

On Stage: Creating a Community Dialogue Around Live Theater

Invisible Fences

March 6 – March 16, 2025

**Participating Theater:
Open Eye 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

Overview: On Stage raises awareness of the theater offerings in the Twin Cities to academic classes and groups. On Stage brings actors to college classrooms and community settings around the Twin Cities. Local actors and students read scenes from a play in current local production followed by a lively discussion of the themes tying in current events, personal values, and narratives, and stimulating critical thinking. Subsequently attending the full play is encouraged. The purpose of the program is to enhance in-class learning, make local theater relevant to younger and non-traditional audiences, and to lay the groundwork for building future theater attendances. Discussions cover relevant social, political, and cultural topics that come up in Twin Cities plays including gender and racial violence and inequity, LGBTQ+ discrimination, cultural diaspora and alienation and aging.

Since On Stage was launched in the fall of 2016, On Stage has partnered with fifteen theater companies in the Twin Cities, covering thirty-seven plays. Of the plays that On Stage has promoted/discussed in classrooms, over **9,500** students and community members have been exposed to new theater and new theater venues, and over **25%** of these students and community members paid to see the show that we were promoting/discussing. On Stage continues to focus on partnering with more small/mid-sized theaters that don't have the resources for their own outreach efforts.

On Stage has partnered with the following Theaters: Mixed Blood Theatre, Park Square Theatre, Jungle Theater, Six Points Theater, Pillsbury House Theatre, Frank Theatre, Children's Theatre Company, Yellow Tree Theatre, New Dawn Theatre, Theater Mu, Exposed Brick Theatre, Ten Thousand Things, Open Eye Theatre, History Theatre and Theater Latté Da.

On Stage has facilitated discussions with the following Colleges and Universities: St. Thomas University, University of Minnesota, St. Catherine University, Metro State University, Augsburg College, Macalester College, Concordia University, Hamline University, Bethel University, Minneapolis Community & Technical College, Minneapolis College of Art and Design, Normandale Community College, North Hennepin Community College, Hennepin Technical College, Century College, Inver Hills Community College, Hazelden Graduate School of Addiction Studies.

On Stage has facilitated discussions with the following Departments: Communications, Sociology, Theater, English - Creative Writing, English - Literature, History, Education, Psychology, Music, Family Social Sciences, Leadership, Linguistics, Law, Environmental Science, Political Science, Women and Gender Studies, African American Studies, Addiction Studies, Culinary Arts.

Note: When Covid hit in March 2020, On Stage launched a new education experience for students. This online program, OnStage/OnLine, was a series of discussions based on plays that were '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 have since returned to in-person classes but have been facilitating both in-person and online discussions and we will continue to have both teaching options moving forward.

ON STAGE: *Invisible Fences* – Schedule

1. Century College - SOC 1020: Intro to Sociology (CLASS #1) - Corey Culver - Thursday February 27th, 9:15 - 10:30AM. (15 STUDENTS)

* This course is a survey of sociology's major theoretical perspectives and research methods. Basic concepts include culture, socialization, groups, organizations, deviance, social institutions, change, and inequalities based on class, race, and gender.

2. MCTC - CMST 1000: Intro to Communication Studies (CLASS #1) - Kathleen Crawford - Thursday February 27th, 1:45 - 2:45PM. (16 STUDENTS)

* This course explores foundational communication concepts and fosters communication skills in interpersonal communication, group communication and public speaking.

3. University of St. Thomas - THTR 111: Intro to Theater - Shanan Custer - Friday February 28th, 9:35 - 10:40AM. (20 STUDENTS)

* This course provides a foundation in theater and drama for students who have experienced theater first-hand as well as for those who have never seen a play.

4. Metro State University - HSDS 305: Disability Rights: History and Current Trends; Inver Hills Community College – SOCI 1100: Intro to Sociology + SOCI 1126: Sociology of Deviance (NOTE: COMBINED ZOOM EXTRA CREDIT DISCUSSION) - Kristin Burgess, Sadie Pendaz-Foster - Friday February 28th, 12:00 - 1:00PM. (15 STUDENTS)

* History and Current Trends traces the history, policies, and individual and group empowerment efforts that led to the formation of the disability rights movement.

5. Normandale Community College - THTR 1151: Acting 1 - Feyintoluwa Ekisola - Monday March 3rd, 10:00 - 11:20AM. (20 STUDENTS)

* Explore the psychological process of acting through exercises, games, and discussion to develop skills in the beginning actor/actress. Rooted in contemporary realism.

6. Century College - SOC 1020: Intro to Sociology (CLASS #2) - Corey Culver - Monday March 3rd, 3:30 - 4:45PM. (15 STUDENTS)

* This course is a survey of sociology's major theoretical perspectives and research methods. Basic concepts include culture, socialization, groups, organizations, deviance, social institutions, change, and inequalities based on class, race, and gender.

7. Inver Hills Community College - COMM 2240: Intercultural Communication - Kate Olson - Tuesday March 4th, 11:00 - 12:15PM. (16 STUDENTS)

* Explores factors that influence communication between individuals of different cultures. In our global society we are increasingly called upon to communicate in a variety of intercultural contexts.

8. Macalester College - ENGL 319: Disability Studies: Disability in the English Renaissance; PSYC 368: Psychology of/and Disability - Penelope Geng, Joan Ostrove (COMBINED CLASS) - Tuesday March 4th, 3:00 - 4:00PM. (22 STUDENTS)

* This course explores representations of disability and ability in late medieval and early modern England. How was bodymind normativity, ability, and disability defined in the Renaissance? Why did writers turn to literature to explore illness and disability?

9. Normandale Community College - EDUC 2408: Individuals with Diverse and Exceptional Needs (NOTE: ZOOM DISCUSSION) - Sarah Toland - Tuesday March 4th, 5:00 - 6:00PM. (15 STUDENTS)

* Individuals with Diverse and Exceptional Needs is designed to provide an introduction and overview of the characteristics and educational needs of children and youth with diverse and exceptional needs in all schools.

10. MCTC - CMST 1000: Intro to Communication Studies (CLASS #2) - Kathleen Crawford - Thursday March 6th, 10:30 - 11:30AM. (12 STUDENTS)

* This course explores foundational communication concepts and fosters communication skills in interpersonal communication, group communication and public speaking.

ON STAGE: *Invisible Fences* – Schedule Cont.

11. Century College - SOC 1020: Intro to Sociology (CLASS #3) - Corey Culver - Thursday March 6th, 12:30 - 1:45PM. (15 STUDENTS)

* This course is a survey of sociology's major theoretical perspectives and research methods. Basic concepts include culture, socialization, groups, organizations, deviance, social institutions, change, and inequalities based on class, race, and gender.

12. MCTC - CMST 1010: Interpersonal Communication (CLASS #3) - Kathleen Crawford - Thursday March 6th, 4:30 - 5:45PM. (12 STUDENTS)

* This course focuses on the examination and acquisition of positive and effective interpersonal and intrapersonal communication skills.

13. Hennepin Technical College (Eden Prairie Campus) - Gateway to College (High School Students) - Charlotte Guild - Friday March 7th, 9:00 - 10:00AM. (16 STUDENTS)

* This class explores the systematic study of the relationship between the individual and their society. In the weeks prior to your visit, students will be learning about the discipline of sociology, sociological research, class inequality, and race/ethnicity.

14. University of Minnesota - ENGW 1101: Intro to Creative Writing - Clare Boyle - Friday March 7th, 11:05 - 12:05PM. (18 STUDENTS)

* In this course, we will explore the fundamentals of creative writing. We will start by looking at the building blocks of good imaginative writing: image, voice, character, setting, story, and revision.

15. Inver Hills Community College - SOC 1100: Intro to Sociology (NOTE: ZOOM DISCUSSION) - Wayne Whitmore - Friday March 7th, 1:00 - 2:00PM. (22 STUDENTS)

* Emphasizes methods, basic concepts, terminology, and perspectives used by sociologists in analysis of social relationships. Sociological analysis will focus on American government, family, education, religion, and the economy.

16. University of St. Thomas - COMM 370: Intercultural Communication (CLASS #1) - Kristi Wenzel Egan - Monday March 10th, 2:00 - 3:10PM. (20 STUDENTS)

* This course examines the influence of culture on our own and others' communication. Students will be introduced to different aspects and levels of culture, including basic principles and theories that explain cultural differences on the group level, and challenges in intercultural communication, such as stereotypes, ethnocentrism, conflicting ethical standards, and racial disparities.

17. University of St. Thomas - COMM 370: Intercultural Communication (CLASS #2) - Kristi Wenzel Egan - Monday March 10th, 3:25 - 4:30PM. (20 STUDENTS)

* This course examines the influence of culture on our own and others' communication. Students will be introduced to different aspects and levels of culture, including basic principles and theories that explain cultural differences on the group level, and challenges in intercultural communication, such as stereotypes, ethnocentrism, conflicting ethical standards, and racial disparities.

18. St. Paul College - CULINARY ARTS CLASS (CONCEPT: Once Upon a Kitchen: A Cooked-Up Fairy Tale!) - Jason Ross - Tuesday March 11th, 11:15 - 12:30PM. (15 STUDENTS)

* Food concept: Once Upon a Kitchen: A Cooked-Up Fairy Tale! Students explore various aspects of quantity food production in a fast-paced, high-volume food service setting. Students are introduced to aspects of quantity range, bake shop, short-order and pantry operations.

19. Metro State University - SOC 101: Introduction to Sociology - Janet Enke - Tuesday March 11th, 1:10 - 2:15PM. (15 STUDENTS)

* This course is an introduction to the sociological perspective. Students examine the social processes that shape societies and the course of their histories. The social nature of biographies is explored through the study of the family and socialization, education and work, bureaucracy and the economy, gender, social class, and race and ethnicity.

ON STAGE: *Invisible Fences* – Numbers/Survey

Total number of students and community members who participated in the discussions: 319

Total number of tickets purchased to see the play after our discussions: 21

1. Have you seen a play before?

YES – 67 (74%) NO – 23

2. Have you seen an OPEN EYE THEATRE play?

YES – 7 NO – 82 (92%)

3. Do you feel more inclined to see this OPEN EYE THEATRE play after participating in the discussion?

YES – 84 (99%) NO – 1

4. Do you feel more inclined to see other OPEN EYE THEATRE plays after participating in this discussion?

YES – 80 (95%) NO – 4

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

YES – 82 (98%) NO – 2

Note: This survey was issued to participants in seven discussions.

Note: Total tickets purchased was confirmed by the Open Eye Theatre Box Office.

ON STAGE: Invisible Fences – Agenda/Topics

IF ONLINE, LUCAS will start with **POLL #1**. **LUCAS** will welcome everyone and say why we are there/what On Stage is. **IF ONLINE, LUCAS** will then lay down some ground rules (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, so feel free to turn them off; **BE OPEN TO TRYING NEW THINGS!** We want to engage you and we want to hear from you); Today we are going to get you moving around and discussing some of the issues raised in the play, and we will give you a short summary of the play, who wrote it, and what **OPEN EYE THEATRE** is. **ASK STUDENTS:** Have you been to a play in the last five years? What did you see? Where did you see it?

EDUCATORS will introduce themselves and then lead a game!

OPTION 1: OPPOSITE GAME

HOW TO PLAY: (If you feel the class needs it, establish a baseline in First Round- **GO** is **GO**, **STOP** is **STOP** etc.) OR start with → 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. **SPLIT-SECOND DECISIONS** - How was it? Did you trust your “leader”? **IF ONLINE, DUCK means JUMP, JUMP means DUCK, SAY YOUR NAME means CLAP YOUR HANDS, and CLAP YOUR HANDS means SAY YOUR NAME.**

OPTION 2: SHOW DON’T TELL!

Find a partner by touching elbows. We will ask them a question: Tell your partner (WITHOUT TALKING) what you ate for breakfast. Have some people share what they thought their partner had for breakfast. Were they right? Easy to misinterpret non-verbal communication? **IF ONLINE WE WILL NOT PLAY THIS GAME.**

LUCAS will play a clip (SCENE #1) from the play (Pg.4 - 5 - **“6:35 - 8:45”** in the video - **PW: KICKSTARTER2023**). **IF ONLINE, LUCAS** will **SHARE HIS SCREEN** and play the video.

Questions: What’s that about? What did you hear? **DESCRIBE THESE TWO CHARACTERS.** The disabilities in the play become almost superpowers! **THIS LEADS TO THE NEXT EXERCISE - FIRST ASK STUDENTS WHAT IS A FABLE?**

EDUCATORS will ask **STARTER QUESTIONS WHILE STUDENTS ARE SITTING DOWN (OR STAND UP!): “WHEN I SAY _____, WHAT DO YOU THINK?”**

1. **FABLE** (ask for someone to define it)

A. **GRASSHOPPER** (ask to describe)

B. **PLATYPUS** (ask to describe)

a. **WHY PICK THESE TWO ANIMALS? WHY THE TORTOISE AND THE HAIR? OTHER ANIMALS PLAYING HUMAN CHARACTERS IN BOOKS OR MOVIES?**

2. **DISABILITY**

3. **ACCESSIBILITY**

4. **FRIENDSHIP**

5. **DIFFERENT**

EDUCATORS + LUCAS will ask students to **GET IN A GROUP OF 3 OR 4** and **DISCUSS: (IF ONLINE, ‘ROCK THE CHAT’ THEN HAVE A FEW STUDENTS UNMUTE TO SPEAK TO THEIR ANSWERS).**

ON STAGE: Invisible Fences – Agenda/Topics Cont.

1. **WHAT IS SOMETHING ABOUT YOU THAT IS OBVIOUS BY LOOKING OR TALKING TO YOU? WHAT IS SOMETHING THAT WE WOULDN'T KNOW ABOUT YOU BY LOOKING OR TALKING TO YOU** (a hidden talent or skill or just something we wouldn't know)?
2. **WHAT IS THE EARLIEST STORY YOU HEARD AS A KID?** Who told it to you/how do you remember it? Did you identify with any of the characters? What if you didn't? Why do we have fairy tales?
3. **WHO IS SOMEONE IN YOUR LIFE (NOT IN YOUR FAMILY) WHO WANTS YOU TO BE YOUR BEST YOU? WHO IS YOUR CHAMPION?** Why? How do they show it?
4. **WHAT IS A SONG THAT BRINGS YOU COMFORT?** Why? How do you use music in your everyday life? How is music used to tell a story?

EDUCATORS + LUCAS will tell students to **VOTE WITH YOUR BODY** (**IF ONLINE, PUT YOUR FACE CLOSE TO THE CAMERA IF YOU AGREE or use a THUMBS UP emoji, and PUT YOUR FACE AWAY FROM THE CAMERA IF YOU DISAGREE or use a THUMBS DOWN emoji**):

1. **IS IT EVER OKAY TO LIE?** If yes, can you think of a time you lied to protect someone? HEAR FROM SOME STUDENTS?
2. **HAVE YOU EVER BEEN IN A SITUATION WHERE YOU ARE THE "OTHER" IN THE ROOM?** How did that feel? How did you adapt? Have you ever been in a situation where you noticed somebody else was the "other" in the room? How did that feel?

EDUCATORS will give a quick summary of the play, (**IF ONLINE, LUCAS will SHARE HIS SCREEN to see pics of the play**) who wrote it, and what **OPEN EYE THEATER** is. NOTE: The play has an ASL interpreter and closed captioning for every show - making this play as inclusive and accessible as possible!

NOTE: USE THIS AS A REFERENCE - DO NOT READ IT OUT LOUD - DESCRIBE THE PLAY IN YOUR OWN WORDS. Written and performed by Gaelynn Lea and Kevin Kling. The play is an enchanting musical fable celebrating friendship and our differences created by two artists from the Disability Community - storyteller and comedian Kevin Kling & musician Gaelynn Lea (winner of the 2016 NPR Tiny Desk Contest). This very charming and utterly unique play is about two unlikely friends (a Grasshopper and a Largroff... a what?!) on a quest to the big city so that the short-lived grasshopper can enjoy a well-earned retirement. The play blends Lea and Kling's internationally-renowned skills in music and storytelling to create an intimate show that is rich in the wit and wisdom inherent in Disability Culture.

EDUCATORS + LUCAS will lead **MATCHING SENTENCES/LINES**. (**THESE ARE ON THE NEXT PAGE**). HAVE STUDENTS GET IN GROUPS OR 3 OR 4. Pass out lines from the songs in the play (one for each group). Now have a quick discussion with your group about what this line means (**WHO, WHAT, WHERE**). What does this make you think of? Hear from each group. **IF ONLINE, LUCAS will SHARE HIS SCREEN and we will go through each of them as a big group.**

EDUCATORS + LUCAS will **ASK 3 BRAVE READERS** to read SCENE #2 from the play (Pg. 15 - 17). **IF ONLINE, LUCAS will SHARE HIS SCREEN to see the scene we are reading.**

Questions: What's that about? What did you hear? WAS IT OKAY FOR THE LARGROFF TO LIE TO THE BIRD? **IS IT EVER OKAY TO LIE?** In stories and fairytales, characters with disabilities can't live happily ever after without their disability being eradicated (What if the beast in Beauty and the Beast doesn't turn into a handsome prince but must learn to be kind and gentle as the beast?).

LUCAS will pass around a survey to students, (**IF ONLINE, LUCAS will end with POLL #2. LUCAS will SHARE HIS SCREEN to show everyone how to get \$15 tix to see the play**) how to see the play for \$15, AND **LUCAS WILL PLAY "WATCH THE WORLD UNFOLD" ON HIS SPEAKER**. Also, ask educators to plug their work.

ON STAGE: Invisible Fences – Feedback

Hi Lucas,

Thank you so much for visiting our class yesterday. My students had a great time, and I'm sure Joan's students also found the experience valuable. Your teaching-artists are wonderful, and I enjoyed hearing them talk about their craft!

Penelope Geng – Professor at Macalester College

Lucas, that was an awesome meeting. I hope my students enjoyed it as much as I did. See you this summer.

Wayne Whitmore – Professor at Inver Hills Community College

I think what you guys do is awesome and I'm glad to be able to spread the word about it! I'm hoping to see the play as well

Student @ Century College

Thank you all so much for coming!! Yes, if I'm teaching, we'll connect! Thank you for all the work you do!

Take care,

Katherine Olson – Professor at Inver Hills Community College

Hi Lucas!

It was our pleasure. I did go see the show and it was BEAUTIFUL.

Warm regards,

Tolu Ekisola – Professor at Normandale Community College

Thank you for all your planning, coordination, and facilitation of our class discussion! The discussion was a fun way to send us off into spring break. It looked like such a heartwarming and entertaining play! Life got busy, and unfortunately, I couldn't make it out to see it. It did sell out fast. However, from the clip, the part of the script, to the music, I am inspired to keep Gaelynn Lea and Kevin Kling on my radar. I look forward to hearing from you in July about the fall semester

All the best,

Kathleen Crawford – Professor at MCTC

ON STAGE: Invisible Fences – Financials

- **Warren Bowles (Facilitator) - \$1830**
 - * 15 discussions (\$1500), 2 planning meetings (\$200), facilitator prep-fee (\$100), parking stipend (\$30).
- **Maria Asp (Facilitator) - \$1330**
 - * 10 discussions (\$1000), 2 planning meetings (\$200), facilitator prep-fee (\$100), parking stipend (\$30).
- **Lynnea Doublette (Facilitator) - \$1030**
 - * 7 discussions (\$700), 2 planning meetings (\$200), facilitator prep-fee (\$100), parking stipend (\$30).
- **Jane Froiland (Facilitator) - \$1230**
 - * 9 discussions (\$900), 2 planning meetings (\$200), facilitator prep-fee (\$100), parking stipend (\$30).
- **Valencia Proctor (Facilitator) - \$1430**
 - * 12 discussions (\$1200), 1 planning meeting (\$100), and facilitator prep-fee (\$100), parking stipend (\$30).
- **Anna Hashizume (Facilitator) - \$630**
 - * 4 discussions (\$400), 1 planning meeting (\$100), and facilitator prep-fee (\$100), parking stipend (\$30).
- **Lucas Erickson (Project Manager) - \$670**
 - * Coordination fee (\$500), marketing, printing and copying (\$100), meetings (\$40), parking stipend (\$30).

TOTAL: \$8,150

Notes: 1 discussion (1 hour in length) is \$100, 1 planning meeting (2 hours in length) is \$100, facilitator prep-fee is \$20 - \$150, the parking stipend is \$20, 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 in-person and online for the foreseeable future.

ON STAGE: Invisible Fences – Sample Contract

PROJECT CONTRACT

On Stage: Creating a Community Dialogue Around Live Theater

This Agreement is made effective as of **2/9/22** 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), 2 two-hour rehearsals (\$200), facilitator prep fee (\$100), and parking stipend (\$20).
- 2. TOTAL PAYMENT.** On Stage will pay total compensation for services in the amount of **\$920**. Payment will be sent directly to the Actor from On Stage at the address listed above at a date postmarked on or before **3/9/22**.
- 3. TERM/TERMINATION.** This Agreement shall terminate automatically on **3/9/22**.
- 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: *Invisible Fences* – Social Media

OPEN EYE theatre

GAELYNN LEA KEVIN KLING

INVISIBLE FENCES

At Open Eye Theatre: March 6 – 15

Singer-songwriter **Gaelynn Lea** and storyteller-playwright **Kevin Kling** combine their talents in an original musical fable, which weaves together storytelling and song to create a unique theatrical experience celebrating Disability Culture.

Created and performed by **Kevin Kling** and **Gaelynn Lea**. Photo by Bruce Silcox.

On Stage

GET \$15 TICKETS WITH PROMO CODE **FABLE**

openeyetheatre.org

THE CENTURY TIMES

HOME FEATURES NEWS ARTS & ENTERTAINMENT SPORTS GET INVOLVED MORE

Local Theater Outreach Sparks Meaningful Conversation

By **Michelle Warren**, Editor-in-Chief • March 6, 2025

INVISIBLE FENCES A Musical Fable IN TWO ACTS

CREATED AND PERFORMED BY **Gaelynn Lea & Kevin Kling** WITH **Jeremy Ylvisaker**

In our modern, busy world, few people choose to spend their precious time interacting with and enjoying theatre. Local outreach program, **On Stage**, is looking to change this. The founder of **On Stage**, **Lucas Erickson**, comes from a strong theatre background.

In an interview I had with Erickson, he normalized the experience

OPEN EYE theatre

ONCE UPON A KITCHEN: A COOKED-UP FAIRY TALE!

A Meal Inspired by Open Eye Theatre's Play, **Invisible Fences**

TUESDAY MARCH 11TH
11:00AM - 12:30PM
ST. PAUL COLLEGE (CITY VIEW GRILL)

Invisible Fences is being performed at Open Eye Theatre March 6 - 15

Join us for a unique dining experience and a theater discussion led by local theater educators as we enjoy food created by Culinary Arts students and a related discussion about *Invisible Fences*, an enchanting musical fable celebrating friendship and Diversity Culture created by two artists from the Disability Community: playwright **Kevin Kling** & musician **Gaelynn Lea**

BACK TO SCHOOL

IN-CLASS DISCUSSIONS ABOUT THE PLAY INVISIBLE FENCES START NEXT WEEK!

Total number of discussions: 22
Students participating: 300+

OPEN EYE theatre

Invisible Fences ON STAGE DISCUSSIONS

- 1. Century College - SOC 1000: Intro to Sociology (CLASS #1)
- 2. MCTC - CMAT 1000: Intro to Communication Studies (CLASS #1)
- 3. University of St. Thomas - THST 1115: Intro to Theater
- 4. Aurora State University - AOSU 400: Disability Rights, History and Current Trends
- 5. Shawanook Community College - THST 1001: Acting I
- 6. Century College - SOC 1000: Intro to Sociology (CLASS #2)
- 7. Lower Merion Community College - COMM 2000: Introduction to Communication & Mass Media (CLASS #1)
- 8. University of St. Thomas - THST 1115: Intro to Theater
- 9. Shawanook Community College - THST 1001: Acting I
- 10. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #2)
- 11. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #3)
- 12. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #4)
- 13. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #5)
- 14. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #6)
- 15. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #7)
- 16. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #8)
- 17. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #9)
- 18. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #10)
- 19. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #11)
- 20. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #12)
- 21. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #13)
- 22. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #14)
- 23. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #15)
- 24. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #16)
- 25. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #17)
- 26. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #18)
- 27. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #19)
- 28. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #20)
- 29. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #21)
- 30. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #22)
- 31. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #23)
- 32. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #24)
- 33. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #25)
- 34. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #26)
- 35. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #27)
- 36. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #28)
- 37. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #29)
- 38. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #30)
- 39. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #31)
- 40. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #32)
- 41. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #33)
- 42. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #34)
- 43. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #35)
- 44. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #36)
- 45. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #37)
- 46. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #38)
- 47. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #39)
- 48. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #40)
- 49. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #41)
- 50. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #42)
- 51. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #43)
- 52. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #44)
- 53. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #45)
- 54. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #46)
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- 89. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #81)
- 90. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #82)
- 91. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #83)
- 92. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #84)
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- 102. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #94)
- 103. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #95)
- 104. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #96)
- 105. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #97)
- 106. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #98)
- 107. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #99)
- 108. University of St. Thomas - COMM 2000: Introduction to Communication & Mass Media (CLASS #100)

OPEN EYE theatre

Invisible Fences
March 6 - 15
@ Open Eye Theatre

OPEN EYE theatre

MY DISABILITY IS MY SUPERPOWER

1 IN 4 AMERICANS

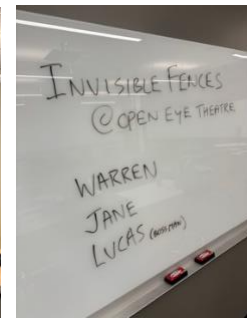
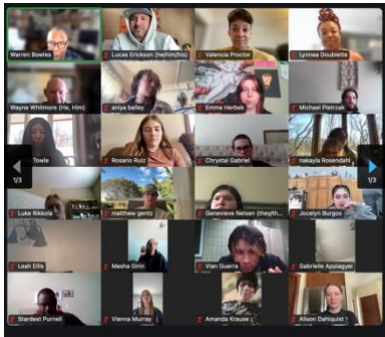
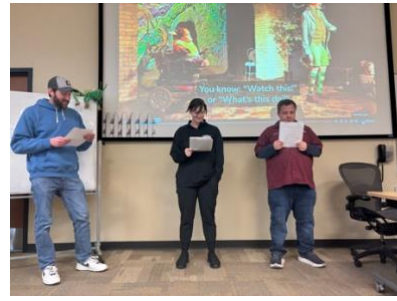
LIVE WITH SOME SORT OF DISABILITY

AROUND 15% OF THE WORLD'S POPULATION LIVE WITH DISABILITIES

OPEN EYE theatre

Celebrating Differences: Disability Culture

ON STAGE: *Invisible Fences* – Photos



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: **490** 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**

Anbergine (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**

OnStage/OnLine Outreach during Covid:

The Resistible Rise of Arturo Ui (Frank Theatre); *The Most Beautiful Home... Maybe* (Mixed Blood Theatre);
Nina Simone: Four Women (Pillsbury House Theatre); *Animate* (Mixed Blood Theatre); *the ball-jean stories* (Pillsbury House Theatre)

Man of God (Theater Mu)
Total Participants: **177** Total Tickets Purchased: **35**

Passing Strange (Yellow Tree Theatre and New Dawn Theatre)
Total Participants: **192** Total Tickets Purchased: **20**

Twelve Angry Men (Theater Latté Da)
Total Participants: **95** Total Tickets Purchased: **21**

Freeing Assata and A Love Story in 8 Scenes (Exposed Brick Theatre)
Total Participants: **265** Total Tickets Purchased: **60**

Milma's Tale (Ten Thousand Things)
Total Participants: **346** Total Tickets Purchased: **43**

Diesel Heart (History Theatre)
Total Participants: **374** Total Tickets Purchased: **159**

The Courtroom (Jungle Theatre)
Total Participants: **86** Total Tickets Purchased: **40**

The Chinese Lady (Open Eye Theatre)
Total Participants: **247** Total Tickets Purchased: **24**

Passage (Pillsbury House Theatre & Exposed Brick Theatre)
Total Participants: **251** Total Tickets Purchased: **77**

A Unique Assignment (History Theatre)
Total Participants: **294** Total Tickets Purchased: **24**

The Color Purple (Theater Latté Da)
Total Participants: **213** Total Tickets Purchased: **36**

Behind the Sun (History Theatre)
Total Participants: **541** Total Tickets Purchased: **97**

Behind the Sun (History Theatre)
Total Participants: **541** Total Tickets Purchased: **97**

Sanctuary City (Frank Theatre)
Total Participants: **466** Total Tickets Purchased: **147**

Invisible Fences (Open Eye Theatre)
Total Participants: **319** Total Tickets Purchased: **21**

TOTAL ON STAGE PARTICIPANTS: 8,415

(TOTAL ONSTAGE/ONLINE PARTICIPANTS: 1,417)

TOTAL TICKETS PURCHASED: 2,133

*** 25% OF THE STUDENTS/COMMUNITY MEMBERS WE VISITED IN CLASSES SAW THE PLAY THAT WAS DISCUSSED.**