CLIMB Theatre

TEACHER RESOURCE GUIDE

CLIMB Theatre
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WHO WE ARE

CLIMB (Creative Learning Ideas for the Mind & Body) Theatre is a touring educational theatre that produces and customizes assemblies, classes, and other creative works for organizations. Since 1975 we have been empowering people to make the world a better place.

MISSION: To inspire and propel people toward actions that benefit themselves, each other, and the community through plays, classes, and other collaborative works.

VISION: A growing number of people are better stewards of their own behavior as a result of CLIMB's excellent programming.

VALUES: At CLIMB we value being creative, collaborative, and trustworthy.

Creativity. We believe creative, purposeful play is a vital component of a healthy, successful life.

Collaboration. We value our partners and seek to create a community of artists, audiences and supporters.

Trust. We recognize that trusting and being trusted are core to all we do.

We gratefully recognize the following

Hugh J. Andersen Foundation, Scott County Environmental Services, SCORE grants, Saint Paul and Minnesota Foundation, Fred C. and Katherine B. Andersen Foundation, St. Paul Jaycees, West Central Initiative, Individual Contributions, and the Minnesota State Arts Board.

This activity is made possible by the voters of Minnesota through a Minnesota State Arts Board Operating Support grant, thanks to a legislative appropriation from the Arts and Cultural Heritage Fund.

HOW WE WORK

CLIMB has two ways that we educate and entertain: assemblies and classes. Assemblies are performed for a mass amount of students and teachers in gyms, auditoriums, and even cafeterias. Classes are more intimate and our actors travel class to class with customized lesson plans. All of our programming is developed using at least one of our EMPOWER skills. We identified these seven skills as the base of our programming. The EMPOWER skills are Empathy, Manners, Perseverance, Ownership, Well-Being, Equity, and Regulation.

CLIMB defines these words as:

Empathy is the ability to understand and share the feelings of someone else.

Manners is the ability to show kindness and respect in any situation.

Perseverance is the ability to overcome challenges to achieve your goals.

Ownership is the ability to accept responsibility for ones' actions no matter the outcome.

Well-Being is the ability to support your body, brain, and feelings to make sure that they are healthy and safe.

Equity is the ability to speak up for yourself and others to make sure that everyone is treated with fairness and given the opportunity to succeed.

Regulation is the ability to manage one's actions, body, and emotions.

PROGRAMMING

What We Need From You

• Please escort your students to the performance space before the start time so we can start on time.

• We will set up cones where your students can sit. We ask that the youngest grade sits in front and the oldest in the back.

• Our plays are very interactive and sometimes we even call on teachers to help. We ask that you be willing to participate to really help deliver the message.

Leilani's Lemonade

Written by Luke Aaron Davidson

This play EMPOWERs Perseverance and Well-Being

Leilani and Lucas have big dreams for their lemonade stand! But when yapping dogs, silly neighbors, and endless arguing get in their way, it seems like their dream will never come true. Their only hope is to practice their perseverance and well-being to save the day. When life hands them lemons, will they be able to make lemonade? Or will their summer turn sour?

Educational Objectives

- To define perseverance.
- To encourage students to be resilient and overcome obstacles to achieve a goal.
- To define well-being.
- To explore the importance of well-being and its impact on overall mental health.
- To encourage empathy and positive behavior skills in friendships.

DISCUSSION AND DESIGN

Discussion

- What did you like best about the play?
- What character did you like the best?
- This play is called *Leilani's Lemonade* if you could call it something else, what would you call it?
- Tell us about your favorite song.
- Perseverance is the ability to over come challenges to achieve your goals. Why is it a good idea to keeping going when things get hard?
- Through song, Leilani's dad taught her to take things one sip at a time. What do you think that means.
- In the show Leilani and Lucas got in an argument. In real life sometimes we get in arguments even with our best friends. What are ways you both can help fix the issue?
- The character Shirley Walker taught Lucas about well-being. Climb Theatre describes well-being as the ability to support your body, brain, and feelings to make sure that they are healthy and safe. When you are feeling said or stressed what are things you do to brigten your day up?

Posters

- To download a poster for Leilani's Lemonade to post in your classroom use the QR code or visit https://climb.org/what-we-do/resources/

ACTIVITIY

Activity #1: Grounding Exercise

Objective: To help students refocus in moments of intense stress or anxiety.

Materials: None

Directions:

1. Say the following:
2. Have the students pair off and lead each other through the following exercise, with one student asking the questions and the other answering. After one student is done, have them swap roles.:
    a. Name five things you hear
    b. Name four things you see
    c. Name three things you smell
    d. Name two things you feel
    e. Name one thing you taste.
3. Debrief:

- Did you find this activity easy or difficult? If it was easy, what was easy about it? If difficult, what was difficult?
- How did your perception of the space change after doing this activity?

4. If time, transition the students into the next grounding activity. Say: The next grounding exercise in the play is square breathing. You may already be familiar with this, but let's try it together.
5. Say:"Breathe in for four, hold for four, exhale for four, hold for four..." "As you breathe, picture each step taking place along one side of the square, moving from one to the next." Repeat the "breathe for four, hold for four," etc, as needed.

Debrief:

1. What did you learn from doing this activity?
2. What did you feel during the square breathing exercise?
3. Not all exercises work for everyone. What are some other things you can do to ground yourself?

ACTIVITIY

Activity #2: Circle of Doom

Objective: To help students communicate and work as a team

Materials: Random safe object that are safe if a student kicks or steps on

Set up: You will need an open space.

Directions:

1. Have the students get into a circle in the open space.
2. Ask for a volunteer saying: “I need a volunteer who is comfortable keeping their eyes closed for a long time.” Once the volunteer is chosen, have that volunteer close his/her eyes and turn them around so they cannot be accused of “peeking.”
3. Ask for another volunteer to to place the objects anywhere in the center of the circle.
4. Once the volunteer has finished explain that: These objects are now objects of Doom! Our job is to get VOLUNTEER across the circle without stepping on any of the objects. Designate an “ending” spot across the circle and continue with the rules. There are four rules in this game. Rule one, we cannot touch VOLUNTEER, we can only tell him/her where to go. Rule two, VOLUNTEER cannot jump or run. Rule three, we cannot let one person do all of the work, we need to work together. Rule four, if VOLUNTEER touches a piece of “doom,” they have to go back to the beginning and we will start the game again.
5. Turn the volunteer around and begin the game.

ACTIVITIY

Activity #3: Three Things

Objective: By finding out more specific information or things in common with those around them, students will learn to see their peers in a new light and to better overcome conflicts.

Set up: Tell students about the activity one or more days beforehand

Directions:

1. Tell your students, “For tomorrow, I would like you to bring in three things that represent who you are or what you enjoy doing. They must fit into your folder or pencil case. So you can’t, for example, bring in your puppy, but feel free to bring in a photo of your puppy.”
2. The next day, tell your students, “Friendships are oftentimes created by the similarities we find with each other, and conflicts are often created by our differences. Overcoming these differences may require finding common ground.”
3. Divide students into groups of 4-5. Have students share each item with the rest of the group. Listen in on the groups to find out what common interests abound.

Debrief:

- Who discovered something you had in common with someone else?
- What was it? Was it based on hobbies, values, etc?
- Did anyone have the exact same object?
- What do you think the objects you chose say about you?
- What kind of objects would you look for in a new friend’s bag?
- Tell your students “If you have to deal with friends who have a conflict based on differences, helping them discover things they have in common can be a good first step to open the lines of communication in order to resolve the problem.”