

North Shore **&** Children & Families

FREE!

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Summer Camps &
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Community Calendar

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North Shore Music Theatre
Big Apple Circus**



www.northshorefamilies.com


The online and print forum promoting the development of children, families and the parents who care for them.



APRIL 2014

Family & Friends

Springing Into Spring

Don't have much space
 But I must declare
 I'm so very happy
 That Spring is here!
 Longer daylight hours
 The warmth, I feel
 Robins and cardinals
 Singing with zeal
 Longer walks
 Along the coast
 These are the seasons
 I treasure most
 I'm tired of the cold
 And Arctic blasts
 The Polar Vortex
 I hope has passed
 So play outside
 And laugh and sing
 I hope you enjoy
 This brand new Spring!
 ~Buddy Boyd 

MAY ISSUE DEADLINES

For regular display ads
 & camp showcase ads:

Need any ad production assistance?

Contact Suzanne
 by noon, Wed., April 16

*Submitting a camera-ready/
 completed ad?*

Contact Suzanne
 by noon, Fri., April 18
 Completed ads are due by noon,
 Tues., April 22

To advertise, please contact
suzanne@northshorefamilies.com.



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 ANY MUSICAL AT**

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 NORTH SHORE
MUSIC THE TRE



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Please – only one entry per person.
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OF TICKETS TO SEE

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 CIRCUS**

IN BOSTON

(Tickets are for May 2 @ 6:30pm)

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 From South: Interstate 95 North, Exit 50 to Rt. 1 North. Go two miles. Fairgrounds is on the right.
 From North: 95 South, Exit 53 to Rt. 97. Go to Rt. 1, going thru Topsfield. Take a right at the lights at
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- ... Annual advertising frequency programs
- ... The Annual Planner for Schools program
- ... Annual Summer Camps & Programs Showcase series

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2014 PUBLISHING SCHEDULE

| Issue | Ad Space Deadline* (for ads that need production help) | Ad Space Deadline (for completed ads**) |
|--------------------|--|--|
| May | noon, 4/16 | noon, 4/18 |
| Summer (June/July) | noon, 5/14 | noon, 5/16 |
| August | noon, 7/16 | noon, 7/18 |

*Also the due date for ad materials/ad copy changes for ads that we produce or revise.
 ** Completed ads are due the Tuesday following the final, Friday, ad space deadline.

To explore your advertising options or to secure your space,
 please contact Suzanne at 781.584.4569 or
suzanne@northshorefamilies.com.

To learn more, please visit
www.northshorefamilies.com.



To Foster Cooperation, Motivate Compliance

by Michael F. Mascolo, PhD

Some parents – particularly those who endorse child-centered parenting practices – recoil from the idea that a child should be expected to comply with parental requests and directives. From a child-centered point of view, compliance is akin to obedience – a primary value of authoritarian parents. Studies show that over the course of American history, there has been a steady decrease in the extent to which parents endorse values such as obedience in their children, and a corresponding increase in the extent to which they embrace values such as autonomy, self-expression and initiative. For some parents, to say that a child should *comply* with parental requests, directives and rules casts the child in a passive role in relation to parents. The expectation of compliance, to some, would seem to undermine a child's budding autonomy and independence.

It is not unusual to hear parents cry out in frustration, "I wish my child would cooperate! He won't do anything I ask him to do!" However, this statement contains something of a contradiction. The term *cooperation* literally means "co-operation". It refers to the process of "operating together". Two people can cooperate if they are both more-or-less in control of their actions and are able to work together in pursuing some common goal. However, when a parent directs an unwilling child to pick up his toys, there is no common goal. The parent and the child want different things. As a result, the term *cooperate* is

really being used as a euphemism for "comply". The parent wants the child to adopt his agenda and to do what is being asked of him. The parent who complains that her child "won't do anything I ask" is not looking for cooperation (except for the type of cooperation that can occur only *after* a child has accepted a parent's agenda); she is looking for compliance. She wants her child to honor her requests without a fuss.

Many contemporary American parents would seem to value self-expression, collaboration and autonomy over compliance. As a result, they prefer the term *cooperate* over *comply* because the latter makes the child seem too subservient to the parent. The problem with this kind of thinking is that the route to cooperation and collaboration requires that children first gain the more basic capacity to *comply* with legitimate parental requests and limits. It is not possible to foster the development of autonomy, independence or collaboration unless a child gains the capacity to regulate his impulses, emotions and behavior, and to respect the needs and wishes of others. At the most basic level, this involves getting children to comply with everyday rules, requests and directives. In this way, compliance is the first step to the development of rule following, self-regulation and moral understanding. After parents guide children through the acquisition of basic self-regulatory skills, they will be in a better position to engage children in the more cooperative, collaborative and harmonious interactions that they value so much.

North Shore Children & Families



www.northshorefamilies.com
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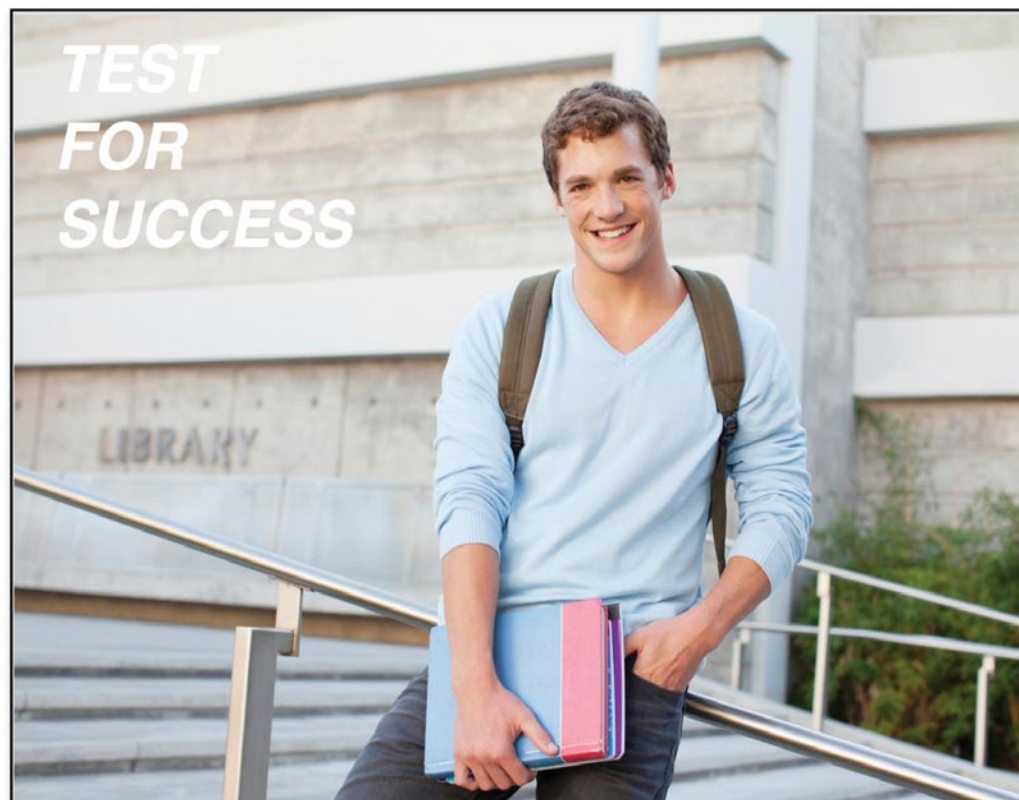
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for our upcoming deadlines.

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Strategies for Motivating Compliance

Teach Children Appropriate Ways to Advance Their Interests

The first strategy for motivating compliance draws upon children's natural, everyday interests. Children choose their actions based on their interests. Behind every action is a goal or interest – something that a child wants. It is helpful to think of a child's interests as a kind of *problem* to be solved. The *problem* is how the child can get what she wants. A child's action is a kind of strategy that she uses to try solving the problem. For example, Sam grabs the ball from Abbey because he wants to play with it. Grabbing the ball is one solution to Sam's problem of how to get the wanted ball. If Sam's grab is successful, he will have advanced his interests; he got what he wanted. If his grab comes up short, he will have failed to advance his goals. He didn't get what he wanted.

If a child's behavior is successful in

bringing about his interest, it is likely that he will repeat the behavior in the future. If his strategies to advance his interests fail, he will be motivated to change his behavior in order to find new ways to reach his goals. Thus, if parents tolerate unwanted behavior, it is likely to be repeated. If parents are consistent in *disrupting* the success of an unwanted behavior, children will be less likely to continue to engage in the behavior. So, if Sam is allowed to succeed in his strategy of grabbing in order to get his sister's ball, he will be likely to continue to use this strategy in the future. If Sam's mother (or Sam's sister herself) consistently takes the ball away from him when he grabs, his strategy will have failed. He will be less likely to use this strategy in the future.

It is not enough, however, for parents simply to disrupt the success of a



child's unwanted behavior. Children act on the basis of their interests; there is a reason why Sam grabbed Abbey's ball – he wanted to play with

it. Stopping Sam's grab from producing the result that Sam intended may discourage Sam from using grabbing as a way to get what he

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wants from his sister. It may also motivate Sam to find another way to advance his interests. However, children do not always know how to change their behavior in ways that will allow them to advance their interests or reach their goals! Alternatives to unacceptable behavior do not develop spontaneously. Children need to be taught successful alternatives to unwanted behavior. Although refusing to tolerate unwanted behavior is a key to eliminating that behavior, it does nothing to help the child find new, more appropriate and more effective ways of acting. Children must be shown alternative ways that will be successful in advancing their interests and meeting their goals.

Further, merely *telling* children about alternative ways to behave is unlikely to be effective. Children – like anyone else – find it difficult to complete complex tasks using verbal instruction alone. (And trying to get one’s sibling to share a toy is no easy task!) Instead, it is more helpful to demonstrate and even coach the child through the new behavior *until the child reaches success*. Coaching the

child *through to success* is essential to ensure that the child adopts the new behavior. In the case of Sam, success would mean teaching Sam a strategy that might reasonably result in Sam’s being able to advance his interests (i.e., get a turn playing with the ball). Sam can be taught, for example, to ask Abbey for a turn playing with the ball. However, if Abbey refuses Sam’s request (a likely outcome given Sam’s previous behavior), Sam’s newfound skill would have failed to advance his interest.

In the case of Sam, there are a variety of alternative behaviors that Sam could be taught that could result in his attaining his goal in an acceptable way. These include (but are not limited to) coaching Sam through the process of:

- asking a parent for a different desired toy, which the parent could provide
- apologizing to Abbey, and then asking politely for a turn
- proposing to play ball *with* Abbey
- waiting patiently until Abbey is finished playing with her toy.

Hold Children Accountable for the Consequences of Their Actions

If Mary draws on the wall, she should be coached through the process of cleaning up the mess. If Terry carelessly loses his electronic game device, there are no guarantees that his parents will get a new one. Terry may have to save up to buy one himself. If Tim waits until the night before the concert to tell his mother that he needs a new shirt, he may have to use an old one.

In punishment, the connection between the child’s misbehavior and its punishing consequences is an arbitrary one. Mary drew pictures on the wall with her crayons. As a punishment, her father makes her go to bed early. The relationship between “drawing on the wall” and “going to bed early” is arbitrary. “Going to bed early” has nothing to do with “making pictures on the walls”. Mary is likely to learn little or nothing about why she should not draw on the walls from being sent to bed early; it will teach nothing about the appropriate ways that she can use her crayons to express herself.

However, not all consequences are created equal. Mary drew on the wall. The most direct *consequence* of Mary’s drawing *on the wall* was that it *made a mess that has to be cleaned up*. Instead of being sent to bed, Mary can be required to clean up the mess that she made. By being required to wash the walls, Mary is being *held responsible* for the *consequence* of her actions. Unlike punishment, the connection between *drawing on the wall* and *washing the wall* is direct, not arbitrary. There are many connections Mary and her parent can make between *making a mess* on the wall and the act of having to *wash* it:

If I *draw on the wall*, it makes a *mess*.

Continued on page 6

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Holding Children Accountable

Continued from page 5



If I draw on the wall, someone has to clean it.
 If I draw on the wall, I will have to clean it.
 If I draw on the wall, I will have to clean it – not Daddy.
 It's hard to wipe crayons off of the wall.
 When I have to clean the walls, I have to work very hard.

As is made clear by this example, Mary's actions had consequences – not just

for herself but also for other people. It is unlikely that Mary was thinking about the effect of her actions on other people when she was drawing on the wall. When Mary is required to take responsibility for her mess, she comes face-to-face with the effect of her actions on others. Cleaning up the mess says: "You did this. This is how it affects others. Now you have to take responsibility to repair the situation." This awareness is at the core of the development of responsibility and moral character.

Because of the relationship between the child's misbehavior and the consequences of those behaviors, these types of consequences are sometimes called "natural consequences" or "logical consequences". However, to speak of such consequences as *natural* or *logical* can be misleading. There is nothing inherently "natural" about cleaning up one's mess; replacing a friend's toy that one has broken; or not having one's gadget replaced after having lost it. These are ethical consequences, not "natural" ones. Further, many consequences may be considered "natural" but inappropriate as disciplinary strategies. No parent would allow his child to learn from the "natural" consequences of running into the street. The term *logical* does not provide greater clarity. It may be "logical" to clean up one's own mess; however, it is equally as "logical" to run away from the mess, hide it, or blame it on someone else! These may be logical reactions, but not moral ones.

This is why it is better to refer to the types of consequences discussed here as *meaningful* consequences, or, better still, as *morally responsible consequences*. We learn what we do, and particularly what we do with others. If a child misbehaves and is required to take responsibility for the consequences of his misbehavior, he learns to do more than simply associate that behavior with some unpleasant experience. The child learns to identify the consequences of his actions, to become aware of the effects they have on him and others, and to develop a sense of moral standards that he can use to guide his behavior in future situations.



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Strategies for Motivating Compliance

When All Else Fails: Motivate Children to Get Out of Jail (Remove the Unwanted)

There are two basic way of being motivated in the world. We can act to produce something wanted or to avoid something unwanted. The motivation to avoid something unwanted is a powerful one. It occurs quite often, even though we may not always be aware of it. We open the window when it is too hot; loosen our shoelaces when they are too tight; take a pain reliever when we have a headache. All of these are examples of occasions when we perform some action (i.e., opening the window; loosening the shoe; taking a *Tylenol*®) in order to remove something that we don't want (i.e., a hot room; a tight shoe; a headache).

Drawing upon the natural inclination to remove unwanted outcomes is an extremely effective way to motivate compliance in children. Here are three simple examples:

Five-year-old Frances and her mother are at the supermarket. They are about to leave the store. Frances complains that she is tired and can't walk by herself. Her mother tells her that she is a big girl and can walk. Frances sits down on the sidewalk. At this point, Frances' mother says, "I'm leaving now!" and walks down the sidewalk. Frances jumps up and runs to her mother's side. She takes her mother's hand and they walk to the car.



Seven-year-old Charlie is fussing at the table. He is anxious to leave the table to watch a television program. Not wanting to finish his meal, he plays with his food and complains that he is full. His mother insists that he finish his meal. Charlie refuses. Charlie's mother says, "I know that you want to go and watch TV. However, I want you to finish your food. You have a choice. You can sit in the chair quietly with nothing to do, or you can finish your meal. You aren't getting up until you are through." Charlie refuses and asks his mother to let him go. After his mother ignores his requests, Charlie quickly gobbles up his food and goes to watch TV.

Ten-year-old Jack's father asked him to clean his room. Over the course of

Continued on page 8

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When All Else Fails...

Continued from page 7



the day, Jack played computer games, listened to music and did some reading. It was almost time for Jack to go over to a friend's house for a sleepover. Jack's father reminds him that he needs to clean his room. Jack complains, saying that he doesn't have the time to do it before he leaves for his sleepover. Jack's father says, "There will be no sleepover until your room is cleaned". Reluctantly, Jack

quickly cleans his room.

In each situation, a child refused to comply with a request made by the parent. Each involves a situation in which the child is asked to engage in some action that was unwanted by the child. Using this procedure, the child is placed in a situation in which they have the opportunity to *remove themselves from an unwanted situation by complying with the parent's request*. In essence, the child elects to either:

Remove himself from an unwanted situation by complying with the parent's request
 OR

Remain in the unwanted situation, but continue to refuse the parent's request

In the context of non-compliance, parents often resort to a variety of ineffective disciplinary techniques. These include *threatening punishment* (i.e., "If you don't finish your meal you

Continued on page 13

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Summer Camps & Programs Showcase Series Part 2 of 4

Series continues in our May & Summer issues.



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10 North Shore Children & Families

Summer Camps & Programs Showcase Series Part 2 of 4

Series continues in our May & Summer issues.



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Summer Camps & Programs Showcase Series Part 2 of 4

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CALL FOR MORE INFORMATION

Tel: 978-725-6253 – daycamp@brooksschool.org
<http://summer.brooksschool.org>

North Shore Children & Families presents the 7th Annual

Summer Camps & Programs Showcase Series – 2014!

Continues
in our
May & Summer
issues!

**CALLING ALL
CAMPS & SUMMER
PROGRAMS!**

Secure your summer!

- ✓ Boost your summer enrollments & reach parents throughout the North Shore!
- ✓ Over 50,000 local readers - moms & dads with children of all ages & interests!
- ✓ Showcases run on bannered pages!
- ✓ Appears in print & online!



The largest camp showcases in print on the North Shore!

Aztec Summer Program

at The Governor's Academy

July 28 to 31, 2014

OPTIONS FOR:

- BOYS & GIRLS
- AGES 6-14 & HIGH SCHOOL
- HALF-DAY, DAY & OVERNIGHT

Full details & Registration Online at www.aztecsoccer.com

DEADLINE FOR MAY SHOWCASE ADS:

Secure your ad space by noon, Wed., April 16. If you require ad production assistance, your ad materials are also due by this deadline. All showcase ads are due or must be done by noon, Fri., April 18.

Special Showcase ad sizes and pricing are offered for this series.

To learn more or to secure your space, please contact Suzanne:
suzanne@northshorefamilies.com or
781.584.4569.



When All Else Fails...

Continued from page 8

are going to bed early”); *punishing* (i.e., “You’ve lost your computer privileges for a week”), *bribing* (e.g., “If you finish your meal, you can stay up 15 minutes later”) and offering *rewards* (e.g., praising the child for taking a bite of food). In each of these disciplinary strategies, the child continues to have the opportunity to *refuse to comply* with the parent’s directive. The likelihood that children will comply with parental directives is much higher using the present procedure in comparison with any of these disciplinary techniques. This is because in each of these other techniques, the child retains the ability to refuse to comply with the parent’s directive. The child can simply choose to ignore the threat, accept the punishment, refuse the bribe or ignore the parent’s rewards. In contrast, when using the *remove the*

negative procedure, while it is possible for a child to choose to continue to refuse the parent’s request, such a choice is unlikely, as doing so is inconsistent with the child’s desire to remove himself from an unwanted situation.

The *remove the negative procedure* is particularly effective in helping parents gain or re-gain the capacity to regulate non-compliant children. There are many reasons why children may become noncompliant in their relationships with parents. A common problem is simply the failure to place clear limitations on children’s behavior and to enforce compliance. This problem arises quite often in families in which parents use permissive or child-centered parenting strategies. Happily, in the vast majority of such circumstances, by sensitively applying consistent limits on children’s behavior, parents can foster the development of compliance in their children.

Community Calendar

To Submit to our Community Calendar:

Please visit us at www.northshorefamilies.com and submit your listings directly through our website. From our **Home Page** – click on **Calendar** – then click on **Submit** and our form will open for you to complete and submit your listings. **ALL calendar listings must be submitted directly via our website.**

While we will make every attempt to post all appropriate listings in our online **Community Calendar**, space is limited in print – and priority will be given to those events that are free and family-friendly – and those submitted by our advertising partners & sponsors.

Calendar listings received online by the 20th of each month will be considered to also appear in our upcoming print calendar. If you need to guarantee that your listing will be posted in print – please contact Suzanne to advertise.

To advertise, please contact Suzanne at suzanne@northshorefamilies.com or 781.584.4569.

For complete listing accuracy, we recommend that you call ahead or check the websites listed. Featured listings do not constitute an endorsement from this Publisher and we encourage our readers to always do their own research.

SIGN UP NOW:

Summer Camps & Programs: See page 12 and join us in our 7th Annual Summer Camps & Programs Showcase Series, which continues in

this issue! Contact suzanne@northshorefamilies.com by April 16 to advertise in our May showcase and boost your summer enrollments!

Parents Who Need Summer Camps & Programs for their Kids: See pages 9 – 13 in this issue for lots of great ideas for your kids this summer! Check back in our May issue for MORE summer camps & programs!

Continued on page 14



Summer Camps & Programs Showcase Series

Part 2 of 4

Series continues in our May & Summer issues.



Let Go Your Mind

Got Lego fever? We have the cure!

2014 Theme: Superheroes

Ingenuity • Creativity • Collaboration

Let Go Your Mind offers creative and enriching programs in the areas of simple machines, robotics, video games and stop animation. Summer Day Camps are for students between the ages of 4-13. The camps focus on STEM concepts (Science, Technology, Engineering, Math) while the kids have lots of fun while gaining “skills for a lifetime.”

www.letgoyourmind.com

Amesbury, N. Andover, Tewksbury, Dunstable, Melrose, Wakefield, West Roxbury, Sharon, Salem, NH or more!



Schooner Camp

Week-long day camp for ages 8-14 in Salem, MA

Sailing * Swimming * Exploring on the schooner FAME

July 14-18
August 4-8

SchoonerFame.com
978-729-7600



MAC CAMPS Summer Camps

Ages 3 to 13

- Kids Camp
- Tennis Camp
- Blue Sky Adventure Camp

Register Online!

SIGN UP FOR A SUMMER OF FUN!

978-526-8900

www.manchesterathleticclub.com
8 Atwater Ave., Manchester, MA 01944

Community Calendar

Continued from page 13

Open your home to an international student this summer! See *Education* First ad on page 7; www.ef.com/host/beverly.

Gordon College Children's Choir – fall 2014 enrollment is now underway! See ad on page 8 and visit www.gordon.edu/childrenschoir for more information.

GET TICKETS NOW:

Bill Hanney's North Shore Music Theatre presents: *Disney's The Little Mermaid* (July 8-27); *Little Red Riding Hood* (July 18); *Jack and the Beanstalk* (July 25); *Pocahontas* (Aug. 1); *Cinderella* (Aug. 22). See ad on back cover; www.nsmmt.org.
2014 Musicals: *Anything Goes*, *Grease*, *Chicago*, *Les Miserables*, concerts and more!

Big Apple Circus returns to Boston with Luminosity – through May 11; at City Hall Plaza! This all new show is fun for the whole family! See ad on page 15; www.bigapplecircus.org.

APRIL 6:

Open House at Camp Christopher, on the campus of St. John's Prep, Danvers; noon-3pm. www.campchristopher.com.

APRIL 14:

Passover begins at sunset.

APRIL 16 (NOON):

AD DEADLINE: If you need to advertise in our **MAY** issue, and if you need our ad production assistance, please confirm your ad size and submit your ad materials by **NOON TODAY!** You can see our display ad rates, sizes, available discounts & more at www.northshorefamilies.com/advertise or contact suzanne@northshorefamilies.com.

Camps & Summer Programs – contact suzanne@northshorefamilies.com by noon, today, for our 2014 camp showcase ad rates, sizes & available discounts, to secure your May camp showcase ad space and to get started on your ad if you need production assistance.

APRIL 18 (NOON):

AD DEADLINE: FINAL Advertising Space Reservation DEADLINE at NOON for ALL COMPLETED ADS (that do NOT require ad production assistance) for our MAY issue! To advertise, contact suzanne@northshorefamilies.com! *If you need our ad production assistance, please confirm your ad size and submit your ad materials by noon, Wed., April 16!* You can see our regular display ad rates, sizes, available discounts & more at www.northshorefamilies.com/advertise.

APRIL 20:

Easter Sunday

APRIL 22 (NOON):

Community Calendar listings' DEADLINE at NOON for our MAY issue print calendar! Please submit all listings for MAY events directly through our website (see beg. of this Calendar for details).

MAY 3 + 4:

51st Annual New England Gem & Mineral Show, presented by the North Shore Rock & Mineral Club, May 3: 9am-

5pm; May 4: 10am-4pm. At Topsfield Fairgrounds. Fun for the entire family! See ad on page 2 to learn more and save \$ off admission with ad! www.nahant.com/nsrmc

MAY 6:

Open House at Tower School, Marblehead, 9-11am; see ad on page 6. www.towerschool.org

MAY 10:

Open House at Tower School, Marblehead, 9-11am; see ad on page 6. www.towerschool.org

Please visit us online at www.northshorefamilies.com/events for more calendar listings for North Shore parents, children & families!

Contest Deadlines:

April 20 -
Big Apple Circus
April 30 -
North Shore Music Theatre!

See page 2.

**Attention Moms, Dads,
Students & Others!**

WE NEED ONLINE TECHNICAL HELP!

We are looking for an online professional who has experience in:

- Website development & maintenance
- Search engine optimization
- Social media skills
- Online ad production
- Site metrics

We have a unique, highly desired and informative print product with a loyal following of readers and advertisers for over 6 years. We would consider working with a college intern, an independent contractor or working on a trade partnership arrangement. This is a perfect opportunity to work from home if you have the online technical skill set we need - and the knowledge and can-do attitude to get the job done!

Interested and qualified applicants, please email a letter of interest, along with your resume, to Suzanne Provencher, Publisher of North Shore Children & Families: suzanne@northshorefamilies.com.

Seeking:

Family-Friendly Writers!



Would you like to share your story or expertise with local families?

We are looking for experts, mothers, fathers, and others who would like to join our mission of helping local families throughout the North Shore. We cover all ages and stages of development – for individuals and for family units.

Areas of interest include:

| | |
|-------------------|-------------------|
| Education | Special Needs |
| Behavior | Nutrition |
| Development | Safety |
| Health & Wellness | Family Fun |
| Medical | Parenting Stories |

& More!

If you would like to be considered to have your words published in *North Shore Children & Families*, please send a writing sample, along with your resume and/or letter of interest, to suzanne@northshorefamilies.com. No phone calls, please.

HELP WANTED

**Earn commissions
by helping us
sell ads!**

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Work from home.
Please email letter of interest
& resume.

**Contact Suzanne Provencher,
Publisher,
at
suzanne@northshorefamilies.com
No phone calls, please.**



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**LITTLE
RED
RIDING
HOOD**

Friday
**JULY
18**

**Jack
and the
Beanstalk**

Friday
**JULY
25**

POCAHONTAS

Friday
**AUG
1**

Cinderella

Friday
**AUG
22**

**2014 ARTS
EDUCATION**

WORKSHOPS FOR AGES 7 - ADULT
MORE INFO AT: WWW.NSMT.ORG/EDUCATION

**TRIPL3
THR3AT**

SINGING • DANCING • ACTING

\$250/Session*
FALL SESSION: Mon: Sept 8 - Nov 3
Grades 3-5: 4-5pm & Jr. & Sr. High: 5-6pm

BROADWAY
**SHOW
CHOIR**

\$250/Session*
FALL SESSION: Mon: Sept 8 - Nov 3
For Ages Jr. High - Adult | 6-7pm

*\$450 COMBO SAME STUDENT/SAME SEASON - TRIPLE THREAT & BROADWAY SHOW CHOIR

**Theatre
ARTS WEEK**

\$530 - AGES: 10-14
June 23 - 27 | Daily, 9:30am-4:30pm

**Theatre
ARTS WEEK
TOO!**

\$325 - AGES: 7-9
August 18 - 22 • Daily, 9:30am-12:30pm

ONE DAY INTENSIVES

THE LITTLE MERMAID | \$100 | July 24 | 9:30am - 4:30pm | Ages 9 - 11
GREASE | \$100 | August 20 | 9:30am - 4:30pm | Ages 12 - 17

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