



Collaborate to Create Original Performance! **A Course for Middle- and High-School Students** **Facilitated by Sheila Kerrigan**

“Sheila Kerrigan is a spectacular teacher for this course. Her passion and compassion is overwhelming and she really led us with her heart.”

“I learned so much in this course about leadership and communication! The class was truly an eye-opening experience. I have developed skills I can apply to any situation. The instructor was incredibly supportive and charismatic as well.”



(Quotations are from Duke students)

Goals and Objectives

Participants will:

- understand the importance of acknowledging feelings when working in a group;
- know how and why to develop guidelines with each group; understand that openly setting group norms is a way to acknowledge diversity, uncover hidden agendas and oppose racist or exclusionary behaviors;
- grasp the importance of attending to group process and developing a norm of collaborative behaviors
- experience group brainstorming techniques: silent, sticky-note brainstorms, and rounds;
- agree on a theme, concept, or goal for the performance;
- use a visual map to help record the creative process, remember decisions, and know what to do next;
- have a grasp of the one-element-at-a-time process for moving forward;
- create a performance with a group and perform it.

“The instructor was very enthusiastic, passionate and committed to the material in the class. Class was fun and engaging.”

“Sheila was an inspiration and an amazing leader. The course was intense but in a very personal, in-depth way.”

Agenda

Acknowledging Feelings

Check in

How do you feel right now?

Reflect on what has changed and what you noticed.

Creating Safety & Accepting Diversity

Guideline Setting

What do you need from the others in the group to feel safe enough to take the risk of honesty and creativity?

Agree to guidelines.

Reflect on the process, and what we learned.

Prospecting for Topics

Group silent brainstorm using sticky notes and large paper

What is important enough to you to create a performance about?

Read, organize, make connections,

Reflect: Where is the heat? Where is the light?

Mining Topics

Group physical brainstorms: Rounds

Take notes on Post-its.

Reflect: Critical Response Process: Round Response

What did you see that you liked? What got you? What did it make you think of?

What did it remind you of? Where could it go?

Discussion

What do we have so far? What topics are hottest? What is possible? What direction do we want to go?

Three Questions:

Who is our audience?

What is our statement, or, what do we want to say to them?

What is our mission, or, how do we want them to change?

Small Group Work with Group Tasks

Each group chooses one hot topic and collaborates to create a short performance about it. Members of the group each take responsibility for one aspect of group maintenance: Facilitator, Time-keeper, Note-taker, Emotions-monitor, Director.

People rotate these roles as they continue the process.

Each group shows their work to the others.

Reflect: Critical Response Process

What worked? What was strong? What got you? What did it make you think of?

What did it remind you of? Where could it go? What does it need?

Groups Revise Based on Audience Response

They rotate group maintenance roles, discuss, try things, and present their work to the other groups.

Small Group Power-Sharing Roles

Rotating Ogre-ship

Ogres, Super-Ogres, Sub-Ogres, Worker-bees

Moving Forward

The One-Thing-at-a-Time Process

The ogre picks something to try, explains it; worker-bees do what the ogre says. Afterwards, ogre leads discussion about what you were working on—what works? what to keep? what to change?

Switch ogres. New ogre picks a new thing to try, explains it; worker-bees do what the ogre says. Repeat, recycle.

Showing

Groups show what they have to others.

Reflecting, Critical Response Processes

Seeing, Feeling, Thinking Response

Response based on the element or question being explored

6-Step Critical Response Process

Building a Culture of Collaboration, Respect & Honesty

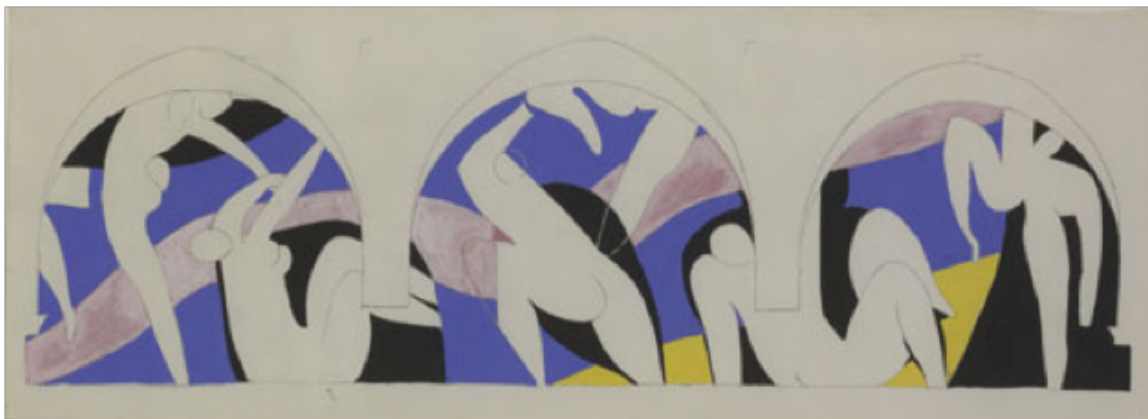
Daily Reflections, affirmations, and questions

Daily contributions to the list of collaborative behaviors, in order to establish and foster a norm of collaborativity.

Continue writing, choreographing, composing, building, and rehearsing

while attending to how people work together.

This is the basic structure of the course, “Create Original Performance.” Once we set off on a path, the writing and creating determines what direction we need to go. For example, there may be some song-writers and dancers in the group—then we will include song and dance in the performance. Or the performance may require some set pieces, props, and/or costumes—then we will gather the required things. Or we may need to research a topic, through interviews, site visits, bringing in experts, or online. My job is to figure out what questions to ask and enable the students to follow a route to a performance that they create.



Art by Henri Matisse, La Danse, Dance: Study for the Barnes Mural

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