



LESSON 11

Activate Solutions

insidethegreenhouse.org/shine



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This lesson strives to address NGSS, Colorado 2020 and JeffCo Generations standards and goals, cited at the bottom of the lesson, by communicating science through embodied expression

Shine, The Musical
insidethegreenhouse.org/shine



Description

Based on the knowledge and skills gained through the curriculum, students will self-author skits to demonstrate and activate solutions that can create a bright future for their community.

Concepts

1. Students can take roles as authors of knowledge and partners in communication
2. Students can be leaders in their communities

Outcomes

Upon Completion of this lesson, students will be able to:

1. Create and perform skits with fellow students
2. Offer resiliency solutions to create stronger communities



Outline

- I. Set Up (5 min.)
- II. Introduction (5 min.)
 - a. Behavior Guidelines
 - b. Learner Level Assessment
- III. Image theater skit prep (30 min.)
- IV. Youth authored skits (25 min.)
- V. Follow-up Activities
 - a. A second performance
 - b. Mix it up
- VI. Additional Resources
 - a. Sources
 - b. Vocabulary
- VII. Standards Addressed

I. Set Up (5 min.)

You'll notice that there are many similarities between this and the previous lesson. This is because both focus on guiding students through the creation process for conceiving, designing, and performing skits that response to local climate and resilience solutions based on Project Drawdown's research on climate change.

Review Liz Lehrman's Critical Response Process. Though it's unlikely you'll have time to go through the entire process after each skit, it's a great guide for providing useful feedback to artists and will be useful to keep in mind: <https://lizlerman.com/critical-response-process>

II. Introduction (5 min.)

Behavior Guidelines: This lesson involves embodied learning. Please review the "Guidelines for Embodied Lessons in the Classroom" included in this curriculum.

Learner Level Assessment: Shake it Out

Ask students to stand and find some space of their own to move in

Teacher narrated directions:

1. "Everyone shake out your entire body while making an "ah" sound." (30 seconds)
2. "Continue shaking it out with an "ah" while turning in one direction. (30 seconds)
3. "Turn in the other direction." (30 seconds)
4. "Move out of your space and gently bump into other people while shaking it out and making the 'ah' sound."

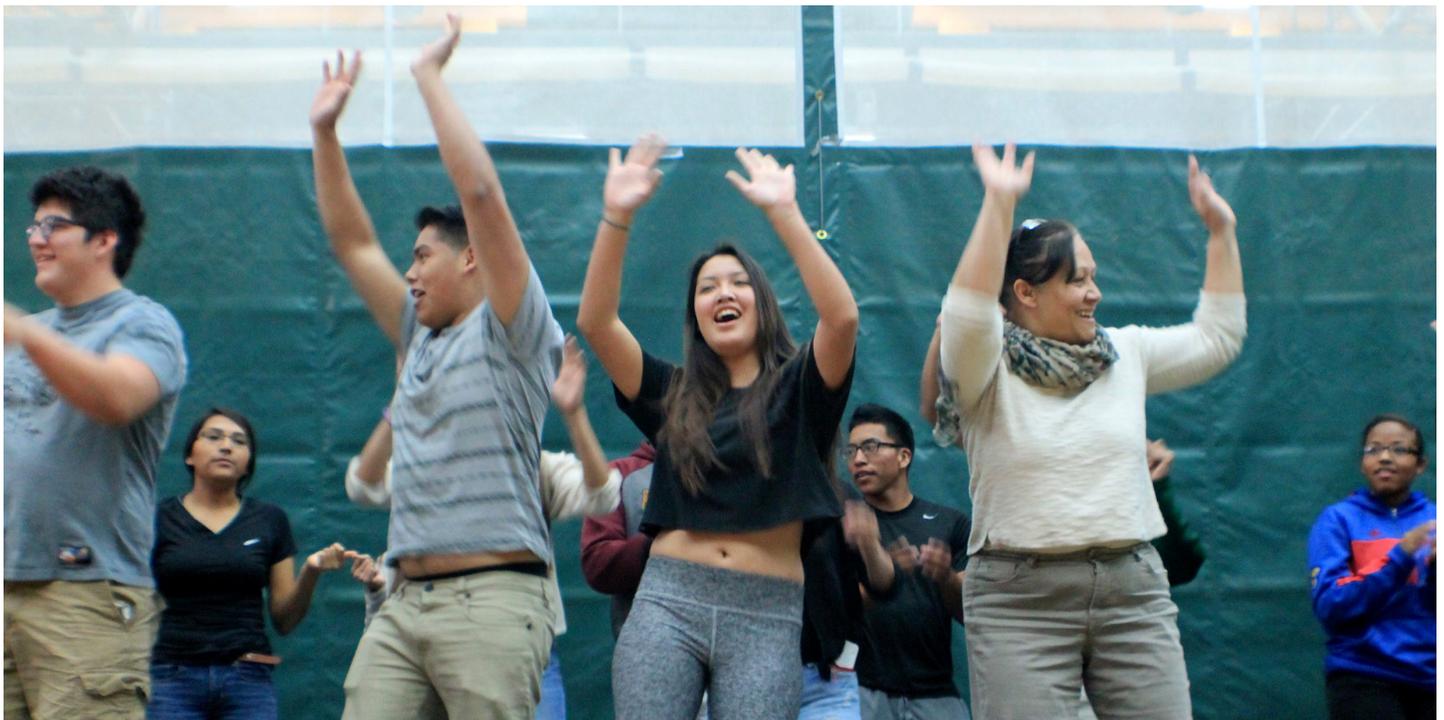


III. Image Theater Skit Prep (30 min.)

For this activity, break into small groups (four to six students per group). These can either be the same groups from activities in lesson 10 or new groups depending on class dynamics and time between lessons. Students can either focus on the same food waste solution they did in lesson 10 or choose a new solution.

After each group has decided on a food waste solution to work on for a skit, ask them to create three distinct images (human statues without narration) using their bodies: 1) an image of the food waste issue they are highlighting 2) an image of the solution 3) the transitional image, or an image of the action that got them from the problem to the solution. Each "image" shows a frozen scene made up of their bodies that physically communicates each prompt. Ask them to portray a specific manifestation of the problem. For example, if the problem is homelessness, the image of the problem might be a single old woman sitting on the sidewalk reaching up for spare change as two other people walk by her with their chins up and their gaze avoiding her. The solution might be an image of this old woman in a cooperative living residence making a meal with other residents. The transition from the problem to the solution might be an image of neighborhood residents in the office of their mayor advocating for housing for the homeless.

Once each group creates their three images, have them take turns sharing these with the class, one group at a time. First, they show the image of the problem, then the solution, and finally the transition. They are not allowed to use any words when presenting these nor are they allowed to announce what their issue is.



Assessment (Outcomes 1 and 2): *After each problem/solution/transition set, ask their classmates to communicate to the performers what they saw. This gives each group a chance to hear what physicality communicated clearly and what might need more description or clarification. Groups can then tell their classmates what they intended to communicate. If what they intended doesn't match what the class understood, ask classmates to offer "What if" statements to help groups improve their skits.*

IV. Youth Authored Skits (25 min.)

Next, give students time, in the same groups, to create a one to two minute skit based on the same issue they worked on in the last activity. Urge them to be playful with the creation of their skits, not to over-think them, but, rather, to get on their feet and actively work through the creative process. To support this, only give them ten minutes to create their skits as a group.

Assessment (Outcomes 1 and 2): *Each group shares their skit to receive positive feedback for constructive suggestions for improvement.*





V. Follow-Up Activities

a. A second performance

Ask each group to take the feedback they received and revise their skit. Once each group is ready, have them perform again for the class.

Assessment (Outcome 1): *After each performance, ask the groups to describe how they addressed comments received and how they responded with specific changes. Provide the audience an opportunity to ask questions in a “What if…” format to share other possible ways of doing the skit. This process should help students consider that there are nearly infinite ways to design a performance, and each variation can communicate something different.*

b. Mix it up

Every group has a different dynamic. Create new groups and repeat sections III and IV of this lesson.

Assessment (Outcomes 1 and 2): *Ask each group to perform and allow time for audience feedback. After all performances, as students to write for two minutes on the differences they experienced in working with their two groups. If they need a prompt, ask students to consider leaders, followers, and group communication.*

VI. Additional Resources

a. Sources

Script of *Shine*: http://www.insidethegreenhouse.org/shine/assets/shine_script.pdf

Music of *Shine*: http://www.insidethegreenhouse.org/shine/shine_music.html

Choreography of *Shine*: http://www.insidethegreenhouse.org/shine/shine_choreography.html

Osnes, B. (2017). *Performance for resilience: Engaging youth on energy and climate through music, movement, and theatre*. Cham, Switzerland: Palgrave.

b. Vocabulary

Resilience: The capacity of communities to function, so that everyone—particularly those who are under-resourced and vulnerable—survive and thrive, no matter what social stresses or climate shocks occur.

Community: A group that shares place, values, or feelings and is connected through a physical or virtual space.

Metaphor: A figure of speech or a symbol that is representative of something else, especially something abstract (like community). Highlighting the similarities between the two and can help us the referenced idea or thing in a new or more nuanced way.





Dramatic Metaphor: A movement, action, property, or piece of dialogue can make a comparison to something dissimilar, in order to enhance its meaning and to reveal what they might have in common through performance.

Image Theatre: a technique for applied theatre developed by Brazilian theatre artist and scholar, Augusto Boal, that uses still images made with the body to explore abstract ideas and issues.

VII. Standards Addressed

a. Next Generation Science Standards Addressed

3-5-ETS1-2 Engineering Design

Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

4-ESS3-1 Earth and Human Activity

Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

4-ESS3-2 Earth and Human Activity

Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

5-ESS3-1 Earth and Human Activity

Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

b. JeffCo Generations Skills

Content Mastery: Students understand academic concepts and are able to apply and transfer that knowledge into multiple settings. Students must also understand how to access and process changing information, updating their own thinking and processes.

Civic & Global Engagement: Students take active roles in their communities, are prepared to be participatory citizens in our constitutional republic, and are engaged with issues of local, national, and global concern.

Self-Direction & Personal Responsibility: Students take initiative, are inquisitive, entrepreneurial, and curious. They persevere through challenging situations, take calculated risks, and stand accountable for their actions. They continually advocate for their own needs as well as the needs of others.

Communication: Students learn to effectively communicate in written, digital, artistic, and oral forms. Students learn to explore and articulate their own points of view, while respectfully exploring and understanding the perspectives of others.





Critical & Creative Thinking: Students learn to evaluate, weigh evidence, and apply reasoned decision making to problems. Students learn to use imagination, innovation, and ingenuity to solve problems.

Collaboration & Leading by Influence: Students learn to work together, harnessing the power of teamwork, and learn the importance of influence to motivate others to get things accomplished.

Agility & Adaptability: Students learn to change in response to dynamic situations, environments, and complex problems. Students adjust to disruptions, ambiguity, and uncertainty in themselves, their organizations, and their communities – and thrive in spite of the obstacles.

Colorado Academic 2020 Standards Drama and Theatre Arts

Create

- Create characters from scripts or improvisation using voice, gestures and facial expressions
- Create and write simple dramas and scenes
- Design a scene through an inventive process, and perform the scene

Perform

- Participate collaboratively with partners and groups
- Demonstrate safe use of voice and body to communicate characters
- Define stage direction and body positions

Critically Respond

- Develop selected criteria to critique what is seen, heard, and understood
- Examine character dynamics and relations

