

## **The New Canaan**

### **Community Objective**

To provide a series of short dramas which address the plight of individuals and families as they deal daily with the social issues of joblessness, underemployment, hopelessness, and hunger.

### **Background**

Many of our students live at or below the poverty level in multigenerational, multi-racial, and multi-cultural families. Economics and family make-up play a major role in how students interact with peer, schools and the community. Drama is a tool to get them to open up and discuss these issues.

### **Challenged Student Conditions**

~Socially, academically, culturally, and mentally challenged students can be service providers in our project if we, (1) include them in the planning, (2) recruit them to be a part of the program, and (3) have them plan how they can relate to issues of poverty, homelessness, unemployment, and hunger.

### **Resources**

- ~A donated facility for rehearsal of drama and set construction.
- ~Supplies, materials, and nutritious snacks.
- ~Student participants.
- ~Community, school, and church arenas willing to facilitate the performance of this group.
- ~Volunteers to help teach basic theater skills, complete/oversee set construction, and costuming.
- ~Grants to cover the cost of staff who provide supervisory help and transportation.

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### **Timeline of Service Activities**

October-

- November
- ~Recruit students and volunteers.
  - ~Contact school administrators, counselor, parents, and teachers to establish program.
  - ~Plan for activities that will enhance the reality of the social issues addressed.
  - ~Work with parents, volunteers, and staff for transportation to and from program and engagements.
  - ~Provide materials to allow the students to research each issue addressed in the drama.

December-

- February
- ~Complete script.
  - ~Begin rehearsals.
  - ~Work with local college or university to provide technical support.

March

- April
- ~Complete set construction.
  - ~Make all costumes.

May-

- June
- ~Contact schools, senior centers, civic organizations, and churches and synagogues for show dates.

July-

- September
- ~Perform the drama.

### **Reflection**

- ~Hold discussion groups after the performances to increase public awareness of the issues.
- ~Each student will keep a journal maintaining ideas generated by the dramas for how improvements can be made in his or her community.
- ~Ball Toss activity in which students form a large circle. A tennis ball is randomly thrown. The student who catches the ball has the floor to discuss ideas for how the social issues addressed in the drama could be improved in his or her own community. The ball is tossed until each student has spoken. The ideas prompt discussions and debates.

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~The students will meet once a week to discuss successes and problems as the project progresses.

### **Celebration**

- ~Certificates of completion will be presented to all students and volunteers following the final performance.
- ~A party will be provided for a celebration for and sharing by all involved.
- ~Once a year, a cabaret celebration will showcase the skills developed and implemented by this group.
- ~The local media will be contacted to cover the project and provide publicity.

### **Academic Objectives**

#### **WV IGOs**

##### Process/Workplace

- ~Understand what is expected of a person in a given situation or process, and be able to clarify, modify, and/or meet those expectations. (PW.34)
- ~Stay with an assignment or task to completion. (PW.36)
- ~Take steps appropriate to developing or implementing new ideas or concepts to improve a given situation or process. (PW.39)

##### Language

- ~Recognize descriptive language e.g. connotations, repetition, sensor language (imagery), figurative language (personification), metaphor, apostrophe, symbolize, and musical effect. (10.62)

##### Economics

- ~Give examples that show how scarcity of goods and services forces people to make choices about needs and wants. (E.1)

### **Contact Information**

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