



**Program Title: Scene Change**

**Thursdays 1:45 pm-2:-30 pm**

**Program Description:** Rising Youth Theatre’s “Scene Change: Setting the Stage for High School Success” is a multi-directional mentorship program for middle school students that uses theatre, storytelling, and the arts to build skills and resiliency that will prepare them for high school. This program will create a space where young people can safely explore their own identities and imagine their futures. Many programs focus on the academic skills that students need for high school success - this program will support those academic needs by focusing first on the social emotional needs associated with the transition to high school. Over the course of the program, 6-8th grade students will build strong relationships with their mentor teaching artists and each other that will support them as they navigate what’s next in their lives and academic careers.

**Unit Outline**

Community Building
Research
Skill Building
Sharing and Peer Mentorship
Reflection

<b>Unit One: Community Building</b>



**Middle School:**

*Objectives:*

- Establish a space of trust building and community care and comfort in the space
- Get to know each other through games, exercises, and story sharing
- Get clear on the goals and community commitments of the program

*Learning Activities:*

- Four corners and spectrum work
- Check in
- Community agreements
- Asset mapping
- Games
- Pre-survey

*Assessments:*

- Completed classroom expectations and agreements reflection
- Completed pre-survey
- Participation in games and check in
- Completed asset maps

*Arizona State Education Standards:*

Health Standard

Concept 2: Collective Advocacy

PO 1. Demonstrate how to work cooperatively to advocate for healthy individuals, families, and schools.

Artistic Process: Creating

Anchor Standard #2: Organize and Develop Artistic Ideas and Work

2B: Demonstrate mutual respect for self and other and their roles in preparing or devising a theatrical work



## Unit Two: Research

### Middle School

#### *Objectives:*

- Introduce and practice story circles
- Interview peers and near peers
- Understanding and exploring the research process using our own experiences and questions
- Ideas about what skills build and what to share back with community- what do you want to create?

#### *Learning Activities:*

- Story circles
- Big questions list
- Interviews with each other
- Interviews with 9th graders at Chavez
- Assumptions and Expectations of high school
- Skill building and sharing outline

#### *Assessments:*

- Completed skill building and sharing outline, using research

#### *Arizona State Education Standards:*

Artistic Process: Creating

Anchor Standard #1: Generate and Conceptualize Artistic Ideas

1A: Investigate multiple perspectives and solutions to staging challenges in a theatrical work

Artistic Process: Creating

Anchor Standard #2: Organize and Develop Artistic Ideas and Work

2A: Examine and justify original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and historical and cultural context.



## Unit Three: Skill Building

### Middle School

#### *Objectives:*

- Activate skills outline and pair with tools, exercises, games

#### *Learning Activities:*

- Exploring and reflecting on tools, exercises, and games for skills building
- The skills outline turns into a series of exercises that can be shared with peers

#### *Assessments:*

- Beginning to build structure for shareback and peer mentorship

#### *Arizona State Education Standards:*

Artistic Process: Creating

Anchor Standard #2: Organize and Develop Artistic Ideas and Work

2A: Examine and justify original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and historical and cultural context.

Artistic Process: Performing

Anchor Standard #4: Select, Analyze, and Interpret Artistic Work for Performance

4A: Discuss various character objectives (choices) in a theatrical work

## Unit Four: Shareback and Peer Mentorship

### Middle School



**Objectives:**

- Students will practice the rehearsal process
- Students will choose and practice production roles and facilitation roles
- Students will explore and engage in the design process

**Learning Activities:**

- Completed sharing process
- Performance skills workshops
- Facilitation
- Rehearsal sessions

**Assessments:**

- Completed rehearsal process
- Completed sharing with peers

**Arizona State Education Standards:**

Artistic Process: Creating

Anchor Standard #2 - Organize and develop artistic ideas and work

2B: Make and discuss group decisions and identify responsibilities required to present a theatrical work to peers.

Artistic Process: Connecting

Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art

10A: Explain how a theatrical work connects yourself to a community or culture.

**Unit Five: Reflection**

**Middle School**

**Objectives:**



- Reflect on the experience and learning of the pilot program
- Practice vision building towards the next phase
- Activating feeder school and understanding how graduating 8th graders can continue next year

*Learning Activities:*

- Post survey
- Critical response process evaluation
- Vision exercise to talk about next year

*Assessments:*

- Completed evaluation process

*Arizona State Education Standards:*

Artistic Process: Creating

Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

TH.CN.11.HS1b

Artistic Process: Performing

Anchor Standard #5 - Develop and Refine Artistic Techniques and Work for Presentation.

Anchor Standard #6 - Convey meaning through the presentation of artistic work

6A: With prompting and support, use voice and sound in a dramatic play or a guided theatrical experience (e.g., process drama, story drama, creative drama).

And share out in the form of an ensemble reflection and story circle.