

Implementation Plan
NEH Summer Seminar July 2017

Month of the Military Child - April 2018, at Ramstein Community Center
Secret Histories/Personal Narratives in Thematic Performance

Resources and Technology:

- Undesirable Elements by Ping Chong
- Undesirable Elements Workbook by Ping Chong
- SH Residency Outline 2015-16 (shared by Sara Zatz)
- <http://www.pingchong.org/undesirable-elements/>
- Introductory Video: <http://vimeo.com/19844207>

Relevant quotes and additional resources:

Military children make up a very special part of our nation's population. Although young, these brave sons and daughters stand in steadfast support of their military parents through moves and deployments. To honor their unique contributions and sacrifices on behalf of our country, each April is designated the Month of the Military Child.

- https://www.defense.gov/News/Special-Reports/0417_militarychild/

April is designated as the Month of the Military Child, underscoring the important role military children play in the armed forces community. Sponsored by the Department of Defense Military Community and Family Policy, the Month of the Military Child is a time to applaud military families and their children for the daily sacrifices they make and the challenges they overcome.

...

Throughout the month, DoDEA will encourage schools to plan special events to honor military children and have administrators and principals incorporate the themes of this month into their every day duties and responsibilities. These efforts and special events will stress the importance of providing children with quality services and support to help them succeed in the mobile military lifestyle.

-<http://www.dodea.edu/dodeaCelebrates/MilitaryChild/2017.cfm>

Proposed dates using Sara Zatz's outline schedule which would need modification based on if a member of Ping Chong + Co can attend or will advise online. Beginning at the start of school year 2017-2018, would like to advertise some information at the local high schools to find participants who can commit to the time required for the program. Interest meetings may be held after school in early 2018 after school.

March 27 Session 1: Pre-Show Workshop

The Teaching Artist establishes guidelines for full participation and safe space in the rehearsal room (emotional and physical safety of self and others). Students will define the concept of Memoir, and engage in theater and writing activities that look at their lives as a text.

March 29 Session 2: Professional Production and Talk-Back

Students watch a professional Secret Histories theater production video. Possibly via a video conference element of discussion for the students in Germany with the participants in NY. The TA works with students to process the theater performance using constructive responses and observable evidence to support their opinions.

April 10 Session 3: I Believe

Students write an “I believe” statement or personal creed, and identify the experiences that led them to this belief.

April 12 Session 4: Our Lives tell a Story: River Stone Activity

Students create a visual and written outline based on the most significant events from their lives. Students will use the theater technique of tableau, or frozen picture, to access specific memories.

April 14 Session 5: Exploring Dramatic Structure

Students focus on one pivotal memory and use “storyboards” to create an outline that portrays the sequence of events including a beginning, middle and end as well as a turning point, a conflict, and a resolution. They will create a caption identifying action, description, and dialogue. Writing a clear progression of events from the storyboard, students will create their first Memoir draft.

April 17 Session 6-7: Living Tableaus

Working in small ensembles, each student creates a “living tableau” or an expanded version of the tableaus with dialogue, using text from their memoir drafts. Each group will present their living tableau to the class for a group processing. Students will revise their drafts to include more descriptive language, to “show” and not just “tell” in their writing.

April 19 Session 8: Revision

Using interview techniques, as modeled by the Ping Chong +Company, students read a partner’s draft, and ask critical questions to add clarity, detail, and sensory language in the writing. At the conclusion of the interview, interviewers must come up with a question or big idea that their partner is exploring in their memoir.

April 21 Session 9: Staging and Rehearsal

Students learn the different roles in a theatrical production, specifically director, playwright, and performer. Each student will choose the key moment in their memoir to stage. Working collaboratively within small groups, students rehearse their scenes with feeling and expression. The TA will offer theatrical staging techniques for them to use, such as freeze, slow motion, unison, or echo to add emphasis. Following the rehearsal, each group will choose the scene that best represents their group to be in the final class script.

April 24 Session 10: Advanced Staging

The TA facilitates a scene workshop for each of the chosen scenes. Each group will revise their scenes paying close attention to volume, pace, and expression.

April 25 - 26 Session 11: Rehearsal (additional sessions may be added as needed)

The TA stages the opening, transitions, and closing of the class presentation, working collaboratively with the students. The TA will direct the final run-through of the class presentation.

April 27/April 28th Session 12: Performance and Post Performance - Friday evening, Saturday afternoon and evening performances.