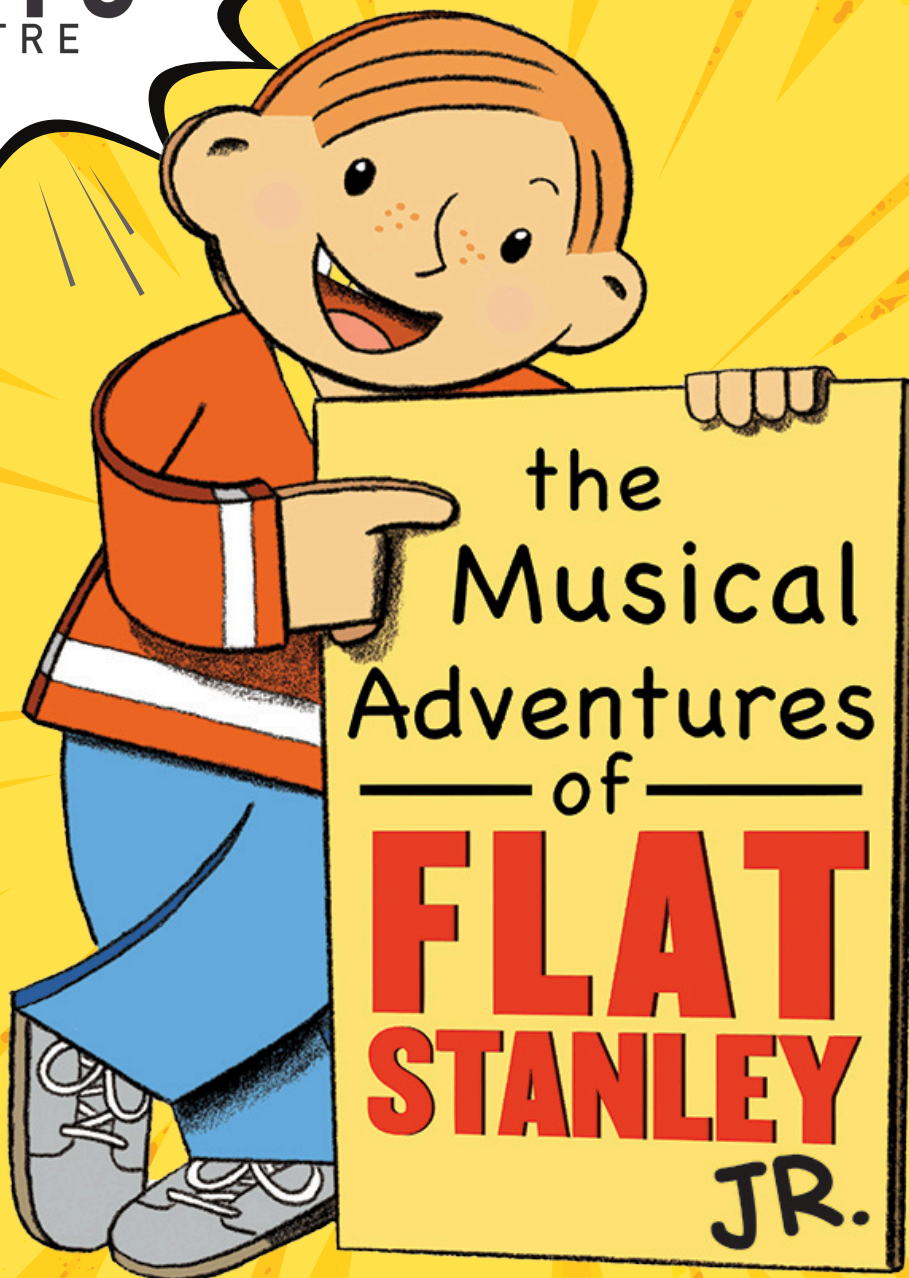


SOUTH
BEND
CIVIC
THEATRE



Behind The Curtain

SYNOPSIS | THEATRE ETIQUETTE | VOCABULARY LIST | SUGGESTED READING

Table of Contents



RECOMMENDED FOR ALL AGES

Thank you for joining us on this journey around the world! If you've ever dreamed of being on stage, creating sets, or helping bring stories to life, we'd love to have you join our community. There's a place for everyone, both on and off the stage!

- 03** Theatre Etiquette & Accessibility
- 04** Synopsis
- 05** State Learning Standards
- 08** Profile of Playwright
- 09** Themes & Discussion Topics
- 10** Suggested Reading
- 11** Vocabulary
- 12** Further Learning
- 13** Activity: Science
- 14** Activity: English & Language Arts
- 15** Activity Template (K-4th Grade)
- 16** Activity Template (5-8th Grade)
- 17** Activity: Origami Envelopes
- 18** Work with Us!

Theatre Etiquette & Accessibility



NO PAPARAZZI PLEASE

Leave cell phones, tablets, hand held games, and other distracting electronics at home or turn them off completely. No texting or photography during the performance.

TAKE YOUR SEAT

When the lights dim, the play is about to begin! Take your seat and stay seated until intermission.

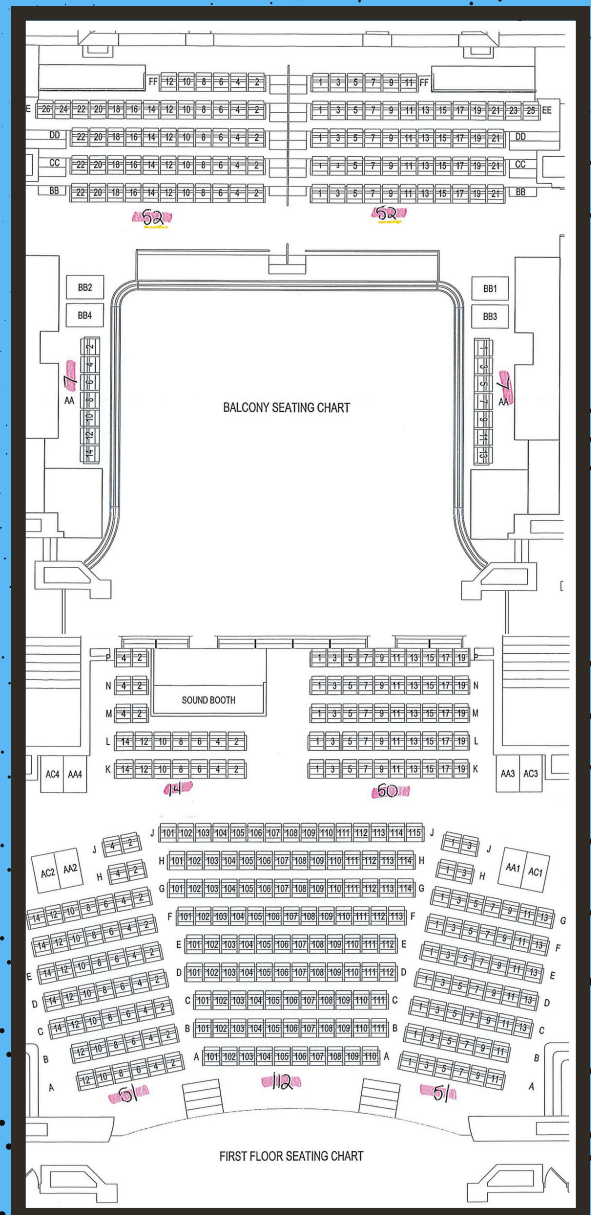
SILENCE IS GOLDEN (UNTIL IT ISN'T!)

To ensure you and your fellow audience members have the best experience, focus all of your attention on the play. We ask that you refrain from talking to your neighbors as it distracts the actors onstage. Feel free to laugh and react naturally as the play unfolds. Applauding at the end of scenes and at curtain call is encouraged!

Accessibility

Exits located on either sides of the aisles on both the main floor and balcony.

Wheelchair accessible seats can be found on either side of the main floor in rows H & J.





Synopsis

Flat Stanley Jr. follows the adventures of Stanley Lambchop, an ordinary boy who longs for excitement beyond his everyday life. One night, a bulletin board falls on him while he sleeps, flattening him to just half an inch thick! At first, Stanley sees this as an opportunity for adventure—he can slide under doors, fly like a kite, and even travel the world by mail.

He embarks on a whirlwind journey, visiting far-off places and meeting famous figures like the Mona Lisa and Hollywood talent scouts who dream of making him a star. However, despite the excitement, Stanley starts to feel lonely and realizes that being away from home isn't as wonderful as he imagined. He misses his family and longs to return to his normal life. With the help of his parents and his brother Arthur, they use a bicycle pump to reinflate him, restoring him to his regular shape. Stanley comes to appreciate that adventure can be found in many ways, and the greatest journey of all is the one he shares with the people he loves.

State Learning Standards

NOTE: Referenced standards listed on the following pages

Indiana State Learning Standards K-8

Flat Stanley, Jr. explores a variety of themes and concepts. A few Discussion Topics we believe are particularly relevant include adventure and exploration, family and belonging, identity and self-discovery, creativity and problem-solving, and self-acceptance.

Watching this production and engaging with our Behind The Curtain audience guide can foster essential skills for navigating the modern world including: **Creative Thinking, Collaboration, Critical Thinking, Perseverance, Communication, and Growth Mindset.**

Additionally, we believe this experience and the accompanying guide can assist educators in meeting various **Indiana State Learning Standards.** We've highlighted some standard that align well with specific articles and activities below. While we've selected a few examples, we encourage you to get creative and find other connections between what your students are learning and this theatrical experience!

ATTENDING A PERFORMANCE OF

Flat Stanley, Jr.

FINE ARTS

THEATRE ARTS | Anchor Standards 7-10

DANCE | Anchor Standards 7-9

MUSIC | Anchor Standards 1-3

PROFILE OF THE PLAYWRIGHTS

FINE ARTS

THEATRE ARTS | Anchor Standards 7-9

ENGLISH & LANGUAGE ARTS

READING COMPREHENSION | 8.RC.1 & 5, 7.RC.1 & 7, 6.RC.1 & 7, 5.RC.6, 4.RC.5, 3.RC.5, 2.RC.6 & 11-12

THEMES & DISCUSSION TOPICS

HEALTH & WELLNESS

Anchor Standards 1, 2, 4, 7 & 8

ENGLISH & LANGUAGE ARTS

READING COMPREHENSION | 8.RC.1 & 5, 7.RC.1 & 7, 6.RC.1 & 7, 5.RC.6, 4.RC.5, 3.RC.5, 2.RC.6 & 11-12

WRITING | 8.W.5, 7.W.5, 6.W.5, 5.W.5, 4.W.5, 3.W.6

COMMUNICATION & COLLABORATION | 8.CC.1-6, 7.CC.1-6, 6.CC.1-6, 5.CC.1-5, 4.CC.1-5, 3.CC.1-6, 2.CC.1-7, 1.CC.1-7, K.CC.1-5

SOCIAL STUDIES

GEOGRAPHY | 7.G.1-2, 6.G.1-4, 5.G.1 & 4, 4.G.1, 3.G.6, 2.G.1-2 & 4, 1.G.1-3 & 5, K.G.1-2 & 5

SUGGESTED READING

ENGLISH & LANGUAGE ARTS

READING FOUNDATIONS | 5.RF.1, 4.RF.1-2, 3.RF.1-4, 2.RF.1-4, 1.RF.1-8, K.RF.1-3 & 5-9

READING COMPREHENSION | 8.RC.1-9 & 11, 7.RC.1-12, 6.RC.1-12, 5.RC.1-12 & 14, 4.RC.1-11 & 14, 3.RC.1-13, 2.RC.5-7 & 11-12, 1.RC.3-5 & 7, K.RC.3-4

VOCABULARY

ENGLISH & LANGUAGE ARTS

READING FOUNDATIONS | 5.RF.1 & 2, 4.RF.1-3, & 3.RF.1-5, 2.RF.1-4, 1.RF.1-8, K.RF.1-3 & 5-9

READING COMPREHENSION | 8.RC.8-10, 7.RC.10-13, 6.RC.10-13, 5.RC.11-14, 4.RC.10-13, 3.RC.11-13, 2.RC.7 & 12, 1.RC.9-10, K.RC.7

WRITING | 8.W.6, 7.W.6, 6.W.6, 5.W.6 & 7, 4.W.6, 3.W.7, 2.W.1 & 7-8, 1.W.1 & 7-8, K.W.1-2 & 7-8

FURTHER LEARNING

SCIENCE & COMPUTER SCIENCE

SCIENCE & ENGINEERING PRACTICES | Anchor Standards 1 & 4-7

SOCIAL STUDIES

CIVICS & GOVERNMENT | 3.C.1-2 & 4-5, 2.C.1, 1.C.2, K.C.1

GEOGRAPHY | 3.G.2-5, 2.G.2 & 4, 1.G.1-4, K.G.1-4

ECONOMICS | 5.E.3, 4.E.7, 3.E.2, 2.E.1, 1.E.1-2, K.E.2

State Learning Standards

ACTIVITY PAGES

SCIENCE & COMPUTER SCIENCE

ENGINEERING, TECHNOLOGY, & APPLICATION OF SCIENCE | MS-ETS1-1, 3-5 ETS1-3, K-2-ETS1-2, K-2-ETS1-1

ENGLISH & LANGUAGE ARTS

READING FOUNDATIONS | K.RF.1

READING COMPREHENSION | K.RC.1

WRITING | 8.W.4 & 6-7, 7.W.4 & 6-7, 6.W.4 & 6-7, 5.W.6-7, 4.W.6-7, 3.W.1, 2.W.1-2 & 8, 1.W.8, K.W.2 & 8

COMMUNICATION & COLLABORATION | 2.CC.G, 1.CC.7, K.CC.5

DANCE

Anchor Standard 7 Perceive and analyze artistic work.

Anchor Standard 8 Interpret intent and meaning in artistic work.

Anchor Standard 9 Apply criteria to evaluate artistic work.

Health & Wellness

Anchor Standard 1, 2, 4, 7 & 8 [View Health & Wellness Standards](#)

Fine Arts

THEATRE ARTS

Anchor Standard 7 Perceive and analyze artistic work.

Anchor Standard 8 Interpret intent and meaning in artistic work.

Anchor Standard 9 Apply criteria to evaluate artistic work.

Anchor Standard 10 Synthesize and relate knowledge and personal experiences to make art.

MUSIC ARTS

Anchor Standard 1 Connect with a varied repertoire of music by exploring the relationships between music and personal experience.

Anchor Standard 2 Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.

Anchor Standard 3 Connect with a varied repertoire of music by exploring the relationships between music and history and culture.

Social Studies

GEOGRAPHY

7.G. [View 7th Grade Geography Standards](#)

6.G. [View 6th Grade Geography Standards](#)

5.G. [View 5th Grade Geography Standards](#)

4.G. [View 4th Grade Geography Standards](#)

3.G. [View 3rd Grade Geography Standards](#)

2.G. [View 2nd Grade Geography Standards](#)

1.G. [View 1st Grade Geography Standards](#)

K.G. [View Kindergarten Geography Standards](#)

CIVICS & GOV.

3.G. [View 3rd Grade Civics & Gov Standards](#)

2.G. [View 2nd Grade Civics & Gov Standards](#)

1.G. [View 1st Grade Civics & Gov Standards](#)

K.G. [View Kindergarten Civics & Gov Standards](#)

ECONOMICS

5.E. [View 5th Grade Economics Standards](#)

4.E. [View 4th Grade Economics Standards](#)

3.E. [View 3rd Grade Economics Standards](#)

2.E. [View 2nd Grade Economics Standards](#)

1.E. [View 1st Grade Economics Standards](#)

K.E. [View Kindergarten Economics Standards](#)

State Learning Standards

Common Core

English & Language Arts

READING FOUNDATIONS

- [5.RF. View 5th Grade Reading Foundations Standards](#)
- [4.RF. View 4th Grade Reading Foundations Standards](#)
- [3.RF. View 3rd Grade Reading Foundations Standards](#)
- [2.RF. View 2nd Grade Reading Foundations Standards](#)
- [1.RF. View 1st Grade Reading Foundations Standards](#)
- [K.RF. View Kindergarten Reading Foundations Standards](#)

READING COMPREHENSION

- [8.RC. View 8th Grade Reading Comprehension Standards](#)
- [7.RC. View 7th Grade Reading Comprehension Standards](#)
- [6.RC. View 6th Grade Reading Comprehension Standards](#)
- [5.RC. View 5th Grade Reading Comprehension Standards](#)
- [4.RC. View 4th Grade Reading Comprehension Standards](#)
- [3.RC. View 3rd Grade Reading Comprehension Standards](#)
- [2.RC. View 2nd Grade Reading Comprehension Standards](#)
- [1.RC. View 1st Grade Reading Comprehension Standards](#)
- [K.RC. View Kindergarten Reading Comprehension Standards](#)

COMMUNICATION & COLLABORATION

- [8.CC. View 8th Grade Comm. & Collab. Standards](#)
- [7.CC. View 7th Grade Comm. & Collab. Standards](#)
- [6.CC. View 6th Grade Comm. & Collab Standards](#)
- [5.CC. View 5th Grade Comm. & Collab. Standards](#)
- [4.CC. View 4th Grade Comm. & Collab. Standards](#)
- [3.CC. View 3rd Grade Comm. & Collab. Standards](#)
- [2.CC. View 2nd Grade Comm. & Collab Standards](#)
- [1.CC. View 1st Grade Comm. & Collab Standards](#)
- [K.CC. View Kindergarten Comm. & Collab Standards](#)



WRITING

- [8.W. View 8th Grade Writing Standards](#)
- [7.W. View 7th Grade Writing Standards](#)
- [6.W. View 6th Grade Writing Standards](#)
- [5.W. View 5th Grade Writing Standards](#)
- [4.W. View 4th Grade Writing Standards](#)
- [3.W. View 3rd Grade Writing Standards](#)
- [2.W. View 2nd Grade Writing Standards](#)
- [1.W. View 1st Grade Writing Standards](#)
- [K.W. View Kindergarten Writing Standards](#)

Science & Comp. Sci.

ENGINEERING, TECHNOLOGY, & APPLICATION OF SCIENCE

- [MS.ETS. View Middle School ETS Standards](#)
- [5.ETS. View 5th Grade ETS Standards](#)
- [4.ETS. View 4th Grade ETS Standards](#)
- [3.ETS. View 3rd Grade ETS Standards](#)
- [2.ETS. View 2nd Grade ETS Standards](#)
- [1.ETS. View 1st Grade ETS Standards](#)
- [K.ETS. View Kindergarten ETS Standards](#)

SCIENCE & ENGINEERING PRACTICES

- Anchor Standards 1** Asking questions (for science) and defining problems (for engineering)
- Anchor Standards 4** Analyzing & interpreting data
- Anchor Standards 5** Using mathematics & computational thinking
- Anchor Standards 6** Constructing explanations & designing solutions for engineering
- Anchor Standards 7** Engaging in argument from evidence

Profile of Timothy Allen McDonald



Timothy Allen McDonald is a trailblazing playwright, director, and musical theater educator whose work has shaped the landscape of musical theater for young people. He is the award-winning writer behind beloved adaptations like *Roald Dahl's Willy Wonka*, *The Musical Adventures of Flat Stanley*, Jim Henson's *Emmet Otter*, and Roald Dahl's *James and the Giant Peach*. McDonald is also the creator of over 65 musical adaptations, including favorites like *Guys and Dolls JR.*, *Les Misérables School Edition*, and *The Wizard of Oz YPE*. His expertise extends beyond writing, as an accomplished director whose credits include *Dear Edwina*, produced by multi-Tony award winner Daryl Roth, and *The Phantom Tollbooth* at the John F. Kennedy Center for the Performing Arts.

As a leading authority on musical theater education, McDonald's influence reaches far beyond the stage. He was recruited in 1996 by Freddie Gershon to help build the Education Division at Music Theatre International (MTI), collaborating with theater legends like Stephen Sondheim and Cameron Mackintosh to create age-appropriate adaptations of iconic musicals. In 1997, McDonald founded iTheatrics, further expanding his mission to create educational musical theater resources and adaptations. He is also the visionary behind the Junior Theater Festival, the world's largest festival dedicated to young musical theater performers, and he has spearheaded initiatives such as NBC's *Smash Make A Musical* and the JumpStart Theater program, ensuring access to quality arts education for underserved communities. McDonald has had the unique honor of seeing Roald Dahl's *Willy Wonka* performed at the White House for President and Mrs. Bush and directing the first-ever White House Talent Show for President and Mrs. Obama, solidifying his legacy as a champion for young performers everywhere.



Themes!!



Discussion Topics

Adventure & Exploration

Stanley's journey around the world highlights the excitement of new experiences and the thrill of stepping outside one's comfort zone.

Family & Belonging

Despite his adventures, Stanley realizes that home and family are the most important things in his life.

Identity & Self Discovery

Stanley's journey helps him understand who he is beyond just being "flat," showing that our experiences shape our sense of self.

Self-Acceptance

Stanley initially embraces his uniqueness but eventually struggles with feeling different, learning that who he is matters more than how he looks.

Creativity & Problem-Solving

From mailing himself across the world to finding a way to return to normal, Stanley's story emphasizes thinking outside the box and adapting to unexpected situations.

How does Stanley change from the beginning to the end of the musical? What lesson does he learn? Write a journal reflection exploring how you could apply this lesson to your own life.

Stanley travels to exciting places—where would you go if you could mail yourself anywhere, and what would you do there? Locate this place on a map, then spend 15 minutes researching to learn about the local community and how your cultures compare/contrast.

Stanley enjoys being different at first, but later struggles with it. Why do you think this happens? Have you ever felt different from others and how did you navigate it?

How do Stanley's adventures help him learn more about himself? What experiences in your life have helped shape who you are?

How do you think the story would change if it were told from Arthur's point of view?

If you were in Stanley's shoes, would you want to stay flat and explore or go back to normal life? Why?

Suggested Reading



Flat Stanley

by Jeff Brown

THEMES EXPLORED: All themes listed on pg.-8
AGES 6 & up

Last Stop On Market Street

by Matt de la Peña

THEMES EXPLORED: Family & Belonging, Self-Acceptance
AGES 5-8

Ada Twist, Scientist

by Andrea Beaty

THEMES EXPLORED: Creativity & Problem-Solving, Adventure & Exploration
AGES 5-7

The Name Jar

by Yangsook Choi

THEMES EXPLORED: Identity & Self Discovery, Self-Acceptance
AGES 5-9

Dog Man

by Dav Pilkey

THEMES EXPLORED: Adventure & Exploration, Creativity & Problem-Solving
AGES: 7-10

Inside Out & Back Again

by Thanhha Lai

THEMES EXPLORED: Family & belonging, Identity & Self Discovery
AGES: 8-12

Space Chasers

by Leland Melvin

THEMES EXPLORED: Adventure & Exploration, Creativity & Problem-Solving
AGES: 8-12

A Wolf Called Wander

by Rosanne Parry

THEMES EXPLORED: Adventure & Exploration, Family & Belonging, Identity & Self Discovery
AGES 10-14

The House in the Cerulean Sea

by TJ Kline

THEMES EXPLORED: Family & Belonging, Self-Acceptance, Identity & Self-Discovery
AGES 12-14



Vocabulary



ALL DEFINITIONS SOURCED FROM THE MERRIAM WEBSTER DICTIONARY

Interpreter- (n) someone who explains or expounds

Meet Dad! Awesome interpreter of bedtime classics like "Goodnight Moon" and "Go, Dog. Go!"

Intervene- (v) to interfere with the outcome of course especially of a condition or process (as to prevent harm or improve functioning)

We could have an adventure, so when we see there's evil we could intervene.

Fad- (n) a practice or interest followed for a time with exaggerated zeal;

He must be starting a fad.

Misdiagnosed- (past participle) someone diagnosed, or recognized as having a disease of condition, incorrectly

This boy has been horribly misdiagnosed.

Insurance- (n) coverage by contract whereby one party undertakes to guarantee another against loss by a specified contingency or peril

We got her insurance information? Don't forget your co-pay.

Galoshes- (n) a high overshoe worn especially in snow and slush

She said, 'California is fine,' but she misses 'the snow and wearing funky galoshes.'

Bizarre- (adj) odd, extravagant, or eccentric in style or mood

Look on the sunny side though it may seem bizarre.

Unique- (adj) being the only one, distinctively characteristic

Think of all the things that are uniquely you!

Physique- (n) the form or structure of a person's body, bodily makeup

You could be the best at hide and seek, showing off your new physique.

Cliché- (n) something that has become overly familiar or commonplace

Look on the sunny side, who care if it's cliché?

Origami-(n) the Japanese art or process of folding squares of paper into representational shapes

Not a one of them can become origami!

Extravagant- (adj) exceeding the limits of reason or necessity, extremely or excessively elaborate

Why say it, when we could show you in an extravagant musical number!

Notoriety- (n) the quality or state of being generally known and talked of

You've got that notoriety but will it pass for talent?

Meddle- (v) to interest oneself in what is not one's concern, interfere without right or propriety

And I would have gotten away with it, too! If it wasn't for that meddling, flat kid!

Further Learning



Post Office | Virtual Field Trip

Take a virtual field trip inside a post office and learn how mail is processed and delivered in this 7 minute virtual experience!

AGES 4-8



Tourism for Kids | How Does Tourism Help Places?

Checkout this 5 minute educational video explaining the benefits of tourism, its impact on places, and how to be a responsible tourist!

AGES 6-10



The Physics of Flight with Kites

Learn the physics of how kits fly with the wind in this 8 minute educational video from KitingUSA!

AGES 10-14



Activity

EXERCISE: Stanley's Disappearing Foil Mirror
GRADES: K-8th Grade
TIME: 30min+

SUPPLIES: Roll of Alluminum Foil (or sheets pre-cut into squares), Scissors, Paper, Pencil

OVERVIEW:

Today, students will explore the fascinating world of light, mirrors, and reflections and understand their mechanisms! With just a sheet of aluminum foil, first flat and then crumpled, your students will witness their reflections vanish before their very eyes! This activity provides a chance for students to deepen their knowledge while sharing their educated guesses about the phenomenon and how the world operates!

INSTRUCTIONS:

1. Before class begins, pre-cut 10-inch square sheets of aluminum foil, ensuring you have two for each student. If you're cutting them by hand, be careful to minimize any creases in the foil to enhance the experiment's effectiveness.
2. Introduce the lesson by informing students that they will be making a mirror disappear using only their hands! Start by demonstrating the incorrect method of crumpling the foil —balling it up tightly—and show how challenging it is to flatten it again. Then, demonstrate the correct technique by lightly crumpling the foil, allowing it to be flattened easily afterward.
3. Distribute one foil sheet to each student but instruct them not to touch it yet. They will first observe their reflection in the flat piece of foil. After this, they can crumple it as you demonstrated earlier. Pay attention to their reactions as they notice that their reflection is no longer visible even after they flatten it out again!
4. Encourage students to discuss with their shoulder partners and hypothesize why this phenomenon occurs. Have them share their thoughts with the larger group.
5. If students haven't reached the correct conclusion on their own, take this opportunity to explain how light and mirrors work. Clarify that when the foil is flat, like a mirror, the light reflects back in one direction to our eyes, creating our reflection. However, when crumpled, the thousands of tiny bends and angles cause the light to scatter in different directions, making it appear as though the reflection has vanished.
6. Conclude the class by giving students another flat piece of foil for experimentation. Ask them to first devise a plan for how they will crumple or fold it and hypothesize about the effect on their reflection. If time permits, have them share their discoveries with the class.

ASSESSMENT:

- Were students able to replicate your results following the demonstration? Why or why not?
- Did students understand the concept of light and reflections at a developmentally-appropriate level? If not, how can we explain things differently in the future?
- Did students create logical experiments with a hypothesis that made sense? If not, how can we support their creating future experiments?
- Did students follow directions and refrain from touching materials before appropriate? If not, how can we change things to make sure they do for future experiments?

Activity

EXERCISE: Where In The World Is Flat Stanley?

GRADES: K-8th Grade

TIME: 1hr+

SUPPLIES: Pre-printed templates (see next page), Paper, Pencils, Crayons/Coloring Pencils etc., Scissors

OVERVIEW:

Students will be given two templates (or one printed double-sided) designed to guide them in writing a letter to a pen pal who will respond with their own letter! There is a more structured template for younger grades and a more flexible option for older students. Once they complete their letter, students will create and decorate their unique "flat" self-portrait to accompany their letter!

INSTRUCTIONS:

1. Begin by introducing the idea of pen pals to the students, explaining how they communicate by exchanging letters while discovering new places and people!
2. Next, let the students know they will each have their very own pen pal* from a different part of the world! Depending on their developmental level, they will either complete a template with prompts or compose an original letter to their pen pals. Both templates can be printed from the following pages of this packet.
3. If the students are crafting their own questions, encourage them to inquire about their pen pal's life, culture, favorite activities, and more. Great questions to suggest include: "What is your favorite food? What school subject do you enjoy the most? Do you have any siblings? What do you love about the place where you live?"
4. Once the letters are complete, students will create and color their own Flat Stanley self-portrait to accompany their letter! Encourage them to make the portrait resemble themselves as closely as possible, matching their hair, clothing, and any other identifiable features. After finishing, they may cut it out (or keep it intact if doing a double-sided version of the activity).
5. If suitable for their grade level, this would also be a great opportunity to teach them how to correctly address an envelope as an extra skill!

*Please note that if your program is not directly collaborating with the South Bend Civic Theatre you must arrange your own pen pals independently.

ASSESSMENT:

- Were students able to read and write their answers at a developmentally-appropriate level? How can you help those that struggled?
- Were students able to think of on topic responses to the prompts given? If not how can we further improve their comprehension?
- If using the less restrictive template, were students able to come up with their own unique questions for their pen pal? If not, why did they struggle? How can we support them?
- How well did students grasp the concept of sending a physical letter through the mail? Were any aware that this was something they could do? How may this discovery relate to a future discussion about technology and innovations vs. traditional communication methods?

Dear _____,

My name is _____. What is yours? I am from _____.

Where are you from? My favorite thing about the place I live is _____

_____.

What is your favorite thing about where you live? My favorite color is _____. What is yours? I have _____ siblings. Do you have any siblings? My favorite food to eat at home is _____.

What is your favorite food? My favorite subject in school is _____ because _____

_____.

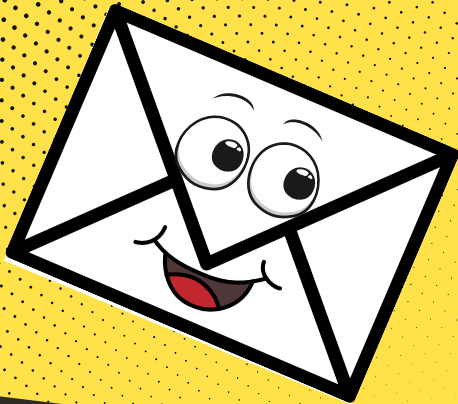
Do you have a favorite subject? My favorite TV show is _____. What is your favorite show? My favorite thing to do for fun is _____

_____.

What do you like to do for fun? My favorite thing about the place I live is _____ because _____

_____.

What is your favorite thing about where you live?
Thank you for answering my questions, write back soon!
Sincerely, _____



Learn how to make your own origami envelopes from printer paper to send to your new pen pals!



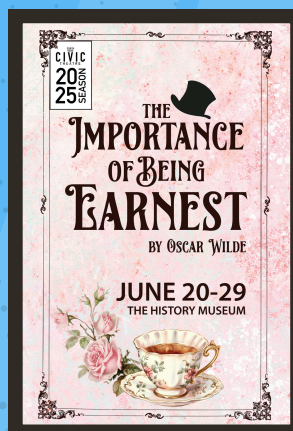
Work With Us!

Whether you like to be “in the spotlight,” or prefer to stay “behind the scenes,” South Bend Civic Theatre offers plenty of opportunities to volunteer in every aspect of theatrical production, including field trips, learning new skills, and even opportunities to see shows for free! Checkout our website to learn more!

SOUTH
BEND
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THEATRE



Upcoming Shows



LEARN MORE AT SBCT.ORG