

Youth Entrepreneurs helps students discover, develop and apply their innate talents and abilities to fully unlock their potential. Through learning Principled Entrepreneurship and embracing the Foundational Values, students will move toward self-actualization.

This guidance provides support as you consider how you can implement student centered practices while facilitating Cinema Challenge. Remember: This is a journey alongside your students. You are not expected to be perfect!

Environment & Culture

- > What can the educator do to prepare their environment (consider virtual or in-person) to enhance the concepts taught during this activity?
 - Consider how a student may relate their personal or social identity to the environment and/or concepts taught (SEL Core Competency Self-Awareness)
 - How might students better understand theirs or their peers' personal, cultural, and linguistic assets related to the environment or concepts taught?
- > Consider how demonstration of Foundational Values are honored in class and contribute to developing a classroom culture (SEL Core Competency Self-Awareness) What are some examples of behaviors or things that the educator can give YE dollars for connected directly to the student acknowledging and understanding diverse social norms, recognizing situational demands and opportunities, and/or understanding the influences of organizations/systems on behavior (SEL Core Competency Social Awareness)?
- > What questions can the educator ask to help students deepen their background knowledge (related to situational demands or influences of organizations/systems on behavior) in the activity?

Curricula

- > How can the activity be written to increase and support rigor? *Activity is adapted from Teaching Tolerance's Student Task "[Act Up! Drama for Justice.](#)"*
 - Preparation:
 - Determine:
 - If you would like your students to complete short skits/role plays (1 minute max) that recreate stories of situational demands or influences of organizations/systems on behavior to becoming stories of justice and respect for diverse social norms.
 - OR
 - If you would like to spend multiple class periods (~90 -120 total minutes) and execute "Theatre of the Oppressed" Forum Theatre style
 - Consider finding a couple short YouTube videos to help students connect to their end goal but not limit them to what you're expecting from them based on the videos shown.
 - **Directions (for short skits):**
 - Share with students that today they will get a chance to reenact stories of social injustice and

create a new ending for those stories. Tell students they can choose which story they'd like to reenact from stories they know or they can choose from a list that you provide.

- Tell students that in addition to changing the injustice they see, they will also be given a Foundational Value they must incorporate into their skit.
- Break students into groups of 3-4 and assign FV.
- Give students 10 minutes to prepare their skit. Encourage them to be thoughtful about how they're changing the end - be prepared to explain why and how they have overcome the injustice during the debrief.

- **Directions (for Theatre of the Oppressed - Forum Theater)**

- **Day 1**

- Share with students that today they will get a chance to reenact stories of social injustice and create a new ending for those stories. Tell students they can choose which story they'd like to reenact from stories they know or they can choose from a list that you provide.
- Tell students that in addition to changing the injustice they see, they will also be given a Foundational Value they must incorporate into their skit.
- Break students into groups of 3-4 and assign FV.
- Give students 45 - 60 minutes (pending how long you have chosen to execute the activity) to prepare their skit. Encourage them to be thoughtful about how they're changing the end - be prepared to explain why and how they have overcome the injustice during the debrief.
 - Their skits need to be 3-4 minutes long in length.

- **Day 2**

- Give students 5-10 additional minutes to meet before beginning the show.
- Request a group to volunteer to go first. The other groups will remain in the audience, watching, and ready to "tag in" when given the opportunity.
- As the teacher, you will observe the student's presenting until there is a moment that you'd like to say out loud "PAUSE!" and request that a student from the audience replace a student in the current skit. The student that has now entered the skit must change the outcome to improve the character's experience that is feeling injustice, struggling or lacking power. Continue the skit for several minutes longer and "PAUSE!" again. Another student from the audience will switch a student in the skit and change the outcome once again.
- Repeat this role play experience until each group has had an opportunity to present their social injustice turned just skits.
 - **Pro tip:** A rough time estimate for each group is based on how much time you have allotted for this day. If you have 6 groups and 60 minutes for the class period, consider giving each group 8 minutes so that you can debrief for 12 minutes at the end of the class.
- How is the activity designed to incorporate and challenge students to consider situational demands or influences of organizations/systems?
 - Students will be challenged to act out new endings to stories they are all too familiar with in which they often have zero control over. Through this activity, in either style, students will be able to simulate taking a stand against social injustices they see and/or read about and apply rightful and just solutions.
- What are 2-3 debrief questions that can be written to discuss the impact of diversity, identities, system barriers and the different experiences of all students?
 - What was your performance piece? What were its strengths? How was it effective in conveying its message?
 - Is drama an effective vehicle for social justice change?

- What did you learn from this experience? What about the process stands out for you? What did you learn from the performances you watched?
- How does the final product relate back to the original story or text?
- In what ways did you see the foundational values represented in the original story and the reenacted story?
- Which Foundational Values connect most closely with what you know about social justice?
- **Pro tip:** Encourage students to journal or personally debrief about their experience as a way to decompress and identify with any emotions that the skits brought to surface for them.

Instructional Methods

- > Spend time exploring terminology connected to social justice and injustice.
- > Identify self-management strategies for students to safely disengage from any activity around social justice that makes them feel unsafe or attacked. Encourage them to reengage when they feel emotionally and physically regulated and pick up the conversation or address the person or situation that triggered them.
- > Spend time exploring and debriefing with students how it felt to have a voice and control over a situation that usually feels so “large,” “systemic,” and “complex” to face.
- > Challenge students to consider the “whole picture” of the situations role played and help students connect to how their solutions have positive and negative implications.

Educator Reflection

- > Did I...
 - Create a learning atmosphere where students felt respected by and connected to one another?
 - Help students favor participating in my class today because they had personal choice and felt the content was relevant to them?
 - Create challenging, thoughtful learning experiences that included my student’s perspectives and values?
 - Help students connect that what they learned in my class today impacts something they value?

By striving to answer “yes” to the questions above, you are practicing a model of culturally responsive teaching based on intrinsic motivation. ([Wlodkowski and Ginsberg, 1995](#))

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