assigned to the rest of the class.

This proved to be the beginning of Nick’s experiment with words, as well as his power struggle with Mrs. Granger over what constituted a “real word” in the first place.

It was then that Nick decided to create a new word to replace “pen:” Frindle. The feud between Nick and Mrs. Granger then spread over the whole school, then the town, then throughout the entire country. The struggle went on and on, with neither conceding, until finally, Nick’s new word was printed in the latest edition of the dictionary.

By the play’s end, we find that Mrs. Granger not only taught Nick about the importance of words and their origins, but also about having the courage to stand up for himself when he faced opposition. In the final moments of the play, Nick thanks Mrs. Granger for the lessons, and, as a token of his gratitude, offers her a gift that she can call by any name she chooses.



Alaska Junior Theater

About Griffin Theater



The Griffin Theatre Company originated in Chicago's Logan Square neighborhood in a factory loft the company renovated in 1988. The mission of the Griffin Theatre Company is to create extraordinary and meaningful theatrical experiences for both children and adults by building bridges of understanding between generations that instill in its audience an appreciation of the performing arts. Through artistic collaboration the Griffin Theatre Company produces literary adaptations, original work and classic plays that challenge and inspire, with wit, style and compassion for the audience.

Celebrating its 32nd Anniversary this year, the Griffin has provided a wide range of work including world and mid-west premieres of acclaimed scripts, critically lauded productions of Shakespeare and original adaptations of novels. Many of the Griffin's 100 plus productions have appeared on Chicago area critics "Best of the Year" lists. These productions included, Time and the Conway, Angus, Thongs and Full-Frontal Snogging, Ash Can Alley, Shakespeare's Dog, Much Ado About Nothing, The Art of Success, Loving Little Egypt, Letters Home, Punk Rock, Spring Awakening and most recently, Titanic & Ragtime. The Griffin Theatre Company is the recipient of 115 Joseph Jefferson Award nominations for theater excellence in Chicago. In 2018, the Griffin's production of the musical Ragtime received the Jeff Award for "Best Production of a Musical and Best Ensemble." In addition, the Griffin was the repeat winner of the 2016 Jeff Award for "Best Production of a Play" for London Wall having won the same award in 2015 for its production of Men Should Weep. In 2014, the Griffin was honored with a Special Jeff Award for artistic excellence and its dedication to provocative and transformational theatre for Chicago audiences as well as its touring theater that engages and enlightens youth throughout the United States.

The Griffin is a nationally recognized producer of youth touring theatre in the United States. The Griffin's national audience exceeds 100,000 young people and adults each year. Tours have included such prestigious venues as Cleveland Playhouse Square, Tennessee Center for the Performing Arts in Nashville, and the Cerritos Center for the Arts in Cerritos, California. Touring productions include both youth focused plays, Frindle and The Stinky Cheese Man and the Griffin's hit adult production of Letters Home—a production that pays tribute to the men and women in the US military, In to America, a play that traces America's 400 year immigrant history and Ghosts of War. Most recently, the Griffin produced the world premiere production of the Emmy Award-winning children's television show, Innovation Nation. Overall, Griffin's touring productions have been performed in 44 of our United States.



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

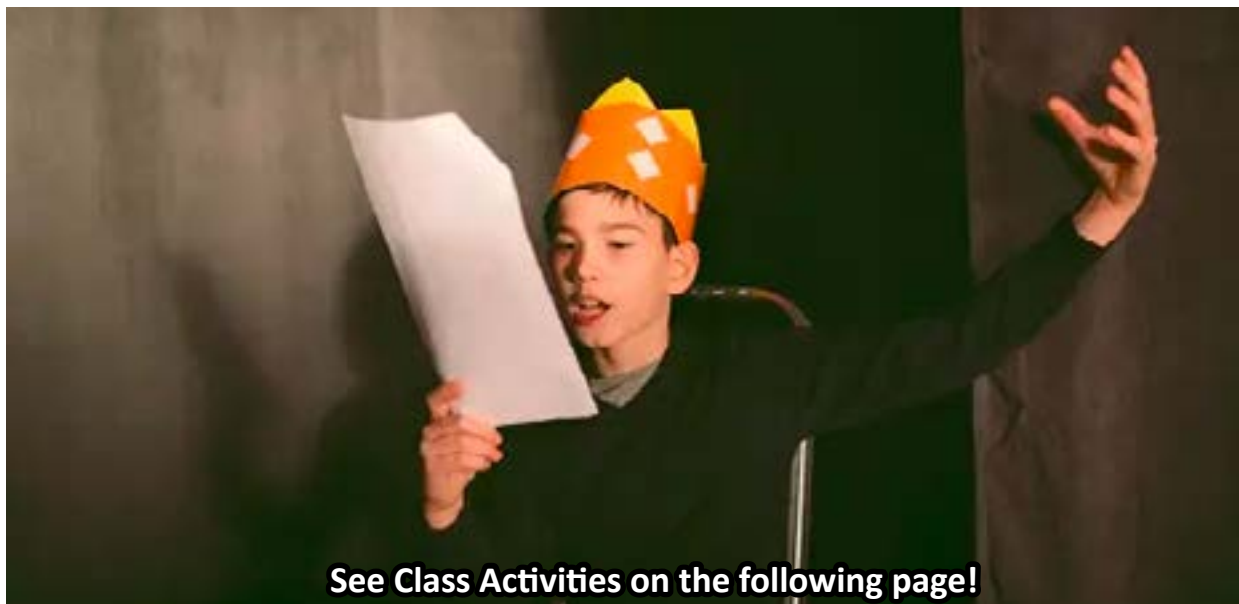
An Introduction



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

ABOUT THE AUTHOR

Andrew Clements is the author of several picture books, including *Big Al* and *Bill and the Bad Teacher*. He taught in the public schools near Chicago for seven years before moving east to begin a career in publishing. The idea for *Frindle* grew out of a talk he gave about writing to a group of second graders. He says this about the book: “*Frindle* is . . . about discovering the true nature of words, language, thought, community, and learning. It’s also about great teaching and great teachers, and about the life that surges through corridors and classrooms every school day.” Mr. Clements lives in Westborough, Massachusetts with his family.

ACTIVITIES* & CURRICULUM CONNECTIONS

*These activities cover a range of grade levels from 4-8. Feel free to adapt any of them to make them appropriate for your grade level and students’ abilities.

BEFORE you see the show:

- Create a classroom display of all the books by Andrew Clements.
- **OR** you might choose to focus on *Frindle*.
- Read and discuss *Frindle*.
- Introduce vocabulary words and use various activities (see page 5).
- Introduce the cast of characters. Ask students to describe, either orally or in writing, what they think some of the characters might look like (see page 5).
- Ask students to discuss perseverance. What does it mean? Are there times when it is a bad idea to not back down, or is it always good? If there are times when it is inappropriate, how can you tell the difference between those times and the times it is good?
- Ask students what they think is worth “fighting for”.
- Ask students if they have ever felt picked on, or treated unfairly by a parent or teacher or any other authority figure. Were they ever able to see how this person might have been trying to help them?
- Is conflict always bad? How can conflict be handled to allow for positive results?

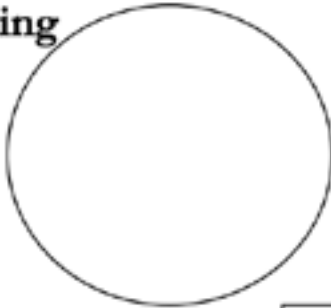
Activities for the Classroom

STORY MAP

Name of Story _____



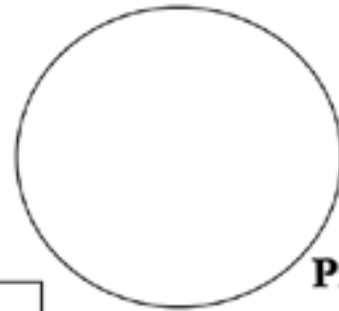
Setting



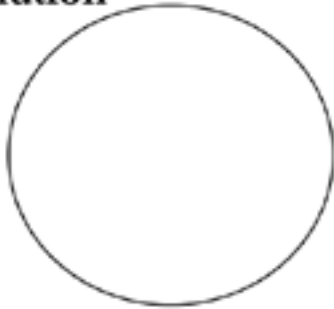
Characters



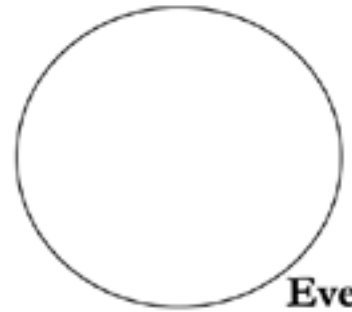
Problems



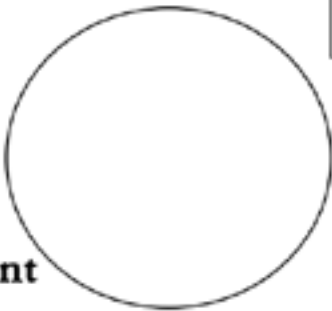
Resolution



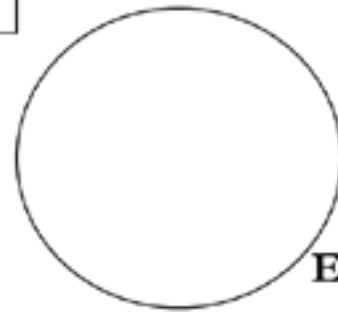
Event



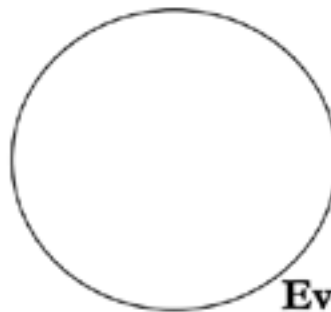
Event



Event



Event



Activities for the Classroom

Vocabulary Words

superintendent	concentration	library	preliminary
scholarship	complex	quiz	episode
established	etymological	challenge	educate
celebrity	definition	overreaction	invent
adoption	brilliant	vandalism	manufacture
hooligan	detention	disrespectful	media
villain	discuss	forbid	perseverance
stubborn	commotion	principal	remarkable
leisure	maverick	opinion	boycott
dictionary	disruption	perspective	graduation
devious	punishment	foolishness	arbitrary
instructions	history	appointment	coinage
report	oath	trademark	endure

- Arrange these words in alphabetical order.
- Using a dictionary, find definitions.
- Write a story using these words.
- Create (students or teachers) a crossword puzzle.
- Find root/base words within vocabulary words.
- Explore origins and meanings of various base words.
- Explore origins and meanings of affixes.
- Categorize words according to their parts of speech.
- Many words have smaller words within them (not necessarily their root/base words). Find example of these small words in the vocabulary words. Letters need to be consecutive.

Cast of Characters

- **Nicholas Allen**, the school's "idea man" and the story's main character
- **Mrs. Granger**, famously strict fifth grade teacher
- **Howie, Janet, and Chris**, Nick's classmates
- **Mrs. Chatham**, principal of Lincoln Elementary School
- **Judy Morgan**, reporter for the Westfield Gazette
- **Bud Lawrence**, businessman and "Frindle" merchandiser

Activities for the Classroom

AFTER you see the show:

- Choose three people who have had a positive impact on your life. Write about each one and tell what they have done to influence you.
- Use the same activity, but this time, write a letter to each of those people, telling them what they've done to help you.
- Make a list of your character traits. Include your strengths and weaknesses.
- Use the triple Venn diagram (see page 7) to compare and contrast any three characters from the play.
- Use some of the vocabulary activities suggested on page 5.
- Pretend you are a theatre critic: Write and present to the class your view of the play, *Frindle*. You may want to present your review with another class member in an "Ebert & Roeper" type format.
- Write a review of the book or play for the school newspaper.
- Read other books by Andrew Clements.
- Practice writing dialogue by imagining a scene between one of the characters and his/her parents.
- Write a letter from one character in the play to another.
- Use a story map (see page 8, or use a map of the students' own design) to follow one of the characters in the play.
- Discuss perseverance. Describe a time when you had to stand up for what you thought was right. What happened?
- Interview your mom or dad about their own experiences with perseverance. What helped them to "stay strong"?
- Create a word of your own. What does it mean and how would you use it? See if you can get other people to use the word as well.
- What is something in your school or community that you would like to see changed? Can you come up with positive alternatives to this issue? What are things that you and your classmates could do to help bring about this change? Do you feel strongly enough about this issue to work for it.

Activities for the Classroom

Study Guide

Synopsis:

The play opens with Mrs. Granger, an elderly, distinguished teacher, grading papers when the mail arrives. She is informed by the superintendent that a permanent, million dollar trust fund for college scholarships has been set up in her honor. Mrs. Granger passes it off as a trick until she learns that the fund was established by a former student of hers, Nicholas Allen.

The play then flashes back to over ten years ago when Nick was starting fifth grade at Lincoln Elementary School. He and several of his friends were dismayed to find that their language arts teacher was to be the dreaded Mrs. Granger, who was notorious for her long homework assignments. Nick responded rather coolly, however, because he was known throughout his class as the "idea man", who could invent ways to get everyone out of class work. Everyone was still reeling from his bug stunt last year which involved turning the thermostat up and dumping sand all over the classroom to create a beach party. The class was so busy cleaning up, there was never an opportunity to do any work, or even to receive a homework assignment. All the kids in Nick's language arts last year were more than confident that Nick would come up with something just as good this time.

In the last moments of class, after Mrs. Granger had finished her lecture on the importance of words and their definitions, and just before she was about to sentence the entire class to what was sure to be the longest homework assignment ever, Nick's hand shot into the air. He'd come up with the perfect question to keep Mrs. Granger talking well past the ring of the bell: "Where do words come from?"

Mrs. Granger was not taking the bait, though, and she took this opportunity to allow Nick to teach the class, himself. Nick was to research his own question and write up a report, in addition to the homework that was assigned to the rest of the class.

This proved to be the beginning of Nick's experiment with words, as well as his power struggle with Mrs. Granger over what constituted a "real word" in the first place. It was then that Nick decided to create a new word to replace "pen": Frindle. The feud between Nick and Mrs. Granger then spread over the whole school, then the town, then throughout the entire country. The struggle went on and on, with neither conceding until finally Nick's new word was printed in the latest edition of the dictionary.

By the play's end, we find that Mrs. Granger not only taught Nick about the importance of words and their origins, but also about having the courage to stand up for himself when he faced opposition. In the final moments of the play, Nick thanks Mrs. Granger for the lessons, and, as a token of his gratitude, offers her a gift that she can call by any name she chooses.


Activities for the Classroom

Name: _____ Date: _____ # _____

Frindle Advertisement

In *Frindle* by Andrew Clements, Mr. Lawrence turned *frindles* into a money-making opportunity by selling pens with *frindle* written on them. If he plans to keep increasing his profit, he needs lots of advertisement for his product. Create an advertisement for a magazine to help sell these *frindles*. Be sure the ad includes a picture, a catchy slogan, and the price.

price



SPECIAL FEATURES

Slogan: _____

Activities for the Classroom

Name: _____ Date: _____ # _____



Time-Wasting Poetry



In *Frindle* by Andrew Clements, Nick Allen was known for coming up with clever ways to waste time. What are your favorite ways to waste time? If you have a few minutes to spare here and there, what do you do?

MY GREATEST TIME-WASTERS

1. _____
2. _____
3. _____
4. _____
5. _____

Use your ideas to write a freestyle poem about what to do (and not to do) to waste time efficiently!

A POEM ABOUT WASTING TIME by _____

Alaska Junior Theater

Word Search

Frindle

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

distance
shuttle
perhaps
admire
method

regular
mustard
problem
figure
denim

drummer
husband
tissue
petals
enjoy

advance
channel
comedy
butter
anger

Activities for the Classroom

STORY ELEMENTS Name: _____

CHARACTER(S)

TITLE

PROBLEM

SETTING

MAIN EVENTS

SOLUTION

© Lucky Life Learning 2020

Alaska Junior Theater

Frindle

Answer Key

Frindle

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

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!