



## *The Young Shakespearians*

### **TEACHING ARTIST TRAINING**

#### **INTRODUCTION**

**WE ARE NOT TEACHING THEATRE, OR SHAKESPEARE, OR GIVING THE KIDS A CHANCE TO HAVE FUN. WE ARE CHALLENGING THEIR PERCEPTIONS OF THEIR OWN LIMITATIONS – WE WANT THEM TO EXPERIENCE THEIR TRUE CAPACITY - WE WANT THEM TO BLOW THEIR MINDS.**

#### **WHAT WE WANT TO DO**

##### **Review Operational Mission Statement – Our Reason for Being**

What we do, What we provide, Why we are funded:

Create a safe space where our students can risk challenging themselves to:

Discover and cultivate awareness of self;

Discover and cultivate awareness of others, and their world, and how to thrive within it;

Provide methodology to develop necessary life-skills;

Model a way to be empowered and kind in the world;

Create an experience of success that they will seek to repeat throughout their lives.

#### **WHAT WE WANT TO CULTIVATE**

##### **Psycho-Emotional Qualities –**

Healthy relationship with Oneself and with one's World

Self-Esteem AND Self-Acceptance

Respect for and Acceptance of OTHERS

Ability to Assess one's strengths and how they can be applied

Ability to Assess other's strengths and how they can be tapped

Value of Collaboration

Willingness (courage) to step beyond one's comfort zone

Increased Tolerance for (or Perception of) Failure (Dealing with Anxiety/Frustration)

Perseverance

#### **HOW WE DO IT – Each Exercise in the Curriculum is specifically designed towards it**

For each exercise - review the stated **FOCUS** – it equals an academic or life-skill or both.

- How does it serve our Mission Statement?

- How can it empower your students?

- What life-skill does it cultivate for your students this year? Prepare them for next year?

- How can this skill be applied in a broader context and inform their success as adults?

*"If I Can Do Shakespeare, I Can Do Anything!"*

*theyoungshakespearians@gmail.com*



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### **WATCH FOR SERENDIPITOUS, UNPLANNED TEACHING OPPORTUNITIES**

I'll share a few of my experiences: Conflict Resolution, Fired Fairy, Fire Hose  
Please share those from your own experience.

### **SCRIPT REVIEW – Field Questions regarding Themes, Vocabulary, anything else?**

#### **DIRECTING – When Giving Adjustments –**

Keep it brief, specific, and simple;  
Refrain from telling a student what to do;  
Refer instead to Handouts, and ask them the questions.

#### **CASTING – Dealing with disappointment cultivates Emotional Resilience**

BEFORE announcing the casting to your Students:

- Remind them that every role is important or Shakespeare wouldn't have put it in the Play;
- Ask them if they've ever been disappointed, and how they got through it.

### **REMEMBER THAT IT'S ALL ABOUT THEM FEELING FABULOUS, NOT ABOUT THEM BEING BRILLIANT ACTORS, NOR FULFILLING OUR AMAZING THEATRICAL DIRECTION.**

#### **YOUR STUDENTS MAY TREAT YOU LIKE A “TRUSTED ADULT”**

This is an awesome responsibility. Please offer a compassionate “ear”, but do not share your own personal stories. Assisting communication in a conflict between your students is acceptable, but impartiality is required.

#### **TYS IS NOT AUTHORIZED TO PROVIDE THERAPY OR COUNSELING.**

DO NOT give advice regarding personal or family issues, or anything that should be addressed clinically. Don't put yourself in a tenuous position by worrying about violating a confidence - INFORM ME IMMEDIATELY so I can handle it with the school if need be.

#### **I'VE BEEN IN YOUR SHOES, I AM A VERY GOOD RESOURCE. PLEASE USE ME.**

Call me anytime with questions, if you're feeling uncomfortable, or if you just need to vent. My job is to serve our students, to deliver what TYS has promised to our Partner Schools, and to ensure that our Funders expectations are met so they will continue to fund TYS. I will be observing Workshops, and all Workshops will be recorded. If I feel that something important is being overlooked or needs adjustment, I will give you a note. TELL ME immediately if you are not inclined to implement the note so that I can understand and we can discuss other ways to do things, and make adjustments together.

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