



How I Became a Pirate

Book, Music and Lyrics by Janet Yates Vogt and Mark Friedman

Based upon the book "How I Became a Pirate"
 Written by Melinda Long and
 Illustrations by David Shannon

Playing at Salt Lake Acting Company
 December 9-30, 2011

Image Credit (detail): David Shannon, How I Became a Pirate, Harcourt Books

Dear Teacher,

AHOY! and welcome to [How I Became a Pirate](#). We hope this study guide provides you with more information about the play as well as fun and educational activities that you can incorporate into your classroom.

This study guide will enhance student enjoyment and understanding of the play as well as encourage students to reflect on the content and themes presented in the play.

[How I Became a Pirate](#) addresses learning and respecting a new culture while appreciating what you have. Students will learn to relate to and understand this theme through seeing the play and participating in pre and post show activities. Our goal is to make the most of each student's experience with theatre and to support educators in doing so.

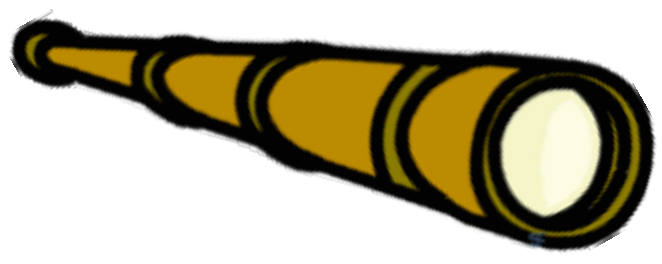
Enjoy the show!

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GOING TO THE THEATRE

Theatre is an art form that depends on both the artists and the audience. Every performance is affected by the audience – how people respond and how they act. When you are in the audience, it depends on YOU. Each time you come to the theatre, it is like making a promise to come inside the world of the play we have made for you. We agree to create a theatrical world for you to visit, and you agree to step inside it for awhile. That agreement is the last step in the process of making a play happen. When you are in the audience, the people on stage can SEE you, HEAR you, and FEEL you, just as you see, hear, and feel them. Your laughter, your responses, your attention, your imagination, and most especially your energy, are important. They are a real part of the performance, and the wonderful truth is that the play can be better because of YOU.



QUESTIONS TO VOTE ON IN THE CLASSROOM:

1. Can the actors see you?
2. Can you rewind a play?
3. Is the play the same every time the actors do it?

ANSWERS:

1. Sometimes, but mostly they HEAR you. Very clearly.
2. No. It's not just a recording. It's really happening right in front of you!
3. No. It's always a little different. Actors can make mistakes or have new ideas.

THINGS TO DO: WORD SEARCH

Find these words and circle them:

TREASURE, PIRATE, SOCCER, CREW, MAP, CUTLASS, PARROT, HATCH, SHARK, SEA

H	C	U	T	L	A	S	S
A	O	P	A	R	R	O	T
T	R	E	A	S	U	R	E
C	R	E	W	O	N	H	W
H	H	I	R	S	T	E	I
B	S	H	A	R	K	S	S
M	A	P	I	R	A	T	E
S	O	C	C	E	R	H	A

HOW I BECAME A PIRATE

Design Time

Name _____

Answer these questions with words or pictures.

How would you design your own sandcastle?

What kind of treasure would you keep in a treasure chest?

What would your treasure map leading you to where X marks the spot look like?

What is your favorite tucking in bedtime story?

A CHILDREN'S PIRATE SHANTY

BY MARK "CAP'N SLAPPY" SUMMERS

(CAN BE SUNG TO THE TUNE OF MONTY PYTHON'S
"I'M A LUMBERJACK AND I'M OK" OR MAKE UP YOUR OWN!)

CHORUS

I'm a pirate! That I be!
I sail me ship upon the sea!
I stay up late - till half past three!
And that's a peg below me knee!
Yo Ho, my friends I have a tale
of treasure, plunder, sea and sail
my story's bigger than a whale
it gets so deep, ye'll have to bail.

CHORUS

I'm a pirate! That I be!
I sail me ship upon the sea!
I stay up late - till half past three!
And that's a peg below me knee!
I like to fish, I like to fight
I like to stay up half the night
When I say "starboard" ye go right!
Me ma, she says, "Ye look a fright!"

I've got no hand but that's me hook!
I pillage stuff but I'm no crook.
Me booty's in this chest I took.
They'll write about me in a book!

CHORUS

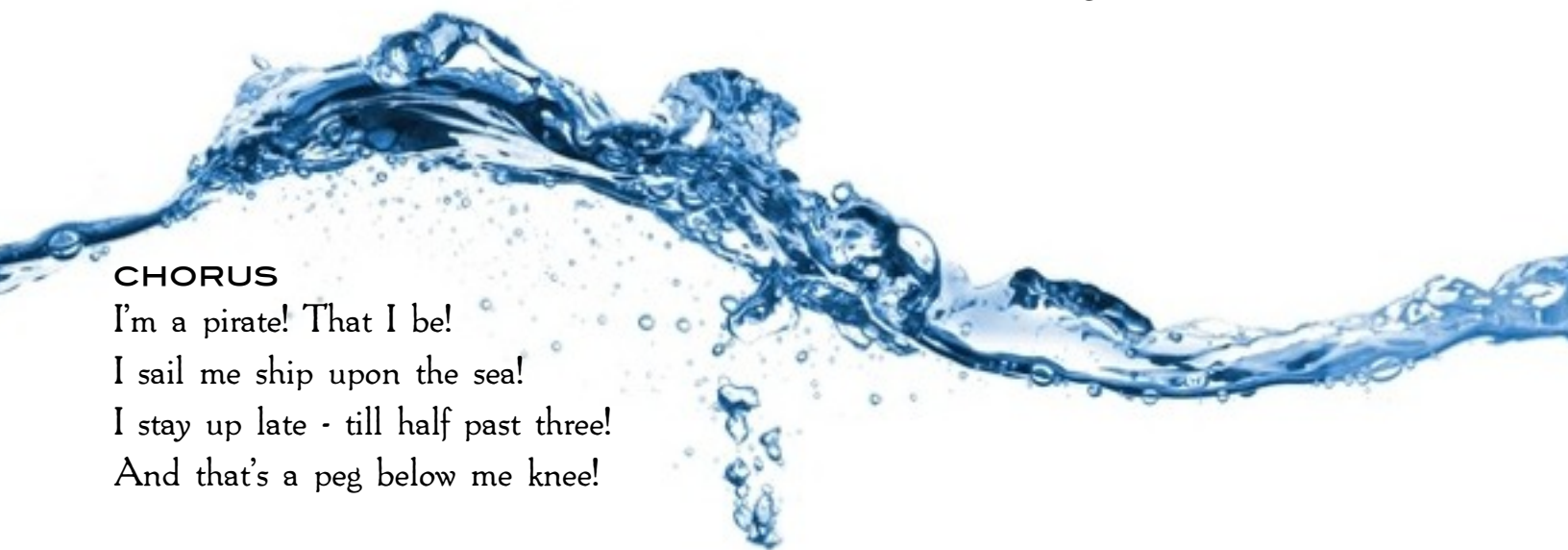
I'm a pirate! That I be!
I sail me ship upon the sea!
I stay up late - till half past three!
And that's a peg below me knee!
And that's all there is to this song.
I hope it hasn't been too long.
A pirate's life might just be wrong
So grow up nice and big and strong!

CHORUS

I'm a pirate! That I be!
I sail me ship upon the sea!
I stay up late - till half past three!
And that's a peg below me knee!

CHORUS

I'm a pirate! That I be!
I sail me ship upon the sea!
I stay up late - till half past three!
And that's a peg below me knee!



SCIENCE: HARDTACK

MAKE YOUR OWN SEAFARER'S SNACK

Hardtack was a hard as a rock cracker that was often taken on voyages because it preserved well on ships.

Recipe (Get an adult to help you)

6 parts flour

1 part water

- Knead flour and water together. Roll dough until it is about 1/8 inch thick.
- Cut dough into 3 inch squares.
- Pierce holes into the squares making sure the holes go all the way through.
- Bake at 325 degrees for an hour. Turn the hardtack over once during baking process.
- Let the hardtack cool overnight.



PIRATE VOCABULARY: HIT THE DECK

How to play

One person is chosen to be captain and will be calling out the orders for the other players. The captain calls an order and the last person to follow the captain's order 'walks the deck' (is out).

The captain may choose from the following orders:

BOW: Run to the front of the room

STERN: Run to the back of the room.

PORT: Run to the left side of the room.

STARBOARD: Run to the right of the room.

THREE MEN IN A BOAT:

three players must sit in a line and pretend to row.

HIT THE DECK: lay on your stomach.

SHARK: run to designated base

MAN OVERBOARD: must find a partner.

PERISCOPE: lie on back and put legs straight in the air.



MATH LIAR'S DICE

Liar's dice was a common game played on pirate ships. The game focuses on the math skill of probability.

MATERIALS NEEDED

5 dice per player

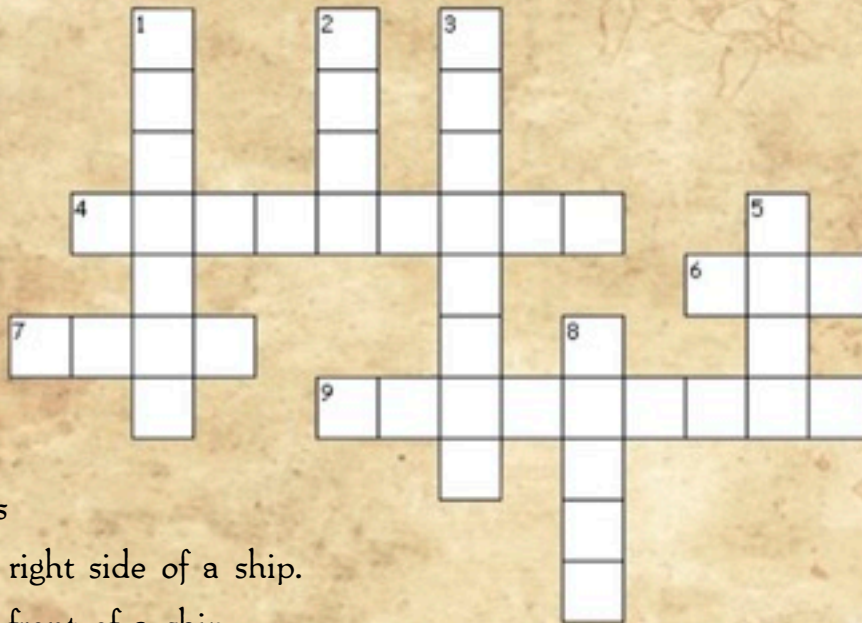
1 cup per player



HOW TO PLAY

Each player places their dice into their cup and shakes it. Each player may look at their dice, but they want to make sure other players can not see their dice. Then the bidding begins. One player starts by claiming they have a certain amount of a dice value. Then the next person has an option of accusing the person that just bid, to be bluffing, or raising the value. They may raise the value by claiming they have more of that dice value. Also by claiming they have the same amount or more of a higher dice value. Then the next player does the same. The game ends when a player challenges another's bid. If the bid was true the bidder wins. If the bid was wrong the challenger wins.

PIRATE VOCABULARY CROSSWORD PUZZLE

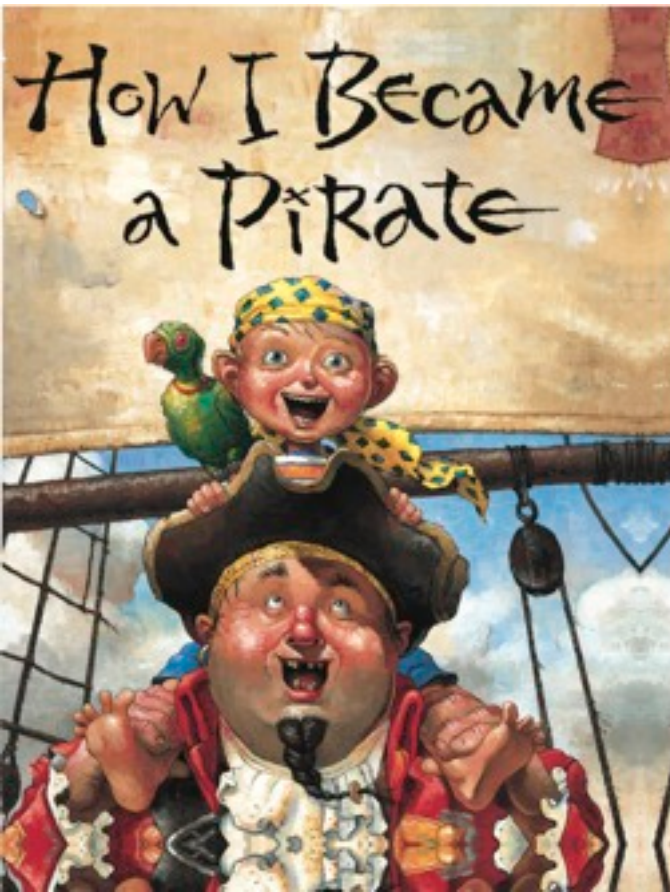


Across

4. the right side of a ship.
6. the front of a ship.
7. the mode of transportation that pirates use.
9. the second in charge on the ship.

Down

1. the person in charge of everything on the ship.
2. the act of mopping on a ship.
3. valuables that pirates bury.
5. the left side of a ship.
8. the back of a ship.



WHAT DID YOU THINK OF HOW I BECAME A PIRATE?

Write your review and send it to us at:

Salt Lake Acting Company

Attention: **HOW I BECAME A PIRATE** Review

168 West 500 North

Salt Lake City, UT 84103

Don't forget to add a stamp and a return address.

OR

Email it to shannon@saltlakeactingcompany.org

Image Credit: David Shannon, How I Became a Pirate, Harcourt Books

MY REVIEW

Headline:

What is your name?

How old are you?

Where do you go to school?

What was your favorite part of the show?

Which was your favorite character and why?

Is there anything you would have done differently?

TEACHER STUDY GUIDE

HOW I BECAME A PIRATE

Plot Synopsis

Jeremy Jacob focuses on building sandcastles on the beach with his family when suddenly his world is turned upside down. He notices a ship with a Jolly Roger flag heading towards shore and his thoughts immediately turn to pirates. The pirates are in need of a digger to bury their treasure and begin admiring the sandcastle Jeremy Jacob is busy building. They decide they have found the perfect candidate to help them bury their treasure and welcome Jeremy aboard their ship. Jeremy Jacob happily joins the pirates and begins his adventure at sea. He learns the ways of the pirates but begins to realize that he misses his home.



PIRATE CLASSROOM ACTIVITIES

Lesson: Feelings with How I Became a Pirate

Materials: Blank paper, crayons (or markers or colored pencils)

Time: 30 minutes

Core Standards and Objectives:

Health Standard 1: Students will develop a sense of self.

Objective 3: Develop and use skills to communicate ideas, information, and feelings.

a. Recognize and express feelings in a variety of ways (e.g., draw, paint, tell stories, dance, sing).

Plan

1) Have students sit in a circle and tell the students that they are going to discuss feelings. Ask students to name different feelings (sad, happy, scared, nervous, and mad). Write the feelings down on the board.

2) After you've made a list, ask the students to act out with their arms and face (still seated in the circle) what each of the feelings looks like.

3) Ask students to think about feelings when you read them How I Became a Pirate. Read the story and pause at appropriate feelings to ask students how they think Jeremy Jacobs is feeling (example: When mom is ignoring him, when he first sees the pirate ship, when there is no one to read him a bedtime story, etc.).

4) Explain to students that there were a lot of different feelings in the book and that people have a lot of different feelings each day. It is okay to have different feelings as long as we deal with them appropriately. Tell students that they will now be able to express how different feelings look to them.

5) Ask students to go back to their seats. Pass out a piece of black paper and direct students to fold it hot dog and then hamburger (long and then short, to make four boxes).

6) Students may choose four feelings off of the list on the board or you may assign them what to write in each box. Each box should have a feeling label at the top.

7) Tell the students to draw in each box either a time when they had that feeling or what that feeling looks like to them.

8) Give students the opportunity to share their drawings with the class and discuss commonalities things in their feeling drawings.

Take it further:

* Create a bulletin board about feelings to post their pictures on. Allow students to add pictures or sentences when they have a strong feeling and would like to share it.

* Discuss appropriate coping techniques for when students have a strong feeling like anger.

Writing Link:

*Students may write one sentence at the bottom of each box to label what is happening in their picture or describe the feeling they drew.

PIRATE CLASSROOM ACTIVITIES

Lesson: Proper Hygiene with: How I Became a Pirate

Materials: Pictures of different objects we use to have proper hygiene, the actual objects OR have students draw pictures of things they use to insure proper hygiene (examples: toothpaste, toothbrush, soap, wash cloth, hair brush, shampoo, etc.), poster board, masking tape.

Time: 30 minutes

Core Standards and Objectives:

Health Standard 1: Students will develop a sense of self.

Objective 1: Describe and practice responsible behaviors for health and safety.

a. Practice appropriate personal hygiene (e.g., bathe, wash hands, clean clothes).

Plan

- 1) (Optional) Describe that we use objects to keep ourselves clean. Create a list of these objects on the board and have students draw a picture of the object and cut it out.
- 2) After reading the book How I Became a Pirate discuss what hygiene is and ask students if they thought pirates had good hygiene. Ask students why they did not have good hygiene.
- 3) Discuss the different objects that you have (either the real objects, pictures or the pictures students have created).
- 4) Explain that you are going to make a chart and that charts are used to organize objects and data.
- 5) Create a title for the chart (Example: Objects We Use to Have Proper Hygiene or Things We Use to Stay Clean).
- 6) Divide the chart into section and label the sections: Hair, Body, Teeth
- 7) Have the students help tape the objects into the proper section.

Take it further:

*Use the chart created in class to make a tally graph representing how many objects we have in each section.

*Create sentences as a class to describe how we use a few (or all) of the objects.

Writing Link:

*Have each student choose an object featured in your class chart and write how they use it at home. Have students draw a picture of themselves using the object.

LESSON: WEATHER WITH HOW I BECAME A PIRATE

Materials: Print off a chart for each student, pencil, crayons

Time: 30 minutes

Core Standards and Objectives:

Science Standard 2: Earth and Space Science. Students will gain an understanding of Earth and Space Science through the study of earth materials, celestial movement, and weather.

Objective 3: Compare and contrast seasonal weather changes.

b. Identify characteristics of weather, e.g., types of precipitation, sunny, windy, foggy, and cloudy.

Plan

- 1) Read the story How I Became a Pirate to the class. Pay special attention to the part in the story that describes the storm.
- 2) Ask students what kind of weather they saw in the book. Turn to the pages as they describe them. (Sunny on the beach, rain on the boat). Make a list of the different kinds of weather (when they finish describing weather from the book, have them describe weather other types of weather that they've seen).
- 3) Explain to students that we have different kinds of weather during different seasons. Tell the students that as a class they are going to talk about what they know about different kinds of weather.
- 4) Pass out a chart to each student. Have students get out their pencil and crayons.
- 5) Choose a type of weather to start describing (see example) and fill out your own so they can see (on the board, via document camera or overhead projector). As a class take suggestions and descriptions.
- 6) Pay special attention to creative words students use to describe what each type of weather looks like and feels like.
- 7) Continue until you have a full chart or you run out of time.

Take it further:

- * As a class chart the weather for a month using a calendar page, have students take turns filling in the weather each day.
- * Discuss the seasons and talk about what kinds of weather we are most likely to have during each season. Make a class poster to show which weather is likely in each season.

Writing Link:

- *Have students write a journal entry describing their favorite kind of weather and why they like it.

(Charts on next page...)

Example Chart:

TYPE OF WEATHER	WORDS DESCRIBING WHAT THE WEATHER LOOKS LIKE	WORDS DESCRIBING WHAT THE WEATHER FEELS LIKE	PICTURE SHOWING THE WEATHER
Snow	White flakes coming out of the clouds	Very cold! Snow feels cold on my tongue.	
Rain	Wet drops falling from gray clouds.	Sometimes cold, sometimes warm, always wet.	
Sunny	Few or no clouds, bright sun in the blue sky.	Mostly warm, but sometimes it can be cold and sunny	
Windy	Trees moving because of the wind, sometimes clouds moving in the sky.	Usually a little bit cold, I can feel air move on my skin.	
Cloudy	Gray or white clouds in the sky, darker than when it is sunny.	Sometimes warm and sometimes cold	

Blank Chart:

TYPE OF WEATHER	WORDS DESCRIBING WHAT THE WEATHER LOOKS LIKE	WORDS DESCRIBING WHAT THE WEATHER FEELS LIKE	PICTURE SHOWING THE WEATHER

MEET THE AUTHOR, ILLUSTRATOR, PLAYWRIGHTS & COMPOSERS



MELINDA LONG (AUTHOR) Melinda began her writing career on a rainy day when she was six. Her mother, tired of hearing how bored Melinda was, told her to write a story about Yogi Bear and friends. She even gave Melinda a typewriter to use. It was so much fun, Melinda just kept writing. Now it's one of her favorite things to do. Melinda lives in South Carolina not far from two pirate hangouts. She enjoys reading, acting, and visiting schools to talk to kids about writing. "Imaginary adventures help us to grow in so many ways. They stretch our brains, broaden our personalities, and give us the frame work we need to be problem-solving adults." ([Harcourt Between the Lines interview](#))

DAVID SHANNON (ILLUSTRATOR) is the author and illustrator of many highly praised books for children. Born in Washington, D.C., he grew up in Spokane, Washington. He graduated from the Art Center College of Design in Pasadena, California, with a fine arts degree, and then moved to New York City. His editorial illustrations have appeared in *The New York Times*, *Time*, and *Rolling Stone*, and his artwork has appeared on numerous book jackets. Shannon is a passionate baseball fan and softball player. He and his wife now live in Los Angeles. "...wouldn't it be fun to have a pillow fight with big ol' pirates, but can you imagine how smelly and uncomfortable it would be to sleep over at their house?" ([Harcourt Between the Lines interview](#))



JANET YATES VOGT (BOOK, LYRICS AND MUSIC) is a graduate of the University of Cincinnati, College-Conservatory of Music (CCM), where she has served as a faculty member of the CCM Preparatory Piano Department and the CCM Alumni Board. She has been a pit orchestra member for theatre productions, a vocal coach for the CCM Musical Theatre Institute, and has sung under the direction of Leonard Bernstein and James Levine. Her vast array of credits include everything from a published composer of piano collections and choral works to composing music for the daytime dramas *The Guiding Light* and *Another World*.

MARK FRIEDMAN (BOOK, LYRICS AND MUSIC) is a professional vocalist, actor, and musician, and has numerous musical compositions published nationally and internationally. He has released several vocal CDs and has produced music for individual artists, music videos, and animated features. Mark holds a BS in Education and a Master of Arts degree and is a frequent speaker at music conventions and educational seminars across the country. Mark has also written music and scripted and hosted opening events for many national conventions. He was the co-founder of Cincinnati's first free *Shakespeare Festival* and *Peanut Butter Theatre* for children. An accomplished actor, Mark toured the nation with the *Fountain Square Fools* and with *The Good News Company* - a group he founded.



MEET THE ACTORS



AUSTIN ARCHER (SHARK TOOTH) Austin first started performing on the stage at the age of four, and never really cared to stop. Twenty years later, here he is, thrilled to be back with the Salt Lake Acting Company playing "Shark Tooth". He has been previously seen on the stage at SLAC as "Patty Henry" in SATURDAY'S VOYEUR 2011, "Haemon" in TOO MUCH MEMORY, and "Shye" in T.I.C. (TRENCHCOAT IN COMMON) as part of SLAC's new play sounding series. This performance is dedicated to his eight nieces and nephews, who constantly help him to stay silly, and to see the world through the limitless eyes of a child.

ALEXIS BAIGUE (SWILL THE PIRATE) began acting in BRIGADOON, DAMN YANKEES, THE FOREIGNER, and ONCE ON THIS ISLAND at West Jordan High School, YOU CAN'T TAKE IT WITH YOU and THE TREE OF LACE (Salt Lake Community College), SURFIN' SAFARI (Desert Star Playhouse), eleven summers in SATURDAY'S VOYEUR, GOODNIGHT DESDEMONA (GOOD MORNING JULIET), ANGELS IN AMERICA: *Millennium Approaches* (Salt Lake Acting Company), JACQUES BREL IS ALIVE AND WELL AND LIVING IN PARIS, SPEAKEASIE (TheatreWorks West), ANASTASIA (StageRight), SUMMER AND SMOKE, CABARET, RHINOCEROS, QUEEN CHRISTINA, ANTIGONE, THE RIMERS OF ELDRITCH, and LOYALTIES (University of Utah), WIT (Emily Company), NO EXIT (SallyFourth), DEAR WORLD (Sundance Summer Theatre), BEYOND THERAPY, THE SEX HABITS OF AMERICAN WOMEN (Pygmalion Productions), THE BOYS IN THE BAND (Wasatch Theatre); staged readings: MOTHER COLLEGE, THE LIVELY LAD, BUNBURY, THE CANCER DIARIES, CHARM, PROPHETS OF NATURE, ANGELS IN AMERICA: *Perestroika* (S.L.A.C.), THE UNDERPANTS, THE VIOLET HOUR, THE LAST SUNDAY IN JUNE, MY NAME IS RACHEL CORRIE (Utah Contemporary Theatre), WISH UPON, BOX KITE, RECTUM!, CUP, and THE IMMACULATE ABORTION. He received Q Salt Lake's Fabby Award for Actor of the Year, 2008, and Best Performance, 2011.



SHANNON MUSGRAVE (MAX THE PIRATE) is thrilled to be aboard this ship with this fine crew! Shannon began her acting career at age 3 in her living room by doing impressions of Katherine Hepburn, Ed Sullivan, and Ronald Reagan and singing Dolly Parton songs. She started piano lessons at age 7 and started dancing at age 15. Shannon continued her theatrical training after high school and received her BA in Musical Theatre from Weber State University. Since graduating college, Shannon has appeared in numerous local productions. She was last seen on SLAC's stage as Betsy Ross and Kate K. in SATURDAY'S VOYEUR 2011. She also appeared in the 2010 and 2009 versions of VOYEUR and played Hattie, the fabulous pink poodle in SLAC's first children's play, GO, DOG. GO! Last season, Shannon read the role of Dell in the NPSS reading of Kathleen Cahill's COURSE 86B IN THE

CATALOGUE. Other local credits include 42ND STREET (Pioneer Theatre Co.), MUSICAL OF MUSICALS and SCHOOL HOUSE ROCK (The Grand Theatre), ROMEO & JULIET and THE 25TH ANNUAL PUTNAM COUNTY SPELLING BEE (Pinnacle Acting Co.) She also choreographed THE WIZARD OF OZ and OLIVER! at the Grand Theatre and works as Executive Assistant at the Salt Lake Acting Company. Thanks to Penny, Darrin, and everyone at SLAC for this adventure and to my ever-supportive family.

MEET THE ACTORS (CONTINUED)



J MICHAEL BAILEY (BRAID BEARD) Started performing at a very young age. As a member of the Bailey Family Singers since he was 8 years old, J. Michael has performed extensively throughout the western United States and Canada. When he was 18 years old he saw *The Phantom of the Opera* in Los Angeles and it forever changed his life. J. Michael has since worked as an actor for nearly 20 years. Some of his favorite roles include Jean Valjean in *Les Miserables*, Sweeney Todd in *Sweeney Todd*, George in *Sunday in the Park with George*, and *The Leading Player* in *Pippin*. In addition to his life as an actor, J. Michael is a singer/songwriter and has released three studio albums under his own Restless Water Records label. He is excited to be a part of his first

SLAC production as well as being in a show his three wonderful kids can enjoy. Mary, you are everything...

RANDALL EAMES (PIERRE THE PIRATE) started playing the piano when he was 10 years old. He was in his first play, *THE BEST CHRISTMAS PAGEANT EVER*, when he was twelve. His singing career started when he was in ninth grade when he sang with his school group, the Syracuse Singers. He performed all through high school and then went on to study theatre in college. He graduated Magna Cum Laude from Weber State University with a degree in Theatre Arts. He is happy to be returning to SLAC's stage after appearing in last season's *Saturday's Voyeur*. Some of his favorite roles include: one of the guys in *THE COMPLETE WORKS OF WILLIAM SHAKESPEARE ABRIDGED*, Flute in *A MIDSUMMER NIGHT'S DREAM*, Roy Johnson in *THE LIGHT IN THE PIAZZA*, part of the company of *UNDER CONSTRUCTION* and Willard in *FOOTLOOSE*. He would like to thank all of those involved in this process and his friends, family and educators for their endless support.



FYNN WHITE (JEREMY JACOB) is happily making his debut at the Salt Lake Acting Company. Fynn is a started his training at age 11 at the University of Utah Youth Theatre where he has appeared as Odysseys in *THE FIRE THIEVES* and as Gimple in *THE WISE MEN OF CHELM*. He plays soccer on a competitive team called Impact United. Fynn plays the piano and his favorite subjects are Algebra and Reading. He attends Wasatch Junior High School.

MICHAEL TAO (JEREMY JACOB) joins this crew for his first show at Salt Lake Acting Company. Michael began his training at the University of Utah Youth Theatre at age 10, where he has appeared as Jim Nasium in *THE RINGS AROUND ROSE* and as Rufus Bilge in *SHOWTIME ON THE SHOWBOAT*. In his spare time, Michael enjoys abstract art, plays violin, and writes short stories. He attends West High School.



MEET THE CREATIVE TEAM

PENELOPE MARANTZ CAYWOOD

(DIRECTOR/CHOREOGRAPHER) is best known for her work with University of Utah's Youth Theatre program where she has been the director for the past 5 years. She has directed a Youth Theatre production every year while with the program and is also responsible for all the educational and outreach programming as well as an association with the Kennedy Center Partners in Education program (along with Kingsbury Hall and the Salt Lake City School District). This summer Penny took 17 Youth Theatre students to perform an original musical which she composed at the Edinburgh Fringe Festival as representatives of the United States. Locally, Penny has choreographed for The Grand Theatre, Utah Opera, Rogers Memorial Theatre, Weber State University; musically directed for Plan-B; and directed at Rogers Memorial Theatre and SLAC. Penny's career in the theatre started when she was 5 years old. She travelled across the country in a youth singing group, sang on children's records, and learned jazz and tap from incredible teachers. While she lived in California, Penny was involved in the creation of a youth theatre company in Palos Verdes called Curtains Up! She was also a very active as an actor in musicals for civic light operas with an occasional job in the pit as a flautist. Penny is so delighted to be working with Salt Lake Acting Company again.



DARRIN DOMAN (MUSICAL DIRECTOR) Ahoy mateys! Darrin is delighted to be back at work for Salt Lake Acting Company just one week after closing *GOD OF CARNAGE* in which he performed the role of Alan Raleigh. For *HOW I BECAME A PIRATE*, Darrin dons his Musical Director hat. Darrin has performed on many stages throughout the Wasatch Front with regional and international appearances to boot (...to boot, to boot, to boot...everybody sing!). Darrin loves music and instruments. He began taking piano lessons when he was 8 years old. A year later, he added voice lessons to his weekly routine. By the time he entered junior high, Darrin was also playing trumpet, saxophone, guitar and his sister's flute—when she wasn't watching. In college, Darrin studied the cello briefly and currently has a goal to learn circular breathing so he can play his didgeridoo properly. Darrin also enjoys theater. He is happy to act and sing on stage or do musical direction and pit-work as a musician. Darrin works full-time at the University of Utah Hospital and is pursuing a quest to see the 7 Wonders of the Modern World—5 down, 2 to go. He enjoys singing with the Utah Chamber Artists and he takes time to enjoy playing the piano now and then. Thanks for coming to the show, ye hearties. Enjoy!

DANIELLE KAUERZ (Educational Correspondent) graduated from the University of Utah in 2008 with a Bachelor of Science in Elementary Education with an emphasis in Early Childhood Education. Since then Danielle has taught fourth grade at Redwood Elementary School in Granite School District and coaches their Girls on the Run Team. She is graduate of iSchool and the eMINTS program which focuses on technology in the classroom as well as social interaction, inquiry-based learning and student research. Danielle is currently a graduate student at the University of Utah. She is obtaining a Masters of Education through the Educational Psychology Department in Instructional Design and Educational Technology.

MEET THE CREATIVE TEAM CONTINUED

JOSH MARTIN (SOUND DESIGNER) is excited to be part of the third children show at Salt Lake Acting Company. It's always fun doing shows geared toward younger crowds. I wish I had the chance to see theatre when I was younger. I began working and attending performing arts when I was about 15, have not turned back since. I would not trade this lifestyle for anything. Some of my recent work includes SATURDAY'S VOYEUR 2010, SATURDAY'S VOYEUR 2011, GOD OF CARNAGE, and (A MAN ENTERS).

KEVEN MYHRE (SET DESIGN/EXECUTIVE PRODUCER) was chosen to receive the Mayor's Artist Award in the Performing Arts for 2009. Keven was awarded the 2008 City Weekly Award for directing THE CLEAN HOUSE and MOONLIGHT AND MAGNOLIAS at Salt Lake Acting Company. His other directing credits at SLAC are ANGELS IN AMERICA: PARTS 1 & 2, THE OVERWHELMING, RABBIT HOLE, I AM MY OWN WIFE, BAD DATES, KIMBERLY AKIMBO, GOING TO ST. IVES, WATER LILIES, THE MEMORY OF WATER, TWO-HEADED, THE BEAUTY QUEEN OF LEENANE, GROSS INDECENCY: THE THREE TRIALS OF OSCAR WILDE, C'EST MOI in MERE MORTALS, and THREE DAYS OF RAIN. Keven has designed all of SLAC's sets and many of the costumes for the last sixteen years. He also designed sixteen sets for The Grand Theatre, including ALWAYS...PATSY CLINE, JOHNNY GUITAR, MY FAIR LADY, SONG OF SINGAPORE, MORNING'S AT SEVEN, and GODSPELL. ACCORDING TO COYOTE, WEST SIDE STORY, CROW AND WEASEL, and SOUTH PACIFIC were designed for Sundance Theatre. His designs have also been seen at Pioneer Memorial Theatre, Utah Musical Theatre, Egyptian Theatre, Kingsbury Hall and the Babcock Theatre. His work for the Utah Arts Festival includes site design for the 20th Anniversary. He received a BFA from the University of Utah and a MFA in Theatre from the University of Michigan.

JESSE PORTILLO (LIGHTING DESIGN) is happy to work with the Salt Lake Acting Company again, having previously designed IF YOU GIVE A MOUSE A COOKIE, THE PERSIAN QUARTER, GO, DOG, GO! and TOO MUCH MEMORY. Recent productions include SHE WAS MY BROTHER and AMERIGO with Plan-B Theatre Company, OLIVER at the Grand Theatre, and KISS ME KATE for Light Opera Oklahoma. Locally Jesse has also designed for Pygmalion Theatre, the Egyptian Theatre Company in Park City and the Babcock Theater at the University of Utah, where he is on the faculty of the Department of Theatre.

BRENDA VAN DER WIEL (COSTUME DESIGNER) Brenda is happy to be designing again for the young audiences of SLAC. Brenda started sewing when she was 5, although more time was spent with her Mom fixing the machine than with her actually sewing. But she was soon thrilled with how her ideas could come to life, perfected these sewing skills quickly, and has been working ever since. Recent work for ASF includes MUCH ADO ABOUT NOTHING, COMEDY OF ERRORS, THE COUNT OF MONTE CRISTO, DEATH OF A SALESMAN, and TROJAN WOMEN. Brenda is part of the design faculty for the University of Utah Theatre Department. She designs regularly for that department as well as for Pioneer Theatre and Salt Lake Acting Company. Recent works in Utah include ALCESTIS and THE BAKKAI for the Babcock Theatre, RENT and CHRISTMAS STORY for Pioneer Theatre Company, EURYDICE and OLIVER! at the Grand Theatre, and CHARM and SATURDAY'S VOYEUR for Salt Lake Acting Company. She has also worked at the Seattle Opera, the Santa Fe Opera, and the Utah Shakespearean Festival.