

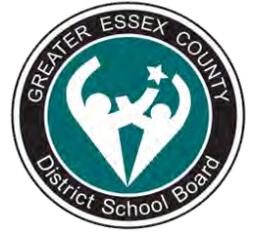


Ontario
Trillium Foundation



Fondation Trillium
de l'Ontario

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Adventures in Culture and Character

Drama and Visual Artist Visits to Engage Learners at Home

**Live, Interactive Hands-on Learning
Planning Meeting + Four Virtual Artist Visits**

Fully funded by the Ontario Trillium Foundation in partnership with the Canadian Network for Arts and Learning, Arts Can Teach, and the Greater Essex County District School Board.

Contact Karen McClellan at Arts Can Teach with your choice of topics to reserve your spot.

artscanteach@publicboard.ca

See the following pages for lesson descriptions and artist bios.



Lesson Descriptions

Exploring Shapes and Patterning through Visual Art

Artist: Maryam Safarzadeh

Grades: 2-3

Students will be introduced to modern paintings from Iran and invited to observe the shapes and patterns within the paintings and in their home environment. Using materials found at home, students will be invited to draw and design their own artwork in each visit.

Respect and Kindness through Story Drama

Artist: Ariel Clarke

Grades: 4-8

Using the picture book *The Woman Who Outshone the Sun* by Alejandro Cruz Martinez as a pretext, students will step into the world of Lucie and her village to explore themes of respect, kindness, and individuality. Students will learn to step in and out of role to storytell, while also reflecting on personal experience and acceptance.

Empathy through Perspective-Taking

Artist: Hussein Samhat

Grades: 4-5

In this lesson, through story drama, students will be invited to place themselves in the shoes of the protagonist and antagonist within a storybook. (*Drama practices used include story drama, perspective-taking, and tableau thought-tracking.*)

FR Français disponible

We're all different! What makes you, you?

Artist: Hussein Samhat

Grades: 4-5

Students will be invited to do some reflection on their backgrounds to explore their own traits and experiences, while learning to accept that we are not all the same. (*Drama practices used include reflection, poetry, and teacher in role.*)

FR Français disponible

Empathy through Forum Theatre

Artist: Hussein Samhat

Grades: 4-5

Students will explore the concept of bullying through Boal's Forum Theatre (a form of interactive drama that empowers students to rehearse solutions) upon exploration of a book of the same theme. (*Drama practices used include forum theatre, storytelling, improv, and perspective-taking.*)

FR Français disponible

“On, Between, and Beyond”

Artist: Hussein Samhat

Grades: 4–6

By the end of this unit, students will have taken part in various explorations of stories and experiences. This unit will encourage students’ curiosity and push them to think, reflect, and ask on-the-line, between-the-line, and beyond-the-line questions using the text, the world around them, and their creativity. (*Drama practices used include storytelling, tableau, and thought-tracking.*)

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Perspective and Acceptance through Process Drama

Artist: Ariel Clarke

Grades: 4–8

Using the pretext *The True Story of the 3 Little Pigs!* by Jon Scieszka, students will explore multiple perspectives/voices through a multicultural societal lens. Through process drama, students will explore and discuss the consequences of vilifying one perspective/voice without hearing another.

Greenville and Blueville

Artist: Hussein Samhat

Grades: 6–8

In this lesson, students will be invited to take part in a process drama exploring societal norms, differences, and how we treat those we are not familiar with. (*Drama practices used include process drama, improv, and perspective-taking.*)

 Français disponible

Who You Are and Who You Want to Be

Artist: Hussein Samhat

Grades: 6–8

In this lesson, students will be invited to do some self-reflection on how they see themselves and how others see them, and think about what makes them unique while learning to accept all of their qualities. (*Drama practices used include self-reflection and role on the wall.*)

 Français disponible

Power and Voice through Poetry and Drama

Artist: Ariel Clarke

Grades: 7–8

With a specific focus on Maya Angelou and Amanda Gorman, students will be able to examine and explore Black poets and their work to make powerful statements. Students will learn different poetic forms to express their own voice as well as learn to perform spoken word that highlights and emphasizes the meaning and message of their poems.

Empathy through Forum Theatre

Artist: Hussein Samhat

Grades: 6–8

Students will explore the concept of bullying through Boal's Forum Theatre upon discussion and reflection on the same theme. (*Drama practices used include forum theatre, self-reflection, improv, and perspective-taking.*)

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Morality and Identity through Greek Theatre

Artist: Ariel Clarke

Grades: 6–8

Students will learn the origins of script and plays in Greek theatre. They will be introduced to the elements of a Greek tragedy or comedy, as well as look at mask and chorus work. Students will be able to explore traditional Greek mythology stories as well as analyze their significance and deeper meaning. Students will be given the opportunity to create their own Greek theatre-inspired pieces.

Self-Love and Identity through Verbatim Theatre

Artist: Ariel Clarke

Grades: 6–8

Using the pretext *Where Are You From?* by Yamile Saied Méndez, students will explore self-love and identity through verbatim theater work. *Where Are You From?* is the story of a little girl who constantly gets asked, "Where are you from?" She goes on a mission to get the answer from her abuelo, who teaches her the value of her heritage and home. Through the use of verbatim theatre (a theatre piece made from real people's words, a form of documentary/applied theatre), students can explore their very own heritage and identity through voice.

Social Activism

Artist: Alexis Jamil

Grades: 5–8

Exploring examples of social activism, students will connect drama issues and themes to their own and others' ideas, feelings, and experiences.

Diversity and Unity through Role Play

Artist: Ariel Clarke

Grades: 7–8

Students will explore the concept of diversity and unity through the pretext *All Kinds of Children* by Norma Simon. Students will be able to respond, relate, and explore the necessities of life for different countries around the world. Students will get to bring their own uniqueness, research, culture, and identity to the lesson while exploring it through role and debate in a Model UN conference.

Case Study

Artist: Hussein Samhat

Grade 8

Students will be invited to take part in a case study surrounding a teenager's transition from elementary to high school. (*Drama practices used include mantle of the expert, self-reflection, perspective-taking, and teacher in role.*)

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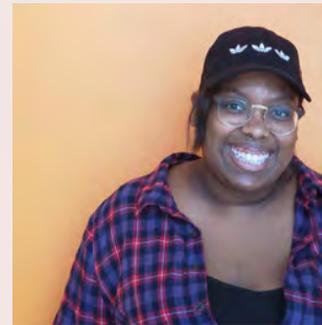
Artist Bios

Ariel Clarke

Drama/Theatre

Ariel Clarke is a drama and education alumna from the University of Windsor. She went on to complete a master's in teaching at the Ontario Institute for Studies in Education at the University of Toronto. She has done a variety of community work with marginalized and racialized youth and has taught across multiple elementary and secondary schools in Ontario during her undergrad and graduate programs. Drama and theatre are a big part of the work that Ariel has done, and she has passionately advocated for and researched the benefits of arts integration into non-arts subjects.

Ariel has also done specific work in social justice education targeting systemic racism, which can allow the option to implement anti-racist and anti-colonial perspectives as part of lesson plans. Ariel's teaching speciality is in using drama as a tool to support other core subjects. Her lessons use drama resources like drawing, writing, and acting in role to facilitate student learning across multiple subject areas. Ariel also has a theatre background that guides introductory work in script writing, directing, and acting.



Alexis Jamil

Drama

Alexis graduated with a BA Honours in drama in education and community. Alexis has taught in various countries, such as Costa Rica, Italy, Haiti, and Canada. Certified in teaching English as a foreign language through theatre and play, Alexis is determined to use art as the medium to education. From seniors with dementia, to grade-level students learning English, to post-secondary students honing their presentation skills, and everybody else in between, Alexis believes that play and storytelling are the root of all our lives.



Alexis started her career in Windsor with Changing the Odds leadership camp from 2016–2017 and has only continued to develop her passion for education since then. Learning never stops. Play never stops. Change never stops. *Inspire a kid and you can change the world.*

Maryam Safarzadeh

Painting/Poetry

Maryam Safarzadeh is an Iranian poet and painter who moved to Canada in 2019.

Maryam started painting at the young age of 10 and learned many different techniques from various masters of painting in Iran. After graduating from university with a degree in graphic design, she started studying with the renowned Iranian artist Taha Behbehani. These classes opened doors to many new dimensions in her art. Maryam has had many successful solo and group exhibitions since.

Maryam has been teaching art and creation for more than 16 years in various art schools. Currently she is creating art and running art classes Shō Art Studios, which focuses on the interplay of “Art, Spirit & Performance.” Maryam also serves on the board of directors for the Art Gallery of Windsor.

In addition to her work as a painter, Maryam is an accomplished poet. Many Iranian composers have created songs with her poems.



Hussein Samhat

Drama/Storytelling

Hussein Samhat is an emerging drama educator and practitioner. He obtained his Bachelor of Arts with Honours in the drama in education and community program at the University of Windsor. He plans to expand his studies by beginning his Bachelor of Education at the junior-intermediate level. He has had experience working with youth of various ages from early childhood all the way through post-secondary through practicums, employment, and community work with the Changing the Odds Summer Youth Program. Hussein brings not only his perspective, but also his experiences, into his work.

As an educator, Hussein believes in leading with empathy. He hopes to create safe spaces for all students to be able to share their work and their thoughts, and be themselves. He believes that the synergistic relationship between educators and students is what drives the classroom environment to a deeper, more meaningful level of interaction and exploration. Hussein believes in bringing the world into the classroom through various drama practices such as perspective-taking, story drama, and character work to explore diverse contexts, giving voice to all students.



Contact

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