



Planting the Seeds of Hope

*EDEN Engagement: Santa Barbara
Seed City Curriculum
Jaime Reichner
& Rebecca Cardenas*

JANUARY 2023



ABOUT

Three-time Grammy Award winning opera superstar Joyce DiDonato has created the global tour of EDEN, her major concert hall performance about environmentalism. Her personal commitment and partnership with ITAC has launched a re-imagining of the impact of a concert experience through teaching artist-led workshops in every city. The International Teaching Artists Collaborative (ITAC) is the world-wide network of artists who work in community and educational settings, who have the skills to bring change to communities. Together ITAC and EDEN Engagement will pilot a new approach to prove that touring can be a legitimate and powerful tool for change in communities.

Cities on the tour are designated either "Root Cities" or "Seed Cities". Seed Cities are a 1-4 day(s) event that engages the youth with one of three specific environmental issues; Urban Gardens, Urban Trees, Food Choices:

- Urban Gardens: They are youth-friendly. Among many social benefits, they bring these environmental benefits: reduce carbon use (reduced food transport); reduce water runoff; help pollinators; plants absorb CO₂ and pollutants and produce oxygen; health benefits in the food and the community building (reduced stress and blood pressure).
- Urban Trees: Trees are omnipresent and overlooked in cities—kid friendly. They can plant them, and the EDEN performance encourages that. Trees are powerful answers to heat mitigation (reduce temperatures by 8 to 10 degrees and need for air conditioning), carbon and pollution sequestration and oxygen production, water flow pollution reduction, biodiversity, and food insecurity. Health benefits include healthier air, psychological benefits, lowering blood pressure and stress.
- Food Choices: Scientists have proven that small choices make a big difference. Because many foods with a high health burden, including processed meats or red meats, also have high environmental costs, switching out 10 percent of a person's daily caloric intake can cut a person's food-based environmental footprint by over 30 percent. Between growing it, packaging it, moving it around, cooking it, and often wasting it, food production makes up about one-fifth to one-third of all annual greenhouse gas emissions globally. Eat less red and processed meats, eat more veggies and fruits, reduce food waste, and if you have a way...compost.

Teaching Artists: Jaime Reichner & Rebecca Cardenas

Time: January 14th, 2023, 10-12pm

Students: 60 7th & 8th graders

Choir: SING! Music Academy

About: This curriculum is aimed at supporting young people to be able to take action. The workshops will show them how arts can help them respond to climate emergencies in a way that makes sense to them.



WORKSHOP (120 MINUTES)

Objective: Inspired by Seeds of Hope, participants will use fundamental theater skills to demonstrate everyday strategies to address the climate crisis.

Essential Question: How can we use theatre and performance to address the climate crisis and devise strategies to become allies to the environment?

Key Vocabulary: gesture, tableau, levels, conservation

California VAPA Standards:

- 1-2.TH:Cr1 – Identify ways in which gestures, voice, and sounds may be used to create or retell a story in guided drama experiences.
- 3-5.TH:Cr1 – Collaborate to determine how characters might move and speak to support the story and given circumstances in a drama/theatre work.
- 6.TH:Cr1.b – Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.
- 1-2.TH.Pr4.b – Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience. Alter voice and body to expand and articulate nuances of a character in a guided drama experience.
- 3-5.TH.Pr4.b – Explore how movement and voice are incorporated into drama/theatre work. Use physical choices to create meaning in a drama/theatre work.
- 6.TH.Pr4.b – Experiment with various physical choices to communicate character in a drama/theatre work.

Introduction

- Teaching Artists welcome participants into the space.
- Brief Introduction of the workshop: What to Expect
- Review Group/Ensemble agreements, add a gesture to represent each agreement.

Warm Up

- Physical Warm-Up
 - Breathing exercises
 - Light stretches
 - Body isolations
 - Create shapes with your body: curved, crossed, stretched
- Vocal warm-up
 - Warming up our faces- creating an apple using pantomime. Chew it up!
 - Ma-Me-Mi-Mo-Mu
 - Tongue Twisters
 - Ice Cube
 - Call and response game. Teaching Artist will call out a series of prompts. Participants will respond with a sound and physicality representing:
 - Ice Cube
 - Sun's Coming Out
 - Joshua Tree
 - Surf's Up
 - Participants may take a turn to lead the group for 3 prompts.

Main Activity


- Stop, Go, Melt
 - Moving around the space in two groups (one group participates while one group serves as audience)
 - Introduce activity and rehearse “melt” moving through high, medium and low levels. Prompts include:
 - The hottest day, the coldest day, windiest day, rainiest day.
 - The group serving as the audience will be prompted to share observations.
- Tableau
 - As a group, define tableau as a frozen picture.
 - Build a model tableau of “A Day At The Beach.”
 - Participants will generate ideas for characters that might be found at the beach. One by one they will join the tableau, create a gesture and freeze in place.
 - Audience participants will provide observations.
 - Seeds of Hope dialogue and brainstorm
 - Teaching Artists will guide participants in a dialogue about Seeds of Hope and active ways in which we can become allies to the environment.
- Group Tableaux
 - In groups of 10, create a Tableau representation of one strategy to become an ally in protecting our environment.(ex: garden with native plants at home, visit a local community garden or nursery, recycle and conserve). Groups will rehearse for 5-7 min.
 - Presentations of Tableau: Participant groups will present their tableau. Audience participants will provide feedback. Teaching Artists ask: What do you see? What do you see that makes you say that? E.g “A tree is being cut down. I see that actor holding a high pose with their arms raised like the branches of a tree.”

Reflection

- Teaching Artists ask: What is one thing you can do to be an ally for climate justice/action this week?

Rehearsal

- Choir rehearses Seeds of Hope.

A person with long, dark, curly hair is seen from behind, wearing a light-colored top. Their right arm is raised, with the hand open and fingers slightly curled. The background is a blurred indoor setting with other people seated at tables, suggesting a workshop or classroom environment. The lighting is warm and soft.

"I really enjoyed doing this workshop. It worked my imagination and my creativity in a subject that touches me a lot."

WORKSHOP—UCSB MUSIC APPRECIATION CLASS

Description: Teaching Artists Jaime Reichner & Rebecca Cardenas lead students in UCSB'S Music Appreciation Class through an experiential workshop that aims at illustrating how climate action can be brought into the classroom.

Sophie Dand (EDEN representative) will present/introduce EDEN Engagement project and concert info.

Welcome

- Teaching Artists briefly introduce ourselves and workshop.
- Present agreements: Be supportive, Be respectful, Give it a Try!

Intro

- Whole group warm-ups
 - Cross & Circle
 - Call & Response: Red/Blue, Up/Down

Main Activity

- Machine
 - Brainstorm ideas: what are the ways in which humans are harming the environment? Those of us who are non native (settler colonizers) to this area of California have a responsibility to the indigenous folks who have stewarded the land for generations. Ask if anyone knows the people who are native to Santa Barbara. (Chumash, Shmuwich, Ineseño). As each participant shares their answer, TAs will invite them to the front "on stage" to build out The Machine.
 - TA will prompt participants on stage to slow down, speed up, and spotlight.
 - TA will invite observations from the audience.
 - Repeat sequence with the prompt: what are the ways in which humans can be allies to the environment? Think locally!
- Tableau
 - Taking one example from the Machine, participants will be invited to create a Tableau (or series of tableaux if time permits) communicating one of the ideas shared.

Reflection

- Pair Share: As musicians, as college students how can you use your voice, your art, your on and off campus communities to communicate these messages?

Closing

- Thank you and enjoy the concert tonight!



IMPACT & EVALUATION



The goal of this effort is to learn about the impact that the activities have on participants. It is not gathered to impress funders, but to advance our own effectiveness in generating objective information about the power of our work. We are especially curious to learn if there is any evidence that they have the impulse to take action and/or feel they can make a difference—this is the high goal of the arts-for-climate field, and we believe teaching artists have a particularly strong contribution to the field. Teaching artists were encouraged to use the Continuum of Impact Guide as a model when thinking about impact and assessment in their workshops. We asked: Did participants demonstrate greater personal connection to this environmental issue and deepen their understanding of it? Did participants demonstrate a personal motivation to do something about this issue and show a sense that they could make a difference if they did? Did they actually take some action?



REFLECTIONS FROM THE TEACHING ARTISTS

In what ways did you observe change in your participants understanding and engagement of the environmental issue you chose?


"The way in which participants spoke about their poster art at the Botanical Garden workshop made clear they had understood the call to action and were excited to make positive steps toward protecting the environment. The SING students were so eager to explore the idea of conservation! It was wonderful to see their ideas expressed in tableau."—Jaime Reichner

"Participants were able to site strategies to help the environment as well as the importance of native plants."—Rebecca Cardenas

Did your EDEN experience expand your work or skills as a teaching artist in any specific ways?

"Yes! Through our workshop series we were able to work with various demographics, one of which was new for me so it was a great learning experience."—Rebecca Cardenas



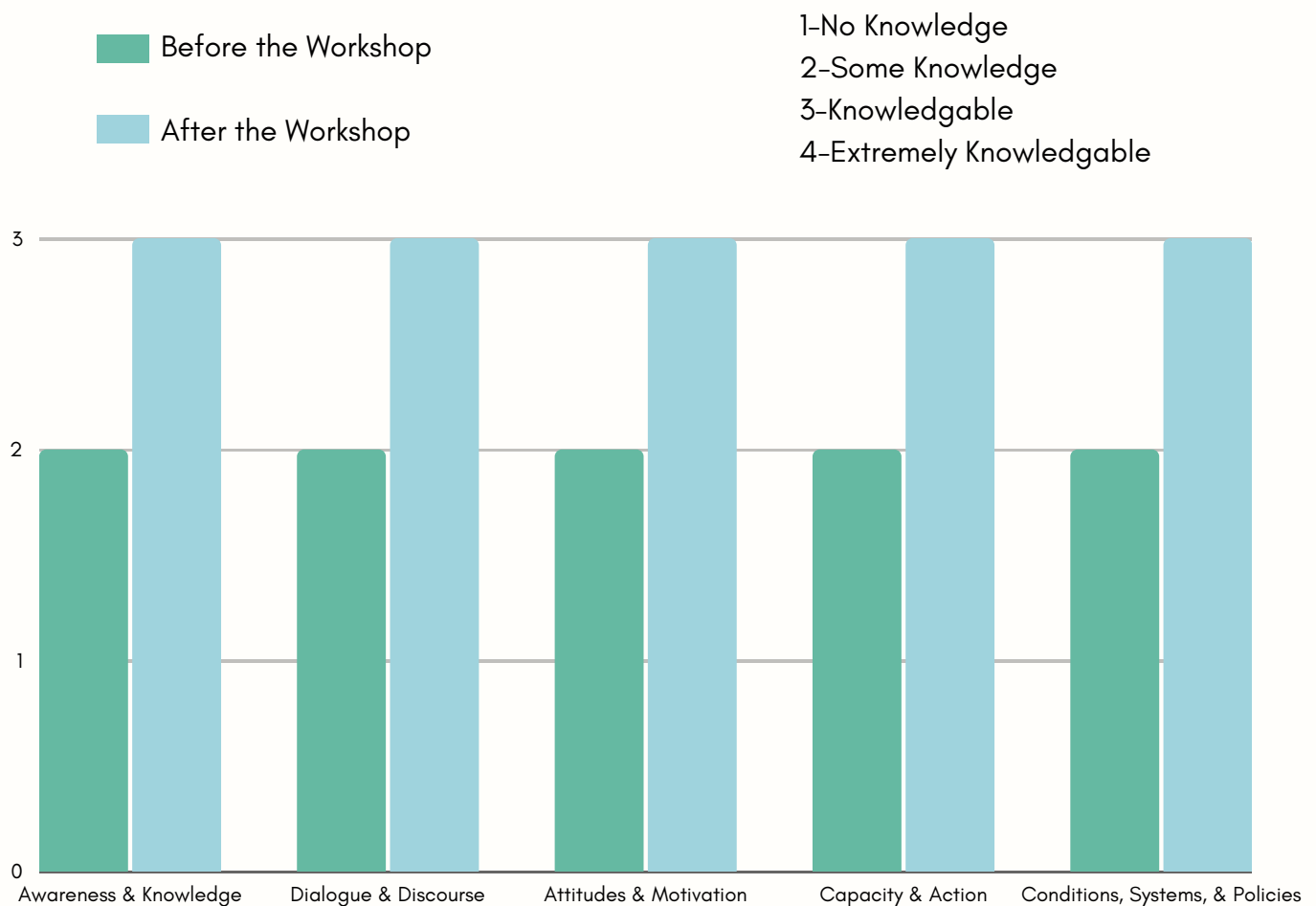
A photograph of three children in a room with large windows. Two children are standing, wearing yellow t-shirts with 'MUSIC ACADEMY' printed on them. The child on the left has curly hair and is looking down. The child on the right has blonde hair and is looking towards the camera. A third child is sitting on the floor in the foreground, partially obscured. The text is overlaid on the lower left of the image.

"A participant in the UCSB workshop offered a perspective around action and our inability to act based on generational shame and then created a powerful gesture to express the idea. The entire room responded -- it was clearly impactful!"

—Jaime Reichner



We tasked each teaching artist with evaluating their students based on the Continuum of Impact Guide. They rated their students on a scale from 1 (no knowledge of the subject) to 4 (extremely knowledgeable about the subject). The following graph reflects the teaching artists' observations of their students.



"All of the venues were incredible, it was such a pleasure to visit a variety of places and meet so many different people. It was wonderful."

—Rebecca Cardenas



ABOUT THE TEACHING ARTISTS

Jaime Reichner (she/her) is a Teaching Artist, Arts Integration Coach, and Curriculum Specialist dedicated to equity and access in arts education and community-engaged practices. As a Theatre Teaching Artist and Liberation Arts practitioner, she has facilitated workshops and taught classes domestically and internationally with dozens of nonprofits, theatre companies, public schools and universities including as adjunct faculty at Cal Arts, where she taught a course on Theatre for Social Change. Jaime holds a BA in Theatre from Florida State University, an MA in Applied Theatre Arts from USC and is a certified Trainer with the Center for Council. She currently serves as Associate Director of Educator Development at P.S. ARTS in Los Angeles.



JAIME REICHNER



REBECCA CARDENAS

Rebecca has worked in non-profit youth programming in Los Angeles for the last 12 years. She most recently served as a Program Manager for P.S.ARTS, where she managed Teaching Artists in the Santa Monica-Malibu Unified School District, LAUSD, and El Segundo Unified School District. She also worked in partnership with Turnaround Arts:CA to provide professional development to classroom teachers in arts integration. She holds a BA in Performing Arts and Social Justice with an emphasis in Dance from the University of San Francisco, and received her Masters in Education as well as her Multiple Subject teaching credential from UCLA where she taught 5th grade math and science in East Los Angeles. Rebecca is currently a Teaching Artist in Los Angeles and an Instructional Assistant in Special Education classrooms.

ACKNOWLEDGMENTS

Joyce DiDonato & Askonas Holt

EDEN Engagement
Sophie Dand, Rachel Walters

International Teaching Artist Collaborative (ITAC)
Madeleine McGirk, Eric Booth, Aislinn Ryan

ITAC's EDEN Engagement Project Manager & Packet Design
Katie Rainey

Teaching Artists & Curriculum Design
Jaime Reichner & Rebecca Cardenas

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Education Partners
Elizabeth Owen, Erin McKibben, Eliot Winder, Jamie Broumas

