		Applied Theatre Workshop Planning Template (by Barb Hill)
Time	**Workshop Title / Time**	**Storytelling-Story Drama**
	Setting (hospital school etc)	**Classroom**
	Participants (age or grade level)	**Facilitator (s): Robyn Kruger Writer -** **Participants:**
	Theme (eg war, farming, relationship, environment etc)	**Storytelling, leadership, community building, Imagination**
	Source (eg image, picture, book, short text etc)	**Senc'oten-Sharing Our Knowledge-Working Together-Saanich Tribes WSANEC Legends and Stories/2007. Saanich Native Heritage Society Structuring Drama Work(p.18) Context Building**
	Key Question(s) / Learning Intention	• How can storytelling by First Nations Historical Collection of stories encourage community building?
	Materials (picture, book, paper, pens, CD player etc)	Photo of the Ocean's Beach and Shore, Book-Aboriginal Resources, The Great Flood- WSANEC Legend Stories (Saanich Version)
7 mins) **20 mins** **o draw)** **2mins)** **1mins)** **5 mins)**	**Lure**	• **Invite students to use their imagination and pass out photos of the Ocean's beach/or local lake's, shoreline and make certain the image includes foliage, trees, tide driftwood even seaweed.** Note: I Suggest using any *Inspirational Landmarks from the cultural group with whom you are working with, either, in the visualization or to ask about one your introduction.* • **Visualization: Ask the participants to get their bodies comfortable in the space. Say: Without speaking everyone take a moment to observe what is in the image that had been passed to them. Follow the lines around the nature with your eyes, see the movement and play. Imagine you are there. Ask yourselves who you would be there with and what would you be doing?** • **Narrate**: The beginning of "The Great Flood" (p.100) Read: *One day a long long time ago, the tide waters started to rise. The people started to worry as the waters started to reach their homes. They collected all their belongings and put them into their canoes. As the water rose the canoes were carried away. The water rose even more. They paddled to the highest mountain. When they reached the top of the mountain one of the people made a long anchor rope……* • **Visualization**: Say: Imagine the rope in your hands, what does it look like, feel like, is it cold, wet, slimy? What materials do you think that the rope is made from? • **A**sk the participants to go into groups. The groups must begin a discussion about the rope. They must begin to

the anchor rope. Think together: What do they do with it? Create a scene about building rope. Show the audience: How is it used? Keep in mind what the materials are, and is it used for the purpose of saving the people in their canoes? How? Remind everyone this is a flood, ask where the canoes are amidst the chaos.

(20 time) **(Approx half way)** **(15 mins)** **(5mins)**	**Into Action / Into the Drama**	• Ask the groups to show their scenes one a time ask after each group presents : • **Speaking in Role**: • **TIR –** What their rope was made from? Did they think about how people made such things before tools. Did at any point had anyone mentioned what else they could make with rope? • **Group activity** **All participants stand up in a divided room facing each other.** • **TIR- Ask them to build a rope together beginning at one end of the lines. Put out your arms in a straight line, the two at the end go under the other groups arms and form a circle for he final circle discussion group.** • Read the end of the story. • Ask * Did they expect a different ending and what did we learn about community building, for the classroom?
(10mins) **(5mins)**	**Development / Deepening the Drama** **(how & why)**	• What could they do differently in another scene • (If there is time build another scene) When arriving home after the water has gone back to its normal state. • The community is gone- what could we do to remember them? • Rename your community in the story they became WSANEC, create a memorial, it could be a song, a prayer, a poem, a eulogy regarding the ones who had passed. Encourage them to use their imagination, they could turn it around into a celebration too.
()	**Reflection**	• **History in Art, Craft, Finding Peace, Celebrating Life** • **Cultural teaching- Depending on the culture group when a person passes to the spirit world a fire is lit, the ceremony can last 3-4 days. Protocols depend on the group and family connection. It is a sacred time to celebrate the life of that person and is a sensitive time to abide by the rules so the grieving process may happen in a clear respectful way.**

	Extensions **(Depends on How much time you have?)**	After presenting the second End scene- Choose one ending and then one first scene to present for the class. Present both together.