		Applied Theatre Workshop Planning Template (by Barb Hill)
Time: 1 hour (short class)	**Workshop Title / Time**	**Storytelling-Story Drama** **Importance of health in the community**
	Setting (hospital school etc)	**Glandford M-School Classroom**
	Participants (age or grade level)	**Facilitator : Robyn Kruger** **Participants: Students – Glandford Middle School**
	Theme (eg war, farming, relationship, environment etc)	**Storytelling, complaining vs. gratitude, importance of plants, illness, natural cures, equality**
	Source (eg image, picture, book, short text etc)	**Raven Tales Prod. Raven Gets Sick, James, S.D, Kentz.C. (2012).**
	Key Question(s) / Learning Intention	• How can storytelling inspired by First Nations stories and Raven Tales Productions encourage inclusive education?
	Materials (picture, book, paper, pens)	Drawing materials, paper pencil crayons etc. , book
7 mins) **20 mins o draw)** **2mins)** **1mins)**	**Lure**	• **Invite students to be apart of a mirror activity** Acting as trees, plants or anything that has roots. Note: *Ask! The students if they were trees or plants. Were they still as strong when they were smaller?* • **Narrate**: Read Story "Raven Gets Sick" until page 13 Eagle says*: "Who is responsible for all of this, we are all miserable"?* Set the story aside. • **A**sk students to break into groups for a brainstorm activity • Each group will write a list- Ask the students to choose one person from each group to write down in a "brain storm" (could be written as a list). • Questions are: *Who is in charge of the misery felt during a cold? (After thought –where does it come from?)* • **Ask and discuss:** Ask students to talk about what their group had come up with in the brainstorm activity • **Show plant (medicine plant)- Ask where does it grow?** *can be facilitated in several ways depending on the space and age group*
	Building Belief	**Mirror Activity:** Remind students of what a mirror is and how it felt to be a lager tree , was being a tree less significant than a plant. • Express feeling on **cultural values and spiritual systems of the story and relate it to community and helping others be healthy**

(time) **10-15 mins** **(10-15)** **(10 mins)** **(5mins)**	**Into Action / Into the Drama**	• (Mirror Activity) • **Speaking in Role**: • **TIR** – • **Drawing Activities:** 1) Draw a plant , Say *"Its not just any plant, your plant will have healing powers" So ask students to think about what they have discussed in their groups and our discussion, if anything came up for them , something they would like to cure, if it were a family member or someone they had seen in the media who might need your plant. Draw what the plant might look like. Create the cure.* • • **Circle talk** everyone who feels comfortable sharing the plant they drew ask them to share, and if it reminded them of someone who could use the plant to get well. Ask if there is a title of the plant? • • (Inspiring Tableaux) *To prove the medicine plant is helpful* • Ask the class to: • Go back into the same groups • **Facilitate Tableaux inspired by a picture drawn by a group member, and the story behind its power to heal, take a snap shot or** frozen image. • First each group must decide what plant story connected to the picture they will act out or take a picture of (depending on time) ask what do they want to cure. • Explain: "How important we are in our community each and every one of us, we have important roles.
(10mins) **(5mins)**	**Development / Deepening the Drama** **(how & why)**	• Drawing medicine plants to cure a disease • **Tableaux , show in a frozen snap shot what your scene looked like** • Relating a story from real life about someone who had a cold or who had been ill and needed a cure. (For one group we connected a story from a picture drawn about diabetes and assigned roles before we began).
()	**Reflection**	• **Cultural Add : Narrating only a fragment of the story gave the students an opportunity to use their own imagination to think of an idea inspired for the healing needed in the community and family.** • *I did this workshop with two very different cases and had enough time to do the tableaux in action, but we could not do a full mirror activity because the children were a group of ESL middle school boys, they had very little attention span. So I decided to have them relax put their*

		heads on the table and imagine themselves as trees, then for the drawing activity we made medicine trees that helped heal a particular disease. .
	Extensions **(Depends on How much time you have?)**	• **Talk about gratitude- leads into the art printmaking cards for the next sessions coming up . OC'M,Hitcha, Lim limpt**