

Zip Zap Circus: MOYA Educator Guide



2024-2025 Season



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Behind the Scenes



Learn more about
the artists, history,
and themes of
this production.

What is this show about?

Soar into the visual spectacle of this pulsating acrobatic performance set against the Cape Town skyline! Comic jugglers, unicycle dancers, and an authentic gumboot dance will take you on a freewheeling journey that explores the spirit and vitality of township life. Watch as a simple city bench becomes a sidesplitting spark for a newfound friendship and feel the energetic beat of South African pop music. You'll relish this thrilling feat of acrobatics and rhythmic movement that celebrates the joy of sharing community with one another.

Where does this show come from?

Zip Zap is a South African professional circus located in Cape Town, the country's legislative capital. In addition to performances, Zip Zap offers free educational programming for youth to learn circus arts. Students in their programs have the opportunity to continue to grow and hone their skills to one day join the professional company.

History of South Africa

Some of the earliest humans lived in South Africa. About 24,000 years ago, tribes of hunter-gatherers began moving in. To this day, many of their descendants still live around the Kalahari Desert in the northwest region of South Africa. In the 1400s, European ships heading for the Far East began stopping in South Africa to refill their supplies. In 1652, the Netherlands colonized part of what is now South Africa and established the southern city of Cape Town, today's legislative capital. In 1806, wars in Europe left the British in control of the Cape Town colony.



In 1910, the British united four colonies in the region and created South Africa. They established laws that separated white and black South Africans. Under these laws, black people and white people were forced to lead separate lives. They weren't allowed to live in the same areas, attend the same schools, or even sit together on a train or bus. Additionally, black people were not allowed to vote in the country's elections. This practice of segregation was called apartheid and led to decades of conflict. In 1963, Nelson Mandela, the head of the anti-apartheid African National Congress, was given a life prison sentence for "terrorist" activities. In 1990, after almost 30 years in jail, Mandela was freed, and in 1994, all races were allowed to vote and elected him president of South Africa. Mandela became South Africa's first black president. That same year, apartheid was officially abolished.

What is gumboot dancing?

Gumboot dancing originated in the gold mines of South Africa during apartheid. The floors of the mines were often flooded, so miners wore gumboots, which are tall rain boots. In the mines, the mine bosses forbid the workers to talk to each other.

The workers created their own

unique tapping code to communicate with one another by slapping their gumboots. Above ground, these taps and smacks developed into elaborate

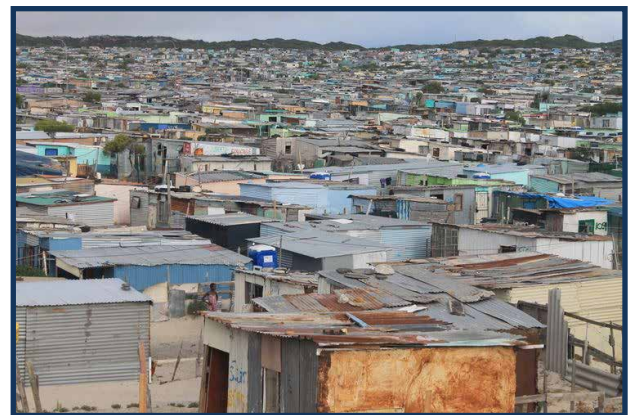
dances that they performed during their free time. The gumboot dance is a synchronized highly energetic, fast-paced dance form that celebrates the body as an instrument. [Share this short gumboot dance](#) with your students prior to your field trip. Does this dance style remind them of other dance styles they may already be familiar with?



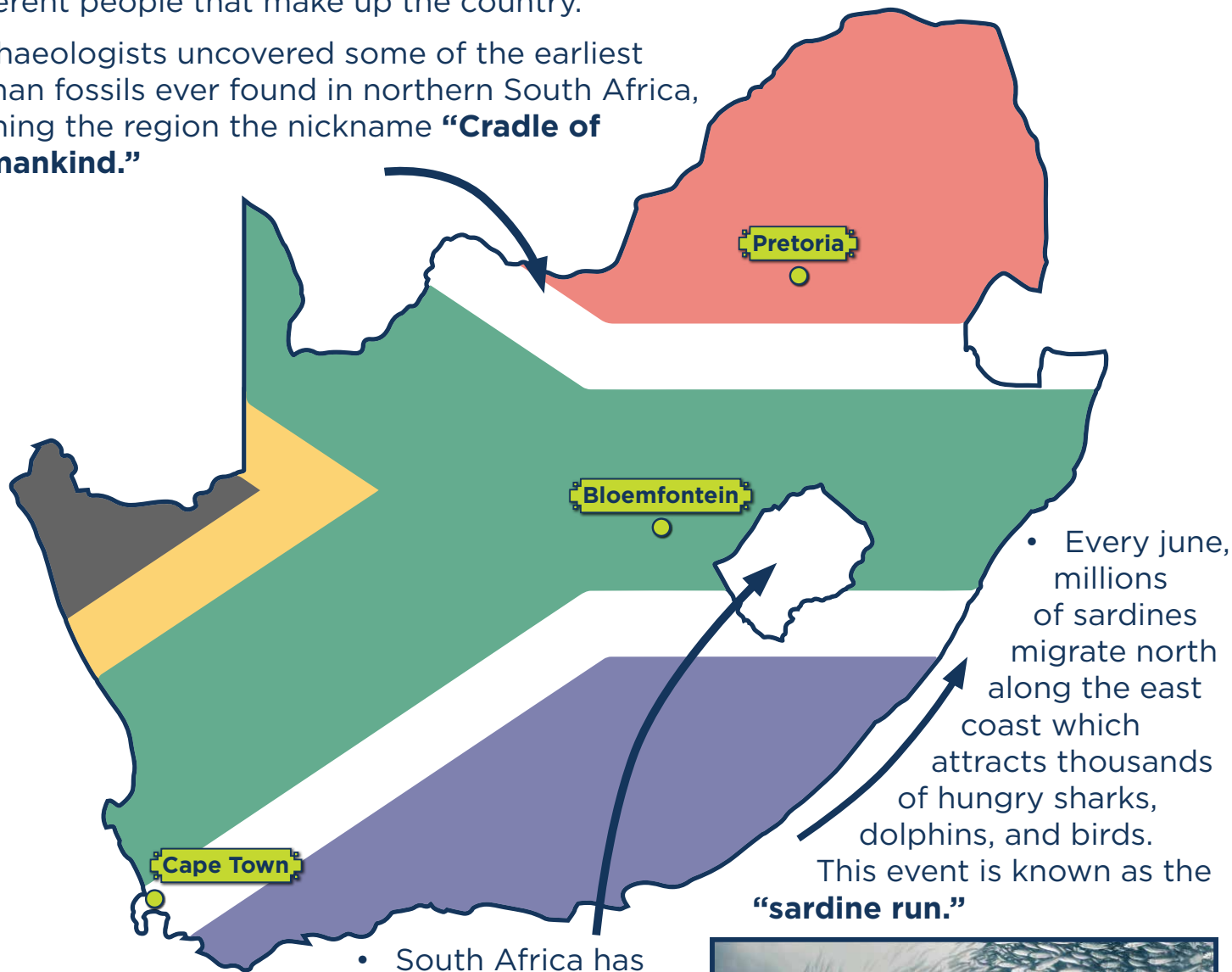
Townships

In South Africa, a township is an area on the outskirts of a town or city that has historically been used to uphold apartheid and its racially segregated living laws. Under apartheid, any groups of people who were not legally considered white were not permitted to live in the cities. Living conditions in townships were typically poor and overcrowded. The areas were underfunded, and more emphasis was put on security and control over those living there rather than resources and infrastructure.

Townships still exist in South Africa today. They have been desegregated since the end of apartheid and some have seen development and greater wealth for those living there. However, many townships still lack essential infrastructure, and many people still live in poverty.



- South Africa has **11 official languages** and many more unofficial languages.
- South Africa's nickname is "**rainbow nation**" due to the many different people that make up the country.
- Archaeologists uncovered some of the earliest human fossils ever found in northern South Africa, earning the region the nickname "**Cradle of Humankind.**"



• South Africa has another country within its borders! **Lesotho** is in the mountainous Drakensberg region. Most of South Africa's water comes from the snow-capped mountains of this tiny, landlocked nation.

- South Africa is home to almost **10%** of the world's known bird, fish, and plant species and about **6%** of its mammal and reptile species.
- South Africa is the only country in the world with three national capitals. **Cape Town** is the legislative capital, **Pretoria** is the executive and administrative capital, and **Bloemfontein** is the judicial capital.



Before You Go



Use these activities
in your classroom to
prepare your students
for their field trip
to CTC.

Grades: Grades 1 and up **Time Required:** 5-15 minutes **Supplies:** None

Set up: This activity works best in a large open space such as a gymnasium or playground but can be modified to work around desks.

Throughout *Zip Zap Circus: MOYA*, performers express emotion and meaning with their bodies. This activity encourages students to explore movement and think creatively to express different ideas without speaking.

Instructions:

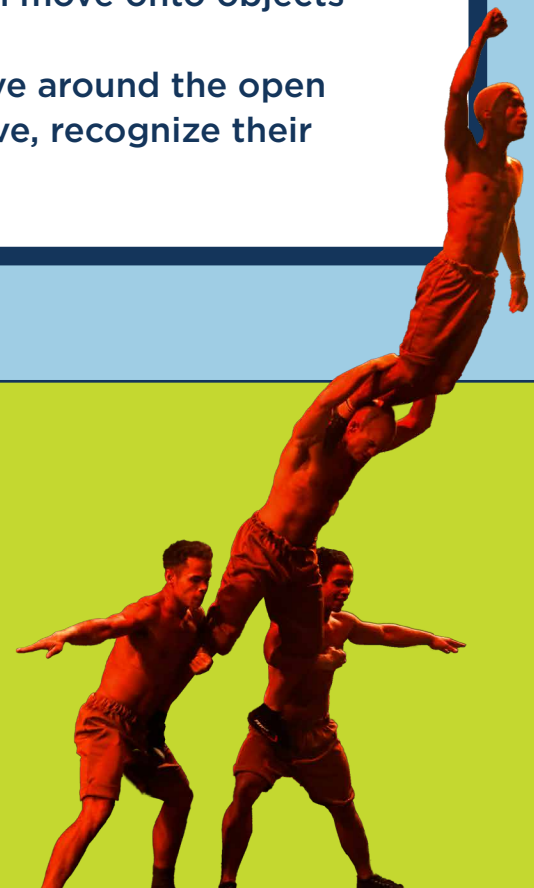
1. Instruct students to spread out around the open space so that they are not touching anything or anyone else.
2. When everyone has found a spot and you have the group's focus, say, "I am the ringleader, and you are the circus performers. When I say 'go' you will become a frozen star." When you say "go," the students will shape their bodies like a star. Take a moment to recognize things you see that are similar or unique.
3. Repeat using different shapes.
4. After students have mastered basic shapes, you can move onto objects or animals.
5. Once the group is ready, invite them to silently move around the open space as their shape, object, or animal. As they move, recognize their movements and how they are similar or unique.

Variations and Adjustments

If they are ready for a challenge, group students into pairs or small groups that must work together to become the different shapes/objects/animals.

To make it more difficult, challenge students to silently work as a team to become different objects.

Work as an entire classroom to make a frozen statue or tableau of an environment or setting.



Grades: Grades 2 and up **Time Required:** 15-30 minutes **Supplies:** None

Set-up: This activity works best in a large open space such as the front of a classroom, gymnasium, or playground but can be modified to work around desks.

Music and dance play a central role in *Zip Zap Circus: MOYA*. In this activity, students create a dance inspired by the **plot points** of a story. This activity provides students with kinesthetic anchors to remember a sequence of events.



Instructions:

1. As a class, work to identify 4-8 parts or **plot points** of a story. This can be from a story you are reading or an original story created by the class. The more plot points, the longer the dance.
2. To start, students are only going to focus on the first plot point. When you say “go,” students will perform a short, repeatable action that represents that plot point.
3. Observe the group and choose 2-3 of the students’ actions to feature in the dance. These 2-3 actions will be the first part of the dance. String them together into a 4-8 beat sequence.
4. Have the whole class practice that **dance phrase** a few times then repeat with the remaining plot points.
5. As you build your dance phrases, don’t forget to go back and rehearse the previous plot points often to review.
6. Perform the full dance as a class or in small groups.

Reflection Questions:

- What were some of your favorite moments from today’s activity?
- What about the activity did you find challenging? What was easy?
- What helped you remember the different dance moves or phrases? What helped you remember the different plot points of the story?

Variations and Adjustments:

If you would like to set the dance to music, discuss as a group what type of music you should choose. Discuss the emotions of your dance. What type of songs might convey that emotion?

Have several students narrate the story as the rest of the group performs the dance.

Mbube, Mbube—A Traditional South African Game

Grades: All grade levels **Time Required:** 5-10 minutes **Supplies:** Two blindfolds

Set-up: This activity works best in a large open space such as the front of a classroom, gymnasium, or playground.

Before your field trip, teach your students this fun South African children's game!

Mbube, pronounced “mboo-bay,” is the Zulu word for lion. The goal of the game is to help the blindfolded ‘lion’ or ‘*mbube*’ locate and capture an ‘impala’ (a medium-sized antelope in South Africa).



Instructions:

1. Have your students form a large circle.
2. Select two students to be the lion and the impala. These students are blindfolded and spun around.
3. Staying in the circle, the lion moves around hunting for the impala. The impala can move and try to avoid capture by the lion.
4. The students on the outside of the circle chant, “*mbube, mbube.*” As the lion gets closer to the impala, the chanting gets louder and faster. If the lion moves further away from the impala, the chanting gets quieter and slower.
5. If the lion doesn't catch the impala within one or two minutes, you can select a new lion.
6. If the impala is caught, then select a new student to be the impala.

Reflection Questions:

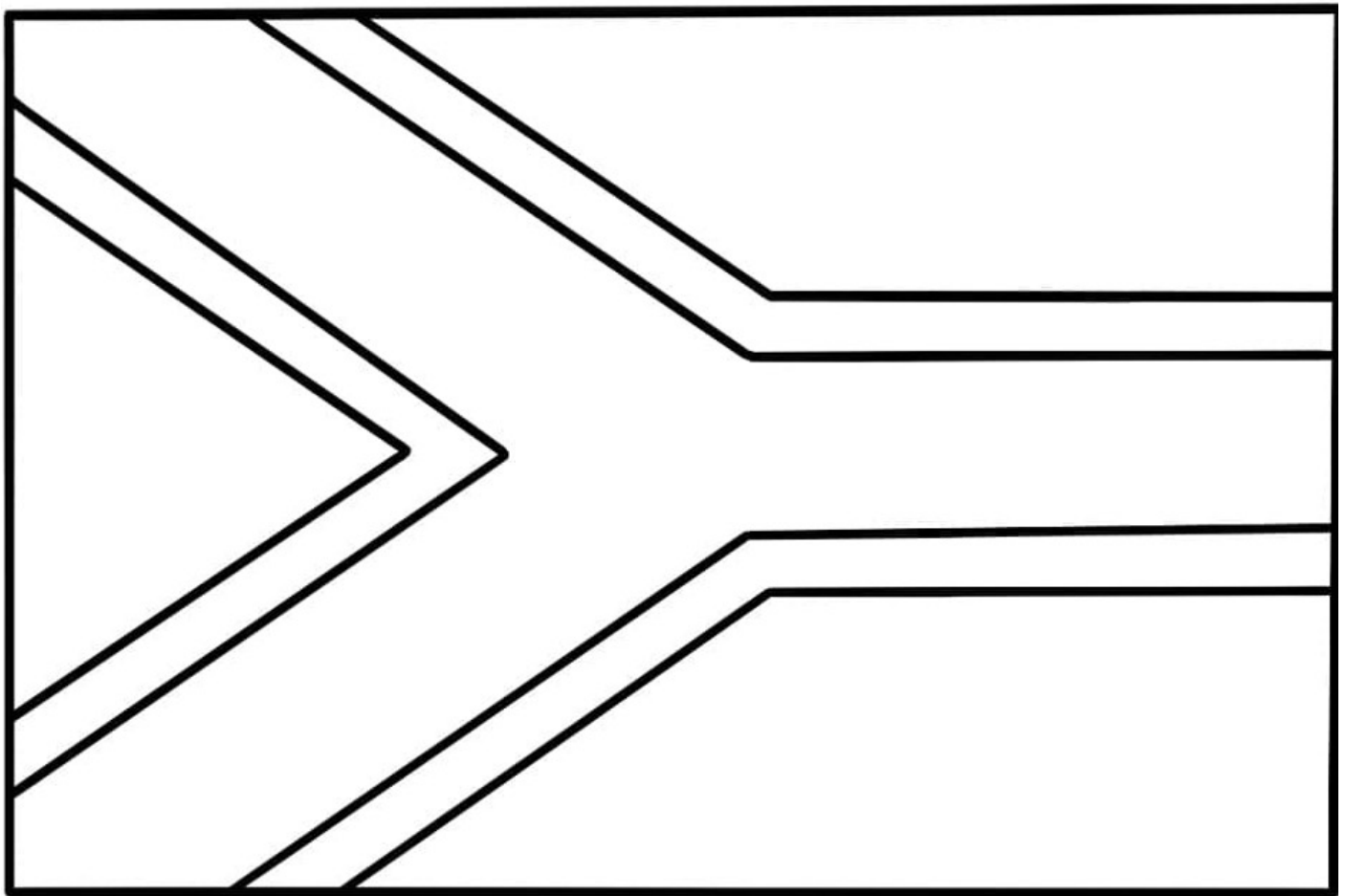
- What did you find challenging about this game?
- As the impala, did you use the chanting to inform how to move around the circle?
- Which role did you enjoy playing the most? The lion, the impala, or someone in the circle?
- Does this game remind you of any games we play in the United States? What are the similarities or differences?



Color the South African Flag!

Color the South African flag below. The **top irregular polygon** is **red**, the **horizontal Y shape** in the middle is **green**, and the **bottom irregular polygon** is **blue**. These three shapes are separated by **white lines**. The **triangle** on the left is **black** with a **yellow line** separating it from the **green Y**.

South Africa



Did you know?

Today's South African flag was adopted at the end of apartheid in the 1990s. The horizontal Y shape symbolizes the diverse peoples of South Africa joining onto one path of unity.

3 Things



In the day or so before your field trip, share the following prompts with your students. You can read them aloud to your class or give each student a copy. When you return from the performance, review the list again. What do they remember noticing or thinking about during the performance?

During the performance:

Look for...

1. Performers balancing on their hands. What objects or people do they balance on?
2. A unicycle. What do they do when they're on the unicycle?
3. The backdrop. What do you notice about the setting? What mood does the set convey?

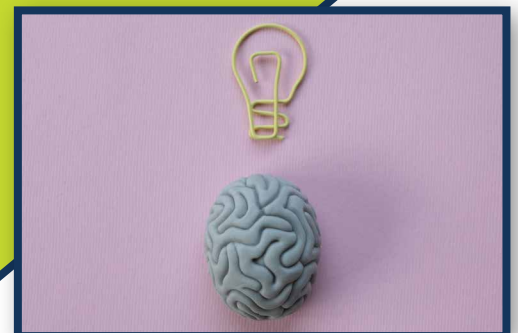


Listen for...

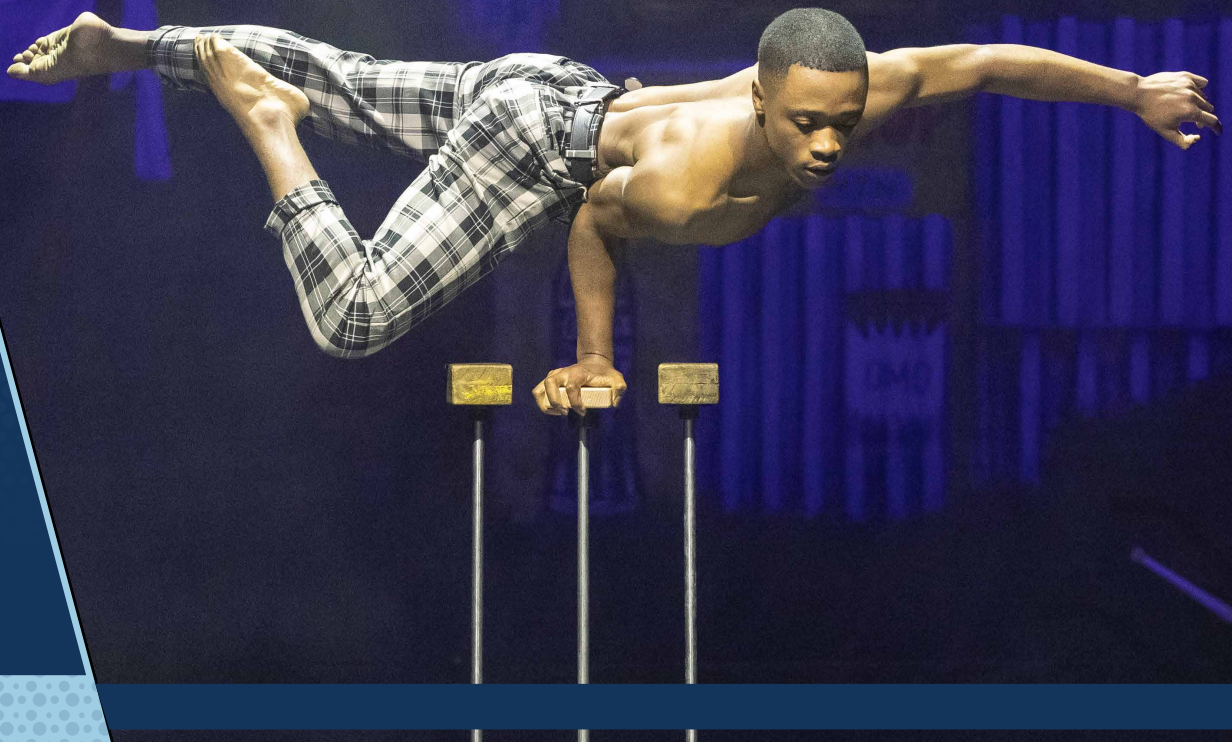
1. Changes in music to set the mood.
2. Performers creating elaborate rhythms with their shoes.
3. Performers celebrating each other. What ways do they cheer each other on?

Think about...

1. The performers had to practice a lot to do what they do. What is something that you practice?
2. What were the moments that surprised you?
3. Which circus act was your favorite and why?



Before You Go—At Home



Print this section and send it home with permission slips. This section supports family engagement and provides tools to help families reflect with students about their theatre experience.

Resources for Families

Extend your child's theatre experience at home!

Questions to ask your child BEFORE they see the show:

- What type of circus acts do you think will be in the show?
- What do you know about South Africa?
- What about *Zip Zap Circus: MOYA* are you most excited about?

Questions to ask your child AFTER they see the show:

- What was your favorite part of the show?
- What surprised you the most?
- How did the performers help support each other during the show?

Check out CTC's *Zip Zap Circus: MOYA* Audience Guide for more information, discussion questions, and activities for the whole family.

childrenstheatre.org/moya



Family Acrobatics

Zip Zap Circus: MOYA showcases many talented performers working together to pull off exciting acrobatic feats. Before your child's field trip, begin some acrobatic training with your family and try out these balancing and counterbalancing tricks. All you need is an open space and some clothes you can move in!



Warm Up

Just as with any sport, it's important to warm up our bodies to prepare our muscles and prevent injury.

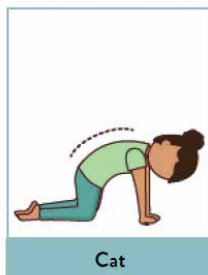
Standing Arm Circles

1. Stand with your legs shoulder-width apart and extend both of your arms out to the side.
2. Move your arms in little circles and see how many you can do!



Cat and Cow Stretches

1. Start on all fours with your arms directly under your shoulders.
2. Slowly lift up your head and arch your back into cow pose. Lower your head and curve your back for cat pose.
3. Slowly move back and forth between the two poses to stretch out your spine. Add in some "moos" and "meows" if you'd like!



Lunges

1. Stand with your legs hip-distance apart. Take a step forward on one foot while keeping the other foot where it is.
2. Bend your knees so both of your legs are bent.
3. Come back up so both of your feet are together again. Repeat with alternating your legs.



Family Acrobatics cont.

Circus Grip

For these counterbalancing tricks, it's important to use the **circus grip**—holding each other's forearms—rather than holding hands. This grip is much stronger and will help protect your wrists.



Standing Counter Tension

1. Stand toe to toe facing your partner and lock your arms together in a circus grip.
2. Slowly pull away from each other, straightening your arms to their full length until you make a V shape.
3. To exit the trick safely, slowly pull yourselves back to standing up straight.



The Elevator

1. Start from the standing counterbalanced position above.
2. Slowly bend your knees while leaning back until you are in a seated position.
3. When you're ready, slowly stand back up while continuing to lean back. Go slowly and communicate with each other to find your balance.



Heading to CTC



Provide this resource to all teachers, staff, and chaperones attending the field trip. This section contains field trip procedures, accessibility information, and CTC's approach to theatre etiquette.

Trip Guide



CTC Theatre Etiquette

At CTC, we encourage audiences to engage with the live theatre experience and react freely. It's ok to laugh if something is funny, exclaim if something is surprising, gasp if something is scary, and maybe even dance along in your seats if the music inspires you. We value the real-time, honest reactions of our student audiences.

We do, however, thank you for your partnership in making sure that any reactions from your students are kind and respectful towards the actors onstage and towards all of the people who worked so hard to make the show possible. If there is a group seated near you that is being disrespectful, please don't hesitate to notify an usher.

Arrival

Check-in begins 1 hour prior to the performance. Buses can unload in the circle driveway on 3rd Ave S between 24th St. and 25th St. An usher will greet you at your bus and will need to know the name of your school and how many buses you are traveling with. If all of your buses have arrived, we will ask you to unload and make one line. We will lead you inside and upstairs to the Target Lobby.

Groups are seated in the order of arrival, and your entire group must be present before you can check in. Seating begins 30 minutes prior to the start of the performance.

CTC does not print or issue individual tickets or stickers for student matinee performances. Instead, as you line up in the lobby, one of our ushers will count your group to ensure that you are not over your allotted number of seats. It is helpful if you can provide the usher with a final count for your group, but not required.

Seating

Seating in the theatre begins 30 minutes prior to the performance. An usher will lead your group into the theatre in one line. We recommend spacing chaperones throughout the line to aid in guiding the students. To ensure that everyone gets a seat, please take whichever seat the usher is asking you to, including chaperones. Once your whole group has been assigned a seat, you are more than welcome to rearrange students and chaperones as you need to and utilize the restroom facilities.

Lunch

Lunch space must be reserved in advance. If your group has reserved space in our lobby to eat lunch after the show, please bring the lunches inside with you when you arrive. We will store them in the lobby during the show. We recommend consolidating lunches into paper or reusable shopping bags. Large coolers and bins can be heavy and unwieldy, and individual lunches can easily be lost or forgotten on the bus.

After the show, those with reserved lunch space will have a designated area of the lobby to utilize. The lunch space allows for picnic-style eating on the floor. You may be sharing the lobby with other schools or may be directed to our other theatre's lobby if we have multiple groups staying for lunch. Custodial services are provided by CTC.

Accessibility



Mobility Accessibility

The Target Lobby and UnitedHealth Group Stage are on the 2nd floor. At the building entrance, school groups will be led to the right and up a flight of 28 stairs to get to the lobby. Those wishing to use the elevator will find it to the LEFT of the entrance doors. CTC's accessible seating area is located in the last row of the main level of the theatre. Please email schools@childrenstheatre.org in advance to request accessible seating, if needed. The rest of the seating on the main floor can be accessed by going down a set of gradual stairs, and the balcony is accessed by going up another flight of 18 stairs. There is no elevator access to the balcony level.

An Accessible/All-Gender/Family Restroom is located next to the elevator on the 2nd level in the Target Lobby. An adult-sized changing table is available upon request.

Quiet Room/Sensory Sensitivities

The Quiet Room is located at the rear left side of the main floor of the UnitedHealth Group Stage. There are 3 stairs to get to the seating in the Quiet Room. The Quiet Room is separated from the audience by a glass window, so students can verbalize freely. Those utilizing the Quiet Room can still see and hear the performance. The performance is also live streamed in the lobby. The Quiet Room is open to everyone and cannot be reserved. Please feel free to come and go from the Quiet Room as you need to throughout the show.

Please let an usher know if someone in your group would benefit from a fidget, ear plugs, noise canceling headphones, or coloring/activity sheets during your visit.

Assistive Listening Devices

Please let an usher know if you would like to use an assistive listening device. These devices come equipped with an over-the-ear earpiece. This earpiece can be unplugged, and other devices, such as cochlear implants, can be plugged into the receiver using the 1/8" jack. If you will be plugging in your own device, please bring the appropriate cord as CTC does not have these on hand.

Sign Interpretation and Audio Description

A sign interpreted and/or audio described student matinee performance is scheduled for each production at CTC. We suggest booking your field trip for these scheduled performances if you need either of these services. Please contact schools@childrenstheatre.org if you are unable to reserve your field trip for the scheduled performance(s) and need to request this service for a different date. CTC requires at least 3 weeks' notice to schedule ASL interpretation or Audio Description.

Prayer/Private Nursing Space

During your visit, please ask a member of our staff to use our private space for nursing, pumping, prayer, or other needs.

Zip Zap Circus: MOYA

Content Advisories



Language: 0 out of 5 stars ★ ★ ★ ★ ★

Little spoken English is used. The performance is primarily non-verbal and uses South African pop music.

Themes and Situations: 0 out of 5 stars ★ ★ ★ ★ ★

Violence and Scariness: 1 out of 5 stars ★ ★ ★ ★ ★

Professional performers perform death-defying stunts. While it might be nerve-racking, they are trained professionals.

Sensory Advisories: 4 out of 5 stars ★ ★ ★ ★ ★

Music can be loud and audience cheering is encouraged. Lighting moves quickly from dark to bright and lights are flashed. Some strobe lights are used.

Potentially Anxious Moments: 2 out of 5 stars ★ ★ ★ ★ ★

Professional performers perform death-defying stunts. While it might be nerve-racking, they are trained professionals.

Please contact schools@childrenstheatre.org with any questions.

Trip Guide

This tool is called a **social story** and tells students what to expect at the theatre. Hand it out to anyone who may benefit from knowing procedures in advance.



Bus—I will ride on the **bus** from my school to the theatre.



Lobby—I will enter the **lobby** and be greeted by the theatre staff and ushers. I can say hello to them. There may be a lot of other students from different schools in the lobby at the same time. I will stay with my teachers.



Bathroom—If I need to go to the **bathroom**, I will let my teacher know, and they can take me. I can go to the bathroom any time I need to during the show.



Enter the Theatre—When it's time to **enter the theatre**, there may be a line at the door. I will wait in line for my turn to go through the door.



My Seat—An usher will show me to my **seat**. During the show I will sit in my seat next to my classmates.



During the Show—If the show is funny, I can **laugh**. If something surprises me, I can **gasp**. At the end of the show, I can **clap** to tell the performers I enjoyed the performance.



After the Show—I will wait **patiently** for my teacher to lead me out of the theatre.



Leave the Building—I will leave the building with my classmates and get **back on the bus** to my school. There may be a lot of other students from different schools leaving at the same time. I will stay with my teachers.

After the Show



The discussion prompts and activities in this section are an extension of the theatre-going experience and allow students to reflect on the experience of seeing a live show and further engage with the art forms and themes of the performance.

Springboard

Use this page to recall observations, reflect, and think critically about the show you just saw!



The part of the show that grabbed my attention the most was

The show made me think about

Before seeing this show, I didn't know that

A question I have about the show is

If I were the director, one thing I would change is

One thing I saw during this show that I've never seen before was

After seeing the show, my friends and I talked about

Overall, the show made me feel

While watching the show, I had the strongest reaction to

Grades: Grades 2 and up with variations for older students **Time Required:** 15-30 minutes

Supplies: Blindfold, materials found in the classroom (i.e. chairs, backpacks, etc.)

Set-up: This activity works best in an open space like a gymnasium or the front of the classroom

The performers in *Zip Zap Circus: MOYA* have to have an immense amount of trust in each other in order to do all of their high-flying acts. In this activity, students will work together as an **ensemble** to problem solve, communicate effectively, practice being specific, and build trust with one another.

Instructions:

1. Students form a sitting down circle. Take 4-5 items (chair, backpack, etc.) from around the room and select a few students to place the items in the circle at random.
2. Create two openings on opposite sides of the circle. One opening will be the starting place and the other opening will be the finish line.
3. Select one student who will be blindfolded. It is the objective of the students sitting around the outside of the circle to successfully and safely get the blindfolded student from the starting point to the ending point, without touching any of the objects in the center of the circle.
4. One at a time, have each student on the outside of the circle give one direction to the blindfolded person (i.e. take one small step to the left).
5. Once the blindfolded person makes it to the finish line, reflect with the students about what worked well and what they can improve upon next time.
6. Change the location of the objects in the center of the circle, define new start and finish locations, select a new person to be blindfolded, and repeat.
7. If the blindfolded student touches an object in the circle, you can decide to have the blindfolded person start over again at the beginning or give the blindfolded student another chance from where they are in the circle.

Variations and Adjustments:

Before doing the exercise, have the students move around the room and introduce different directional commands such as, “everyone move one step to the right,” “everyone move three steps forward,” etc. This will give students, especially younger students, a sense of different options for giving directions.

If right and left is difficult for your students, consider tying a bandana or other marker around the wrist of the blindfolded person’s left arm. This will allow students to say, “one step toward your bandana hand” rather than “left.”

For older students, create a story together about why the blindfolded person needs to get out of the circle. Challenge them to relate it back to *Zip Zap Circus: MOYA*. This will help raise the stakes of why the class needs to work together to get the person out of the center of the circle.

For an extension activity, partner students up and blindfold one partner. Have the seeing person guide the blindfolded person to a specific location using specific directions.

Grades: Grades K and up **Time Required:** 5-15 minutes

Supplies: Chairs or floor markers for each participant in the circle

Set-up: This activity works best in a space where you can set up a circle of chairs.

Throughout *Zip Zap Circus: MOYA*, the **protagonist** Trompie yearns for belonging and finds community with the circus performers. This activity dramatizes Trompie’s search for belonging.

Just like the circus performers, students will need to use their **focus** skills to maintain awareness of their **ensemble members** and collaborate towards a common **objective**.

Instructions:

1. Have your class sit in a circle in chairs with one chair-less person in the middle. This person is Trompie.
2. The **objective** of the person in the middle is to get a chair. The **objective** of everyone seated is to not let that happen while frequently switching chairs with other people.
3. Trompie goes up to someone in the circle and says, “Can I join your circus?”
4. That person has the choice between two replies:
 - “**Not today!**”—If this is the response, Trompie moves on to ask the same question to someone else in the circle.
 - “**Zip Zap!**”—If this is the response, everyone in the circle gets up and switches chairs. Trompie tries to steal a seat.
5. As Trompie goes around the circle asking, “Can I join your circus?”, anyone can switch chairs at any time. The students in the circle must figure out how to make eye contact with each other and agree to switch without being caught by Trompie.
6. If Trompie manages to steal a seat during a switch, the person left standing is the new Trompie and the game continues.
7. Continue playing for as long as you have time or until every student has an opportunity to be Trompie.

Reflection Questions:

- What was easy or challenging about being Trompie?
- What tactics or strategies did you use to switch chairs without Trompie noticing?
- What role did you enjoy playing the most in this activity?

Variations and Adjustments:

Make the activity more challenging by forbidding students to switch with people next to them.

Add additional responses that indicate different types of swiches. For example, “share my bench” could indicate everyone moves one chair over.

World Map

Grades: Grades 5 and up

Time Required: 15-30 minutes of activity time with options for extensions

Supplies: Paper and coloring supplies

Set-up: This activity works best in a large open space such as the front of a classroom, gymnasium, or outside.



This activity challenges students to research other countries and gain spatial awareness of the world around them.

Before doing this activity, assign each student a country to research. They should have time on a computer or in the library to learn about that country.

Instructions:

1. Have students color the flag of their assigned country.
2. Tell the students that together, you're going to make a map of the world in this open area using our bodies. Decide collectively where the United States should be located on this map.
3. Ask students to stand where the country they researched would be located on the map and place the flag of that country at their feet. As the teacher, take a look at the space and see if any adjustments need to be made. Instead of giving students the answers, challenge them to take a second look at problem areas ("Let's take another look at Europe. Can anyone help?").
4. Once the map is established, ask the students to move to a country based on your prompts. Ask students to walk to a country that they know the capital of. After students have chosen a country, you can quiz them to see if they are correct. Additional sample prompts are below:
 - Walk to a country where your favorite food originated.
 - Walk to a country with a tropical climate.
 - Walk to a country that your ancestors are from.
 - Walk to the country where you were born.

After each prompt, if students are comfortable, you can ask them to share with the class where they chose and why they chose that location.

More About South Africa

For Elementary Students:

[Fun Facts about South Africa Video](#)

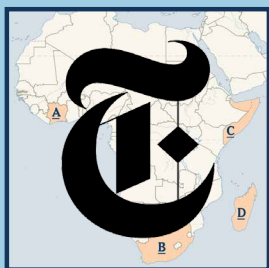


[National Geographic Kids](#)



All Learners:

[South Africa Quiz from The New York Times](#)



For Middle & High School Students:

[Geography Now South Africa Video](#)



[South Africa and Apartheid Video from TED-Ed](#)



[Britannica Countries of the World](#)



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