

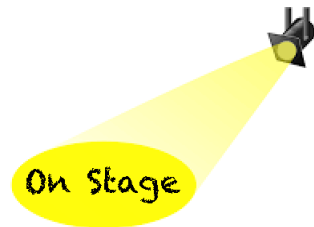
On Stage: Creating a Community Dialogue Around Live Theater

Aubergine

Park Square Theatre, September 20 – October 20, 2019

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.

ON STAGE: *Aubergine* – Discussion Schedule

1. Normandale - COMM 1131: Intercultural Communication - Willie Johnson - Tuesday October 8th, 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. Issues of nationality, race, ethnicity, class, gender, religion, etc., will be addressed.

2. Normandale - ENGW 1111: Intro to Creative Writing - Tom Maltman - Wednesday October 9th, 12:00 - 1:00PM (15 STUDENTS)

* You will study and write imaginatively in a variety of genres - play writing, short fiction, poetry, and memoir - as selected by the professor. You will also read and respond to imaginative writing and to student work in the progress.

3. University of Minnesota - HIST 3020 - Hands-On History - Elaine Tyler May - Thursday October 10th, 11:15 - 12:15PM (20 STUDENTS)

* Investigate the past directly and develop the ability to answer your own questions. Gain hands-on experience researching, analyzing, and presenting the past using archives, interviews, online research, visual and textual analysis, etc.

4. University of Minnesota - AMST 1918: The American Quest for Security - Elaine Tyler May - Thursday October 10th, 2:30 - 3:30PM (20 STUDENTS)

* For more than half a century, Americans have been concerned about security? national security as well as personal security. What do Americans mean when they talk about security? What are they worried about, and how do they try to keep themselves safe and secure?

5. Augsburg - COM 254: Interpersonal Communication - Jenna McNallie - Friday October 11th, 11:10 - 12:10PM (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.

6. MCTC - CMST 1010: Interpersonal Communication - Kathleen Crawford - Monday October 14th, 10:30 - 11:30AM (20 STUDENTS)

* This course focuses on the examination and acquisition of positive and effective interpersonal and intrapersonal communication skills. You will study interpersonal communication theories and learn how applying these theories can enhance your ability to effectively communicate with others.

7. Metro State - WRIT 251: Intro to Creative Writing - Melanie Richards - Monday October 14th, 1:00 - 2:00PM (11 STUDENTS)

* This course provides an introduction to the elements of writing short fiction, poetry, and creative non-fiction. Students learn a variety of approaches to creative writing in a cooperative class environment.

8. Augsburg - COM 329: Intercultural Communication - Kristen Chamberlain - Tuesday October 15th, 10:20 - 11:20AM (24 STUDENTS)

* This course explores cultural differences and their implications for communication, including differences in values, norms, social interaction, and code systems.

9. St Thomas - First-year experience course - Buffy Smith - Tuesday October 15th, 1:00 - 2:00PM (100 STUDENTS)

* The purpose of the course is to help our scholars learn practical skills for thriving in college (time management, note taking, building relationships with faculty, etc.) and we prepare them to be empowered leaders who work to advance the common good.

ON STAGE: *Aubergine* – Discussion Schedule Cont.

10. University of Minnesota - FDSY 1016W: Growing Food & Building Community: Urban Agriculture in the Twin Cities - Mary Rogers - Tuesday October 15th, 3:00 - 4:00PM (21 STUDENTS)

* The capacity and support for urban agriculture is expanding globally. It is estimated that 25-30% of urban dwellers worldwide are involved in agriculture. In the future, we can expect that more of our food will be grown in urban centers. Urban farms and food businesses, food hubs, neighborhood community gardens, schoolyard and residential gardens are all part of the current urban food movement.

11. St Paul College - Culinary Arts class (COMBINED DISCUSSION) - Sean Jones, Jason Ross, Sara Johannes - Wednesday October 16th, 11:30AM – 12:30PM (30 STUDENTS)

* Restaurant operations class. Allows the student to develop marketable production skills in the Grill/Short Order cooking area. Note: Students will be making food inspired by the play (eggplant, turtle soup, etc). Open to the public. One dish that represents them.

12. St Thomas - English and Theater Department Event (COMBINED DISCUSSION) - Catherine Craft-Fairchild, Amy Muse, JoAnn Holonbek - Thursday October 17th, 12:00 - 1:00PM (40 STUDENTS)

* This is a mixed class/event of English and Theater students. Some students might have been inclined to come by the Student Diversity and Inclusion Services notice that was sent out for this event.

13. Augsburg - ENV 100-A: Environmental Connections: Food - Monica McDaniel - Thursday October 17th, 4:00 - 5:00PM (8 STUDENTS)

* An interdisciplinary introduction to current environmental issues. The course depends on ecological visions of the world and examines the connections we share as people living simultaneously in human community and in physical environments.

14. Metro State - SOC 321: Food, Culture and Society - Janet Enke - Thursday October 17th, 6:00 - 7:00PM (12 STUDENTS)

* This course introduces and explores the sociological perspective through the study of food. While eating is a biological necessity and often a social activity, the meanings of food are embedded in larger socio-cultural contexts. Food is connected to individual and cultural identities, structures of power and inequality, and activism and social justice.

ON STAGE: *Aubergine* – Total Tickets Purchased

Total Participants: 371

Total Tickets Purchased: 81

Note: Total tickets purchased was confirmed by the Park Square Theatre Box Office.

ON STAGE: *Aubergine* – Survey Results

1. Have you seen a play before?

55 YES (77%) 16 NO

2. Have you been to this specific theater before?

6 YES 64 NO (91%)

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

60 YES (85%) 11 NO

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

53 YES (75%) 18 NO

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

67 YES (96%) 3 NO

Note: This survey was issued to participants in four of the fourteen discussions.

ON STAGE: *Aubergine* – Discussion Agenda/Topics

Lucas will welcome the class, say why we are there/what On Stage is, the fact that we do not work for Park Square (this is not marketing for them), the play we are there to talk about, and turn it over to **Maria/Wendy/Michelle/Stuart/Nora/Sun Mee** for introductions and maybe why you think it is important to see live theater. Also a SUPER QUICK “this play is about food, memory, death, culture, communication and the relationships we have in life.” If it’s a smallish class, we can go around the room and have students say their names, their majors, and tell us the last play or live event they saw.

We then get students to stand up, walk around the room, FREEZE, and find a partner by touching your elbows (if big class, get into a group or talk to people around you). Ask students to tell your partner what food brings you comfort or makes you think of a memory? Ask some students to share what their partner said. Then we will ask the other person to explain why/what is the significance of this food? Food as healing. Is there a meal that needs to live on in your family/culture? This gets into a discussion about food in relation to culture, love, intergenerational, responsibility, connections and relationships, etc. How many of you have a garden/grow your own food? Do you think cooking is a professional skill? Do you get the same thing every time at your favorite restaurant (we can have the YES students stand on one side, and the NO students stand on the other side)? Why or why not?

Say goodbye to partner and walk around the room again, FREEZE, and find a partner by touching knees. Ask students to tell your partner (WITHOUT TALKING) what you ate for breakfast (or everything you did this morning before you walked into class). The partner can guess what they are trying to communicate. Ask some students to share for the big group. We always need to know what is being said. What happens when we don’t know? What does it feel like to be outside of your language? Has there ever been a time where speaking a foreign language made a difference? Have you ever seen a play or a movie in a different language? How else can you communicate to someone when you don’t speak their language? Who speaks another language confidently and fluently? Why did you decide to learn it? Who has a parent who speaks another language? *ASK STUDENT(S) WITH THE TASKS FROM THE BEGINNING OF CLASS TO TELL US HOW THE EXERCISE WENT. HARD? EASY? HOW ELSE COULD YOU HAVE COMMUNICATED?*

Come together as a group and sit. Why did we do this? How is food and communication (across culture and language) in the play AUBERGINE? **Maria/Wendy/Michelle/Stuart/Nora/Sun Mee** will talk about the play, making connections to all that we have covered so far. Also bring in a discussion about death and dealing with death. How to prepare? Do you think about it? Values you want to pass on after you die? Do you plan to take care of an elder or do you live with someone from a different generation? What is your responsibility? Different cultures think about it differently (this play looks at it in a very specific/american way)? Making amends/not having regrets when a loved one dies. Generational and cultural expectations. What is expected of you? By your parents? Making them proud? What drives you to do what you want to do?

Ask THREE BRAVE READERS to read an excerpt from the play (Pg. 39 - 41). What’s that about? What did you hear?

Ask ONE BRAVE READER to read an excerpt from the play (Pg. 36 - 37). What’s that about? What did you hear?

Ask TWO BRAVE READERS to read an excerpt from the play (Pg. 23 - 24). What’s that about? What did you hear?

Wrap up! Questions?

Lucas will remind everyone how to get \$10 tickets to *see the play*. Ask educators to plug work they are doing.

ON STAGE: Aubergine – Feedback

Hi Lucas,

Thank you so much for visiting our campus! All along I've been hoping they connect how the power of specific details evokes emotions in the audience and I think they saw this power in the examples and presentation. We need other voices in the classroom and having your group visit put them in touch with the theater scene in the Cities. I know for sure students will be seeing the play as well. We followed up your visit with a writing activity and I'll talk to students more on Friday for more specific feedback. I'd be happy to connect again on a future endeavor.

Thank you so much!

Tom Maltman – Normandale Community College

Hi Lucas,

I think some great connections were made (and will continue to be made), so I appreciate you coming to the class. I feel bad that they weren't as talkative for you as they can sometimes be. This class has been one of my quieter ones given the subject matter. I'm noticing they sometimes work better when they have some small group or paired discussion before a large group discussion. Regardless, I thought it was great--please continue to send me information about this so that I can keep embedding it into my classes. I'll let you know if I hear anything more from my students. I know a few mentioned wanting to go after class, so that is exciting to hear.

Best,

Jenna McNallie – Augsburg University

Hi Lucas,

You are so welcome and thank you for creating such a great opportunity for students to learn about theater and storytelling. I do have another awesome group of students. Attendance was low due to MEA this week. However, the students who were there really enjoyed the experience. I really appreciate the activities and the exposure to creating community and art. I like how students can experience what we are learning in action and see how it applies outside of the classroom. The activities you come up with are amazing! I was also able to connect the visit back to trust and being open to new experiences when it comes to working with other people. All I have is positive feedback and I'm looking forward to having you back in the spring.

Take care,

Kathleen Crawford - MCTC

Hi Lucas,

It was our pleasure to host you--thanks to you and the performers for leading such an engaging session. They are a great group, I agree. I think the subject matter hit on some things we've been discussing and we'll be returning to the community/social aspects of food in a few weeks, after the environmental/ecological aspects which we're covering now-- but these things are all linked so useful to challenge the students to identify these linkages. Happy to host in the future if you have other food-related productions in the pipeline.

Best,

Mary Rogers – University of Minnesota

ON STAGE: Aubergine – Feedback Cont.

Dear Lucas,

Our DFC scholars loved the interactive beginning and the substantive conversation around culture and food. They talked about that discussion in their small groups later that day so that is evident that your team had a positive impact on our scholars. They commented that it was nice to see how traditions around food bond families and communities together. Thank you again for providing this very valuable educational experience to our scholars. I look forward to having your team come again next year.

Have a great day!

Buffy Smith – University of St. Thomas

Lucas,

Thank you for coming to the class. We all enjoyed the activities and discussion. I liked how you built rapport with a new group of people (not an easy thing to do) and used a variety of activities to engage with students (e.g. reading from the play and moving around the classroom). I particularly liked the movement section. I watched how students responded to moving around the classroom. I am not sure I can explain in words what I saw; however, the activity broke down some barriers for a few people. I will ask students next week what they thought of the activities and discussion. On a personal level, the activities stimulated my thinking about how to be more creative in the classroom. Thank you! You are always welcome in classes I teach.

Best,

Janet Enke – Metro State University

Hi Lucas,

I've finished reading the responses to the Aubergine presentation, and I was impressed with how much the students gained and learned from it. They really understood the issues of food, immigration, ethnicity, emotion, and generations -- and many compared the presentation to their own family histories and experiences. It was one more reminder of how valuable you and your team's presentations have been. Many thanks again! I hope we can work together again next fall.

Warm wishes,

Elaine Tyler May – University of Minnesota

I loved the interaction! People usually talk at us, but I loved this! Please keep coming back!

Student - MCTC

ON STAGE: Aubergine – Financials

- **Wendy Knox (Facilitator) - \$880**
 - * 6 discussions (\$600), 1 planning meeting (\$100), facilitator prep-time (\$150) and parking expenses (\$30).
- **Michelle O'Neill (Facilitator) - \$1080**
 - * 8 discussions (\$800), 1 planning meeting (\$100), facilitator prep-fee (\$150) and parking expenses (\$30).
- **Stuart Gates (Facilitator) - \$880**
 - * 6 discussions (\$600), 1 planning meeting (\$100), facilitator prep-time (\$150) and parking expenses (\$30).
- **Maria Asp (Facilitator) - \$1080**
 - * 8 discussions (\$800), 1 planning meeting (\$100), facilitator prep-time (\$150) and parking expenses (\$30).
- **Nora Montanez (Facilitator) - \$880**
 - * 6 discussions (\$600), 1 planning meeting (\$100), facilitator prep-time (\$150) and parking expenses (\$30).
- **Sun Mee Chomet (Actor) - \$530**
 - * 5 discussions (\$500) and parking expenses (\$30).
- **Lucas Erickson (Project Manager) - \$1013**
 - * Planning and coordination of all On Stage discussions (\$500), printing and copying (\$108), marketing (\$350), miscellaneous (\$25) and parking expenses (\$30).

TOTAL: \$6,343

Notes: 1 discussion (1 hour in length) is \$100, 1 rehearsal (2 hours in length) is \$100, 1 extra discussion (1 hour in length) is \$100, prep-time for the facilitator is \$150, 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 college classrooms and community spaces (i.e. library room, public meeting room, etc.).

ON STAGE: Aubergine – 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: *Aubergine* – Marketing



A Saint Paul College Culinary Arts Department
collaboration with Park Square Theater

**LUNCH w/PARK
SQUARE THEATER**

Wednesday, October 16

lunch buffet at **11:15am**

Saint Paul College
City View Grille

\$16/per person
(includes coffee or tea)

Lunch featuring stations created by the
third semester restaurant operations
students, featuring foods from their
families. **Reservations at**
sara.johannes@saintpaul.edu.

**Special Ticket
Discount!**
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call 651.291.7005

AUBERGINE

SEP 20–OCT 20

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sponsored in part by TRAVELERS

ON STAGE: *Aubergine* – Photos



ON STAGE: *Aubergine* – Photos



ON STAGE: Total Outreach

An Octoroon (Mixed Blood Theater – 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**

TOTAL PARTICIPANTS: 3,987

TOTAL TICKETS PURCHASED: 1,224

*** 31% OF THE STUDENTS/COMMUNITY MEMBERS WE VISITED SAW THE PLAY THAT WAS DISCUSSED.**

The Need For A Younger Theater Audience

NEA 2012 Survey: The Survey of Public Participation in the Arts (SPPA) is the largest and most comprehensive survey of U.S. arts participation, with a total sample size exceeding 37,000 adults, ages 18 and over.

- Adults who attended performing arts or visited museums as children were three to four times as likely to see shows or visit museums as adults. Exposure to the arts in childhood turns out to be a stronger predictor of adult arts participation than education, gender, age, or income.
- Technology is a great enabler of arts creation and participation. In 2012, nearly three-quarters of American adults—about 167 million people—used electronic media to view or listen to art.
- 12.3 percent of adults in 2002 said they had attended a non-musical play in the past year; only 8.3 percent of adults in 2012 could say the same.
- The average age of those attending classical music performances, the ballet, jazz concerts and plays is increasing. This is not just because the median age of the general population is creeping up as well; it is the result of one generation of audience members not being adequately replaced by the next.
- The average age of the theatergoer for touring Broadway is 52 (according to The Broadway League).

June 17, 2012, Boston Globe:

“The Boston area is home to an estimated 250,000 college students from September to June. In other words, there is a huge population of 18-to-22-year-olds at more than 65 colleges and universities, quite a few of whom are eager, even desperate, for something to do off-campus on the weekends. Many who go to college here settle down in the area after graduation; they are the logical foundation of Boston theater’s future. So, theoretically, Boston should be the perfect laboratory for experiments in how to attract young adults to the theater, right? ... Intellectual curiosity and a spirit of cultural adventure are, or should be, cornerstones of higher education” (Don Aucoin).