Workshop Description:

The year is 2025 and children all over Toronto have been disappearing. A video surfaces of a "Rebel Agent", a key figure in the movement causing the children to disappear. He addresses the adults directly, urging them to consider the impact their actions are having on the environment and inciting more children to join the movement. As environmental destruction looms, the missing children band together in secret to try and come up with solutions with or without the help of the adults in their lives. Using the “Rebel Agent” video as a stimulus, participants will explore how role play and movement can be used to explore the issue of climate change. We will discuss the importance of working both in and out of role, and how movement can be used to communicate ideas about a topic or theme.

Note: This unit can be used in a variety of ways. It can be a stand-alone drama and dance unit, or may be integrated into core subjects (e.g. geography, science etc.) Teachers may wish to do the unit in its entirety or select individual activities to use.

Minds On:

Video – Teacher shares the “Rebel Agent” video with the class.
Possible suggestions:
- teacher “finds” a USB with the video on it
- teacher “finds” a backpack. Students examine the contents and the USB with the video is part of the contents of the video
- teacher has someone deliver the USB to the classroom in a envelope that says “play me”
GreenPeace “Angry Kid” video

Action:

Work in small group to complete KWL Chart - “What do we know? (facts) What do we think we know? (infer) What do we want to find out? (explore)”

Teacher in Role is a teaching strategy in which the teacher provides input into a drama activity by taking a role in the drama instead of commenting from outside the process. Teacher in role as someone the class wants to meet to get more information about the boy in the video - “Who do we want to meet?” “What might we want to ask?”
Students in role as kids who need to make a choice as to whether or not to assist Rebel Agent.
Review of Learning Goals - Work in and out of role to develop drama work.
   a. Stay in role (focus)
   b. Contribute to the drama
   c. Accept what is offered

Shape Shifting is a movement strategy in which students explore movement and space with a partner. In pairs students label themselves A and B. A creates a shape to represent how Patrick is feeling, B creates a complimentary shape sing the negative space. B then breaks away and creates a shape to show how his/her “student” character might be feeling, A creates a complimentary shape using the negative space. They switch roles.

Extension: you may want to add music and sequence this into a more polished piece.

Flashback/Tableaux - A flashback is a convention used to provide different perspectives on the action in a drama by showing events from an earlier time. A flashback might be used to explain the causes of an action in the present. An unscripted, unrehearsed drama spontaneously created by a student in response to a prompt or an artefact.

A tableau is a group of silent, motionless figures used to represent a scene, theme, or abstract idea (e.g., peace, joy), or an important moment in a narrative. Tableaux may be presented as stand-alone images to communicate one specific message or may be used to achieve particular effects in a longer drama work. Important features of a tableau include character, space, gesture, facial expressions, and levels.

Students create a tableau to show a flashback to an event leading up to this point in the Rebel Agent’s life. “What do you think some of the events leading up to this point may be?”

Extension: students could create a series of tableaux

Letter from Patrick - the letter clearly states that student will need to make a choice about joining the rebellion. “What new information do we have? Now it’s time to choose a side.”

Through the Window - Establish time and place of scene and where tension currently lies. “Are they going to run away? Do the students disagree with one another? Are you going to join the rebellion?” Students improvise a conversation that might be taking place after reading Patrick’s letter at this moment. When the teacher approaches and looks through the window, the conversation begins (improv). When the teacher moves away it ends.
Extension: teacher may return to each “window” multiple times to hear the conversation progressing

**Writing in Role** is writing done from the point of view of a character in a drama in order to deepen the writer’s understanding of the character and create or develop scenes that reflect this understanding. Some examples of forms that may be used include diaries, letters, and reports on specific events that indicate the character’s responses to those events.

In role as chosen character, a child considering joining the rebellion. “What are your plans for the future? What do you hope will happen next?”

**Voice Collage** – Choose a key word or line of text from Writing in Role. Stand in a space around the room. Teacher will tap students and they say their line/word. Teacher may tap students multiple times, they may have voices overlapping.

**Wave** is an improvisational convention in which students stand in a circle or walk in a line, shoulder to shoulder, following a leader, and spontaneously or sequentially drop out of the line to create poses to mirror and then modify an aspect of the shape and/or movement. The shapes can reflect the themes, issues, ideas, or characters being explored.

Students will create a physical reactions (statues) of characters’ decision to join or not join the rebellion.

Extension: have two waves (leaders of each wave come face to face).

Students say their line/word of text as they “drop out” of the wave.

**Corridor of Voices** - A convention used to explore the inner life of a character in drama. The character moves along the “corridor” between two lines of students who voice feelings, thoughts, or moral concerns the character might be likely to have. The convention can also be used to explore the thoughts of a character who is facing a difficult task or decision. In this case, the voices would give advice and warnings. Here, we ask students to consider: “Will you join the rebellion?”