



SHAW CREATIVE JOURNEYS

2018/19 TEACHER'S RESOURCE GUIDE THEATRE WORKSHOP | VANCOUVER



Shaw)

VOYAGES

THEME INTRODUCTION

Arts education is about handing our students the materials and space to explore, interpret, and create meaning through mentorship with practicing artists. Through the arts we have the ability to share and express highly personal and specific ideas and narratives. All of us have traversed personal and cultural voyages, both literal and imagined, and the Voyages program is about equipping students with the artistic tools to reflect on the movement, dynamics, and feelings of these voyages. Through the metaphor of the voyage, artists can access a rich trove of stories about global history, movement, and transformation. Across sea, land, through time, and into space, humans have been sailing, marching, drifting, trekking, and wandering—willingly and unwillingly—for all of history. Considering the myriad motivations and pressures behind such voyages speaks to our past and holds lessons for our futures. Through the languages of visual, media, and theatre arts, students will be guided to reflect upon the nature of voyages, and then reflect outwards to connect, share, and continue exploring.



THEATRE WORKSHOP

90 minutes

Prepared by: Karen Worrod

WORKSHOP OVERVIEW

“Space: the Final Frontier. These are the voyages of the Starship Enterprise. Its five-year mission (continuing mission): to explore strange new worlds. To seek out new life and new civilizations. To boldly go where no man (no one) has gone before.”

My inspiration for this workshop is Star Trek, created by Gene Roddenberry, aka “the Great Bird of the Galaxy.” His vision of the future—“Infinite Diversity in Infinite Combinations” (IDIC)—is what makes the world beautiful. A vision that by the 23rd century there would be no stigma. This groundbreaking series premiered on September 8, 1966, and presented an optimistic future of hope and inclusivity. It became a pop culture phenomenon that changed history and is still going strong over 50 years later.

Using archetypal characters and metaphor to tell stories that reflect the social commentary of our times, Star Trek has endeavored to imagine who we are in the universe, our place in the universe, and who as a species we are going to become.

STUDENTS WILL

- Use mental awareness and physical control to move their body as directed;
- Use their body and face to portray a self-chosen character;
- Explore and experiment with creative expressions of various emotions;
- Be present and self-aware, and respond in a supportive manner in an improvised activity;
- Be present and aware of other performers and respond in a supportive manner in an improvised activity;
- Reflect on and describe their emotional experience of a theatrical activity as an observer;
- Reflect on and describe their emotional experience of a theatrical activity as an active participant.

STUDENTS WILL SHOW

- Respect for themselves;
- Respect for each other;
- Respect for our environment.



MEET THE INSTRUCTOR

Karen Worrod has been instructing in the Theatre and Music Department at Arts Umbrella since 2008. She studied at Gastown Actors Studio and has been immersed in different aspects of the theatre and film industry for over 20 years. Her goal as an instructor is to create a fun, safe environment for students to express themselves physically, vocally, and emotionally. This program is one of her favourites to teach, as it provides an opportunity to explore different topics through the arts. Karen is very excited to boldly guide these explorers in a world of pure imagination.

WORKSHOP ACTIVITIES

INTRODUCTION

We will start with an open circle discussion with the students about workshop expectations, physical/emotional safety in the room, and how we show respect to one another. Then we will introduce our theme of Voyages through the world of Gene Roddenberry's *Star Trek*.

Using storyboards with images from the *Star Trek* series, we'll learn about the various characters and discuss how Roddenberry explored the theme of diversity by creating different alien races and cultures.

We will conclude the introduction by choosing our *Star Trek* character names. For example, a name backwards: mine is Narek!

Warmups

We will begin the workshop with a series of warmups. These are designed to prepare the actor, much like an athlete would for their sport. For the actor, their body, voice, and face are their "tools of the trade." This is also an opportunity to ease into the world of improv, by saying yes: going with your first idea and accepting offers from others. Warm-up exercises will be adapted to be age appropriate.

Physical Warmup

Space Walk

Using the Laban method of movement, we will explore walking in different ways—heavy/light, slow/fast, direct/indirect—to develop a physical character and how they would walk in different atmospheres.

Vocal Warmup

Greetings Your Majesty

You have been "taken to the leader" in the middle of the circle and you must try and disguise your voice so the blindfolded leader will not be able to guess who you are.

Focus Warmup

Mirror, Mirror

In partners, take turns leading and following—mirroring what the other person is doing to the point where an observer wouldn't be able to tell who is leading or following. By making eye contact and a human connection, we will see how alike we truly are.

*Intermediate level: One person leads with the body, the other leads with the face.

"Seek out new life and new civilizations and boldly go where no one has gone before."

In the world of *Star Trek*, the colour of a character's Starfleet Uniform designates their position.

In the original series the following designations were:

- **Gold:** Command
- **Blue:** Science/Medical
- **Red:** Operations such as Engineering, Communications and Security
- **Green:** An alien or new life form

With their new *Star Trek* name, students will pick a colour and/or occupation for themselves. To discover who/what they are, they will act it out and the others will guess.



“Our ability to survive through collaboration, mutual respect and understanding.”

—J.J. Abrams, director of *Star Trek* (2009)



PRINCIPLE ACTIVITIES

The class will be divided into two groups: the “Landing Party/Away Team”; and the “Aliens.” Students will choose which group they want to be part of.

Explore Strange New Worlds

The Landing Party/Away Team group will “beam down” and land on an alien planet. The premise is that our home planet of Earth is becoming inhabitable. Our mission is to find a way to save our planet or find a new planet to inhabit. This migration will give us an opportunity to look at the world in a different way and think about things differently, much like part of the job of being an actor.

Anything But

A prop will be circulated and each person has to use their imagination to use it in a way it wasn’t intended to be used—as if they are an alien seeing an object for the first time and don’t know what it is or how to use it.

Gibberish Translator

The Landing Party/Away Team will be greeted by the Aliens and they will have to discover a new way to communicate. In *Star Trek* they have a universal translator or Communications Officer; we will use Gibberish Translator. One of the Aliens will use nonsensical words to make up their language and then a member of the Landing Party will translate to the other crew members what is being said.

Resolving Conflict Through Communication

One of Roddenberry's guiding philosophies was that the characters would not be in conflict with one another, which challenged the writers to come up with compelling storylines. During the gibberish translation activity, a problem will be uncovered and something will be needed that the others can provide. For example, the Alien planet will have something that can save Earth or the Landing Party

has something that the Alien planet needs. The groups have to collaborate to come up with a beneficial solution to the problem.

CONCLUSION

Closing circle. We will end with the Vulcan salute to “live long and prosper.” This will be a time for reflection, to give the students an opportunity to share their workshop experience. Finally, the actors will take their bow to acknowledge the work they have done.

HOW TO PREPARE YOUR STUDENTS

- Discuss some basic rules of improv, like saying yes, accepting offers and suggestions, and going with your first instinct.
- Familiarize them with *Star Trek* vocabulary (see Glossary of Terms).
- Try the Extended Learning Activities!

ADDITIONAL RESOURCES

Books

Ruditis, Paul; Lead Author, Galden-Stone, Sanford; Author, Hugo, Simon; Consultant Editor. *The Star Trek Book: Strange New Worlds Boldly Explained*. New York: DK Publishing, 2016

Ruditis, Paul. *Star Trek: The Visual Dictionary*. New York: DK Publishing, 2013

Greenberger, Robert. *Star Trek: The Complete Unauthorized History*. Minneapolis: Voyageur Press, 2012

Films

Croghan, Mick. *Building Star Trek*. Harry Mudd Enterprises Inc., Yap Films in association with Smithsonian Channel, Discovery Canada and SBS-TV Australia, 2016

Colthorp, Scott. *Trek Nation*. Roddenberry Entertainment, Atmosphere Pictures, New Animal Productions and Science, 2011

Websites

startrek.com



EXTENDED LEARNING ACTIVITIES

Primary Grades: Who's Line Was It Anyway?

Many lines of dialogue from the television series and motion pictures have found their way into our common vernacular.

Can you match which *Star Trek* character said what?

Line

"Dammit Jim. I'm a doctor not a (blank)!"
"Hailing frequencies open, Captain"
"I'm given' her all she's got, Captain"
"KHAAAAAN!"
"Live Long and Prosper"
"Resistance is futile"

"Tea, Earl Grey, hot."

Character

The Borg
Captain Kirk
Captain Picard
Dr. "Bones" McCoy
Lieutenant Uhura
Montgomery
"Scotty" Scott
Mr. Spock

There are many other catch phrases that are associated with *Star Trek* that are said by various people. What other ones can you name/find?

Intermediate Grades: Science Fiction to Science Fact

Science and Science Fiction have a symbiotic relationship. *Star Trek* envisioned what gadgets and concepts might be possible providing a scientific blueprint for the future and consequently inspire scientists to invent them.

From the list below, how many things have gone from science fiction to science fact, if any, and to what degree?

- Communicator
- Invisibility Cloak
- Phaser
- Tractor Beam
- Transporter
- Tricoder
- Universal Translator
- Warp Technology

GLOSSARY OF TERMS

THEATRE TERMS

Actor

A person whose profession is acting on the stage, in movies, or on television.

Character

A person in a novel, play or movie; part portrayed by an actor.

Connection

A relationship in which a person, thing, or idea is linked or associated with something else.

Context

Circumstances influencing the creation and interpretation of a dance, drama, music piece or visual artwork, including social, cultural, historical, and personal circumstances.

Create

Bring into existence; cause something to happen as a result of one's actions; originate a role by playing a character for the first time.

Exercise

A process or activity carried out for a specific purpose, especially one concerned with a specified area or skill.

Exploration

Thorough analysis of a subject or theme.

Improv/Improvisation

A theatrical technique, the invention of dialogue and action spontaneously, based on an understanding of a role or a situation.

Instincts

A natural or intuitive way of acting or thinking; a natural propensity or skill of a specified kind.

Mime

The theatrical technique of suggesting acting, character, or emotion without

words, using only gesture, expression, and movement.

Neutral

Having no strongly marked or positive characteristics or features.

Physical

Of or relating to the body as opposed to the mind; involving bodily contact or activity.

Present

Ready to hand; ready with assistance; in the moment.

Role

An actor's part in a play, movie, etc.; the function assumed or part played by a person or thing in a particular situation.

Vocal

Of or relating to the human voice.

Warmup

A period or act of preparation for a performance, involving practice.

STAR TREK TERMS

Away Team

Also known as a landing party, a squad of starship personnel assembled to conduct a mission off ship.

Class M Planet

Classification of a planet featuring environments best suited for humanoid life.

First Contact

An initial encounter between representatives of two species.

Humanoid

"Human-like" species with traits including intelligence, a bipedal form, generally mammalian and originating on class M planets.

Replicator

Device that uses transporter technology to reshape matter into new preprogrammed forms such as food, drink, clothing and machine parts.

Starfleet

The scientific and exploratory branch of the United Federation of Planets.

Starfleet Prime Directive

Noninterference with the natural development alien cultures and civilizations.

Starship

A manned spacecraft capable of viable interstellar travel through faster than light propulsion such as warp drive.

Transporter

Technology that can instantaneously relocate persons or objects across space by converting matter in to energy, beaming that energy to another location then reassembling the subject.

Tricorder

A device that has medical, scientific and engineering applications. They are used to collect sensor data and analyze the information.

United Federation of Planets

A coalition of planets formed in 2155 between the Humans and their closest alien allies the Vulcans, Andorians and Tellarites.

USS Enterprise

The flagship of the United Federation of Planets.

Warp Travel

The ability to travel faster than the speed of light is what makes deep space exploration possible.