		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 , gr.4 –elementary**
	Theme (eg war, farming, relationship, environment etc)	**Storytelling, leadership, sharing food**
	Source (eg image, picture, book, short text etc)	**Trilogy of Okanagan Legends, How Food Was Given, (2004) Okanagan Tribal Council**
	Key Question(s) / Learning Intention	• How can storytelling inspired by First Nations stories encourage inclusive education?
	Materials (picture, book, paper, pens, CD player etc)	Drawing materials, paper pencil crayons etc. , rattle or drum, book
7 mins) **20 mins** **o draw)** **2mins)** **1mins)**	**Lure**	• **Invite students to be apart of a mirror activity** Note: *This direction was not clear at South Park, and say to keep feet planted on the ground like a tree or a berry bush.* Before moving to desks! Remember to ask them to think of leadership and roles in the community, classroom, (*we rushed through the mirror activity at South Park), we needed to Ask! The students about how it had felt to hold the power of being the leader in the mirror and how that felt for them to be the opposite.* • **Narrate**: The beginning of How Food Was Given until pg. 13 until the Chiefs say: You tell us what you are going to do. • **A**sk students to draw an animal or sea creature from their imagination inspired by the story, *the characters will be considered important like the chiefs in the story- They might need a reminder if you can narrate a fragment from the story again, and ask if anyone has a question or needs help* • **Ask and discuss :** What type of chief they had chosen to draw and why? *(Encourage imagination – go to circle formation)* • **Gallery Walk-** *can be facilitated in several ways depending on the space and age group*
o far 30 mins	**Building Belief**	**Mirror Activity:** Remind students of what a mirror is and how it felt to be a leader , ask if a leader can be considered like a chief from the story. • During Gallery Walk- **Show pictures from the story** • **Before Narration Take a moment to state facts about the cultural values and spiritual systems of the Okanagan Culture** relating to food chiefs and the metaphor of what they represent – all

Shot of what they drew in groups …. the food is to the people, how it is shared.

(time) **10-15 mins to draw in groups** **(Approx half way)** **(10 mins)** **(5mins)**	**Into Action / Into the Drama**	• (Mirror Activity) • **Speaking in Role**: • **TIR** – Does anyone know what Bear might do to help everyone eat? What will he do? • **Drawing Activities:** 1) Drawing your Chief Animal (does not have to be an animal or root from the story) Gallery walk- holding onto pictures depending on space and age group, *South Park kids were a bit distracted during the gallery walk, it can be done by placing pictures on the floor* ***-In circle space and a talk can be facilitated in groups with similar characters*** • 2) Group drawing- (Inspiring Tableaux) *Ask them to talk about what they will eat? How will their tribe / pod survive? Back to the circle and everyone shares ideas and then it's drawing time! Inspired by talk or story – what will your people do to survive, how will the live their lives? Will they play, have fun , or work hard? .* • **Facilitate Tableaux inspired by the picture drawn by the group, snap shot –** frozen image. • **Story Drama- While Reading the rest of the story - Perform Bear coming back to life** • **Ask for a volunteer to be Bear** • *… there usually is a Bear group but if not choose a Bear* • **Sing Fragment of traditional song to replace for "Fly Song" and ask everyone to join in with their sounds from earlier** • Talk about why he gave his life • Talk about fly's song the importance of all people and animals in the community • 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)**	• ***Bear Lays Down*** *, soundscape is created …..* • Secretly ask someone to play Fly and to touch Bear on the shoulder at the height of the moment. • **Tableaux , show in a frozen snap shot what your scene looked like** ***(what your group drew together)*** • N'Syilcen Language lesson – In the book the four food chiefs nam mes a written in both English and Okanagan (n'syilxcen) mes are written in bo English and Okanagan (n'syilxcen)
	Reflection	• **Cultural Add : Ask questions about what sorts of foods they eat,**

()		**what would they eat if they had to survive in the forest on their own and if they had a family to help** • **For this particular class it was helpful to have the classes teacher's support for the necessary motivations to move the children from activity to activity it was challenging,** • **It is important to break stereotyping of the First Nation people's culture so it was helpful for students to hear the facts and to put the story into action** • **I believe it made a difference in their view, they were able to participate in an indigenous Worldview through sharing an expeience** • *We rushed the beginning so for next time begin asking questions about foods after the first Narration* .
	Extensions **(Depends on How musch time you have?)**	• **Language session, culture talk – How important food is for everyone and for First Nations Culture - how important it is to share food after a ceremony, celebration, event and memorial.** • **If the class is familiar with Traditional First Nations Songs ask to share a song**