



The Vancouver Playhouse Theatre Company and Vancouver 2010 Cultural Olympiad present the World Premier of

BEYOND EDEN

JAN. 16 – FEB. 6, 2010

By Bruce Ruddell

Music by Bruce Ruddell and Bill Henderson | Traditionally Inspired Haida Music by Gwaai Edenshaw

Directed by Dennis Garnhum | In co-production with Theatre Calgary



PLAY GUIDE

PART 2: LESSONS AND ACTIVITIES

Post-viewing Lessons: De-Brief and “Propaganda T-Shirt” Project | Grade 11 /12

Created by Dan Adrian, Moscrop Secondary School, PTAB* Member

DOWNLOAD OTHER PARTS (LESSONS, ACTIVITIES, LINKS) AT VANCOUVERPLAYHOUSE.COM

Created to provide you with explorations and insights into this production beyond the actual performance, this Play Guide includes information on its creators and characters, notable quotables and more:

Download suggested practical lessons and activities at vancouverplayhouse.com! As a teacher, you can adapt these to your classroom activities before or after your performance. As a parent, you can draw on some activities to enhance your child’s theatre experience. And, as a patron at large, these activities might stimulate your own exploration or offer a new insight into the play. We hope you have fun playing with the facts and ideas presented!

BEYOND EDEN PLAY GUIDE: PART 2 – CREATED BY PTAB AND PLAYHOUSE STAFF



DE-BRIEF AND “PROPAGANDA T-SHIRT” PROJECT

Type: post-viewing lessons and a creative project | **Suitability:** grade 11 and grade 12

The follow-up lessons to the play involves a short de-brief, followed by a creative project and presentation to tie the major themes of the two pieces together.

Duration	Activity	Formation	Other
20 min	<p>Quick Write: Thoughts on the play</p> <ul style="list-style-type: none"> - Have students do a quick write on what they thought about the play. Students can comment on likes/dislikes, actors, set/props, how well the story was told/brought to life, music, execution of the script, ties with “Totem”. Once done, have the class share their initial thoughts. 	Individual/ Large Group	
15 min	<p>Collaborative Theme of the two pieces</p> <ul style="list-style-type: none"> - Have students get into their groups of 5, and have them come up with a collective theme of the two pieces. It should be a single statement/phrase/word that best encompasses the intended theme being put forward in both pieces. (possible themes could revolve around assimilation, preservation of aboriginal culture, appropriation, suppression of people/culture, etc.) 		
45 min	<p>PROPAGANDA T-SHIRTS PROJECT</p> <ul style="list-style-type: none"> - In their groups of 5, students will create their own unique propaganda/protest t-shirt reflecting the theme statement they have come up with. - First, groups will plan out their t-shirt on the t-shirt template included. Once finished and approved by the teacher, the students will then use an actual white t-shirt to execute their design. Students can use felts, paint, sewing, or any other means they choose to create their shirt. They will have the rest of the block to work on their creations, which will be due next class. 		Refer to the last page of this document for T-SHIRT Template handout
Total Time: 80 min			

Prescribed Learning Outcomes Addressed in Lesson:

- Interact purposefully, confidentially, and ethically in a variety of situations
- Evaluate and adjust their own roles to align with the group's purpose
- Support their opinions or respond to questions and tasks about the works they have read or viewed
- Use efficient note-making and note-taking strategies
- Value and respect the diversity of language and culture in Canadian society
- Create a variety of communications using different tones and voices to evoke emotions, influence, persuade, and entertain
- Analyse the relationship between the medium and the message
- Interpret details in and draw conclusions from the information presented in a variety of graphic formats, including illustrations, maps, charts, and graphs

