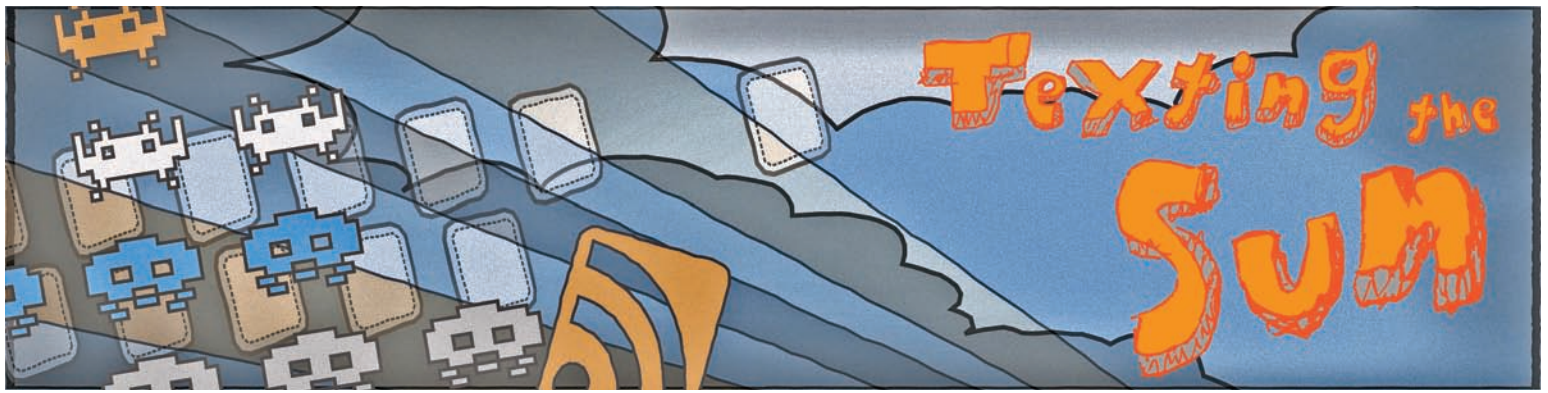


INSTALLMENT NUMBER FOUR

KAISER PERMANENTE® thrive

Oregon Children's Theatre
explore the stage



INSTALLMENT NUMBER FOUR

Welcome to the final installment of the “Texting the Sun” Study Guide.

This last installment is unique in that we’ve included the working lesson plans for the pre and post-performance workshops that our teaching artists will be facilitating in schools throughout Oregon and Southwest Washington.

This Lesson Plan Installment is Designed to:

1. Give teachers who will host our teaching artist teams an opportunity to preview the structure and content of the workshops their class will experience.
2. Provide greater detail to teachers or administrators who are considering applying for workshops.
3. Demonstrate a workable model for integrating a variety of arts-based activities to further explore issues related to media literacy (see Installments 1 - 3 for inspiration).
4. Offer an adaptable framework for incorporating arts education into your lesson plans.

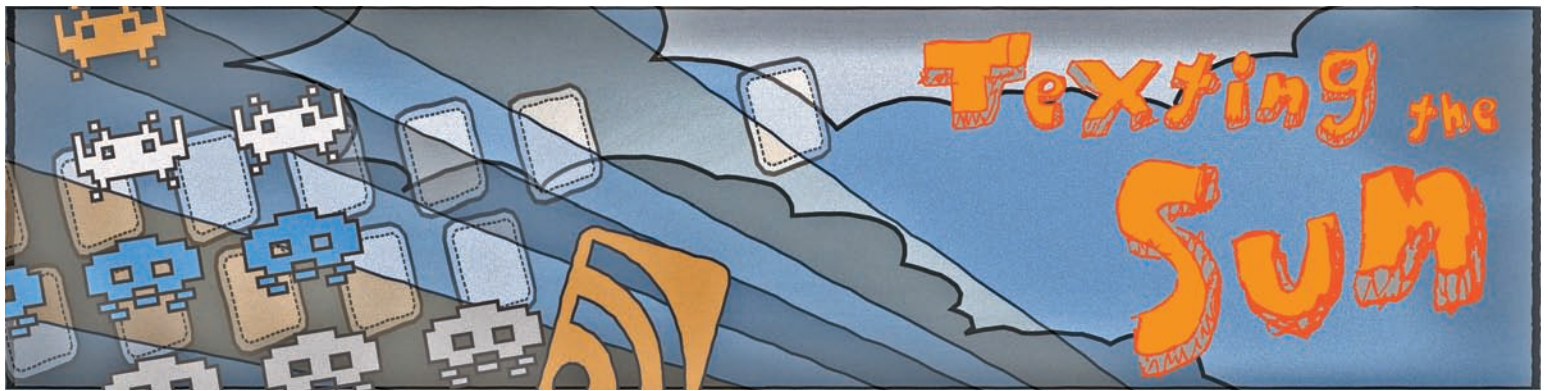
While we have not provided detailed instructions for facilitating the activities our teaching artists will lead in their workshops, we are happy to make them available upon request. Send your inquiries to Bridie@octc.org.

We Want to Hear From You:

The last page of this installment includes a follow-up activity. Students are asked respond to the play by sending a brief letter of advice to one of the characters in “Texting the Sun.” We hope you’ll take the opportunity to have your students participate in this activity. Please include your feedback so that we can continue to support educators and create student-centered work, empowering young people to make healthy choices.

“By stirring the thoughts through exciting theatrical presentations and by conducting workshops that cultivate dialogue, children are actively participating in the process. They come to realize their voices matter...I cannot imagine a better recipe for change.”

— Matthew B. Zrebski, Playwright, “Texting the Sun”



INSTALLMENT NUMBER FOUR

Lesson Plan Template: Pre-Performance Workshop

Goal:

To introduce students to core concepts of media literacy and prepare them to be active listeners and engaged audience members.

Objective:

Students will practice the following skills: Respect, Listening, Expression, Teamwork and Improvisation.

Oregon Benchmarks: ARTS: Create, Present and Perform; ARTS: Aesthetics and Criticism; ENGLISH: Speaking and Listening; HEALTH EDUCATION: Health Skills

Time: Approx. 45 minutes

Introduction:

Teaching artists and students introduce themselves to each other.

Question & Answer (information gathering):

“PEOPLE TO PEOPLE”

Encourages active listening, an opportunity for students to engage in structured conversations, and a safe way for students to begin talking about the subject without feeling “on the spot.”

- What’s your favorite thing to do when you’re not in school?
- What’s your favorite brand of anything?
- What’s your favorite way to communicate?

Follow-up: What brands did you hear? How do you hear about these (and other) brands? What forms of “media” are you familiar with?

Optional Questions: Where do you get your ideas for what to buy? Where do these messages come from? How do you make your decisions about what to buy?

AGREEMENTS: Our time together will be governed by the following agreements: RESPECT, ENGAGEMENT, and maintaining a SAFE PLACE for expression and creativity.



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Definition of Media: *A way to deliver a message to people.*

THEATRE is a form of media.

Designed to raise questions; everyone will react in different ways.

Theatre Etiquette: What should an audience remember about how they affect a performance? It's o.k. (desirable) to respond - vocally, emotionally - to a performance, as long as you are doing so in a way that's respectful.

Warm-up Activity:

Pass copies of the "Texting the Sun" graphic around circle. Begin brainstorming a list of possible themes based on visual cues (parallel to book jackets, movie posters, etc.)

Prep Activity:

"ALPHABET RELAY"

A structured, fun way for students to think creatively, work in teams, and generate connections to central themes.

Main Activity:

"FROZEN IMAGES"

Gives students the opportunity to creatively explore the themes of the show in an activity that is kinetic, interactive, and theatrical.

Debrief: "Audience" groups try to identify what word defines each image.

Question & Answer:

What techniques did each group utilize to communicate their word?

How do these strategies relate to strategies used in the media? How do strategies change based on different factors (audience, form of media, etc.)?

Follow-up:

See the show. What questions does it bring up? What information might the play be trying to communicate? What do you think about the choices each of the characters made? What media literacy issues are important to you—to your school? What advice might you give the characters to help them make healthy choices?

Closure:

Circle-up for brief focus activity

Hand class back to the teacher:

"Focus on the floor, focus on the ceiling, focus on Mr/Ms _____"

Thank you!

Additional Information:

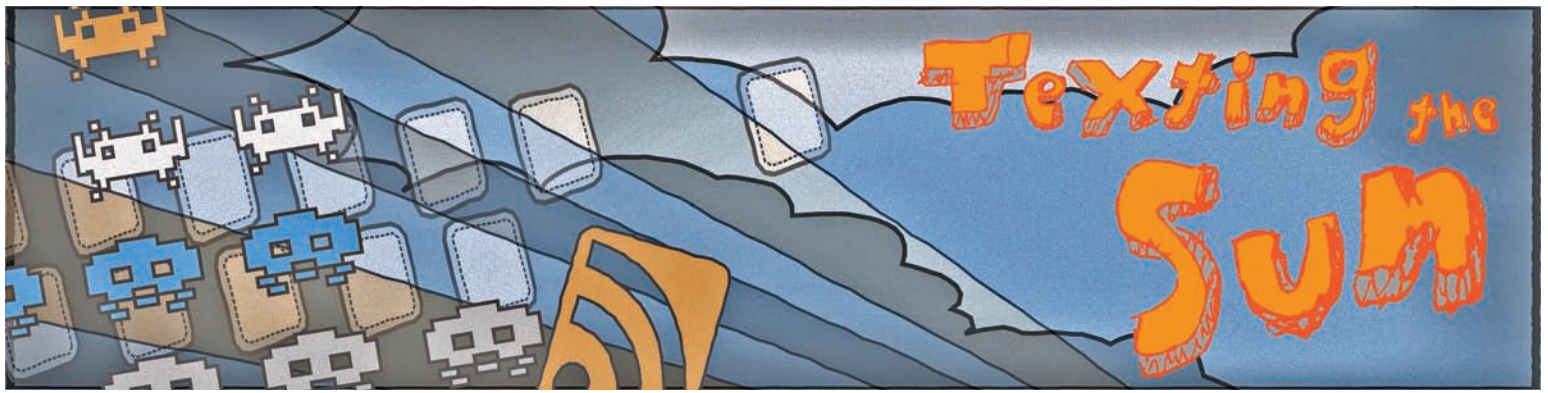
Materials Needed:

Giant Post-it Pad

Markers

Media Relay Worksheet

Large Version of "Texting the Sun" graphic



INSTALLMENT NUMBER FOUR

Lesson Plan Template: Post-Performance Workshop

Goal:

Inspire students to explore the key themes, conflicts, relationships, and health issues related to “Texting the Sun.” Give students the opportunity to explore the power of choice and their relationship to media literacy.

Objective:

Students will practice these skills: Communication, Analyzing Information, Empathy, Storytelling, Respect & Consideration.

Oregon Benchmarks: ARTS: Create, Present and Perform; ARTS: Aesthetics and Criticism; ENGLISH: Speaking and Listening; HEALTH EDUCATION: Health Skills

Time: Approx. 45 minutes

Introduction:

Teaching Artists and Students introduce themselves to each other.

Warm-up Activity:

General response from the play

— Create a list of words from students describing the play.

Question & Answer:

“CROSS THE ROOM”

A quick way to get the entire class involved and participating. Students engaged kinesthetically; opportunity for students to interact with in their classroom space in a new way.

- If you like pancakes *cross the room*.
- If you watch TV more than one hour a day cross the room.
- If you get any of your news from the internet cross the room.

Agreements: Our time together will be governed by the following Agreements: RESPECT, ENGAGEMENT, and maintaining a SAFE PLACE for expression and creativity.

Follow-up: Return to the list of words generated at the beginning of the class. Are any of these words/themes related to conflict? Which ones? Circle them on the list so everyone can see them.

Prep Activity:

Using an example from the circled words on the list, model creating a “frozen image.”



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Main Activity:

“FROZEN IMAGE SLIDE SHOW”

Working in small groups, students explore themes of the show and central conflicts, utilizing movement and storytelling to begin to identify the means of bridging gaps between problems and solutions.

Debrief: “Audience” groups try to identify what word defines each image.

Question & Answer:

Using the tableau/frozen image conflicts as inspiration, give students an opportunity to question and give advice to one of the characters in the show played by the actors.

Follow-up:

What is important to you as an audience member when you watch a theatrical performance? What questions does the play bring up? What issues did the characters in the play face? Are they living balanced lives? Do these issues seem real to you? Are there any challenges posed by exposure to media that you think are especially relevant to the lives of students your age?

Assignment:

Letter of Advice: Write a letter to a character in the play, giving them advice that might help them make healthy choices.

Closure:

Circle-up for brief focus activity

Hand class back to the teacher:

“Focus on the floor, focus on the ceiling, focus on Mr/Ms _____”

Thank you!

Additional Information:

Materials Needed:

Giant Post-its

Markers



INSTALLMENT NUMBER FOUR

Post-Performance Follow-Up Assignment:

Please ask your students to write a brief **letter of advice** to one of the characters in “Texting the Sun” within two weeks of viewing the performance. Please send these letters to us at the Educational Theatre Program and include any feedback or insights you wish to share about your students’ experience with the “Texting the Sun” performance and workshops.

Mail to:

Attn: Educational Theatre Program
Oregon Children’s Theatre
600 SW 10th Avenue, Suite 313
Portland, OR 97205

Or

FAX to: 503-228-3545

Please include this page with your letters:

School: _____

Date of your performance: _____

Teacher name: _____

Subject: _____

Comments/ Questions: _____

Thank you for taking the time to complete this project and for supporting the Educational Theatre Program in your school! We value your partnership in challenging student audiences to explore critical health issues with creativity and critical thinking skills.

If you have any additional comments or questions please don’t hesitate to contact us at etp@octc.org or (503) 228-9571.

“We’re focusing on vision, choice, and leadership—that every child has this idea, not just of who they want to be, but how they want to be when they grow up.”

— Stan Foote, Artistic Director, The Oregon Children’s Theatre