Project Title:
*Beyond Recycling: Creating Communities that Care and Share for the Earth*

Grades: 6th and 8th

**Day One**
Artist will share an overview of the residency with students, letting them know they are writing a play that will be performed for younger students. The artist will also introduce improvisation to the students and get them up and on their feet improvising. They will play the commons game an improvisation and be introduced to storytelling by reading the model folktale THE BOY WHO LISTENED TO THE TREES.

*Media Element:* present a video The Hummingbird by Wangari Maathai and The Wombat.

*Teacher-led Session:* Before the next visit by the artist, the class will finish reading THE BOY WHO LISTENS TO TREES. The teacher will work with the students to create a list of what the students care for in the classroom, school, community, state, country and world. The students will draw mind maps describing this list.

**Day Two**
Students will be reminded that plays contain dialogue and are written by playwrights to be performed by actors. The class will brainstorm and create the shape for their play.

**PERFORMANCE**
Performance of a Young Audiences production from George Street Playhouse CYBER BULLYING IRL IN REAL LIFE will be viewed by the 6th-8th grades as an example of how to make a play that deals with issues faced by society. The play is made from shared text messages, exploited secret photographs and threatening on-line conversations, cyber-bullying reaches every facet of the students live and leads to consequences everyone needs to face. The audience is given the opportunity to see how each of has the power to end cyber-bullying. Before the next visit by the artist, the teacher will work with the students to brainstorm how the performance they saw worked as a performance piece, what elements did it have and what was its structure?

**Day Three**
Students will continue brainstorming and improvising the shape of the play. They will begin writing dialogue.

*Teacher-led Session:* Before the next visit by the artist, the teacher will work with the students to finish the draft of the play the students have created.

The following sections will be worked on from classes 3-8.
Exposition. The kind of planet we envision and a wish song.
- Rising action creating the conflict and the climax.
- Falling action and resolution.
- Exposition.
- A wish song, a problem song, a conflict song and a celebration song.

Day Four
The students will write songs and begin to write dialogue. Students will continue improvising and begin writing the rising action and the climax using figurative language and looking for places the audience can participate. *Media Element: depending on what the students have been writing video(s) that inspire their work can be shown.*

**Note:** Seven students will at various times work together, alone, and in pairs or groups.

*Teacher-led Session:* Before the next visit by the artist, the teacher will work with the students to finish the draft of what they have been working on in class and begin to edit and input what they worked on in classes four and five.

Day Five
Students will continue improvising and continue writing the rising action and the climax. They will also begin work on falling action and resolution.

Day Six
Students will continue improvising and writing the falling action and resolution, and add the exposition.

*Teacher-led Session:* Before the next visit by the artist, the teacher will work with the students to input the final piece(s) and print them out for class seven.

Day Seven
The students will rehearse the play with the artist.

*Teacher-led Session:* Students will work with the teacher to rehearse the play for the following week.

Day Eight
Students will share their work with a class of younger students. There will be a talk-back with the audience at the end of the play.

*Teacher-led Session:* Before the next visit by the artist, the teacher will work with the students to brainstorm possible sustainability projects the students might be inspired to create and implement.
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*Beyond Recycling: Creating Communities that Care and Share for the Earth*

**Grades: 7th**

**Day One**
Brainstorm and talk about the Our Town project. *What are the commons in the town and who are the keepers?*
Students will create a mind map for this list. Students will work on interview questions for people in the community that are designated keepers of the commons.

*Teacher-led Session:* Students will complete interview questions and practice leading an interview session.
Students will work with the art teacher to cover the elements of theatrical design. Students will illustrate a mask for a tree or a mask for a river. Students will work with the music teacher to create a song from the list generated for the commons.

**Day Two**
Artist will lead a discussion on how to introduce commons to younger students. *What can be done in the community?* Students will write a monologue from the point of view of one of the commons.

*Teacher-led Session:* Several keepers of the commons from the community will come to the school to be interviewed by the students. Students will start to build masks with art teacher. Students will continue to work on song(s) with Music Teacher.

**PERFORMANCE**
Performance of a Young Audiences production from George Street Playhouse CYBER BULLYING IRL IN REAL LIFE will be viewed by the 6th-8th grades as an example of how to make a play that deals with issues faced by society. The play is made from shared text messages, exploited secret photographs and threatening on-line conversations, cyber-bullying reaches every facet of the students live and leads to consequences everyone needs to face. The audience is given the opportunity to see how each of has the power to end cyber-bullying. Before the next visit by the artist, the teacher will work with the students to brainstorm how the performance they saw worked as a performance piece, what elements did it have and what was its structure?

The following sections will be worked on from classes 3-8.

- Exposition. The kind of planet we envision and a wish song.
- Rising action creating the conflict and the climax.
- Falling action and resolution.
Exposition.
- A wish song, a problem song, a conflict song and a celebration song.

Day Three
Students will work with Artist to create monologues from the completed interviews. The class will brainstorm the shape of their play.

**Teacher-led Session:** Students will continue brain storming and improvising the shape of the play. Students will complete song(s) with Music Teacher. Students will complete masks with art teacher.

Day Four
The students will begin to write dialogue. Students will continue improvising and begin writing the rising action and the climax using figurative language and looking for places the audience can participate.

**Note:** Seven students will at various times work together, alone, and in pairs or groups.

**Teacher-led Session:** Before the next visit by the artist, the teacher will work with the students to finish the draft of what they have been working on in class and begin to edit and input what they worked on in classes four and five. Students will work with the Art teacher to build set (a heavy cloth that depicts a map of Winfield using bottle tops).

Day Five
Students will continue writing the rising action and the climax. They will also begin work on falling action and resolution.

Day Six
Students will continue writing the falling action and resolution, and add the exposition.

**Teacher-led Session:** Before the next visit by the artist, the teacher will to work with the students to input the final piece(s) and print them out for class seven.

Day Seven
The students will rehearse the play with the artist.

**Teacher-led Session:** Students will work with the teacher to rehearse the play for the following week.

Day Eight
Students will perform their play for the community at the Senior Center. There will be a talk-back with the audience at the end of the play.

**Day 9 (option Teacher follow-up)**
The students will explore and then select a sustainability project(s) that they will take on to after the residency. **Media Elements:** Bilaal Ragan on Making Change, The Pencil Project and the Disney Planet Challenge all videos give examples of student projects. Examples of arts based projects will be shared. There will also be time allotted today for summative feedback and reflection.