



STUDENT WORKSHOP SELECTION FORM

Below are student workshop sessions being offered at this year's conference. This form is designed for teachers to collect selections and then register students. For a complete list of workshops, including educator-centered sessions, please visit www.stagethechange.org

THEATRE

1) INTRODUCTION TO THEATRE OF THE OPPRESSED

Alexander Santiago-Jirau: New York Theatre Workshop

This workshop is an introduction to the sociopolitical activist forms that make up the arsenal of the Theatre of the Oppressed (TO): a collection of games, techniques, and exercises that use theatre as a vehicle for personal and social change. It is a method that harnesses the laboratory of the theatre as a powerful tool for exploring power, transforming oppression, and finding community-building solutions to the problems of inequality, conflict and injustice. Originally developed in Brazil by theatre innovator Augusto Boal, these forms were inspired by popular education practices, and employed with peasants and workers throughout Latin America. Now they are used internationally and have been developed and adapted by countless companies and practitioners. This workshop will engage students with TO's foundational ideas and expose them to the interactive games and exercises at its core. Students will investigate social, political, and artistic intersections through introductory Image and Forum Theatre exercises.

2) INVISIBLE AND VOICELESS: UNDOCUMENTED IMMIGRANTS ON LONG ISLAND

Margarita Espada: Teatro Yerbabruja

This workshop will use Image Theater from Augusto Boal-Theater of the Oppressed to explore the concept of Immigration and cultural dominance in America. Image Theatre uses the body as a tool of representing relationships, ideas, feelings. Using exercises, we will explore the concept of displacement of people as a forced movement from their local, environment and occupational activities. Through sculpting participants' bodies, student will create images that reflect the sculptor's impression and will to explore internal or external oppression, unconscious thoughts and feelings about the perception of the "other."

3) MAKING SCENES: STAGING A FLASHMOB

David Hugo: LIU Post School of Visual and Performing Arts

This workshop will give students the tools to use public spaces in unexpected ways to create actions that can provoke discussion about relevant issues. The workshop will focus on how to manipulate the elements of architecture to create actions through the use of voice and gesture. Students should wear comfortable clothes and be familiar with the lyrics and melody of "America the Beautiful".

4) MOMENT WORK

Marisol Rosa-Shapiro: Tectonic Theatre Company

Tectonic Theater Project, creators of the interview-based play THE LARAMIE PROJECT, will share "Moment Work" -- a devising process that explores and utilizes all the Elements of the Stage on an equal footing with the words (text). Participants will make "Moments" using gesture, props and text. The workshop will conclude by sequencing a few Moments, to glimpse how Tectonic creates a play from individual theatrical Moments. Please prepare participants by either reading THE LARAMIE PROJECT or watching the HBO film, available through HBO streaming. THE LARAMIE PROJECT follows residents of Laramie, Wyoming before, during and after the horrific beating and 1998 death of Matthew Shepard, a gay University of Wyoming college student. This horrific hate crime spawned an activist movement that, more than a decade later, would result in passage of a federal law: The Matthew Shepard and James Byrd Jr. Hate Crimes Prevention Act.

5) OWNING YOUR ARTISTIC IDENTITY

Aaron Rossini: Artists Striving To End Poverty

What's your skin in the game? What do you care about? How are you going to change the world? In this workshop students will be challenged, through tried and true methods, to find their personal mission, their artistic voice, and use them both to change the world around them.

6) PLAYWRITING AND A VISION OF CHANGE

Kenneth Weitzman

The goal of this workshop is to empower students to use playwriting as a tool of expression, as a way to give voice to the personal and societal issues they find most important. We'll do writing exercises that specifically focus on the balance between free, improvisatory writing and story structure. By the end of the session each participant will have a complete, original monologue.

7) PREVENTION THROUGH THE ARTS WORKSHOP

Elizabeth Bojsza: Stony Brook University

In this hands-on workshop, participants will get the chance to experience a taste of what it is like to be an ensemble member of Stony Brook's *Prevention Through the Arts* troupe. Beginning with opening up stories relevant to their health and the health of their peers, to "writing on their feet" and performing, participants will experience how theatre can be a vehicle for social and personal change.

8) SPEAKING TRUTH: A THEATRICAL EXPLORATION THROUGH THE WORDS OF HUMAN RIGHTS DEFENDERS

Karen Sklaire: Performer, Educator

Theatre has a direct link to social change. Many plays of the past have addressed social justice issues as a means of communication. One example is Ariel Dorfman's play **Voices from Beyond the Dark; Speak Truth to Power**, a play designed for The Robert F Kennedy Human Rights organization as a tool to address human rights issues. These monologues serve as a backdrop to opening up the conversation of human rights defenders all over the world. This workshop will guide students to understand the journey of a human rights defender from oppression to speaking truth to power. Monologues written by well known human rights defenders (Ghandi, Malala) as well as everyday defenders are explored through theatrical exercises such as "Role on Wall", exercises from Theater of the Oppressed, tableaux work and personal journey exploration. The culmination will be a presentation of the monologues. The goal is to inspire our students through exploring these and their own lives to become future defenders of Human Rights.

9) THEATRE AS A SOCIAL VOICE

Joe Norton

Since its inception, live theatre has served as a forum for presenting social issues; as a result, theatre has always been a catalyst for social change. In this workshop, participants will identify and discuss social themes in plays and musicals, and discuss how the work they are doing in their schools addresses the social issues where they live. Participants will learn how the theatre community is one of the strongest and most committed overall to social causes. This workshop discussion will include a brief review of theatre's role in the fight against AIDS as an example of how the theatre community comes together to affect societal change. Songs, scenes and monologues certainly encouraged, but not mandatory. Open to all.

10) WRITING AN ORIGINAL PLAY OR MUSICAL WITH A SOCIAL VOICE

Jim Hoare: Theatrical Rights Worldwide

Aspiring composers, lyricists and book writers will explore the process of creating an original work that might stage a change.

Topics will include:

- Finding a story to tell
- Clearing source material
- Structuring your story
- Assembling a creative team

11) WRITING AND PERFORMING THE STORIES OF OUR LIVES

Judith Sloan: Earsay.org

This workshop is a hands-on experience using interviewing, free-writing, and collaborative improvisation to create scripts that reflect communities. Participants will work as a group to create a poetic script and will experiment with movement and structure to complete a short performance by the end of the workshop. The exercises and tools in this workshop can be used for a variety of community building projects in addition to performance works.

FILM

12) COMEDY VIDEO AS A PLATFORM FOR ACTIVISM

Dan Ferrara and Kelly Harper

Sometimes, what the world needs is a good laugh. In this workshop, students explore parody of different genres and styles, and how the digital comedy platform can be a powerful way to get one's voice heard in a space dominated by short, viral content. Students will then break into groups to brainstorm humorous and engaging ways to discuss not-so-humorous topics. Dan and Kelly will also touch on some of the nuts & bolts that go into video production, for those students who may be looking into film as a career path.

13) MAKING FILMS TO MAKE A DIFFERENCE

Roger Sherman: Florentine Films

Roger will talk about his career making social issues films, the creative process, what does it mean to create change and how participants can make a difference. He'll discuss research and how to find the best people to be in your film to make the most powerful story. Roger will also reveal some crucial filmmaking techniques from his book *Ready, Steady, Shoot: A Pro's Guide to Smartphone Video* that people will be able to use immediately to create more effective films.

14) THE ART OF CRAFTING AN INTERVIEW AND YOUR ABILITY TO MAKE A DIFFERENCE

Stephanie Williams: Reelworks NYC

The workshop will explore active listening and honing questions for interviews that can be used when exploring ideas around race and justice issues. How do we listen? How do we take what we hear and apply it to pushing the narrative forward? And finally, how does documenting our interviews on video or even our phones, help us to create effective documented conversations that can exact change?

DANCE

15) DANCE FOR EVERY BODY: MOVEMENT WORKSHOP

Chanon Judson: Urban Bush Women

This movement jam/dance class embraces the ideas that each individual has a unique and powerful contribution to make, and that our bodies are a powerful source of agency. The goal is for "every body" to find their level of challenge and comfort and partake according to their abilities, and to appreciate the groups' diversity as an attribute to their community. This is a movement class designed for the community so no prior dance experience is needed. Participants explore UBW's technique with close attention to the use of breath, weight, call and response and polyrhythm.

16) DANCING TO CONNECT

Clement Mensah: Battery Dance

An award-winning initiative, Battery Dance engages participants in creativity and team-building through the art form of modern dance. Students of all abilities work under the guidance of Battery Dance's teaching artists, who are also world-class performers, creating and performing choreography of their own devising. *Dancing to Connect* workshops open doors for teens as they transition into the leaders and engaged citizens of tomorrow.

17) EXPLORING DIASPORA: COMMUNITY IN MOTION AT THE DAWNING OF A MOVEMENT FOR SOCIAL CHANGE

Theara Ward: Dance Theatre of Harlem

In this workshop participants will use movement to explore the concept of Diaspora—from Africa, to America, Emancipation, Great Migration, Harlem Renaissance, Civil Rights/Black Power, and Hip Hop. This workshop will lay the foundation for movement discovery in a social cultural context. Participants will discover how the social landscape of a community impacts one's unique voice artistically, and how discovery can inform and facilitate change.

18) MOMENTS IN DANCE: HONORING TRAYVON MARTIN

Davyd H. Suber LIU Post, School of Visual and Performing Arts

This workshop will showcase a dance created by LIU Post Dance Professor Davyd Suber and the Post Dance Company in response to the 2012 Trayvon Martin shooting. Participants will learn about the choreographic process and will have the opportunity to create their own short dance pieces in relation to relevant social issues.

NEWLY ADDED WORKSHOPS

19) CREATE THE CHANGE

Michael DiBianco: Broadway Cares/Equity Fights AIDS

Are you an artist who wants to change the world? Are you interested in using your passion for performing to change people's lives? Then we need YOU in our theatre community! Come explore how your talents can impact those in need across the street and across the world! Join Michael Di Bianco from Broadway Cares to sing, move, laugh, inspire and CREATE THE CHANGE we want to see in our world. Bring an open mind, a generous heart, and clothes you can move in

PLEASE INDICATE YOUR CHOICES BELOW BY CLEARLY WRITING THE NUMBER OF THE WORKSHOP:

Name of Student: _____

Stage the Change Workshop choices:

1st choice _____

2nd choice _____

3rd choice _____

Return this section to your teacher by: _____