

Breaking News—Grades 9<sup>th</sup>-12<sup>th</sup>  
 Saturday, January 11<sup>th</sup>

<b>Today’s Learning Goals:</b>	<ul style="list-style-type: none"> <li>• Student will learn the definition of devising and how it relates to Theatre for Social Change.</li> <li>• Student will devise and stage an original poem.</li> <li>• Students will participate in a conversation with a member of Moms Demand Action.</li> <li>• Students will collectively and creatively explore themes for their presentation piece.</li> <li>• Students will utilize a series of resources to inform their personal writing.</li> </ul>
<b>Today’s Vocabulary:</b>	<ul style="list-style-type: none"> <li>• Devising</li> <li>• Theatre for Social Change</li> <li>• Advocacy</li> <li>• Moms Demand Action</li> <li>• Students Demand Action</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Easel paper</li> <li>• Markers</li> <li>• Jambag</li> <li>• Pencils</li> <li>• Post-It notes</li> <li>• Laptop</li> <li>• Resources (articles, websites etc.)</li> </ul>
<b>Teaching Artists:</b>	Maria Katsadouros and Megan Bearden

***Sit in class formation and check attendance before you begin activities.***

**9:00-9:05 AM Poster Dialogue**

As students walk into the classroom space a series of questions will be posted throughout the room. Students will take a marker and respond to the following questions:

Example Poster Questions:

- *Why is being a part of this project exciting to you?*
- *What does it mean to be an advocate?*
- *What is one question about gun violence that you would like to have answered?*
- *What does it mean to devise?*
- *Theatre has the power to...*
- *What makes you feel safe at home...at school...in your community?*
- *What does your school do to prevent violence?*
- *Check all that apply: I enjoy 1) acting 2) playwriting 3) directing*
- *I am interested in building a: 1) monologue 2) scene 3) movement piece*
- *Fun fact about yourself*

### **9:05-9:15 AM Welcome**

Teaching Artists will introduce themselves and provide an overview of the residency.

#### *RAPID BONDING*

Students will spread throughout the classroom space. For each creation students will be asked to find a new partner.

Share: *Find a partner and create a...*

1. Secret handshake
2. Silly nickname
3. Favorite toy when you were a kid. What's a sound that toy would make?
4. New animal tableau
5. Whole group dance move

### **9:10-9:15 AM Community Agreement**

Ask: *What do we need to ensure this space is a fun, safe and creative place to build and grow?*

TA will write out responses on easel paper.

### **9:15-9:20 AM What is Theatre for Social Change? How Do We Devise?**

Defining Theatre for Social Change. *We know now that theatre is a live story performed for a live audience, that may also include storytelling, music, movement, digital media, puppetry, and improvisation. Social change is any change to the behavior or cultural norms within a society, which may exist on any number of platforms: political, religious, economic, environmental and so on. When we link these word linking these two ideas together is **for**, allowing us to see that Theatre for Social Change is any endeavor aiming to disrupt these norms to lead toward meaningful change.*

What does this work look like?

Share *How to End Poverty in 90 Minutes* (4 minutes):

<https://www.youtube.com/watch?v=00fdpsqslm8>

This work is rooted in devising.

*Devised theatre - frequently called collective creation - is a method of theatre-making in which the script or performance score originates from collaborative, often improvisatory work by a performing ensemble*

*Let's get started!*

### **9:15-10:00 AM Safe Space Poetry Creation**

*Because we are going to spend a great deal of time exploring how it feels when an environment is unsafe, let's unpack what safety looks, feels, and/or sounds like.*



Students will be given a series of Post-It notes and invited to spread throughout the classroom space.

Students will be asked to respond to the prompt “*When I am safe, I feel \_\_\_\_\_*”. Each response should be written out on a separate Post-It note.

Students will then be invited to spread their Post-it notes all throughout the classroom space.

Students will cover the space, sharing responses out loud-taking the opportunity to play with repetition and rhythm.

*Reflection: What did you did you hear? What could this piece be about?*

Students will be given 10 minutes to gather all of the Post-It notes together, creating a structure for the poem utilizing the given Post-It notes.

Invite students to read the poem aloud.

*Reflection: What do you hear? What does this make you think of?*

### **10:00-11:00 AM Moms Demand Action guest**

Students will have the opportunity to meet with Adrienne Egolf from Moms Demand Action. Pull poster dialogue sheets to inspire questions, comments and/or thoughts for Adrienne.

### **11:00-11:15 AM Break**

### **11:15-11:45AM Safe Space Poetry Creation**

Invite students to reflect on guest speaker. Ask: *What did we talk about that’s still sitting with you? What moments, words or images stood out to you during our conversation?*

Offer students three additional Post-It notes. Share: *You may use this conversation to inspire three more lines to our poem*

Once students have collected their lines invite them to revisit their poem to add in additional Post-It notes and make any final adjustments.

Read poem aloud.

### **11:45-12:15 Stage Group poem**

### **12:15-12:45 Content Carousel**

Divide students into three groups.



Provide each student with a highlighter and a different news article surrounding the experiences of those who have been involved in school shootings.

Invite small groups to read article aloud and take some time to highlight key images, moments, words or vocabulary.

Invite students to create one group tableau and three words that embody that heart of the article.

Students will share out group images and provide feedback utilizing the Liz Lerman Critical Response Process.

**12:45 PM Road Map**

Invite students to identify content they are interested in bringing in for the next rehearsal (monologues, scenes, artwork, digital images etc.) based off of the day's exploration.

**12:50-1:00 PM Closing and Three Breaths**

Invite students to make a standing circle. Ask them to complete the sentence. "\_\_\_\_\_, it made me think:"

Breaking News—Grades 9<sup>th</sup>-12<sup>th</sup>  
 Thursday, January 16<sup>th</sup>

<b>Today’s Learning Goals:</b>	<ul style="list-style-type: none"> <li>• Students will reflect on why collaboration and cooperation are integral to our ensemble</li> <li>• Students will share and reflect upon the individual content created</li> <li>• Students will work collectively and collaboratively to stage their devised piece</li> <li>• Students will participate in a tech rehearsal</li> </ul>
<b>Today’s Vocabulary:</b>	<ul style="list-style-type: none"> <li>• Staging</li> <li>• Tech rehearsal</li> <li>• Collaboration</li> <li>• Cooperation</li> <li>• Ensemble</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• (3) juggling balls</li> <li>• Pencils</li> <li>• Laptop</li> <li>• Speaker</li> <li>• Highlighters</li> <li>• Liz Lerman Critical Response Sheets</li> </ul>
<b>Teaching Artists:</b>	Maria Katsadourous and Megan Bearden

***Sit in class formation and check attendance before you begin activities.***

**6:00-6:05 PM Name Juggle**

Invite students to create a standing circle. Instruct students to toss a juggling ball across the circle to another person. As they toss the ball they should said their name and the name of the person to whom they are tossing. Once that person catches the ball, they pick someone else to toss to as they share their name and the name of the person they are tossing to. This should continue until the ball has made it to everyone in the group. The last person in the group should return it to the TA. Participants will practice this pattern a few times, always tossing and receiving to and from the same person. Once students have the pattern down, additional balls will continue to be added in the mix.

Reflection: *Why might we choose to warm up with an activity such as this one? What does it teach us about collaboration and cooperation? Why is that important within devising and/or Theatre for Social Change?*

**6:05-6:15 Group poem review**

Students will warm up their voices and bodies by reviewing the group poem that was staged last session.

Reflection: *How are we feeling? Any adjustments you wish to make within the text or movement?*



### **6:15-6:45 Story sharing**

Students will gather in a seated circle.

Students will review outline of piece and pass out written content that was created since our last session:

*Group Poem-Part #1*

*Texting scene (Adelaide)*

*Poem (Megan)*

*“Where I was scene” (Tyler)*

*Statistics*

*Group Poem-Part #2*

Invite each student to share the content they created aloud.

After each piece invite students to respond using the Liz Lerman Critical Response Process.

### **6:45-7:00 PM Edits**

Invite students to make any final edits to the piece based off of our whole group conversations.

Students will email final drafts of pieces to TA to print.

### **7:00-7:30 PM Staging**

TA and ensemble members will work collectively and collaboratively to stage the finalized piece.

### **7:30-7:50 PM Tech Rehearsal**

SM will integrate lights and sound into finalized piece.

Students will run-thru performance piece.

### **7:50 PM-8:00 PM Closing and Three Breaths**

Breaking News—Grades 9<sup>th</sup>-12<sup>th</sup>  
 Friday, January 17<sup>th</sup>

<b>Today’s Learning Goals:</b>	<ul style="list-style-type: none"> <li>• Students will discuss how audience interactivity may play a part in their performance.</li> <li>• Students will finalize their performance piece.</li> <li>• Students will share their devised piece with a public audience</li> <li>• Students will engage in a talk-back session with their audience, reflecting upon their experience as a whole.</li> </ul>
<b>Today’s Vocabulary:</b>	<ul style="list-style-type: none"> <li>• Audience</li> <li>• Theatre for Social Change</li> <li>• Activist</li> <li>• Reflection</li> <li>• Performance</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Speaker</li> <li>• Notebook paper</li> <li>• Laptop</li> <li>• Pencils</li> <li>• Markers</li> <li>• Posterboard</li> </ul>
<b>Teaching Artists:</b>	Maria Katsadouros and Megan Bearden

***Sit in class formation and check attendance before you begin activities.***

**5:00-5:05 PM “1, 2, 3, 4, 5, My Name’s Maria and I Say Hi” Warm Up**

Invite students to create a standing circle. Teach students a simple clapping rhythm they can maintain the speed of. Once rhythm is created teach students the following chant:

1, 2, 3, 4, 5 (ALL)

My name is \_\_\_\_\_ and I say “Hi” (Person #1)

6, 7, 8, 9, 10 (ALL)

This is \_\_\_\_\_ (name of Person #2 who is standing to the right of Person #1) and s/he’s my friend (Person #1)

1: (ALL say number before any member of the ensemble shares a fact about Person #2)

2: (ALL say number before any member of the ensemble shares a second fact about Person #2)

3: (ALL say number before any member of the ensemble shares a third fact about Person #2)

More, more, more, more (ALL)

1, 2, 3, 4, 5 (ALL)

My name is \_\_\_\_\_ and I say “Hi” (Person #2)

6, 7, 8, 9, 10 (ALL)

This is \_\_\_\_\_ (Person #3 who is standing to the right of Person #2) and s/he’s my friend....



Chant continues until everyone has had the opportunity to serve the “Person #1” and “Person #2” roles.

**5:05-5:30 PM Tech-Part #2**

Run performance piece with w/ tech.

Reflection: *How are we feeling? Any last minute adjustments we want to make? Any moments we want to re-run?*

**5:30-6:00 PM-Audience Interactivity**

Ask: *How are we inviting our audience to engage in our piece? What moments of interactivity do we want to invite them to reflect upon? Remember we want our piece to leave them asking questions!*

Students will further discuss what it might look like to invite audience members to read statistics aloud within performance piece.

Students will explore pre-show activity; what does it look like to invite audience members to respond to our initial prompt, “*When I am safe I feel\_\_\_\_\_*”. How do we want to honor this moment within our piece?

Prep audience interactive materials and run any moments that might be affected by interactivity.

**6:00-6:15 PM Break**

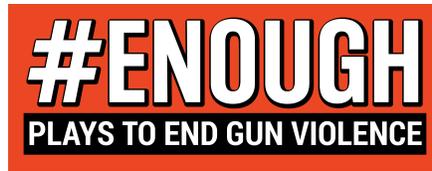
**6:15-6:45 PM Run Performance Piece**

Photo/Video call

**6:45-7:00 PM Group Warm Up**

Physical and Vocal Warm Up

**7:00 PM Performance and Talkback**



Orlando Rep – Breaking News

*Supporting Material*

Three news articles used in this residency:

**The Class of 1956-2018 – Twenty-seven school-shooting survivors bear their scars, and bear witness.** <http://nymag.com/intelligencer/2018/10/school-shooting-survivors.html> (\*\*contains graphic photos of survivors scars)

**Texts capture heartbreaking farewells as Parkland students hid from shooter.** <https://www.sun-sentinel.com/local/broward/parkland/florida-school-shooting/fl-florida-school-shooting-text-messages-20180307-story.html>

**Student journalists interviewed classmates as shooter walked Parkland school halls.** <https://www.cnn.com/2018/02/17/us/david-hogg-profile-florida-shooting/index.html>

Many thanks to **Maria Katsadouros**, Curriculum Manager at Orlando Repertory Theatre, for creating and sharing these lesson plans.