

On Stage: Creating a Community Dialogue Around Live Theater

OnStage/OnLine

The Most Beautiful Home... Maybe

Discussions: February 18 - 25, 2021

Participating Theater: Mixed Blood Theatre

Created by: Lucas Erickson

Fiscal Sponsor: Springboard for the Arts

On Stage: Creating a Community Dialogue Around Live Theater

Mission: To make local theater relevant to younger and non-traditional audiences and to lay the groundwork for building future theater audiences

On Stage raises awareness of the theater offerings in the Twin Cities to academic classes and groups. It brings local actors to Twin Cities college classrooms and community settings to read scenes from a play in current local production. Participants then engage in a lively discussion of the play's themes, tying in current events, personal values and narratives to stimulate critical thinking. Subsequently attending the full play is encouraged.

Since Covid hit in March, we had to pivot and launch a new education experience for students. This new online program, OnStage/OnLine, is a series of discussions based on plays that are 'in the works' to be produced and performed in the Twin Cities in the future, designed to: stimulate an interest in live theater, examine the cultural context of a play, and, of course, to have fun! We offer students a discounted ticket voucher to see the play being discussed or a different play presented by the same theater at a later date.

ON STAGE: *The Most Beautiful Home... Maybe* – Discussion Schedule

1. Hennepin Technical College - Gateway to College Program (High School Students) and some college students - Jean Maierhofer and Charlotte Guild. Thursday, February 18th, 10:00 - 11:00AM (20 STUDENTS)

* Through this program, students will earn dual credit by completing their high school diploma while earning college credits from Hennepin Technical College (HTC), Eden Prairie Campus. This class explores the systematic study of the relationship between the individual and their society.

2. MCAD - ES 3430: Human Factors - Arlene Birt. Thursday February 18th, 1:30 - 2:30PM (10 STUDENTS)

* Human behavior is at the center of all art, design, and business. This interdisciplinary experience combines physical, psychological, social, and cultural aspects of the human animal. Students in this course apply this information to find new ways of expression in their personal work.

3. University of St. Thomas - ENGL 514: The Healing Art of Drama - Amy Muse. Thursday February 18th, 6:00 - 7:00PM (15 STUDENTS)

* Dramatic literature is our genre. Empathy, intimacy, and caregiving our subjects. Questions we'll be asking include: how does the genre of drama lend itself to the development of empathy, of intimacy, of care?

4. Augsburg University - ML 538: Communication Skills for Leadership - Carolyn Evans. Thursday, February 18th, 8:00 - 9:00PM (17 STUDENTS)

* This course is designed to provide background in rhetoric as well as practice in speaking, writing, and presentation skills. Students will perform communicative tasks in a variety of genres and will receive feedback on the effectiveness of their performances.

5. Normandale Community College - PSYC 2210: Developmental Psychology: Life Span - Bridget Reigstad. Friday February 19th, 2:30 - 3:30PM (20 STUDENTS)

* Developmental Psychology is the exploration of child, adolescent, and adult development beginning with conception and continuing through death. Emphasis is placed on the theoretical, experimental and applied aspects of development.

6. MCTC - CMST 2010: Argumentation and Advocacy - Crawford, Kathleen. Friday February 19th, 4:00 - 5:00PM (10 STUDENTS)

* This course introduces the basic concepts of argumentation, reasoning, and decision-making theory and practice. You will analyze and research contemporary social issues, discuss and critique issues to identify valid and invalid arguments, as well as present your own arguments and positions through oral argument and debate.

7. Perpich Center for Arts Education - Language Arts Class - Thomas Carlson. Monday February 22nd, 8:30 - 9:30AM (20 STUDENTS)

* Language arts class with high school students.

8. East Side Freedom Library - Peter Rachleff. Monday February 22nd, 7:00 - 8:00PM (18 PARTICIPANTS)

* The ESFL's mission is to inspire solidarity, advocate for justice and work toward equity for all. The library houses non-circulating research collections that appeal to interested general learners as well as scholars, with innovative databases and finding aids that make using the collections fun and vital.

9. Augsburg University - COM 415: Advance Critical Media Studies - Jenna McNallie. Tuesday February 23rd, 9:40 - 10:40AM (15 STUDENTS)

* This course explores the role that various media, such as film, television, and the internet play in shaping and influencing society. Topics covered include theories of influence and effects, representations of gender, race, and class, ownership and democracy, and new media.

ON STAGE: *The Most Beautiful Home... Maybe* – Discussion Schedule (cont.)

10. Augsburg University - COM 490 - Keystone: Critical Conversations about Vocation - Kristen Chamberlain (10 STUDENTS)

* A synthesis of communication theories and application of those theories to each student's sense of vocation. The class will be focusing on social justice and community action so this seems like a perfect fit.

11. Metro State University - SSCI 100: Intro to Social Science - Diana Dean. Tuesday February 23rd, 3:20 - 4:20PM (12 STUDENTS)

* How is society possible? Are human beings free? Can the individual make a difference? This course explores these and other fundamental questions drawn from the social sciences. Through films, novels, classroom exercises, and topical readings students investigate the relationship between the individual and society.

12. Augsburg University - PSY 493: Seminar: Contemporary Issues - Alex Ajayi. Tuesday February 23rd, 6:00 - 7:00PM (24 STUDENTS)

* Discussion and exploration of contemporary, theoretical, professional, and social policy issues from a psychological viewpoint.

13. North Hennepin Community College and University of St. Thomas - TFT 2150: Play Analysis; SOCI 100: Intro to Sociology - Ricci, Michael; Patricia Maddox; Jen Trost. Wednesday February 24th, 9:30 - 10:30AM (55 STUDENTS)

* PLAY ANALYSIS COURSE: This course will introduce the student to a variety of plays that will be read and analyzed for content, meaning, structure, genre and historical context. INTRO TO SOCIOLOGY: Introduction to the concepts, theories, methods and applications of the scientific study of society and social concerns.

14. Augsburg University - POL 158: Intro to Political Science - Sarah Combellick-Bidney. Wednesday February 24th, 11:10 - 12:20PM (20 STUDENTS)

* An analysis of basic patterns in the political system and decision-making process with some comparison of major political systems and discussion of contemporary issues.

15. Concordia University - ED 330: Human Diversity and Relations - Sally A. Baas. Thursday February 25th, 12:00 - 1:00PM (23 STUDENTS)

* Students experience, understand, and become sensitive to human diversity and develop strategies for teaching human relations skills in the classroom setting.

16. Normandale Community College - COMM 1131: Intercultural Communication - Willie Johnson. Thursday February 25th, 2:00 - 3:00PM (25 STUDENTS)

* The primary purposes of this course are to raise awareness of cultural values, beliefs, norms, and biases and address how culture affects communication choices on the interpersonal, group, cross-cultural and global levels.

ON STAGE: *The Most Beautiful Home... Maybe* – Survey Results

Total number of students and community members who participated in the discussions: 314

1. Have you seen a play before?

YES – 92 (92%) NO – 8

2. Have you seen a play at MIXED BLOOD THEATRE?

NO – 87 (87%) YES – 13

3. When will you feel comfortable going to see a play, concert or any live cultural event?

Now... but if it was socially distant AND masks were required – 39 (39%)

Now – 25 (25%)

Not until most people have taken the vaccine – 19 (19%)

Not quite yet... but soon and when it feels safe – 17 (17%)

4. Did this discussion add to your fuller understanding to what you have been discussing in class?

YES – 79 (95%) NO – 4

5. As a result of this discussion, would you be more inclined to see this play when it is presented at a theater?

YES – 70 (89%) NO – 9

6. Would you be more inclined to see OTHER live theater productions after participating in this discussion?

YES – 68 (89%) NO – 8

Note: This survey was issued to participants in eight of the sixteen discussions.

ON STAGE: The Most Beautiful Home... Maybe – Discussion Agenda/Topics

Lucas will start with POLL #1. **Lucas** will welcome everyone and say why we are there/what On Stage is (promoting plays? There are no plays!). **Lucas** will then lay down some ground rules for the Zoom discussion (i.e. please mute yourself, but if you have a question, let us know by raising your hand, writing in the chat, or respectfully unmute yourself and ask; please keep your video feed on during this discussion if you are able to; there are closed captions up right now, so feel free to turn them off; BE OPEN TO TRYING NEW THINGS! We want to engage you, we want to hear from you, and we want you to participate as much as possible); Here is how the discussion will go today: First we have a few group activities, then we will give a short summary of this very unique project and play about housing insecurity and people experiencing homelessness and how the creators are using art as a way to help influence housing policy in the future. Then we will ask some of you to read a scene or two from the “play”, and maybe we will ask some of you to create your own scene/scenario! No acting lessons required!

ACTOR intros! The last to talk, tell the group to say their name, pronouns, and one word that describes “HOME” to you.

ACTORS will now lead a game/exercise:

1. SMALL AND BIG GROUP: OPPOSITE GAME! When I say GO, you stop. When I say STOP, you go. Next round... When I say JUMP, you duck. When I say DUCK, you jump. Next round... When I say SAY YOUR NAME, you clap your hands. When I say CLAP YOUR HANDS, you say your name.
2. SMALL AND BIG GROUP: Get close to the screen if you agree/the statement is TRUE FOR YOU and move away from the screen if you disagree/the statement is NOT TRUE FOR YOU. Some ideas for questions: **Do you live in a city? Is there a park near where you live? Do you talk to your neighbors? You know the names of the people living next door to you? Do you live alone? Do you live in a home that includes extended family (how many generations do you live with)? Do you own your home? Do you rent? Do you intend to buy property? Are you saving up to buy? IF SCREEN IS OFF ADD EMOJI (Y & N).**

Lucas will SHARE HIS SCREEN to show a WHITE BOARD (tell everyone to go to the top of screen and click ANNOTATE). **ACTORS** will then ask students to write THREE THINGS that describe a beautiful home. **Actors** will walk through trends/outliers that they see and ask a student or two to chime in about what they see.

Lucas will ERASE THE WHITE BOARD, and next question: THREE THINGS that describe a beautiful neighborhood. **Actors** will walk through trends/outliers and ask a student or two to chime in about what they see.

Lucas will ERASE THE WHITE BOARD, and last question: THREE THINGS you NEED in a home.

ACTORS and **LUCAS** will give a quick summary of the project/play (**LOOK AT THE NEXT PAGE FOR MORE INFO**). **Lucas** will SHARE HIS SCREEN to see pics of data/charts, and images of the play/project. What are the systems that keep people homeless? There is a stigma that we don't talk about people experiencing homelessness. “Those people.” Many of us have deep-seated ideas of who the homeless are. Reasons why we ASSUME people are homeless: alcoholics, addicts, mentally ill or lazy, and criminals. “Affordable housing” - **What is affordable to you (3-5 people answer)?** Secure/insecure housing - stress/psychological effects on families (parents/children). Also talk about how this collaborative/creative/community based process is different from how plays are usually put together. What is the nature of collaboration and structure?

ASK FOUR BRAVE READERS to read SCENE #1. SET UP THE SCENE (God/Adam/Eve...): **Lucas** will SHARE HIS SCREEN to see the scene we are reading. Questions: What's this scene about? What did you hear? What didn't you hear? What is this saying about affordable housing? Is dominion a good thing? You have to play by their (God/Landlord) rules - these rules might not even make sense! What's missing in this scene?

What rules do YOU live by? In your dorm/apartment? What rules have you broken? The rules are the problem! **ASK TWO BRAVE STUDENTS** to create a scene based on a scenario where one is the landlord and one of you is renting. But you broke a rule! What are you renting? What rule/violation did you break? 1st or 2nd offense? What's the solution? Evict? ADD MORE VARIABLE: A banker? A single parent? Essential worker? Covid?

ASK TWO BRAVE READERS to read SCENE #2. SET UP THE SCENE. **Lucas** will SHARE HIS SCREEN to see the scene we are reading. Questions: What's that about? What did you hear? Who is the America that Zebra is talking to? What picture of America is Zebra trying to paint? Who is left out of this America? These words were from the 50's and 60's - Do these ideas still hold? WHAT'S MISSING? What social issue would you want to write a play about? How would you do it? How would you speak to the moment using art? Where would you set it?

Wrap up! Questions? **Lucas** will end with POLL #2. **Lucas** will then SHARE HIS SCREEN to show everyone to sign up for MIXED BLOOD THEATRE'S MAILING LIST for news about when this play will open this fall so you can see it for FREE. Mention their RADICAL HOSPITALITY and their pop up food pantry. ALSO, ask educators to plug work they are doing.

ON STAGE: The Most Beautiful Home... Maybe – Feedback

Hi Lucas,

The discussion yesterday was terrific. I was missing a couple of students due to family and work issues and one student connected for a bit and then had internet issues. That seems par for the course during COVID. Nonetheless, the actors/educators did a wonderful job of inviting participation. I know that even my quiet students are listening carefully because I have them submit discussion responses each week. I loved how we were able to build on Jim Crow of the North and the Mapping Prejudice project. I am working hard to interrogate the founding principles of "We the People" and "All men are created equal" as we consider the great writings of the Social Sciences. We have been discussing the ways that inequality is created and sustained and institutionalized. Addressing housing and private property has been a central focus. I also talked with the students about the potential for theatre and the arts to create a space for critical reflection and, especially, a space where the stories and concerns of historically marginalized groups can be articulated. So, including the students (and instructor!) as actors-- reading and improvising-- was powerful. Thank you and Austene, Nora, and Maria! I also thought that the discussion around what "safety" means was excellent and resonated with all of us. Austene's description of preparing to travel through "Trump Country" was chilling and vivid. Lastly, I thought the white board and the non-verbal responses (using our bodies and/or emojis to respond) were effective. I especially liked the non-verbal responses and the pictures on the white board. Zoom has been a challenge and the variety of activities created a lively, interactive space. I am planning to teach this course again next Fall so, YES!, please include me on future projects.

Sending best wishes and deep gratitude to you, Austene, Maria and Nora.

Diana Dean – Metro State University

Hi Lucas,

It is always a joy to have this opportunity. This was a great way to invite the students to connect with each other in a laid back non-graded discussion. What I gathered from teaching online last semester is that many people are needing and craving these ways to connect. It is far more challenging to engage people online, and yet, I would say it's better than not connecting at all. Thank you again for all you do, and I too hope we can collaborate again in the future.

Kathleen Crawford – MCTC

I thought the conversation was informative and helpful to anyone who wasn't aware of some of the issues surrounding housing inequality. The activities were quite good - it gave the students a voice in how they felt about their own situations and gave everyone an opportunity to examine themselves a bit.

Michael Ricci – North Hennepin Community College

ON STAGE: The Most Beautiful Home... Maybe – Feedback Cont.

Thanks to you and your team for your time, Lucas. The end half was really great! Ansa was particularly amazing in the way he listens to the group, but I appreciate the styles of all your team! ... Reading a section of Act One was fun, sparked interaction and invited insights from the group. You all create a supportive atmosphere to take risks and read. So great! Glad you gently nudge students. I wish we had a little more time to make connections to their lives as leaders.... as communicators.... with potential to use art and story to advance change in their contexts. Thank you, Lucas. What you do is amazing.

Carolyn Evans – Augsburg University

Lucas,

The presentation was great. I really loved the energy and intention you all brought - even though zoom is super difficult and this class, in particular, can really be a challenge to engage. The good news is that they really seem to be thinking about the material - even if they rarely turn on their cameras. I'm looking forward to seeing what you work on next!

Kristen Chamberlain – Augsburg University

Hi Lucas!

I think the session went very well and I do think that students were quite engaged! The overall topic of "home" really resonated with everyone and the related issues of race, socioeconomics, locating, gender, history, etc. gave everyone, including me, lots of "food for thought!" The nexus of theatre/the arts and social issues was made quite apparent too! The four of you have excellent ways of engaging the students and drawing them into the discussion. I will certainly forward student reflections to you when I get them. Really looking forward to the next session coming up! Take good care of yourself and see you up the road a bit my friend!!!

Willie Johnson – Normandale Community College

Hi Lucas,

Thanks for the great discussion in my class. I was glad to have another hour with the students afterward because they really wanted to keep diving into the play and reflecting on what we'd just heard. What seemed to be most effective was the focus on details in our own city (rising rents, redlining history, how unforgiving a renter's "record" can be) and when you had students take parts and read a scene.

Take care,

Amy Muse – University of St. Thomas

ON STAGE: The Most Beautiful Home... Maybe – Feedback Cont.

After our discussion last night, both with our small group and with On Stage, I felt much more informed about the crisis surrounding housing policy in the United States, especially in our own state. Like I mentioned in class, I was not familiar with the term “redlining” before. I knew people of color have often been marginalized within the housing system, but I did not know it was put in writing. I am also intrigued how much of what we have talked about addresses the way that public policy can be influenced by art.

Student – University of St. Thomas

*I’m really glad Ansa brought up the play *A Raisin in the Sun* during our conversation. I kept thinking about the play and I realized it helped me deal with some of the reasons I felt confused with *The Most Beautiful Home... Maybe*. With our conversation about affect, *The Minotaur* and *the Labyrinth* was emotionally powerful for me because it told stories of realistic people. People who were actually struggling. *A Raisin in the Sun* does something similar addressing the housing disparities for people of color in Chicago. It does so by telling the story of a specific family. Due to the way *The Most Beautiful Home... Maybe* covers policy more than individual stories, it had a smaller emotional impact for me. I am wondering if there is a way to keep the scope of the play while also highlighting the struggles of specific individuals?*

Student – University of St. Thomas

*As Lucas stated, the realm of theatre allows for space and flexibility in how the message is conveyed, this we have seen in the past two plays. It bridges social divides and connect individuals who may not be positioned with the message that is articulated. As theatrical event theory states, it can make the spectators as active participants. This can attempt to create a bridge to “community” within the theatre between the stage and the audience. As seen the *Most Beautiful Home*, although the audience was placed with actors, the interaction between stage and audience initiates the “pulled” from among us affect, it offers a sense of hopefulness. It also creates a realness that encourages the audience to connect emotionally to the performers.*

Student – University of St. Thomas

I find myself having a lot of unfinished thoughts after this week's class. Firstly, I found it important to talk about homeless as an identity, which was sparked by Cher's comment about how a drug abuse charge stays with you and Ansa and Maria's comment about how an eviction stays with you too. [...] I found this play to be quite distant from its issue. While I believe that can be an effective strategy for some audiences, I longed for a more personal story. Maybe I came in with expectations of something like the last play, where we saw the ins and outs of life touched by the injustice, but I personally would have gotten more out of a more grounded story. I can't be mad about magical zebras though, I guess.

Student – University of St. Thomas

ON STAGE: *The Most Beautiful Home... Maybe* – Financials

- **Wendy Knox (Facilitator) - \$1000**
 - * 8 discussions (\$800), and 2 planning meetings (\$200).
- **Maria Asp (Facilitator) - \$1000**
 - * 8 discussions (\$800), and 2 planning meetings (\$200).
- **Ansa Akyea (Facilitator) - \$900**
 - * 8 discussions (\$800), and 1 planning meeting (\$100).
- **Nora Montanez (Facilitator) - \$1100**
 - * 9 discussions (\$900), and 2 planning meetings (\$200).
- **Jane Froiland (Facilitator) - \$900**
 - * 7 discussions (\$700), and 2 planning meetings (\$200).
- **Austene Van (Facilitator) - \$900**
 - * 7 discussions (\$700), and 2 planning meetings (\$200).
- **Lucas Erickson (Project Manager) - \$500**
 - * Planning and coordination of all On Stage discussions (\$500)

TOTAL: \$6,300

Notes: 1 discussion (1 hour in length) is \$100, 1 planning meeting (2 hours in length) is \$100, and the coordination stipend is \$500. These fees are based on a similar program that was used at the Guthrie Theater (Creating Dialogue) and Project SUCCESS (fiscal sponsor pilot program). The program emphasizes education and is not a performance piece. The discussions will take place online for the foreseeable future.

ON STAGE: The Most Beautiful Home... Maybe – Sample Contract

PROJECT CONTRACT

On Stage: Creating a Community Dialogue Around Live Theater

This Agreement is made effective as of **10/15/16** by and between **On Stage**, and the following individual ("Actor")

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

EMAIL: _____

- 1. **DESCRIPTION OF SERVICES AND PAYMENT.** Actor will receive compensation for providing the following services/expenses including but not limited to: 6 discussions (\$600), 4 planning meetings (\$200), facilitator prep time (\$150), and parking expenses (\$20).
- 2. **TOTAL PAYMENT.** On Stage will pay total compensation for services in the amount of **\$970**. Payment will be sent directly to the Actor from On Stage at the address listed above at a date postmarked on or before **11/14/16**.
- 3. **TERM/TERMINATION.** This Agreement shall terminate automatically on **11/14/16**.
- 4. **RELATIONSHIP OF PARTIES.** It is understood by the parties that the Actor is an independent contractor with respect to On Stage, and not an employee or contractor of On Stage.
- 5. **WORK PRODUCT OWNERSHIP.** Any copyrightable works, ideas, discoveries, inventions, patents, products, or other information (collectively, the "Work Product") developed in whole or in part in connection with the Services Rendered shall be the exclusive property of On Stage.
- 6. **NAME AND LIKENESS.** Actor agrees to allow On Stage full use of their name, likeness, voice, testimonial, and/or portrayal in whole or in part, severally or in conjunction with other material, for any documentation and marketing purposes at any time including after determination of this agreement.
- 7. **ENTIRE AGREEMENT.** This Agreement contains the entire agreement of the parties, and there are no other promises or conditions in any other agreement whether oral or written. The actor waves any liability against On Stage.
- 9. **SEVERABILITY.** If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.
- 10. **APPLICABLE LAW.** This Agreement shall be governed by the laws of the State of Minnesota.

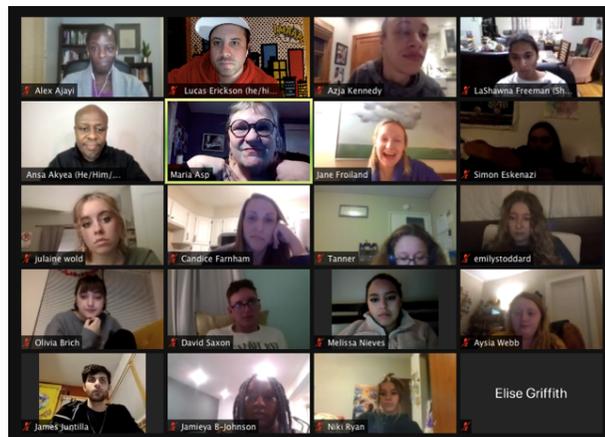
This Project Contract is executed and agreed to by:

ACTOR	ON STAGE
(Printed Name) _____	(Printed Name) _____ (Project Manager)
(Date Signed) _____	(Date Signed) _____
(Signature) _____	(Signature) _____

ON STAGE: *The Most Beautiful Home... Maybe* – Social Media/Photos



The Most Beautiful Home... Maybe
(Presentation and Discussion)
10 views



ON STAGE: Total Outreach

An Octoroon (Mixed Blood Theatre – Fiscal Sponsor: Project SUCCESS)

Total Participants: 196 Total Tickets Purchased: 115

A Raisin in the Sun (Park Square Theater)

Total Participants: 190 Total Tickets Purchased: 100

Anna in the Tropics (Jungle Theater)

Total Participants: 142 Total Tickets Purchased: 73

We are the Levinsons (MN Jewish Theatre Co.)

Total Participants: 128 Total Tickets Purchased: 30

Pike St. (Pillsbury House Theatre)

Total Participants: 163 Total Tickets Purchased: 25

Revolt. She said. Revolt again. (Frank Theatre)

Total Participants: 296 Total Tickets Purchased: 100

Collected Stories (MN Jewish Theatre Co.)

Total Participants: 199 Total Tickets Purchased: 42

The Lorax (Children's Theatre Co.)

Total Participants: 483 Total Tickets Purchased: 55

Lady Day at Emerson's Bar and Grill (Jungle Theater)

Total Participants: 155 Total Tickets Purchased: 28

West of Central (Pillsbury House Theatre)

Total Participants: 399 Total Tickets Purchased: 150

Marie and Rosetta (Park Square Theatre)

Total Participants: 313 Total Tickets Purchased: 140

Actually (MN Jewish Theatre Co.)

Total Participants: 264 Total Tickets Purchased: 107

Hedwig and the Angry Inch (Theater Latté Da)

Total Participants: 172 Total Tickets Purchased: 54

Small Mouth Sounds (Jungle Theater)

Total Participants: 124 Total Tickets Purchased: 11

Escaped Alone & Here We Go. (Frank Theatre)

Total Participants: 392 Total Tickets Purchased: 113

Aubergine (Park Square Theatre)

Total Participants: 371 Total Tickets Purchased: 81

Skeleton Crew (Yellow Tree Theatre and New Dawn Theatre)

Total Participants: 424 Total Tickets Purchased: 60

Interstate (Mixed Blood Theatre)

Total Participants: 160 Total Tickets Purchased: 33

TOTAL ON STAGE PARTICIPANTS: 4,571

TOTAL TICKETS PURCHASED: 1,317

*** 29% OF THE STUDENTS/COMMUNITY MEMBERS WE VISITED SAW THE PLAY THAT WAS DISCUSSED**

OnStage/OnLine: Total Outreach

The Resistible Rise of Arturo Ui (Frank Theatre)

Total Participants: 208

The Most Beautiful Home... Maybe (Mixed Blood Theatre)

Total Participants: 314

TOTAL ONSTAGE/ONLINE PARTICIPANTS: 522