



**National History Day
Theatre Workshop Handouts**



Wild Text in a Box

Begin by drawing six boxes. Inside of each box, answer the following:

BOX 1 — Place or Object

- Choose a place or object.
- Describe how being there or holding it makes you feel.
- Is it warm? Cold? Emotional? Relieving? Think of what effect it has on you.

BOX 2 — The Lighting

- Choose the lighting.
- How does it impact your place or object?
- How does it feel?
- What color is surrounding the room or the object?

BOX 3 — Sounds

- What sounds do you hear? Laughter? Leaves blowing in the wind?
- Is there a lack of noise? Or is there a noise so loud it is overwhelming?

BOX 4 — Wondering Questions

- Imagine yourself in your place or holding your object.
- Now ask yourself a wondering question.
- This is any question beginning with "I wonder ..."

BOX 5 — How do you Feel?

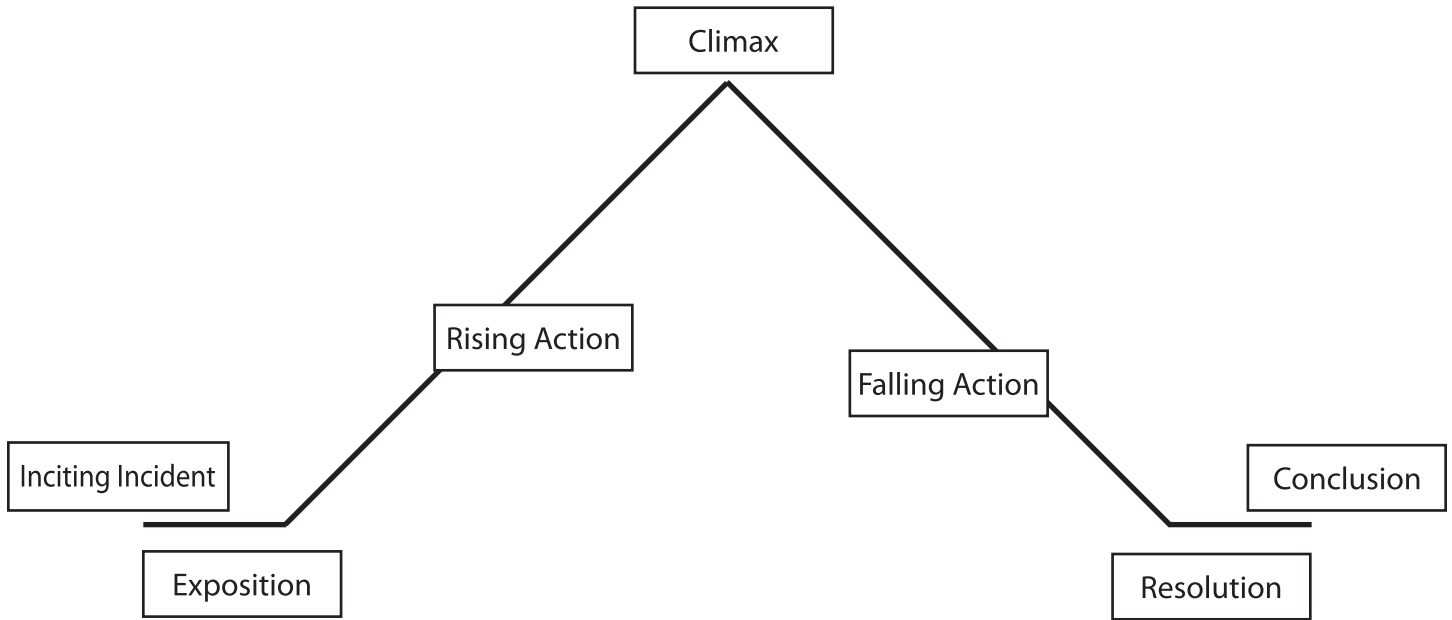
- Describe what you are feeling.
- Can you feel the wind? Are any emotions arising? Physical sensations? Realizations?

BOX 6 — Repeated Phrase

- Pick a phrase and repeat it several times.
- This can be any phrase that comes to mind when you are imagining your place or object.
- Example: "I am not angry."



The Plot Line



Inciting Incident: The moment, event, or decision that thrusts the main character into the action of a story.

Exposition: The introduction to a story, including the primary characters' names, setting, mood, and time.

Rising Action: The events in a story building up to the climax.

Climax: The most intense, exciting, or important segment of a story.

Falling Action: The events in a story that take place after the climax, but before the resolution.

Resolution: The portion of the story where the conflict is resolved, and all questions are answered.

Conclusion: The ending of the story; the final scene.



Theatre for the Oppressed - Activity

Newspaper Theatre:

- News articles are shared with students.
- Small groups will then create/develop interesting ways of reading the article.
- Use a cacophony of sounds, choral techniques, poetry techniques, etc.
- You want to create an interesting combination of performing/sharing the article.
- Encourage groups to use the white board to change the article, or to be used as a “cheat sheet.”

Re-Create the Image:

- Using a given image as a guide or reference, create/develop frozen pictures to help tell the story of the article being vocalized.
- Small groups may also use the image as a way to bring the article to life, not necessarily using the image itself as their frozen picture.

Sharing:

- Students can now share each group’s creative images and newspaper theatres in a story structure that is unique, while still having a beginning, middle, and end.



Example Images and Articles For Theatre of the Oppressed:

Voices of Youth: Child Labor in China Ishita

In 2000, there were approximately 11,575,000 children at work between the ages of 10 to 14 in China. Even though the minimum age for work in China is 16, many children are involved in child labor before that. In fact, some children work in hazardous fields, where they are vulnerable to injuries and other torments. Child labor in China is a significant problem that needs to be taken into consideration.

Clearly, there are several causes that lead to child labor. The most obvious cause is shortage of money or lack of access to adequate resources. Due to poverty, some children are forced into work, while others work to improve their family's living conditions. For a child's income hugely contributes to the family's total expenses. Unfortunately, sometimes they use children as a source of income. Another reason that leads to child labor is insufficient money for the school fee and school proximity. Some children feel under confident and unintelligent because of skipping school. This results in their urge for gaining an education in order to acquire high standard jobs in the future.

Children are paid with very low wages and are also treated like slaves, such as cruelly punishing them for errors and straining

them to work for long periods. As a result, they are not provided with proper health care, which consequently, causes malnutrition in some situations. In the future, these children become illiterates and remain behind, which takes away their opportunity of receiving high standard jobs. Hence, it results in a generation of poverty and child labor. As a final point, child exploitation and abuse is one of the most violent effects of child labor. Child labor still remains a significant problem that needs to be eradicated.



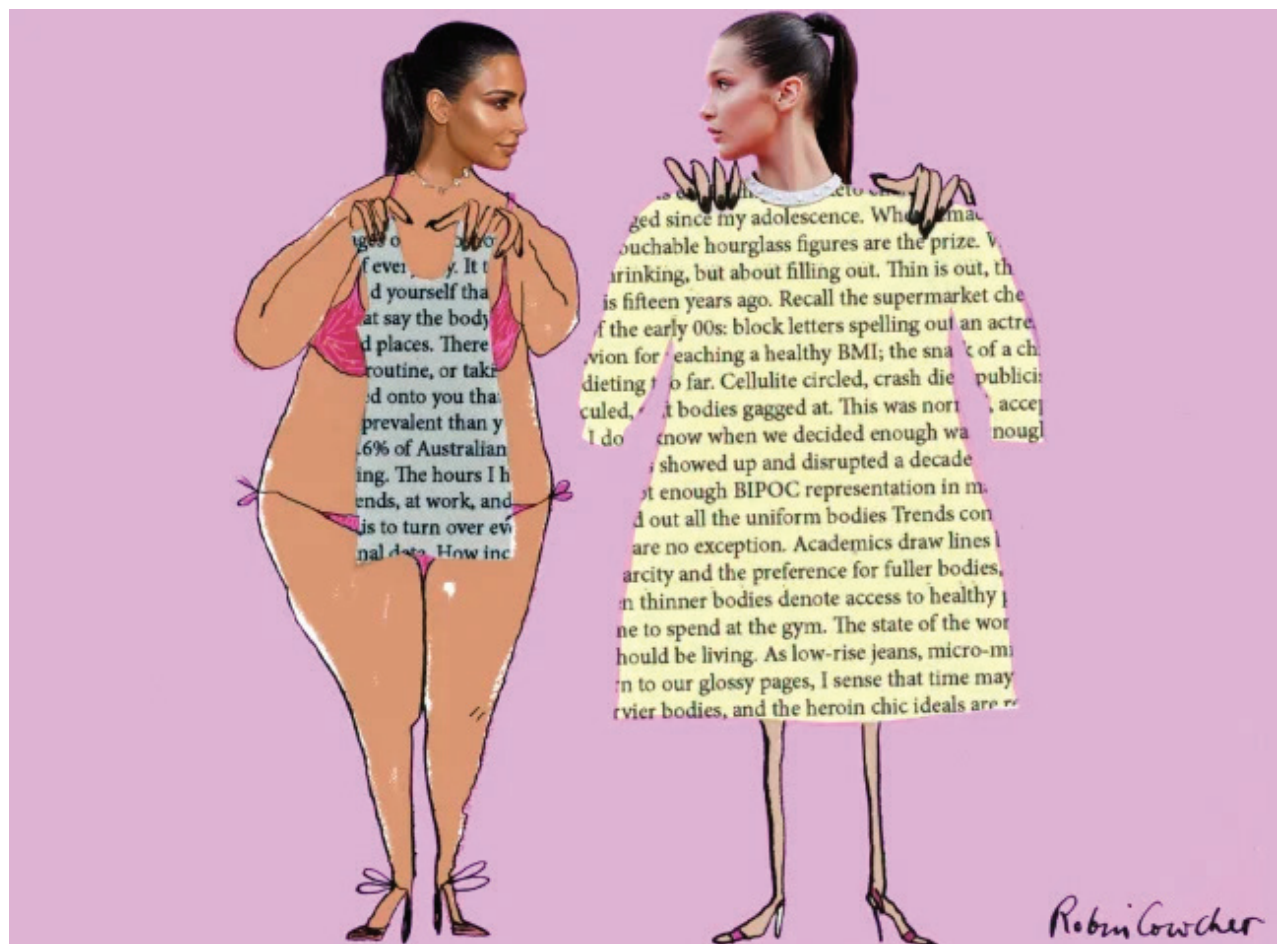
We don't need a "new skinny" - we need to obliterate beauty standards altogether

Melissa A. Fabello

At first glance, you'd think that the #HealthyIsTheNewSkinny movement or any of her sisters, like #StrongIsTheNewPretty are ones that we should be amped about.

The obsessive pursuit of thinness as an aesthetic ideal has been incredibly harmful to and disempowering for people. Health being used as beauty propaganda, with athleticism as performance art, is a relatively new phenomenon. Cloaked under the mask of “wellness,” it can be hard to notice that we’ve been duped into a new beauty standard.

Sure, we may have shifted the beauty ideal a bit, but we've also simply shifted the root of body dissatisfaction and the connected compensatory behaviors. Offering up health as an alternative to skinniness (as if our understanding of health isn't wrapped up in thinness anyway) isn't an improvement, it's simply a different unattainable standard being held over our heads.



National History Day Workshop - Handout 5



Tips and Ideas for Staging

It is important to remember various levels and placements to create beautiful images on stage. When staging a dramatic performance always think:

- How many levels are there?
- Is anyone being blocked from the audience's sightline by a person or object?
- Is the frozen picture on stage interesting, or dull?
- People almost never stand in a perfectly straight line.
- Triangles, diagonal lines, and contrasting movements and sizes make interesting pictures.

Look at the scene, text, or images in a new way. Try:

- Performing the scene in slow motion, real time, and very fast.
- Repeating the scene over and over until your teacher says stop.
- Switch all characters halfway through.
- Only perform the beginning of the story.
- Only perform the end of the story.
- Take a 10 second pause between each line.
- Perform scenes forwards and then backwards.
- Perform the scene only as architecture, no people!
- Mix the order of the scenes up into a new pattern.

