

## **On Stage: Creating a Community Dialogue Around Live Theater**

**&**

## **OnStage/OnLine**

*Animate*

**September 16 - 26, 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.

UPDATE: During the recent Covid-19 pandemic, On Stage launched a new online education experience for students called: OnStage/OnLine. This program 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 are now mostly back to in-person classes, but On Stage will continue offering their OnStage/OnLine program to professors who teach online classes.

## ON STAGE: *Animate* – Discussion Schedule

**1. Hamline University - PBHL 3980: Health and the Environment - Susi Keefe - Tuesday September 14, 10:10 - 11:10AM. IN-PERSON CLASS (15 STUDENTS)**

\* In this course, Health and Environment, students will learn about the disproportionate burdens of environmental contamination and about the health disparities affecting communities of color across the US and internationally.

**2. University of St. Thomas - English Dept. and THTR 111 - COMBINED CLASS - Amy Muse and Shanah Custer - Tuesday September 14, 12:00- 1:00PM. IN-PERSON CLASS (25 STUDENTS)**

\* This is a mixed class/event of English and Theater students.

**3. Normandale Community College - Intercultural Communication - Willie Johnson - Tuesday September 14, 2:00 - 3:00PM. IN-PERSON CLASS (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. Issues of nationality, race, ethnicity, class, gender, religion, etc., will be addressed.

**4. Hennepin Technical College - CULINARY CLASS (Advanced Food Preparation - 3rd semester students) - Durnev, Denis, Lanes, Jeremiah - Wednesday September 15, 11:00AM - 1:00PM. IN-PERSON CLASS (10 STUDENTS)**

\* This course is designed to give the student advanced knowledge, skill, and understanding of stocks, sauces, soups, meat, poultry, fish, shellfish cookery, and breakfast food preparation techniques in a restaurant production setting. Since the play is about animals and species preservation, students created vegetarian dishes that were inspired by their childhood/favorite dish.

**5. University of Minnesota - ESPM 2021: Environmental Sciences: Integrated Problem Solving – Robin Thomson and Daniel Cariveau - Thursday September 16, 10:15 - 11:15AM. IN-PERSON CLASS (55 STUDENTS)**

\* This course will use an interdisciplinary case-study approach to expose students to the most important environmental problems facing society today as well as innovative solutions.

**6. Macalester College - EnviroThursday: Brown Bag Lunch Series – Roopali Phadke- Thursday September 16, 12:00 - 1:00PM. IN-PERSON CLASS (10 STUDENTS)**

\* EnviroThursday is a weekly presentation of speakers and videos on environmental issues.

**7. MCAD - ES3825 – Client Studio - Arlene Birt and Heather Willems - Thursday September 16, 3:00 - 4:00PM. IN-PERSON CLASS (11 STUDENTS)**

\* In this course, students experience the processes and approaches that are used while working with a team on real world client projects such as websites, multimedia presentations, and environmental design.

**8. St. Paul College - CULINARY CLASS – Jason Ross. Tuesday September 21, 11:15 - 12:30PM. IN-PERSON CLASS (10 STUDENTS)**

\* 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. Note: Students will be making food inspired by the play. Since the play is about animals and species preservation, students created vegetarian dishes that were inspired by their childhood/favorite dish.

**9. Metro State University - THEA 400: Playwriting I - Gail Smogard - Tuesday September 21, 1:15 - 2:15PM. IN-PERSON CLASS (10 STUDENTS)**

\* In this course, students who wish to use their voices more expressively work through a variety of methods from relaxation and breathing exercises to personal storytelling and the practice and analysis of poetry, prose and drama.

## **ON STAGE: *Animate* – Discussion Schedule (cont.)**

**10. Normandale Community College - BIOL 1110: Environmental Biology – Victoria Sandberg-  
Wednesday September 22, 11:00 - 12:00PM. **ONLINE CLASS (8 STUDENTS)****

\* A general education course without lab that explores the principles of environmental biology and the ways in which humans depend on and influence the natural world. Topics include the scientific method, basic ecological principles, population growth, natural resources, energy, conservation, pollution and their relationships to Minnesota and global environmental concerns.

**11. MCTC - CMST 1015: Mass Communication (TWO COMBINED CLASSES) - Crawford,  
Kathleen - Wednesday September 22, 4:00 - 5:00PM. **ONLINE CLASS (10 STUDENTS)****

\* This course is an examination of the impact and effects of mass communication in contemporary life. You will learn the historical evolution of communication technologies, as well as related strategic communication industries, such as the media, publishing, social networking, advertising, and public relations.

**12. East Side Freedom Library - Peter Rachleff - Wednesday September 22, 7:00 - 8:00PM. **ONLINE  
EVENT (5 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.

**13. Metro State University - SSCI 100: Intro to Social Science - Diana Dean. Thursday September 23,  
9:00AM - 10:00AM. **ONLINE CLASS (20 STUDENTS)****

\* This course explores fundamental questions drawn from the social sciences. Through films, novels, classroom exercises, and topical readings students investigate the relationship between the individual and society.

**14. University of Minnesota - AMST 3253: American Popular Culture and Politics: 1940 to the  
present - Elaine Tyler May - Thursday September 23, 11:15 - 12:30PM. **IN-PERSON CLASS (90  
STUDENTS)****

\* Historical analysis of how popular arts represent issues of gender, race, consumerism, and citizenship. How popular artists define boundaries of citizenship and public life: inclusions/exclusions in polity and national identity.

**15. University of St. Thomas - GENG 577: Eco-Feminism - Liz Wilkinson. Thursday September 23,  
6:00 - 7:00PM. **IN-PERSON CLASS (15 STUDENTS)****

\* This course will consider the literature that both expresses and analyzes the intersection of ecology and feminism from a variety of perspectives.

**16. Augsburg University - ML 548: Coaching and Consulting (students from ML 535: Organization  
Theory and Leadership will also join) - Carolyn Evans - Thursday September 23, 8:00 - 9:00PM.  
**ONLINE CLASS (15 STUDENTS)****

\* The purpose of this course is to develop influence skills through the exploration and application of consulting and coaching practices.

**17. Hennepin Technical College - Gateway to College program (High School Students) - Charlotte  
Guild - Friday September 24, 9:00AM - 10:00AM. **IN-PERSON CLASS (20 STUDENTS)****

\* This class explores the systematic study of the relationship between the individual and their society.

**18. Augsburg University - COM 254: Interpersonal Communication - Jenna McNallie. Friday  
September 24, 11:10 - 12:20PM. **IN-PERSON CLASS (25 STUDENTS)****

\* A study of the dynamics of human interaction through verbal and non-verbal messages; emphasis on factors that build relationships and help to overcome communication barriers.

## **ON STAGE: *Animate* – Survey Results**

**Total number of students who participated in the discussions: 379**

**1. Have you seen a play before?**

YES – 189 (92%) NO – 16

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

NO – 193 (94%) YES – 12

**3. After our visit, do you feel more inclined to see the play?**

YES – 165 (80%) NO – 34

**4. Do you now feel more inclined to see other plays at this theater?**

YES – 161 (79%) NO – 41

**5. Do you think this program works well in college classes?**

YES – 189 (92%) NO – 14

**Note: This survey was issued to participants in ten of the eighteen discussions.**

## ON STAGE: Animate – Discussion 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 will give you a short summary of the play, who the playwright is, what **MIXED BLOOD** is and why the play is at **THE COMO ZOO**, then we will ask some of you to read a scene or two from the play, and discuss it.

**EDUCATORS** will introduce themselves. The last to talk, tell the group to say their name, pronouns, and say if they were an animal, what animal would they be. **EDUCATORS** will then ask students some **STARTER QUESTIONS:** Have you been to a play in the last five years? When was the last time you went to a zoo? What zoo? What is your must see animal? How do you feel when you go to a zoo? Are zoos ethical? How do you think zoos are funded?

**EDUCATORS** will ask students to WALK AROUND THE ROOM and point elbows at somebody - a partner (**IF ONLINE, this will be a group discussion**). **EDUCATORS** will now lead ELEPHANT/MONKEY/SPIDER GAME (it's rock/paper/scissors, but use your bodies). Find a partner and play! **NOTE:** Elephant smashes the monkey; Monkey eats the Spider; Spider poisons the Elephant. **IF ONLINE, everyone plays in the group and we try to get the whole group to have the same animal.**

- \***OPTION B: WATER/FOOD/SHELTER GAME** (Jane will explain how to play - it's about conservation)

**EDUCATORS** will give a quick summary of the play, (**IF ONLINE, Lucas will SHARE HIS SCREEN to see pics of the play**), who the playwright is and **MIXED BLOOD**. *Animate* is an eight-scene moving theatrical experience performed at the Como Park Zoo and Conservatory, and repeatedly asks the question: "Does the good of the many supersede the good of the individual?" Talk about the process of developing *Animate* (It was created through a year of listening sessions with zookeepers, animal collection curators, zoo directors, primatologists and zoo detractors). Relate it to other community developed plays such as... **THE MOST BEAUTIFUL HOME... MAYBE**. Other projects that you know of?

**ASK THREE BRAVE READERS** to read **SCENE #1** from the play (Pg. 17 - 20 - *Keisha, Liz, Tamar*). **SET UP THE SCENE:** **IF ONLINE, Lucas will SHARE HIS SCREEN to see the scene we are reading.**

**Questions:** What's this scene about? What did you hear?

**EDUCATORS** will tell students to VOTE WITH YOUR BODY (**IF ONLINE, thumb UP and thumb DOWN**):

- Is there a relationship between **SCIENTIFIC RESEARCH** and **PHILANTHROPY**. Y/N/M. Talk to people you are standing by about why you think this way, ask to hear a few opinions (**IF ONLINE, ask people to answer**).
- You have an opportunity to go on a tourist **HUNTING SAFARI** in an African country. Some of the exorbitant fees that are paid go to support the protection of endangered species in that region. Would you do it? Y/N/M. Talk to people you are standing by about why you think this way, ask to hear a few opinions (**IF ONLINE, ask people to answer**).

**EDUCATORS** will now lead the PROTECTOR/ENEMY GAME. **HOW TO PLAY:** 1. Standing in a room everyone is told to mentally pick someone in the room that will be their enemy. 2. Then everyone must pick someone who will be their protector. 3. The individuals themselves only know these choices. 4. Once everyone has made their choices, the leader yells, "go!" and everyone must try to keep their protector between themselves and their enemy at all times. **ASK STUDENTS:** How did it go? Easy? Hard? **IF**

## **ON STAGE: Animate – Discussion Agenda/Topics Cont.**

**ONLINE:** When I say “DO THIS” you copy what I do, but when I say “DO THAT” you don’t copy what I do.

**ASK TWO BRAVE READERS** to read SCENE #2 from the play (Pg. 39 - 42 - *Tamar, Geraldine*). **SET UP THE SCENE.** Geraldine is a program officer for the coca cola foundation - buttoned up woman of color, Tamar - young biracial female activist **IF ONLINE, Lucas will SHARE HIS SCREEN to see the scene we are reading.**

**Questions:** What’s that about? What did you hear? What do you agree with? Why? How have cell phones changed the social justice movement? Is the making of cell phones problematic? Who has a cell phone? How do you make a tough ethical decision?  
How have cell phones impacted your life? The social justice movement? Manufacturing of mobile phones results in some environmental damage and unfair labor practices often involving children. Is that something you even consider when using this everyday tool?

**EDUCATORS** will tell students to **VOTE WITH YOUR BODY** **IF ONLINE, thumb UP and thumb DOWN):**

- You are running late for class, there is a Jimmy John's on the corner. You have seen photos of the founder of Jimmy John's posing in photos of Elephants, rhinos and leopards that he has shot. Do you eat there?

**OTHER QUESTIONS:** Who has seen Tiger King? How did it impact your life? How to respond to and build org cultures that minimize microaggressions – between colleagues, students, etc. How to have courageous convos about it.

**ASK TWO BRAVE READERS** to read an SCENE #3 from the play (Pg. 48 - 50 - *Andre, Liz*). **SET UP THE SCENE.** **IF ONLINE, Lucas will SHARE HIS SCREEN to see the scene we are reading.**

**Questions:** Who do you agree with/who would you vote for? Why? If you were the zoo director, **WHAT WOULD YOU DO?**

**EDUCATORS** will ask students to **WALK AROUND THE ROOM** and point elbows at somebody - a partner **IF ONLINE, this will be a group discussion**). Is it okay to disrupt something (traffic, a meeting, construction)? What is an issue that would lead you to disrupt? Have you ever done this before? If not, do you envision yourself doing so in the future? What are other ways to get your message across?

Wrap up! Questions? **IF ONLINE, Lucas will end with POLL #2.** **Lucas** will tell students how to see the play for FREE. **IF ONLINE, Lucas will SHARE HIS SCREEN to show everyone how to see the play for FREE @ THE COMO ZOO.** ALSO, ask educators to plug work they are doing.

## **ON STAGE: Animate – Feedback**

*Hi Lucas--*

*Thanks so much for your message and for the program last week! Here are some comments from my class; they really enjoyed the event as a whole!*

- I enjoyed how they made it fun and interactive while talking about a serious topic.*
- I enjoyed how they made us move around and have small conversations with each other.*
- I feel that standing up and moving was beneficial and got the group excited about the play.*
- The fact that we had people in our class read from the play was really cool.*
- I thought it was so great that they used theater to address social issues.*
- Something that stuck out for me was that the group asked for everyone's opinion and it was an open discussion, not just them speaking at us.*
- One thing that I enjoyed about yesterday's event was that the conversations were about social injustices and racial prejudices in our communities and the world.*
- I learned that theater can help us grapple with our understanding of different cultures and opinions.*
- They were so enthusiastic about including everyone. The activities were fun!*

*Thank you--hope to see you soon!*

*Shanan Custer – University of St. Thomas*

*Hi Lucas,*

*Thank YOU so much for another wonderful class session with you and your theater colleagues. It was fantastic to see how the class responded, even with a larger class than your previous visits, and in a truly terrible classroom. But the students were really engaged, and I was so happy to see all the energy in the room.*

*Thanks again so much.*

*Elaine Tyler May – University of Minnesota*

*Hi Lucas,*

*The Animate discussion was terrific. I was so pleased that students read some scenes and the conversation was perfect. It truly did tie in with our broader class themes. Once again, Maria, Nora, and Jane were great--so energetic and thoughtful and positive. My daughter (a student at the University of MN) and I went to see the play at Como on Friday morning. I was so glad that we went. My daughter is a committed activist and animal lover. We had not been to the zoo together for years and it was a perfect return--enjoying the animals while engaging in a deeper conversation. The performance was creative and effective. Regina was impressive as always. So, thank you as an educator and as a mom. And absolutley, sign me up for the next round!*

*All the best,*

*Diana Dean – Metro State University*

## **ON STAGE: *Animate* – Feedback Cont.**

*Lucas,*

*I really enjoyed [the discussion] today -- and I think the students did too. It is always wonderful, and the topics truly connect, each and every time. I'm so grateful you keep coming back! Many thanks to your entire team.*

*Susi Keefe – Hamline University*

*Hi Lucas,*

*Yesterday's presentation was fantastic! It embodied so many areas that we discuss and explore in the Intercultural Communication course! A robust and excited discussion kept going for half an hour after you guys left! Thanks for your continuing great work! See you up the road a bit my friend!*

*Willie Johnson – Normandale Community College*

*Thank you for visiting the class last week. It was a fabulous exercise to shift the mindset, view things from another's perspective and use knowledge as power. It tied nicely into the work we were doing in class to get "inside the head" of the customer. I appreciate the work you are doing in the community. I hope to see you at a show sometime again soon. Thank you,*

*Heather Willems – MCAD*

*What I found most interesting about the performance is the actors themselves and their organization. I never knew that there was an activist run theatre group. It seems like a novel way to portray your opinion to the greater public if you have the skills.*

*Student – Normandale Community College*

*Wow -- this sounds great. Looking forward to it!  
Thanks, as always, for your thoughtfulness and enthusiasm.*

*Elizabeth Wilkinson – University of St. Thomas*

*We enjoyed the discussion. You are welcome back any time. Thanks so much!  
Best,*

*Gail Smogard – Metro State University*

## ON STAGE: Animate – Financials

- **Wendy Knox (Facilitator) - \$1880**
  - \* 15 discussions (\$1500), 2 planning meetings (\$200), facilitator prep-fee (\$150), and parking stipend (\$30).
- **Maria Asp (Facilitator) - \$1780**
  - \* 14 discussions (\$1400), 2 planning meetings (\$200), facilitator prep-fee (\$150), and parking stipend (\$30).
- **Jane Froiland (Facilitator) - \$1580**
  - \* 12 discussions (\$1200), 1 planning meeting (\$100), facilitator prep-fee (\$150), and parking stipend (\$30).
- **Nora Montanez (Facilitator) - \$1280**
  - \* 9 discussions (\$900), 2 planning meetings (\$200), facilitator prep-fee (\$150), and parking stipend (\$30).
- **Lucas Erickson (Project Manager/Facilitator) - \$1050**
  - \* 3 discussions (\$300), coordination fee (\$500), printing and copying (\$140), meetings (\$40), marketing (\$20), water/snacks (\$20), and parking stipend (\$30).

**TOTAL: \$7,570**

*Notes: 1 discussion (1 hour in length) is \$100, 1 planning meeting (2 hours in length) is \$100, the parking stipend is \$30, 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: Animate – 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**  
 (Printed Name) \_\_\_\_\_  
 (Date Signed) \_\_\_\_\_  
 (Signature) \_\_\_\_\_

**ON STAGE**  
 (Printed Name) \_\_\_\_\_ (Project Manager)  
 (Date Signed) \_\_\_\_\_  
 (Signature) \_\_\_\_\_

# ON STAGE: *Animate* – Social Media/Marketing



**HOLD THE MEAT: FIFTY SHADES OF VEGETABLES**  
A Meal Inspired by Mixed Blood Theatre's Play, *Animate*  
WEDNESDAY SEPTEMBER 15TH  
11:00AM - 1:00PM  
HENNEPIN TECHNICAL COLLEGE  
GOURMET DINING ROOM (G120)  
\$15  
Join us for a unique dining experience and a theater presentation led by local theater educators as we enjoy food created by Culinary Arts Students and a related discussion about animals and species preservation.

**Upcoming Events**

**WED, SEP 15 AT 11 AM CDT**  
**Hold the Meat: Fifty Shades of Vegetables**  
On Stage: Creating a Community Dialogue Around Live Theater - Hennepin Technical College Culinary Arts Program  
Wendy and 2 friends  
Going Invite

**TUE, SEP 21 AT 11:15 AM CDT**  
**Hold the Meat: Fifty Shades of Vegetables**  
On Stage: Creating a Community Dialogue Around Live Theater - 235 Marshall Ave, St Paul, MN 55102-1807, United States  
Amy and Jane  
Going Invite

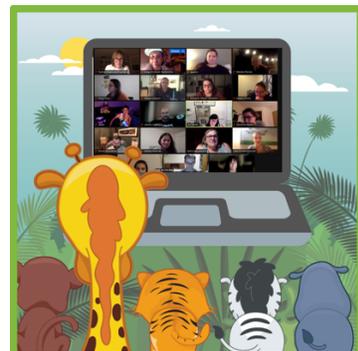
**WED, SEP 22 AT 7 PM CDT**  
**Animate (Presentation and Discussion)**  
East Side Freedom Library - Online Event  
Willie  
Going Invite

**HOLD THE MEAT: FIFTY SHADES OF VEGETABLES**  
A Meal Inspired by Mixed Blood Theatre's Play, *Animate*  
TUESDAY SEPTEMBER 21ST  
11:15AM - 12:30PM  
ST. PAUL COLLEGE  
(CITY VIEW GRILL)  
Join us for a unique dining experience and a theater presentation led by local theater educators as we enjoy food created by Culinary Arts Students and a related discussion about animals and species preservation.

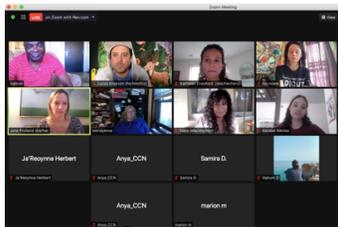


**CCX MEDIA** NEWS SPORTS

**HENNEPIN TECHNICAL COLLEGE CULINARY STUDENTS CREATE OWN 'VEGGIE TALE'**  
2:50 PM | Thursday, September 16, 2021



**ON STAGE: Animate – 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: **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**

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## 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**

*Nina Simone: Four Women* (Pillsbury House Theatre)  
Total Participants: **252**

*Animate* (Mixed Blood Theatre)  
Total Participants: **379**

**TOTAL ONSTAGE/ONLINE PARTICIPANTS: 1,153**