



DRAMA: PEOPLE POWER

Start your HTY journey before traveling to the theatre with the following activity, giving students the opportunity to imagine their own story, together.

ONE WORD STORY

Preparation: Sitting in a circle, the class will create a story together. Each participant contributes one word at a time as you go around the circle. The words should connect to create sentences and the sentences string together to create a single story.

Guidelines:

- Do not think too hard. It is only one word. Trust intuition.
- Words like “a,” “and” and “the” are important words.
- Do not tell anyone else what word to say.

Procedure: As students slowly build off of each other to create the story, occasionally repeat it back, so students can stay abreast of the basic plot. Guide the students to incorporate the following simple properties to help shape the story and give it purpose:

- Character(s)
- Want/Goal
- Problem/Obstacle



WRITING: WHO WILL I BE IN THE FUTURE

Shockka! asks students to imagine life 28 years into the future. Use this activity to have students envision who they will be 28 years down the road.

- How old will they be?
- What will they be wearing?
- What career will they have?
- What will life in the future look like?
- What is around her?
- How much energy will they need?
- Where will this energy come from?

Guide students to create portraits of themselves in the future.

MATERIALS

- Drawing Paper
- Pencil
- Crayons
- Marker

DIRECTIONS

1. Students write their name and the age they will be in 2044.
2. Students draw with pencil and crayons a portrait of their future self.
3. Encourage students to imagine future fashion, technologies, energy sources, etc.
4. Students then name and label the choices they have made for their future self with a marker.
For example, a student may draw a line to the boots they have drawn on their future self and label them “moon walkers.”
5. Students will then share with the class what they imagine for their future selves.



SOCIAL STUDIES: THE POWER OF CHANGE

Take a look at the two photographs below. The first photograph was taken of 5th Avenue in New York City in 1900. The second photo was taken of the same location just 13 years later. How quickly transportation technology can change!

In this photo from 1900 we see the street full of horse-drawn carriages and just one automobile. Can you spot the automobile?

Just 13 years later we see the same street full of automobiles and just one horse-drawn carriage. Can you spot the horse-drawn carriage?

Discussion Questions:

Which form of transportation is more energy efficient?

What does it take for a society to change? How does technology affect this change?

What new technology have you seen introduced in your lifetime?

What will our transportation look like 13 years from now?





SCIENCE: ENERGY IN THE BODY

In this activity, students will act out how they get their energy.

The students will sit in a circle and talk about what are the physical and emotional things that give them energy. (Some examples might be, healthy food, sleep, playing soccer, being with my friends, reading alone.) Helpful questions might be... What do they love doing? When do they feel the best in the day? What recharges their batteries? Be sure to mention that energy is personal. Some people are morning people some are night owls.

One student at a time enters the circle and all students will have a turn.

When the student enters the center of the circle they say... "I get energy from ... (fill in their personal energy source)." They then strike a pose that represents that thing.

(i.e., I get energy from my favorite food. They then strike a pose eating.)

Everyone in the circle who also gets energy from that thing stands up and makes the same pose. The teacher then invites the next student to participate.

After the circle is completed discussion celebrating and exploring the different types of things that give us physical and emotional energy can be had.