

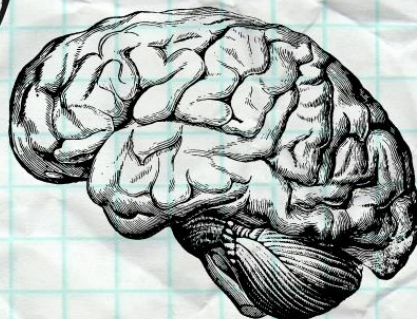
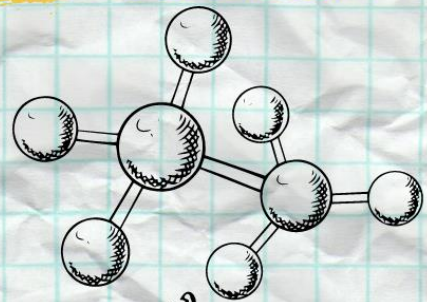
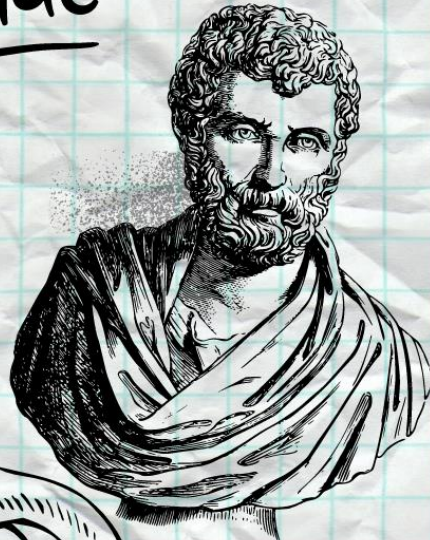
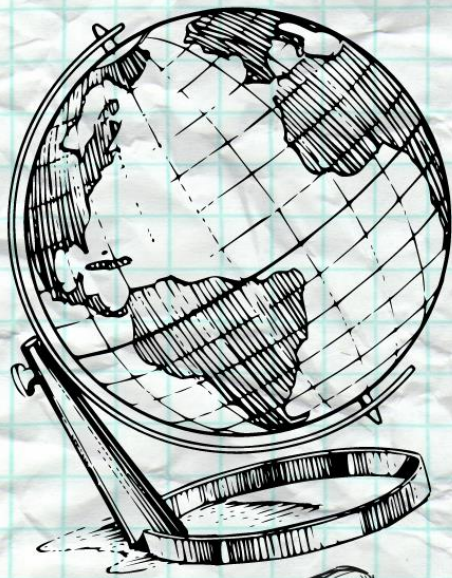


GREENBRIER  
VALLEY THEATRE  
*Education*  
Presents

# Acting It Out:

Dramatic Workshops for the Non-Theatre Classroom

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$





July 2023

Contact: (304) 645-3838 ext. 111  
education@gvtheatre.org.

Greetings from the Greenbrier Valley Theatre Education team!

Thank you so much for taking the time to read this letter about a wonderful opportunity we would like to continue offering to your students and teachers. During our partnership with GCS in 2022-23 school year we were able to present 36 workshops across the county.

Therefore, Greenbrier Valley Theatre, the State Professional Theatre of West Virginia is further expanding its education programming from within the walls of the theatre to classrooms around the state. We are pleased with the continued development of an array of workshops designed to supplement the instruction of curriculum standards utilizing dramatic arts. The goal of these workshops is to allow for a variety of hands-on experiences, reaching students with more atypical modalities of learning and enhanced instructional practices. Topics range from physics to joke writing, and connect standardized learning outcomes with social-emotional learning; helping teachers and students communicate their thoughts and knowledge within a shared space.

This program is designed to be used by any teacher at all levels of education. We have put specific emphasis on how the arts can be incorporated into STEM, using critical thinking and imagination to connect to areas of study which may not often use theatre and storytelling as a tool. We believe that the arts are instrumental in forming identity, both shared and within the self. Exploring these topics through an artistic lens encourages students to develop increased social engagement, improved civic discourse, and to reduce other-regarding behavior.

In the following pages, and in all Greenbrier Valley Theatre's work, you will find opportunities for creating constructive spaces, expanding knowledge, enhancing critical thinking skills, and having a great time. We thank you for making this program possible with your dedication to continued education and passion for your student's success. If you have any questions or would like to book a workshop date, please do not hesitate to call (304) 645-3838 ext. 111 or email us at education@gvtheatre.org.

Sincerely,

A handwritten signature in black ink that reads "Matt Campbell".

Matt Campbell,  
Producing Artistic Director

Dorothy Jo Oberfoell,  
Incoming Education Director



## Workshop Information

Greenbrier Valley Theatre's Educational Workshops infuse dramatic arts into multiple disciplines by making practical connections to content standards and objectives (CSO).

Led by professional Teaching Artists from Greenbrier Valley Theatre, workshops encourage the development of student understanding, civic discourse, problem solving, and higher order thinking skills, as well as a deeper understanding of the arts' role in our world, while helping teachers balance core curricula being studied with the diverse learning styles of their students.

Timeline for Classroom Teachers:

- Please enroll for your selected Workshop using this link: <https://forms.gle/2r1AbGjRgboSoDdJ8>
- Our Education Director will contact the classroom teachers directly to confirm their workshops at a mutually convenient time. The Teaching Artist will also work with each classroom teacher to accommodate ongoing lessons and content integration. *(There is also an option to design an individualized workshop around the subject)*
- Participate! Your presence and participation in the classroom during your GVT workshop is required. Think of this as a chance for professional development right in your own classroom.
- After the workshop has completed, the GVT Education Department will reach out to lead teachers with a postmortem survey of their GVT Workshop experience.

To guarantee your students receive the best workshop experience, here are some helpful hints for classroom teachers:

- Allow 1 ½ hours for each workshop. *If you have a different time allotment, let us know and we will work with you. We are able to accommodate 45-minute sessions over 2 days. If you have multiple classes, you would like us to reach, let us know, and we will schedule a full day of sessions within your classroom.*
- Limit class size to 25 students per workshop to help ensure a quality learning experience.

We encourage you to photograph your class during a workshop. Please share any approved photos with our Education Department, with student names and media releases. We encourage you to work with fellow teachers in your school to schedule two workshops (a morning and an afternoon session) on the same day. Pricing for multiple workshops on the same day is negotiable.

*[The fee for each Greenbrier Valley Theatre workshop is \$175 unless underwritten or otherwise funded. In partnership with Greenbrier County Schools, and funded in part through the GCS Excess Levy, GVT will offer 50 FREE workshops to Greenbrier County classrooms in the 2023-2024 school year. Ongoing workshop pricing is evaluated on a case-by-case basis.]*

## Acting it Out Workshop Library

### **Moving Through a Sentence Jr.**

Suggested Grade Levels: 1-3

Content Standards: Language Arts; Communication Skills; Thinking and Reasoning Skills; Physical Education; Drama

Using a variety of kinesthetic and movement-based activities, students will gain greater understanding of simple language, phrases, names, and letters. Class begins with everyone sharing their names, and simple information about themselves. We then take what everyone has said and break it down into phrases, words, letters, and eventually movements. We then build back up to sharing using our new movement vocabulary, followed by working together on a new phrase, and a closing discussion on what we learned, and how we can use it.

### **Introduction To Theatre in Mathematics Jr.**

Suggested Grade Levels: 1-3

Content Standards: Mathematics; Drama; Communication Skills; Thinking and Reasoning Skills

In these workshops students will participate in mathematics based theater games as a way of approaching mathematical concepts in arithmetic and substitution. Each workshop is based on the Theater in Mathematics (TIM) approach, which focuses on developing social emotional skills and real world connections to mathematics. This workshop is a wonderful way to introduce different modalities of learning into your classroom, and to break students of math anxiety and apprehension.

[For more information about the practices used in Theatre in Mathematics, feel free to look deeper:  
<https://www.theatreinmath.eu/>]

### **Puppet Palooza**

Suggested Grade Levels: 1-5

Content Standards: English language Arts; Communication Skills; Thinking and Reasoning Skills; Drama

Who doesn't like puppets? Starting with a demonstration by the teaching artist, students will be introduced to basic concepts of puppetry, character, problem solving, and empathy. Following a skit about bullying, students will be led in a discussion of the performance, including what could be done to help the situation, both as active participants, and observers. Following this discussion, students will create their own short skits involving events from their own lives and present them to the class, with an open forum to discuss in what ways the events of the skit could be improved. This workshop is based on techniques of Forum Theatre created by Augusto Boal, and designed to spark creative problem solving, communicative discourse, and empathy in both student and teacher participants.

### **Who's Doing What Where?: Contextualizing the 9 Parts of Speech**

Suggested Grade Levels: 3-6

Content Standards: English language Arts; Communication Skills; Thinking and Reasoning Skills; Writing Skills

This workshop gives students new tools to understand and put together the 9 articles of speech using improvisation and story building techniques derived from the groundbreaking work of Viola Spolin. Starting with nouns and building our way up, students will construct simple narratives involving themselves and their classmates. This activity culminates in a grand play involving all the students' small narratives. After this, Students will be led in a discussion of what they learned, and asked to construct additional sentences based on subjects they have learned in their classes. After this workshop students will be able to more clearly identify the 9 parts of speech and how they connect to build complex thoughts.

### **Moving Through the Sentence**

Suggested Grade Levels: 4-7

Content Standards: English Language Arts; Communication Skills; Thinking and Reasoning Skills; Physical Education; Drama

In this workshop, students will break down sentences; experiencing the shifts that punctuation, articles of speech, and inflection make using movement and vocal exercises. Using these skills, students will act out a classic children's book. (Examples include *The Day the Crayons Quit*, *Where the Wild Things Are*, and *Corduroy*) The class will then have a discussion on what they've learned, and how they can apply it to their own writing and storytelling.

### **Theatre in Mathematics**

Suggested Grade Levels: 4-12

Content Standards: Mathematics; Drama; Communication Skills; Thinking and Reasoning Skills

In these workshops students will participate in mathematics based theater games and process drama as a way of approaching mathematical concepts in arithmetic, geometry, and algebra. Depending on the subject you want covered, students may participate in Old West duels with only their times tables, try to survive stuck on a raft in the middle of the ocean with limited supplies, or have to give a ruling for the trial of the century using only the angles of an old grandfather clock. Each workshop is based on the Theater in Mathematics (TIM) approach, which focuses on developing social emotional skills and real world connections to mathematics. This workshop is a wonderful way to introduce different modalities of learning into your classroom, and to break students of math anxiety and apprehension.

[For more information about the practices used in Theatre in Mathematics, feel free to look deeper:

<https://www.theatreinmath.eu/>]

### **Costume Design: Picturing a Character**

Suggested Grade Levels: 4-12

Content Standards: Visual Art; History; English Language art; Reasoning and Research Skills

In this workshop, students will examine classic literary and historical characters, gaining an understanding of historical and personal context. After researching sources from the period, students will create models of what they think the character might look like using 2D and 3D materials. A great way to involve students in less contemporary stories of relevant figures, and bring history into perspective.

### **Set Design: Picturing a World**

Suggested Grade Levels: 4-12

Content Standards: Visual Art; History; Mathematics; English Language art; Reasoning and Research Skills

In this workshop, students will examine classic literary or historical settings, contextualizing the world of the "play." By examining class, time period, fashion, and the inhabitants of that space, students will be able to design a model of what they think this world looks like using 2D and 3D materials. This workshop culminates in a presentation and discussion of what they learned about the worlds they have created.

[Very adaptable to inventors, historical figures, and literary sources which are already being examined in class.]

## **The Human Rube Goldberg Machine**

Suggested Grade Levels: 5-9

Content Standards: Science; Anatomy; Communication Skills; Thinking and Reasoning Skills; Physical Education

Students will begin by defining and examining man-made simple and complex machines, followed by a discussion of simple machines within the human body. After discussing, students will be led in a variety of exercises to identify the functions of their own simple machines. The class will then examine Rube Goldberg Machines and try to construct one using only their bodies and a few nontraditional materials.

## **The Power of Verbs in Action**

Suggested Grade Levels: 6-12

Content Standards: English language Arts; History; Social Studies; Thinking and Reasoning Skills; Writing Skills

Using classic literary and historical sources, students will break down how word choice, intention, point of view, and rhetoric can help persuade and convince our intended audience. Students will then get on their feet to use these principles in action, culminating in a short scene between two opposing viewpoints.

[The sources we use to break down can be changed depending on what is being studied in the class. If you have any period, author, or text you would like to work with, please let us know.]

## **Joke Writing 101**

Suggested Grade Levels: 6-12

Content Standards: Language Arts; Drama; Thinking and Reasoning Skills; Communication Skills; Writing  
Using two line jokes as points of study, students will gain new insight into sentence construction and reading phrases for meaning. Using the concept of "hinging" words, this workshop breaks down setups and punchlines into their finer parts, and teaches students how to economize their language and specify the stories they are trying to tell. As an added bonus, students learn how to subvert expectations, and create a compelling point of view to facilitate their jokes. After this workshop, you are sure to have, for better and for worse, a class full of comedy writers.

## **That Sounds Funny: A Brief History of Language**

Suggested Grade Levels: 6-12

Content Standards: History; English Language art; Reasoning and Research Skills; Communication Skills  
Have you ever wondered how newborn babies know to cry? What about how a simple groan can tell you how someone's day went? In this workshop we begin with a discussion of how language originally formed, its use, and how it has evolved over time; tracing the lineage of verbal communication from past to present. Students will then be led in exercises in order to identify universally recognized sounds for their meanings. Utilizing Omnish, a nonsensical language developed for Knight-Thompson Speech Work, students will work in groups to create a simple scene using a language of their own creation. Students will leave this workshop with a greater understanding of language, its place in the history of human development, and with greater confidence in their ability to listen and be heard.

### **Sharing Your Story: Crafting a First-Person Narrative**

Suggested Grade Levels: 6-12

Content Standards: Language Arts; Communication Skills; Thinking and Reasoning Skills; Writing; Drama  
Students will implement their understanding of purpose, point of view, rhetoric, descriptive language, literary devices, et all, to create a monologue functioning as a personal narrative, as well as a rhetorical story. We will then workshop these stories in groups, testing for clarity of plot and purpose. Finally, students will share their stories with the class and hold a discussion of what they learned, and how it applies to other forms of writing.

### **Sharing Their Story: Crafting a First-Person Narrative for Someone Else**

Suggested Grade Levels: 6-12

Content Standards: Language Arts; History; Communication Skills; Thinking and Reasoning Skills; Writing; Drama

Students will work in pairs to implement their understanding of purpose, point of view, rhetoric, descriptive language, literary devices, at all, to create a monologue functioning as a personal narrative for their partner, as well as a rhetorical story. We will then workshop these stories in groups, testing for clarity of plot and purpose. Finally, students will share their stories with the class and hold a discussion of what they learned, and how it applies to other forms of writing. This workshop, while similar to our first person narrative workshop, develops additional skills in listening and relaying information. (In addition, this workshop can be performed with individual students using historical or literary sources in place of a partner.)

### **The Science of Sound**

Suggested Grade Levels: 7-12

Content Standards: English Language Arts; Science; Anatomy; Communication Skills; Thinking and Reasoning Skills; Writing; Drama

In this workshop, students will examine the functional actions of sound production, the anatomy of the voice, and how to use abstract concepts as a means of manipulating the physical actions taking place whenever we speak. Students begin by looking at the anatomy of vocal production, from the initiating thought to sound leaving the body. Following this, the teaching artist will lead the class in exercises designed to strengthen their connection to their physical understanding. The workshop culminates with students performing limericks of their own creation using the ideas we have covered and a discussion on what they have learned. This workshop connects multiple areas of study, and is a great way to get students participating in a meaningful discussion on language, science, and how they relate to those subjects.

### **Developing Perspective: The Who's What's and Why's**

Suggested Grade Levels: 7-12

Content Standards: Language Arts; History; Communication Skills; Thinking and Reasoning Skills; Drama  
Using their own perspectives, students will examine historical events and create short monologues defining their opinions, preferences, and positions using basic descriptive and rhetorical language. Using this as an outline, they will then find a literary or historical character and create a second monologue from their character's perspective. Following this activity we will discuss how the students came to their final monologues, and how this activity can be applied to narrative, descriptive, and rhetorical writing.

### **Developing Characters: An Exercise in Empathy**

Suggested Grade Levels: 7-12

Content Standards: Language Arts; History; Communication Skills; Thinking and Reasoning Skills; Drama  
Students will take a literary or historical subject and, using a set of questions and theatrical activities, figure out the character's objectives, obstacles, secrets, and fears. Students will take what they have learned and examine the actions of the character to see if what they discovered enhances their understanding of that person. Finally we will hold a discussion on the purpose of this activity, and the purpose of empathy at large when studying fictitious, historical, and contemporary subjects.

### **Moving the Body Electric**

Suggested Grade Levels: 9-12

Content Standards: Science; Anatomy; Communication Skills; Thinking and Reasoning Skills; Physical Education

This workshop begins by examining electricity as a form of executed potential energy, followed by the instruction of concepts including action potential, repolarization, conduction velocity, and synapse transmission. The instructor will then lead the class in a discussion of how these elements work together to create an event. After this, students will "perform" The actions of a single neuron cell receiving and sending information. Students will then examine transmission rates and participate in exercises to determine their reaction times. Students will come away from this workshop with a fully realized understanding of basic electrochemical transmission and the role of neurons in all of our actions. In addition, they will leave inspired to learn more about how our bodies work.

### **Literary Devices in Shakespeare**

Suggested Grade Levels: 9-12

Content Standards: English Language Arts; History; Communication; Thinking and Reasoning Skills  
Using text from *Hamlet*, and *A Midsummer Night's Dream*, students will discover how simile, metaphor, alliteration, assonance, and the like create more full and descriptive text. Using these literary devices, we will break down and clarify a short section from one of Shakespeare's works, and get up on our feet to see how well we can decode and demystify his prose.

### **Skipping Shakespeare**

Suggested Grade Levels: 9-12

Content Standards: English Language Arts; History; Communication; Thinking and Reasoning Skills  
No, not that kind of skipping Shakespeare. Using Shakespeare's sonnets, students will examine "The Bard's" use of rhythm as it impacts the intention of a body of text, by getting on their feet and skipping the rhythm. Building off of this, we will engage in a discussion of how to understand blank prose, the role of parenthetical phrases, and antithesis in Shakespeare; culminating in the clearest recitations of Old English you've ever heard. Students will leave with improved confidence in their reading and speaking skills, as well as the tools to understand any Shakespeare text you put in front of them.

### **Individually Designed Workshop**

Suggested Grade Levels: Any

Content Standards: Dependant on area of study

Contact Education Offices at [education@qvtheatre.org](mailto:education@qvtheatre.org) to start talking about how we can connect your students better to what they're learning.





## Sample Lesson Plan

# The Human Rube Goldberg Machine

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## Summary

1. Subject(s): Physics; Anatomy; Physical Education; Dramatic Arts
2. Topic or Unit of Study: Muscles and Machines
3. Grade/Level: 5-9
4. Objectives: Students will have the tools to identify simple machines, their uses, and how they can be combined into complex machines. Students will be able to identify simple machines within the human body, and how they work together to create movement.
5. Time Allotment: 1 hour, 30 minutes

## Implementation

### Learning Context

Review the 6 types of simple machines and how they come together to make complex machines. Then, examine the same principles as they relate to human anatomy.

### Procedure

- a. Anticipatory Set

*One Word Story/Move Like Me\** and [Video Resource 1]

- b. Direct Instruction

Discuss what types of simple machines are in the room. Identify when students mention complex machines and define. Explain the simple machines within the human body-- where they are and their purpose. [Video Resource 2]

- c. Guided Practice

Have students demonstrate their own simple machines through exercises. Note that while these are seemingly isolated actions, they are in fact complex because of the body's interconnectedness.

d. Check for Understanding

Ask questions like: What machines are the easiest to identify? How do we know that machines make work easier? What's the most complex machine you can think of?

e. Independent Practice

Introduce Rube Goldberg Machines: [Video Resource 3]

Have students identify a task they want to accomplish, and (1 at a time) create a complex machine using their bodies to achieve their goal. Keep adding people to see how complex you can make the machine.

f. Closing

Discuss What we've learned, and try to identify different machines.

## Differentiated Instruction

This lesson utilizes audio-visual resources, as well as hands-on activity to involve even the most reserved students. It won't be long before classes are up and excited to connect what they've learned to the world around them.

## Materials & Resources

a. Instructional Materials: Smartboard, Computer Projector

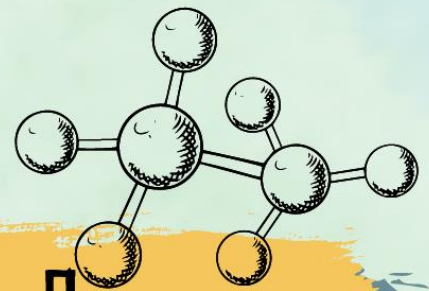
b. Resources: 3 video files in Drive:

[https://drive.google.com/drive/folders/1PDf7Xf4dcwOlwqal2D\\_X3O-fauLBT750?usp=sharing](https://drive.google.com/drive/folders/1PDf7Xf4dcwOlwqal2D_X3O-fauLBT750?usp=sharing)

\*One Word Story and Move Like Me are games designed to get students to listen and build off of each other's ideas. We use them to build focus in the classroom, and prepare students to be part of the conversation.



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# Acting It Out:

**Dramatic Workshops for the Non-Theatre Classroom**

## **Quotes from teachers whose classes have participated in the program:**

**"I had several students who rarely participate in class and barely get anything turned in. All of those students participated and presented in this workshop. It was truly wonderful!"**

**"I was able to be a participant with my students which was great, as teachers, we often don't get the opportunity to be another participant with our students."**

**"It was a wonderful experience! I really enjoyed watching the kids participate and interact with the instructors. It also gave me ideas to use in the classroom when I'm teaching about the parts of speech."**

**"The students were thrilled with this workshop! They were completely engaged throughout the presentation. They were able to express themselves verbally, and also through movement and written expression."**

**"The kids loved the activity. They want to incorporate the math games into our classes' rotation. They were very engaged and excited for the duration of the class."**

# Greenbrier Valley Theatre: A Brief History



*Greenbrier Valley Theatre is a live-performance theatre and much more. GVT is involved in all aspects of the arts and humanities, with people of all ages. Greenbrier Valley Theatre is now in celebration of its 56th Season! Here is a brief history of our amazing journey:*

From its 1966 productions in a tent alongside the Greenbrier River to Actors' Equity affiliation in our state-of-the-art facility in downtown Lewisburg, Greenbrier Valley Theatre has adhered to the founders' concept: quality live theatre centered around a core of professional actors and directors with opportunities for members of the community to learn stagecraft.

For our first three years, we performed in a tent beside the Greenbrier River. After performing in various borrowed spaces, in 1976 a temporary structure was erected on property loaned to us by the Greenbrier Valley Airport Authority. The facility, known as The Barn, was funded by the Benedum Foundation and built by dedicated volunteers. That same year, the theatre held its inaugural Children's Theatre Classes and presented *Cinderella: A Children's Play*. The Barn served as our home for the next 21 years.



During this time, through thick and thin, GVT pushed ahead, developing the framework of a regional cultural institution by hiring a full-time staff and a seasonal company of professional actors. Our programming also began embracing a full season of plays including experimental new works, a very successful after-school drama program, teen conservatory for accelerated students, a summer camp for youths, classes, literary readings, special events, performances, art appreciation activities, lectures, discussions, and workshops.

Knowing that our temporary facility would not last forever, we searched for a permanent home, and in 1994, purchased the vacant Leggett's Department Store in downtown Lewisburg—a vital step in providing year-round live theatre and classes in a safe, comfortable and accessible setting. Renovations began in 1999, and in 2000 we moved into our new home. We raised a

section of the roof to create flexible theatre space, eliminating support columns to provide an unobstructed view. We also: created a spacious, attractive lobby for our patrons; created

classroom/studio space; upgraded existing building systems to accommodate the demands of live theatre; and met all federal, state and local codes, including accommodations under the Americans With Disabilities Act, as well as the expectations of theatre professionals.

Greenbrier Valley Theatre has enjoyed the support of a loyal community whose nurturing has developed a vigorous, professional organization with a vision to establish GVT as a significant regional performing theatre. In March 2006, GVT was designated West Virginia's State Professional Theatre by proclamation of West Virginia State Congress House Resolution No. 51.



Thank you for reading. Have a great day!