

OCETI SAKOWIN & DAKOTA PLAYERS THEATRE EXPERIENCE

TEACHER OUTLINES

PLEASE NOTE:

- The Oceti Sakowin & Dakota Players Theatre Experience curriculum contains 4 sessions with 3 activities per session.
- This curriculum was designed to be used in a classroom setting, covering 1 session per week, or approximately **1 hour per activity each day**. If the curriculum is the **focus of the entire day**, then it's possible to complete one session per day.
- There is **not a "right" or "wrong" way** to do these activities. The goals are to:
 - **Inspire** creativity
 - **Promote** Oceti Sakowin Essential Understandings education, and
 - **Incorporate** arts education & appreciation.
- Feel free to supplement these sessions with quizzes, lessons, and videos of your own to help participants better understand the content and/or meet learning objectives as required by your curriculum or district standards.
- We have gathered **supplemental examples** into a Pinterest board for you to incorporate as you see fit. Click [Oceti Sakowin & Dakota Players](#), or follow the link on our website.
- If a session or activity doesn't work for your students, feel free to modify or skip it.
- Don't hesitate to reach out if you have any questions! edu@blackhillsplayhouse.com or (605) 255-4910 ext. 3

OCETI SAKOWIN & DAKOTA PLAYERS THEATRE EXPERIENCE

SESSION 1

ACTIVITY 1.1: Telling Your Story Through Word

DESCRIPTION:

Fill in the blanks on the “I Am Poem” included in the workbooks for Activity 1.1. Then assign a movement to correspond with each line.

OBJECTIVES: Students will...

- identify their unique qualities and convey them to others using “I am...” statements.
- practice saying positive things about themselves, thus building their self-confidence.
- build empathy by learning about each other and observing commonalities.

PROVIDED MATERIALS

- Activity 1.1 "I Am" poem worksheets
- Reflection Journal 1.1

ADDITIONAL MATERIALS NEEDED

- Pencil
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EXPLORE:

- Play Video 1.0 - Introduction & Warmup
 - This video will introduce students to the themes of session 1 and lead them through a warmup for the session.
- Play Video 1.1 - Telling Your Story Through Words
 - This video will introduce students to a life lesson in self-discovery led by an Elder.
 - Students will then be challenged to do the activity, share it with others, and reflect on the experience in the provided journal worksheet.
- Have your students read the example of the I Am Poem on the worksheet.
- Review examples on the [Pinterest Board](#) if you'd like.

CREATE:

- Ask students to think about what makes them unique.
- Encourage your students to develop positive self-identities as they create their poem.
- Prompt your students to practice speaking their poem aloud.

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 1.1.

OCETI SAKOWIN & DAKOTA PLAYERS THEATRE EXPERIENCE

SESSION 1

ACTIVITY 1.2: Telling Your Story Through Movement

DESCRIPTION:

Use the “I Am Poem” movements from Activity 1.1, and the movement guides on worksheet 1.2 to create a dance or series of movements that tell a story.

OBJECTIVES: Students will...

- explore self-expression and storytelling through movement.
- create and share movement choreography to convey their story to an audience.
- develop appreciation for alternative methods of story-telling.
- build empathy by learning about each other and observing commonalities.

PROVIDED MATERIALS

- Activity 1.2 Movement planning worksheets
- Reflection Journal 1.2

ADDITIONAL MATERIALS NEEDED

- Space to move & an open mind
 - Pencil
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EXPLORE:

- Play Video 1.2
 - The video will highlight and discuss different elements of movement that students can use to create their own movement story.
- Have your students make bold movement choices for their movements.

CREATE:

- Ask students to think about what makes them unique.
- Have students decide if their movement story will be set to music, sounds, or silence.
- Encourage your students to explore all elements (listed on worksheet) of movement, get them outside their comfort zones.

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 1.2.

OCETI SAKOWIN & DAKOTA PLAYERS THEATRE EXPERIENCE

SESSION 1

ACTIVITY 1.3: Telling Your Story Through Pictures

DESCRIPTION:

Draw pictures to represent significant events or memories. Decorate the wrap box kits with symbols and pictures that represent your interests.

OBJECTIVES: Students will...

- explore self-expression and storytelling through images.
- create and share their Winter Count representations and wrap box drawings to convey their story to an audience.
- develop appreciation for alternative methods of story-telling.

PROVIDED MATERIALS

- Activity 1.3 worksheets
- Reflection Journal 1.3
- Fabric & pencil for Winter Count representation
- Cardboard wrap box (the box all supplies came in)
- Crayons for decorating wrap box

ADDITIONAL MATERIALS NEEDED

- Markers (optional) for decorating wrap box

EXPLORE:

- Play Video 1.3 - Telling Your Story Through Pictures
 - This video will showcase two anthropologists examining and discussing historical Lakota Winter Counts. The video will also highlight the importance of symbolism and iconography in oral tradition.
- Have your students think about important events in their lives and symbols to remember them. Draw those on the Activity 1.3 worksheet.
- Ask your students to think about their interests and other ways they can decorate their cardboard wrap boxes. Emphasize that they should draw from their own cultural roots and experiences.

CREATE:

- Have students repeat their drawings onto the fabric provided in their 1.3 bag in their kit.
- For the wrap box design, encourage your students to try using symbols to represent abstract traits about themselves and what they enjoy.

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 1.3.

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SESSION 2

ACTIVITY 2.1 - Story: Acting Out the Story

DESCRIPTION:

Listen to the story of the Meadowlarks. Determine how the animals in the story would move. In small groups or as a whole class, play the Strike a Pose! game acting out these movements.

OBJECTIVES: Students will...

- experiment with movement and sound to tell a story.
- present their movements to peers.

PROVIDED MATERIALS

- Activity 2.1 worksheet
- Reflection Journal 2.1
- Pencil (from 1.3)

ADDITIONAL MATERIALS NEEDED

- Space to move
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EXPLORE:

- Play Video 2.0 - Introduction & Warmup
 - This video will introduce students to the themes of session 2 and lead them through a warmup for the session.
- Play Video 2.1 - Story: Acting Out the Story
 - This video will introduce your students to The Story of the Meadowlarks told by Duane Hollow Horn Bear in English. This story will be used for all of Session 2.
- Have your students listen to the story.

CREATE:

- Have your students Look over the Fact Cards about the characters.
- Play the Strike A Pose! Game. You can lead the group, or have the students break out into smaller groups. Feel free to add more prompts!
- Play the story again, this time encouraging students to move as each of the characters in the story **while** it is being told.

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 2.1.

OCETI SAKOWIN & DAKOTA PLAYERS THEATRE EXPERIENCE

SESSION 2

ACTIVITY 2.2 - Language: Finding Character Voice & Writing a Scene

DESCRIPTION:

Make paper puppets of the characters in the Meadowlarks story. Then play the Roll-A-Story game to write a different story. Use the puppets to act out this new story.

OBJECTIVES: Students will...

- understand and experiment with character voice.
- create scenes and adapt the aural story of The Meadowlarks into a play script.

PROVIDED MATERIALS

- Activity 2.2 worksheet
- Reflection Journal 2.2
- Puppet cut-out sheet, crayons, paper clips, clothespin, 7 half glue dots
- 1 Die, 20 Roll-A-Story Cards

ADDITIONAL MATERIALS NEEDED

- Pencil
 - Scissors
 - Clear tape (optional)
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EXPLORE:

- Play Video 2.2 - Language: Finding Character Voice & Writing a Scene
 - This video will help students understand and identify parts of a story, as well as the differences between a script and other forms of storytelling.

CREATE:

- Step 1: Paper Puppets
 - Have students color, cut out, and assemble their paper puppets using the 2.2 bag included with their supply kit. These puppets can be used to deliver lines in character voices or visualize blocking later in Activity 3.3.
- Step 2: Roll-A-Story
 - Using the “Meadowlark Roll-A-Story Key” on their worksheet, have students roll the die once for each category to determine the different parts of their story. Students then place the card that matches the die roll in the corresponding column of their MY MEADOWLARK ROLL-A-STORY table.
 - Have students write or draw an ENDING to their story.
- Step 3: Encourage students to write the dialogue or conversation of their new story under “Finding Character Voice.” Thinking about what would each character say in each part of their story, and how they would interact with each other.

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 2.1.

OCETI SAKOWIN & DAKOTA PLAYERS THEATRE EXPERIENCE

SESSION 2

ACTIVITY 2.3 - Vision: Creating a Vision Board

DESCRIPTION:

Create a vision board for a stage-play version of *The Meadowlarks* story.

OBJECTIVES: Students will...

- explore the abstract concept of a vision board.
- create a Director's Vision Board for an imaginary play called *The Meadowlarks*.
- present and explain their vision board to peers.

PROVIDED MATERIALS

- Activity 2.3 worksheet
- Reflection Journal 2.3
- Pencil (1.3)
- Crayons (1.3)

ADDITIONAL MATERIALS NEEDED

- Collage option: Magazines, scrap paper/fabric scissors, glue sticks
 - Drawing option: Markers, colored pencils
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EXPLORE:

- Play Video 2.3 - Vision: Creating a Vision Board
 - This video will introduce your students to the concept of "vision" and some of what goes into a Director's vision for a play. Have your students review *The Meadowlarks* story (video 2.1) if they need a refresher.
- Help your students think about the story in an abstract sense.
- Look at the examples of vision boards on the worksheet and ask students how specific moments in the story make them feel, or what they make them think of. ([Pinterest examples](#))

CREATE:

- Have your students fill out their 2.3 worksheets and begin making a list of colors, words, and pictures that they want to use in their Director's Vision Board. These can be drawn, painted, collaged, etc.
- Ask students to create their vision boards on the blank page provided in their workbook.

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 2.3.

OCETI SAKOWIN & DAKOTA PLAYERS THEATRE EXPERIENCE

SESSION 3

ACTIVITIES 3.1A - Set Design: Bringing the Setting to Life

3.1B - Costume Design: Dressing the Actors in a Play

DESCRIPTION:

Use the vision board from Activity 2.3 as inspiration to create a model of a set (building a nest and painting a watercolor backdrop) and to design costumes for characters in the story that could be used in a stage-play of The Meadowlarks.

OBJECTIVES: Students will...

- review and apply images, words, and colors from their Director's Vision Board to design a set and costumes for their imaginary Meadowlarks play.
- transform their abstract thoughts into concrete drawings and tangible models.

PROVIDED MATERIALS

- Activity 3.1A and 3.1B worksheets
- Reflection Journal 3.1
- 2 full glue dots, dried moss, raffia ribbon, twine
- watercolor paper, poster board for mounting painted backdrop, watercolor paints, pencil, crayons, 4 half glue dots

ADDITIONAL MATERIALS NEEDED

- Natural nest-building supplies like grasses, sticks, etc.
 - Cup of water
 - Paper towels
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EXPLORE:

- Play Video 3.0 - Introduction & Warmup
 - This video will introduce students to the themes of session 3 and lead them through a warmup.
- Play Video 3.1 - Technical Theatre Design
 - This video will introduce your students to The Story of the Meadowlarks told by Duane Hollow Horn Bear in Lakota. Students will learn more about the jobs of various designers. Have your students review The Meadowlarks story (video 2.1) if they need a refresher in English.
- Review images of theatre set designs and costumes. Research images and activity examples are available on our [Pinterest Board](#) for inspiration.

CREATE:

3.1A: Set Design

- Have your students follow the 3.1A worksheets (this one is a bit messy!)
 - Students will be building a nest for their puppets to use on stage.
 - They will sketch out and paint a backdrop for the set of their play.

3.1B: Costume Design

- Have your students choose a character (or two) from the story and design a costume for them.

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 3.1.

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SESSION 3

ACTIVITY 3.2 - Character: Acting Out Different Characters

DESCRIPTION:

Determine personality traits that could make each character more human. Use the paper puppets (Activity 2.2) to act out the Magic “If” scenarios on worksheet 3.2

OBJECTIVES: Students will...

- review and apply what they learned over the course of Session 2 and Activity 3.1 to make specific acting choices that better convey the story in their play.
- identify animal traits and characteristics, and convey themes through strong movement and vocalization choices.

PROVIDED MATERIALS

- Activity 3.2 worksheet
- Reflection Journal 3.2
- Pencil (1.3)

ADDITIONAL MATERIALS NEEDED

- Open space to move

EXPLORE:

- Play Video 3.2
 - This video will introduce your students to different ways that they can personify animal characters. Have your students review The Meadowlarks story (video 2.1) if they need a refresher in English.

CREATE:

- Have your students fill out their 3.2 worksheet by assigning traits to characters. It might be helpful to offer young students a wordbank using the traits below. Feel free to add, edit, or make your own.
- Then, encourage your students to use these lists of traits to move and talk like the characters. Help direct them to make strong acting choices. There's no wrong way to do this.

| Snake | Mother | Brother | Sister | Baby |
|--------------|---------------|----------------|---------------|-------------|
| Scaly | Smart | Bold | Wary | Soft |
| Sneaky | Kind | Brave | Observant | Happy |
| Green | Caring | Eldest | Warm | Youngest |
| Mean | Calm | Fast | Loving | Trusting |

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 3.2.

OCETI SAKOWIN & DAKOTA PLAYERS THEATRE EXPERIENCE

SESSION 3

ACTIVITY 3.3 - Blocking: Assigning Movement Onstage

DESCRIPTION:

Combine everything from Sessions 1 & 2 to create movement for your puppets as the actors onstage in a play.

OBJECTIVES: Students will...

- create blocking (movement map) for a moment in *The Meadowlarks*.
- use their character puppets from 2.2 and nest from 3.1A to visualize the stage and write out movement blocking.

PROVIDED MATERIALS

- Activity 3.3 worksheet
 - Reflection Journal 3.3
 - Pencil (1.3)
 - Paper puppets (2.2), Nest & backdrop paintings (3.1A)
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ADDITIONAL MATERIALS NEEDED

- Space to set up stage model and puppets

EXPLORE:

- Play Video 3.3
 - This video will introduce your students to the concept of blocking (movement of actors on stage) from the actor's point of view, as well as what the audience will see from their vantage point.

CREATE:

- Have your students fill out their 3.3 worksheet by:
 - Drawing the nest where they think it would be best on the stage.
 - Using shapes, letters, and arrows to symbolize the characters and their direction of movement—including at least one character's entrance or exit.
 - Drawing and writing out the blocking using the standard stage directions (example: USR).

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 3.3.

OCETI SAKOWIN & DAKOTA PLAYERS THEATRE EXPERIENCE

SESSION 4

ACTIVITY 4.1 - Values: Interviewing Others to Learn More

DESCRIPTION:

Plays only work when everyone works together to put on a great show. Life works like this too. Interview someone to see what values they think are important in life. Figure out what strengths and values you have. Draw an identity portrait using those traits.

OBJECTIVES: Students will...

- conduct an interview with a family or community member and document the conversations.
- present the interview in a medium of their choice.

PROVIDED MATERIALS

- Activity 4.1 worksheet
- Reflection Journal 4.1
- Pencil & crayons (1.3)

ADDITIONAL MATERIALS NEEDED

- Colored pencils (optional)
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EXPLORE:

- Play Video 4.0 - Introduction & Warmup
 - This video will introduce students to the 12 Lakota virtues/values and the themes of session 4 and lead them through a warmup for the session.
- Play Video 4.1
 - This video will introduce your students to an Elder's view on life values, then present parts A and B of the interview activity.
- Review different ways to create an identity portrait; feel free to reference our [Pinterest board](#) for examples.

CREATE:

- Have your students complete the Activity 4.1 worksheet, parts A and B.
- For part B, encourage students to create an identity portrait for themselves or their interview subject.

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 4.1.

OCETI SAKOWIN & DAKOTA PLAYERS THEATRE EXPERIENCE

SESSION 4

ACTIVITY 4.2 - Interpret: Representing Values through Art

DESCRIPTION:

Love and Compassion are important values to have in life. Draw and paint a picture of what love means to you.

OBJECTIVES: Students will...

- convey an abstract idea through artistic symbolism.
- reinforce positive values through art.

PROVIDED MATERIALS

- Activity 4.2 worksheet
- Reflection Journal 4.2
- Watercolor paper
- Watercolors (3.1A)
- Pencil & crayons (1.3)

ADDITIONAL MATERIALS NEEDED

- cup of water
 - paper towels
-

EXPLORE:

- Play Video 4.2
 - This video will feature another lesson about values from a different Elder. The video will also discuss color symbolism and ways to use art as inspiration without crossing into cultural appropriation or plagiarism.
- Discuss symbolism and different images that can express "love." Explore examples on our [Pinterest Board](#).

CREATE:

- Have your students read the instructions on their Activity 4.2 worksheet and brainstorm what they want to draw and paint to express "love."
- Establish a painting setup to minimize mess and risk of spills, then help your students begin painting!
- Encourage students to think about the colors and their meanings instead of just using the first colors they see. Ask questions like: How does that color make you feel? Why did you choose to use this color for this part of your design? How do these shapes and images represent love?

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 4.2.

OCETI SAKOWIN & DAKOTA PLAYERS THEATRE EXPERIENCE

SESSION 4

ACTIVITY 4.3 - Mitakuye Oyasin: Being a Good Relative to All

DESCRIPTION:

Observe the world around you and how you fit into it. Think about how you can be a good relative & ensemble member to everyone & everything around you.

OBJECTIVES: Students will...

- experience and observe nature.
- record physical and emotional observations.

PROVIDED MATERIALS

- Activity 4.3 worksheet
- Reflection Journal 4.3
- Nature notebook
- Pencil & crayons (1.3)

ADDITIONAL MATERIALS NEEDED

- none
-

EXPLORE:

- Play Video 4.3
 - This video will introduce your students to the Lakota phrase "Mitakuye Oyasin" or "All My Relatives." This final lesson will combine aspects of Lakota culture, personal values, and theatre to encourage students to be good relatives to all.

CREATE:

- Have your students go outside and record their observations using their Activity 4.3 worksheet and nature notebook.
- Encourage them to interact with nature. NOTE: review what poison ivy, oak, and sumac look like, and remind them not to touch wild animals.

JOURNAL:

- Invite your students to complete the journal entry in response to Activity 4.3.