



# WATER OF EDEN

*EDEN Engagement: Toulouse  
Root City Curriculum  
Patricia Cruz & Sina Bernsmann*

**MAY 2023**



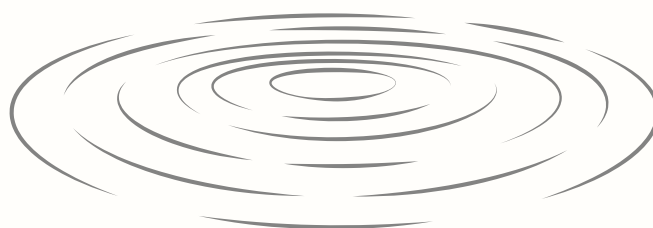
## ABOUT

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". Root Cities are multiple day events (up to five days) that engage the youth with a specific environmental issue. The teaching artist selects a specific environmental issue they care about, which has a direct relevance for local concerns, and that has a direct link to something in the EDEN performance.

Goals: The workshops aim to accomplish two things:

- 1.To creatively engage community participants in the themes and visions of EDEN with such force that it changes their understandings, behaviors, and sense of agency regarding a significant local environmental issue in ways that can be documented. Workshop activities connect with the EDEN performance to amplify the impact.
- 2.To document the impact of the workshop series in such a way that its effect is reliably evident to those who were not present. It is the goal of EDEN Engagement to demonstrate to the concert touring industry that producers and artists can reach for more ambitious positive community impact through touring. They can generate a larger social benefit from performances than just the good experiences of the lucky few who could afford tickets. Traditional views of "outreach" have been outgrown; EDEN Engagement pioneers a new and greater value proposition for touring.



Teaching Artists: Patricia Joson Cruz and Sina Bernsmann

Date: May 1, 2023

#### Workshop Overview

- Time: Four Sessions. Approximately 120 minutes per session
- Students: Designed for 9-17 year olds (39-40 students)
- Environmental Focus: Water, Drought, Water Conservation
- Art Forms: Theater, Music, Visual Art/Video Production
- Impact measurement: Pre and Post questionnaire. Before the session starts, participants respond to these questions. We will also interview a sample group of students:
  - Is water important? Why or why not? Do we have enough water where we live? Do people in other countries have enough water? Is art important? Can art inspire people to change? How? What makes you angry? Can you "anger" be used for "good"?



# DAY 1

Arrival: Name tags given to all participants

Opening (5 minutes):

- Introduction of teaching artists: Ms Cruz and Ms Sina. Moment to Focus (2 minute guided meditation with singing bowl)

Welcome (5 minutes)

- Words of welcome. Minimize talking. Introduce the goals for the week (4 days).
  - Learn and experience drama and improv techniques
  - Learn about the Eden project and a local climate issue (water conservation)
  - Create art that can inspire change

Key question: Can art inspire change?

- Review the project – Eden project and [Joyce DiDonato](#) Her video: [TOULOUSE – SD 480p.mov](#) – [Google Drive](#)

Warm Up (15 minutes): Improv – Theatre Games 1 (communication and energy)

- In a circle, each player says his or her name and a gesture / everyone repeats it (name plus gesture)
- All the players walk in a circle, one after the other, like prisoners in a prison yard. They walk with a rhythmic step. If someone claps their hands, the whole group turns around and continues in the opposite direction.
  - If this works well after a few times, the change of direction can be done without clapping: someone spontaneously turns around and everyone follows. A rather calm concentration exercise that strengthens the perception and the feeling of group.
- The children stand in a circle. Player A goes to the middle, strikes a pose and says what it represents. For example, he raises his arms above his head and says – I am a tree. A second player comes in, adds himself to the landscape, and also says what he represents. A third player enters the scene and completes the suggestions of A and B.
  - Now that the scene is over, Player A leaves the stage taking one of the other players with him. The other player stays on the stage and repeats his sentence (without changing his pose), so he makes a suggestion for a new scene.
- Movement of the circle of energy associated with the sound "Ya" when one passes the energy. Possibility to say "block" by making a cross with his arms to change direction.

**30 minutes PRE-SURVEY** – (5-10 minutes) Students will walk around the room to answer presurvey questions. Questions posted on large paper around the room. We will record 10 students live responses

- Is water important?
- Do we have enough water where we live?
- Do people in other countries have enough water?
- Is art important?
- Can art inspire people to change? How?
- What makes you angry?
- Can "anger" be used for "good"?

Visual Map – split into 4 groups, each group creates a visual “web”

(9 mins) Group 1 & 2 : ART

(9 mins) Group 3 & 4 : WATER

Each group will spend 7 minutes at each Brainstorming Web (below photo is just an example of a Brainstorming web)



## PUPPETRY WORKSHOP

45 minutes Ensemble – <https://youtu.be/vXT3gPef8zo>

Student Groups work in groups to create a puppet and perform together.

3 principles: Breath, Weight, Focus

1. Watch first few seconds of video, 3 times – students observe how to create the puppet
2. Create Puppet (7 minutes) Decide who is the head, who is the left hand, the right hand
3. Practice breathing as a team (7 minutes)
4. Practice “weight” – walking, sitting, standing (7 minutes)
5. Practice “focus” – select a specific activity, create a choreography, maintain focus (7 minutes)

Share and discuss: 8 minutes

1. Give students 3 minutes to plan a choreography of an action with their puppet (3 minutes)
2. Students perform their choreography for the class (13 minutes)

Closing

- Compare and discuss the difference between doing improv with your bodies, and doing improv with puppets. Share that by the end of the week they will create a video. They can decide if they will be characters in their video, or their puppets could be characters, or something else.
- FOR TONIGHT: Observe how water is used in your house. How do you use water?





# DAY 2

Key questions: Can art inspire and inform others?

How can we inform and inspire people to help our planet?

Arrival: Name tags given to all participants

- Engineering Design Model Posted
- KEY QUESTION: How can we inform and inspire people to help our planet?

Opening (2 minutes): Moment to Focus (2 minute guided meditation with singing bowl)

Welcome (5 minutes): Introduce VIBES: Voice, Imagination, Body, Ensemble, Surprise (for improv) a circle. Opening Circle – Students will state something they did yesterday, and freeze in a pose to express it. Each student will join into the circle and inform classmates who missed the session (students who were not there can state what they hope – or how they feel)

Warm-Up Activity (15 minutes): Theatre/Improv

- 5 mins – The facilitator proposes an emotion (laughter/joy, sadness, anger, fear, disgust)
  - The first participant gives a simple interpretation of the emotion (let's take laughter for example).
  - The second participant, who was watching the first, gives an amplified version of this laughter, which will be amplified by the third participant, etc. The facilitator should stop the amplification when he/she judges that the participants have amplified the emotion to the maximum. Then we move on to another emotion.

Material: 5 chairs with sentences stuck on them + 20 small panels with emotions (5 per person)

10 mins – Five chairs are placed on the stage. Each one corresponds to a sentence that refers to a state: the first one is "but I love you", the second one is "frankly I hate you", the third one is "my god I am afraid". The fourth is "but why are you doing this?" and the fifth "I don't want to do it".

The group is divided in two. 20 "emotion indicators" / 20 "emotion interpreters". The interpreters line up in single file and take turns choosing the chair they wish to sit on. The indicators have several signs at their disposal indicating the emotions they will suggest to the interpreters. The interpreters will have to say their sentences twice each, varying the tone (if it is the same emotion that is suggested, it will be an emotional crescendo) or a change of intention if the proposed emotion is different. Once the 5 children have passed, they move to the other side of the chairs so as not to confuse them with those still to pass. The indicators also change roles.

What makes you Angry? 8 mins

- Can anger be used for good (review responses 2 mins) ? (1.34 video) Greta: (revisit the question – record discussion) <https://enseignants.lumni.fr/fiche-media/00000004923/discours-enflamme-de-la-militante-ecologiste-greta-thunberg-au-sommet-de-l-onu-sur-le-climat.html>

- Pat presents UN Report on WATER (see slideshow) – it will just say this: A new report by the United Nations warns that a quarter of humanity lacks access to safe drinking water, and nearly half of the global population has no access to basic sanitation. Unless action is taken, 60% of the world's population could face water supply issues by 2050. ) (3 minutes)

40 minutes SONG Parody

- 3 minutes Discuss song from EDEN project (or a song of their choice)
- 7 minutes Can we change some of the words to inform people about Water Issues? Model how to match the rhythm and pattern of a song
- Example: Shake It Off by Taylor Swift Parody – The Water Cycle Song
- <https://youtu.be/VpBMrT-xzC8> – SECHERESSE – Parodie de Kendji Girac par Ingrid Courrèges –Y'A PLUS D'EAU

*'Cause the players gonna play, play, play, play, play  
And the haters gonna hate, hate, hate, hate, hate  
Baby, I'm just gonna shake, shake, shake, shake, shake  
I shake it off, I shake it off*

- Students work in teams to change the words to 2 lines in the EDEN song ( or a song of their choice)
- Students share and give feedback

## CREATIVE CHALLENGE

25 Minutes Introduce the Creative Challenge:

- Create a 1-2 minute (max) video about Water/Drought/Water Conservation
- View examples

EXAMPLES:

- <https://www.tiktok.com/@unclimatechange/video/7133513350616567045>
- <https://www.tiktok.com/@planetmatters/video/7079374480363048198?lang=en>
- En francais: <https://www.tiktok.com/@lululamachine/video/7177075682478968069>
- <https://www.tiktok.com/@hugodecrypte/video/7156308371837144326?lang=en> (Sina – I am hoping this is a “boring” example so we can discuss what NOT to do as well as what TO DO)

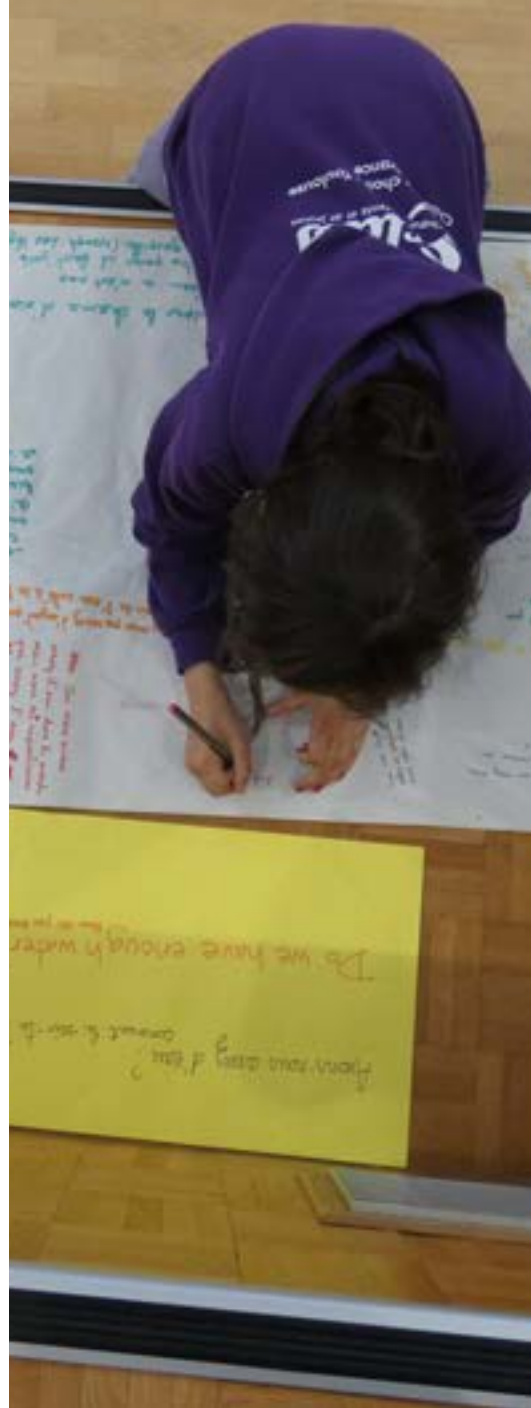
Students write on paper – What makes a video great/viral?

Share out and create video criteria for the challenge: (facilitate the following criteria:)

- Creative – uses at least 2 art forms: music, visual, drama, etc
- Short
- Clear message
- Emotion

Closing: SuperStar Activity – students stand in a circle. One person states one thing they do to conserve water. If others do the same thing they raise their arms and bend down on one knee and say, “SuperStar!”





# DAY 3

Arrival – Name tags given to all participants

20 minutes Warm-up activity: Theatre/Improv

Problem/Solution Improv:

Intro: Remind the students of the elements of Improv:

VIBES = Voice, Imagination, Body, Ensemble, and Surprise!

1. Students work in their teams (7 teams of 5 students). 3 teams are given a problem to act out such as:
  - a. The rainforest is on Fire.
  - b. There is a power outage in the whole city of Toulouse.
  - c. Everyone in your home is wasting water.
  - d. Your friends have turned into zombies after drinking contaminated water
2. Teaching artists and Teacher/Choir Leader Partner act out “scenario a”. We have 1 minute to plan and 1 minute to perform.
3. The students in the 4 remaining teams guess the environmental issue/problem and discuss use of VIBES by their classmates.
4. The 4 remaining teams must act out a solution to one of the problems. They have one minute to plan and one minute to perform. Their responses do not need to be based in reality. Students are encouraged to respond with creative/unrealistic solutions, if they wish. Thinking outside the box often reveals real solutions we may not have realized.

10 minutes: Slide Show for Day 3: Can Art Change the World?

1. Students view the “ÉCONOMIE d'EAU” video
2. Teaching Artists lead discussion on video. Did they learn something new? What facts did they learn that would be good for others to know? Did the video have the characteristics we listed to make it a viral video? As artists – can we help?
3. Discuss artist example slides. How artists select ONE problem to focus on and their artistic solutions.

## 30 Creative Challenge Planning

30 Minutes GROUP WORK:

FIRST: Teams answer the following questions to help them plan their videos:

1. What is the problem?
2. Who are the characters?
3. Where are they? What is the setting?
4. What is the solution?

SECOND: Decide on roles?

Discuss Team Roles/Job Titles (note name and role on the planning paper):

- Director
- Artistic/Visual Director/Props
- Audio/Sound/Music Producers/engineers
- Storyteller – Script writer
- Actors (optional)
- Singers (optional)
- Other?

50 mins TEAM WORK TIME

30 minutes – Students review roles and project plan, continue to plan, develop stories/songs, rehearse

30 minutes – Students work outside, film, photograph as needed

10 Mins Dress Rehearsal (If students are ready): Each team will perform for another team and vice versa. Each team will give feedback to the performing team. Teams will look at feedback and discuss possible revisions/improvements



# DAY 4

Arrival – Name tags given to all participants

5 minutes WARM UP: Students reflect on their work so far, how are they doing as a team? How are they feeling about the progress of their project? 2 Min Dance Break: BEATBOX DADS: Wiggle Your Fingers

1 hr 25 mins CREATIVE CHALLENGE WORK

5 Mins. Review our criteria\_(Mission Impossible Slide)\_and the “Excellent Viral Video” list.

120 Teams work to finalize video, as Teaching Artists check in with each group to give feedback, provide props, and resources

Students who finish early – we will view videos and give feedback (students write feedback down to hand to their classmates).

10 minutes

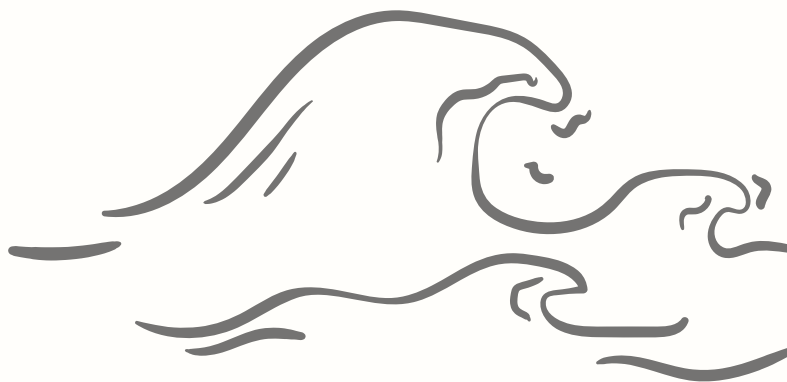
Reflection Questions. Some students will be interviewed on video

15 minutes

Video viewing and feedback

5 minutes Closing Circle Reflection:

Students stand in circle and say one word/a few words and pose to express how they feel about these past 4 sessions- holding the pose until everyone is in the circle – creating a whole group Tableau – then go out of the tableau in reverse order





# CLIMATE RESOURCES

## CLIMATE INFO:

- <https://newseu.cgtn.com/news/2022-09-12/Fears-as-vital-river-bringing-water-to-French-city-runs-dry-1dfrKslxLq0/index.html>
- <https://www.connexionfrance.com/article/French-news/Natural-disaster-declared-after-droughts-around-Toulouse-and-Cote-d-Or>

## UN WATER:

- [https://www.un.org/en/climatechange/science/climate-issues/water?gclid=CjwKCAjw9J2iBhBPEiwAErwpeSEO9VYn0dMsemUEQDB8HVSUrUlcwyPoOF9lrqxO60J5FCIRhA-67RoCYpcQAvD\\_BwE](https://www.un.org/en/climatechange/science/climate-issues/water?gclid=CjwKCAjw9J2iBhBPEiwAErwpeSEO9VYn0dMsemUEQDB8HVSUrUlcwyPoOF9lrqxO60J5FCIRhA-67RoCYpcQAvD_BwE)

## OTHER:

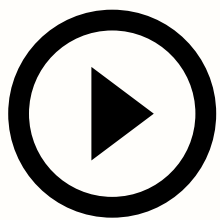
- Video water nouvelle aquitaine: <https://www.youtube.com/watch?v=Pgtj2s4xHR4&t=85s>
- In english - water shortage Toulouse: <https://youtu.be/ozIJQVxTfxQ>
- ONE MONTH AGO BBC: [https://youtu.be/d\\_ThAkEtHoA](https://youtu.be/d_ThAkEtHoA)
- Video play and smile / Water: <https://www.youtube.com/watch?v=HcMg3ghRfxY>
- Video play and smile the 3 R: <https://www.youtube.com/watch?v=0RKphcDMvio>
- Video play and smile / environnement: <https://www.youtube.com/watch?v=lazHQrRu2YQ>
- <https://www.unicef.org/fr/recits/les-enfants-exposes-a-une-secheresse-mortelle-dans-la-corne-d-e-lafrique>
- David Attenborough: <https://www.youtube.com/watch?v=2Jq23mSDh9U>
- Ultra Farming: <https://www.ourplanet.com/en/video/ultra-farming>
- Causes of Drought: <https://www.conserve-energy-future.com/causes-effects-solutions-drought.php>
- French: <https://www.youtube.com/watch?v=iNuR4Opzlos>
- Plan B: <https://www.youtube.com/watch?v=dWtG6DFFb1E>
- Camille Etienne, activist: <https://youtu.be/1Mw5ADaHyFo>
- <https://www.youtube.com/watch?v=QjgSe1QF0Tw>
- Other activist: <https://www.youtube.com/watch?v=jDs9CoWWQe8>
- James Cameron, the way of water (at 3:27) <https://www.youtube.com/watch?v=kjT8Y4FBD7s>

## SUCCESS STORIES:

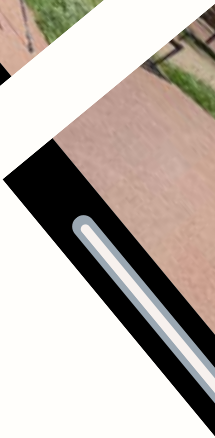
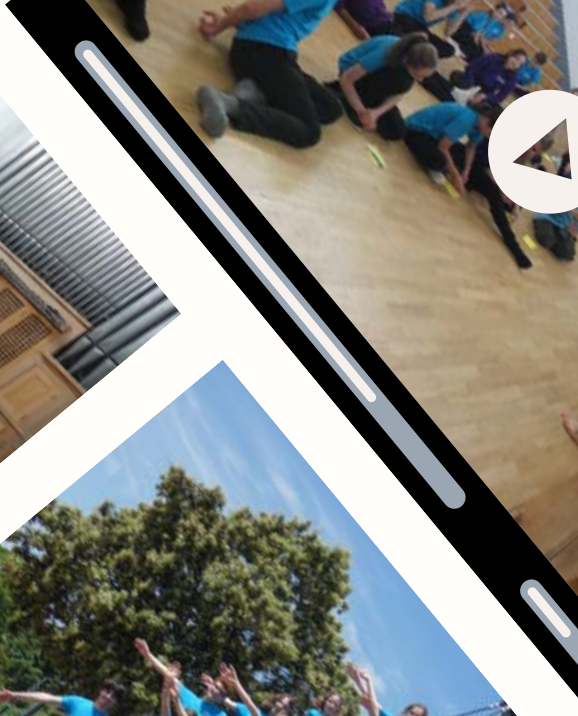
- <https://movmi.net/blog/5-climate-change-success-stories/>

## INSPIRATION:

- Youth in Bangladesh: <https://youtu.be/KZuGMzybFiw>
- Congo - water - <https://youtu.be/vwGdo9xgAll>
- Conserve water song: <https://youtu.be/MEKbxzM1Awc>
- French: <https://youtu.be/U3Astv7zQLQ>



Watch  
the  
Video!



# IMPACT & EVALUATION

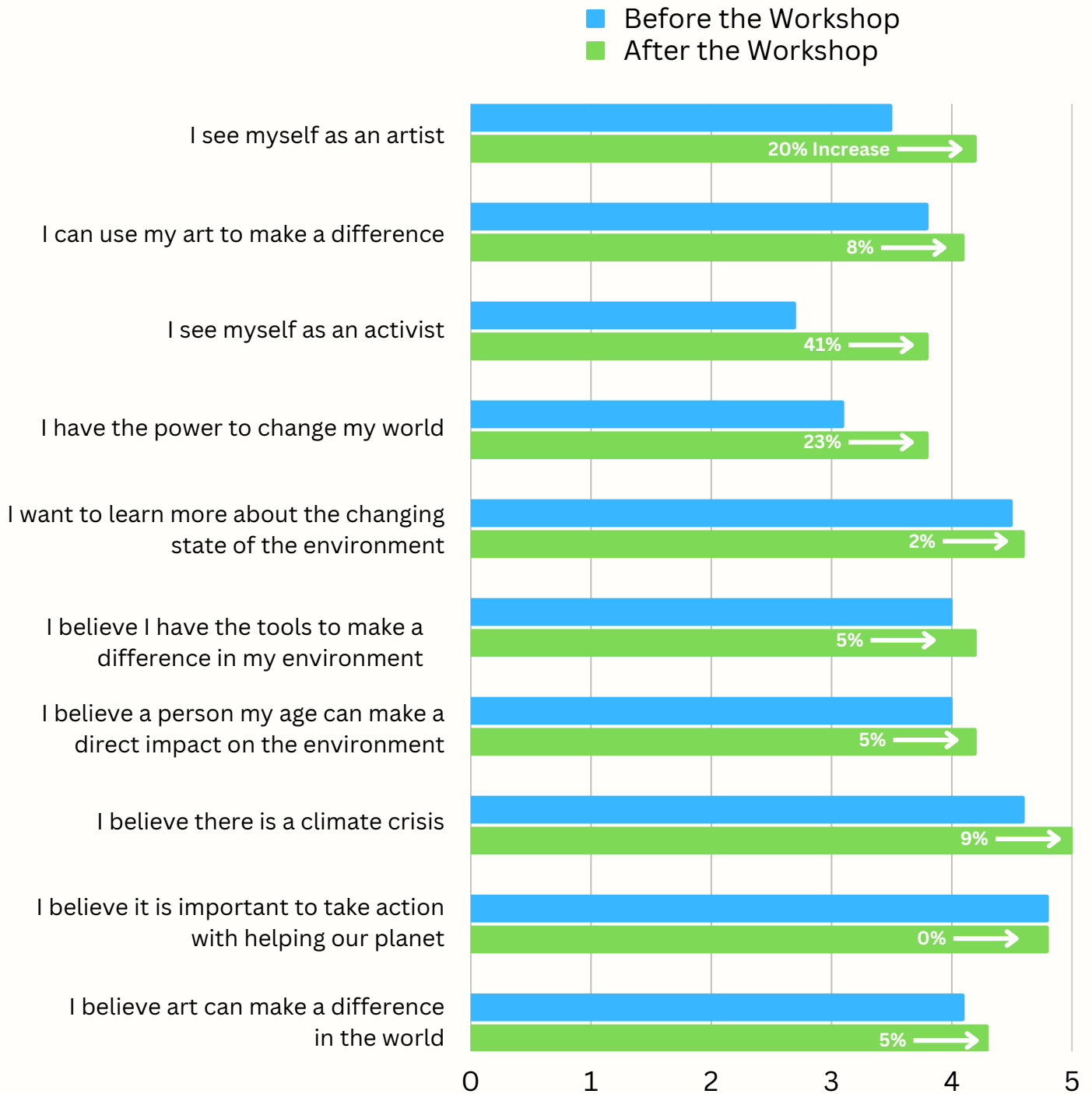


The goal of this effort is to learn about the impact that the activities have on participants. It is not gathered to impress funders, but to advance our own effectiveness in generating objective information about the power of our work. We are especially curious to learn if there is any evidence that 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?



# STUDENT EVALUATIONS

During this round of EDEN, students were given a survey before and after the workshops. These surveys were designed according to the outcomes provided in the Continuum of Impact Guide. Students were asked if they 1-Strongly Disagree, 2-Disagree, 3-Neither Agree or Disagree, 4-Agree, or 5-Strongly Agree with the following statements.





# 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 students were excited to learn more. They were energized and empowered to create change through the use of their collective skills and artistry. They used the reference books and articles we provided to research information for the the creation of their videos."—Patricia*

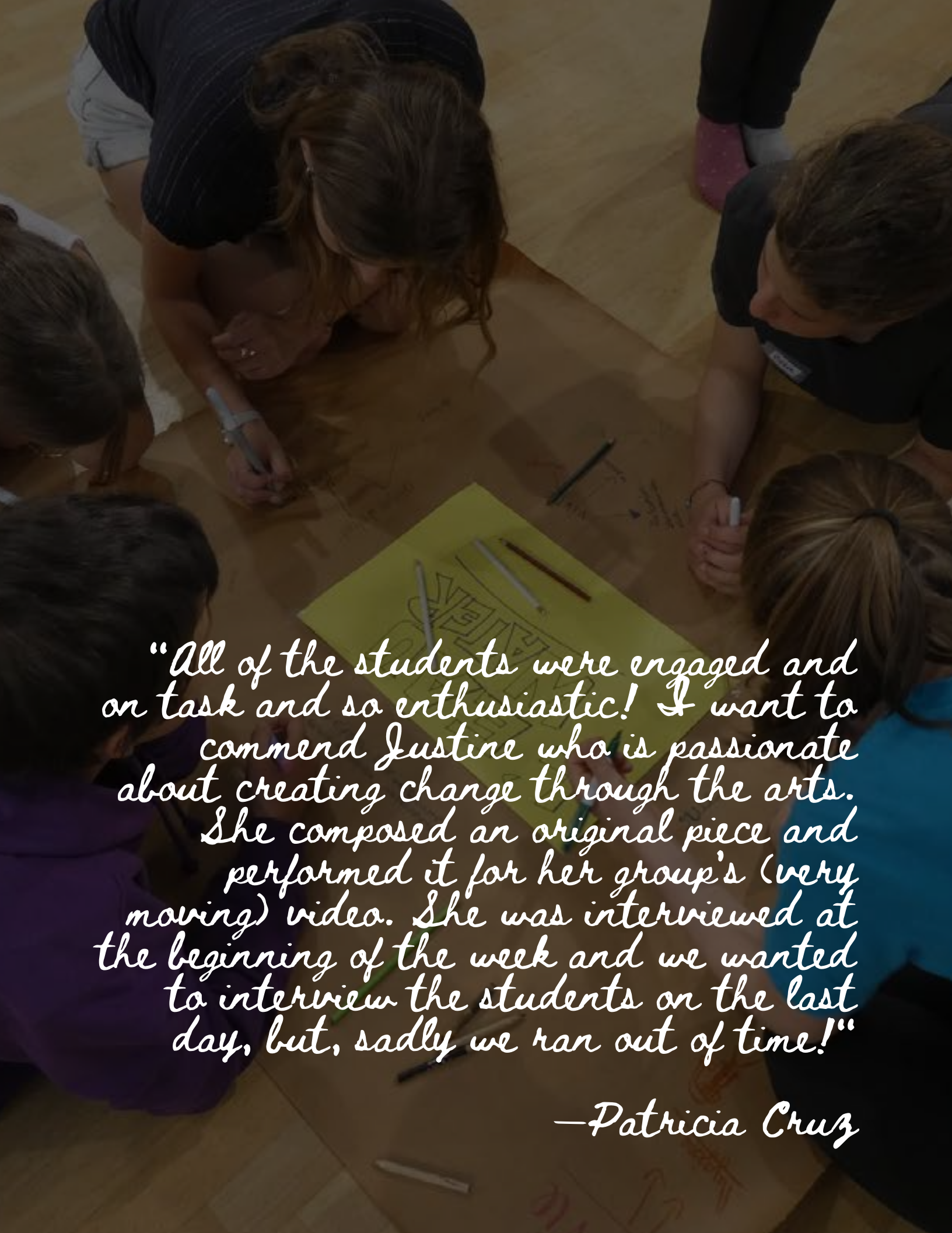
*"More awariness about the theme. Feeling the motivation to do things for save water. Knowledge of precise numbers linked to what's happening in the world."—Sina*

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

*"Yes! This is the first time I have worked with such a wide range of age levels all together! This was also the first time I have had the opportunity to work with all music students. They were a pleasure to work with! So creative and collaborative and completely fearless!"—Patricia*

*"Yes, I observed my Partner Patricia which is already very experienced and I learned a few things which could help me in further workshops"—Sina*





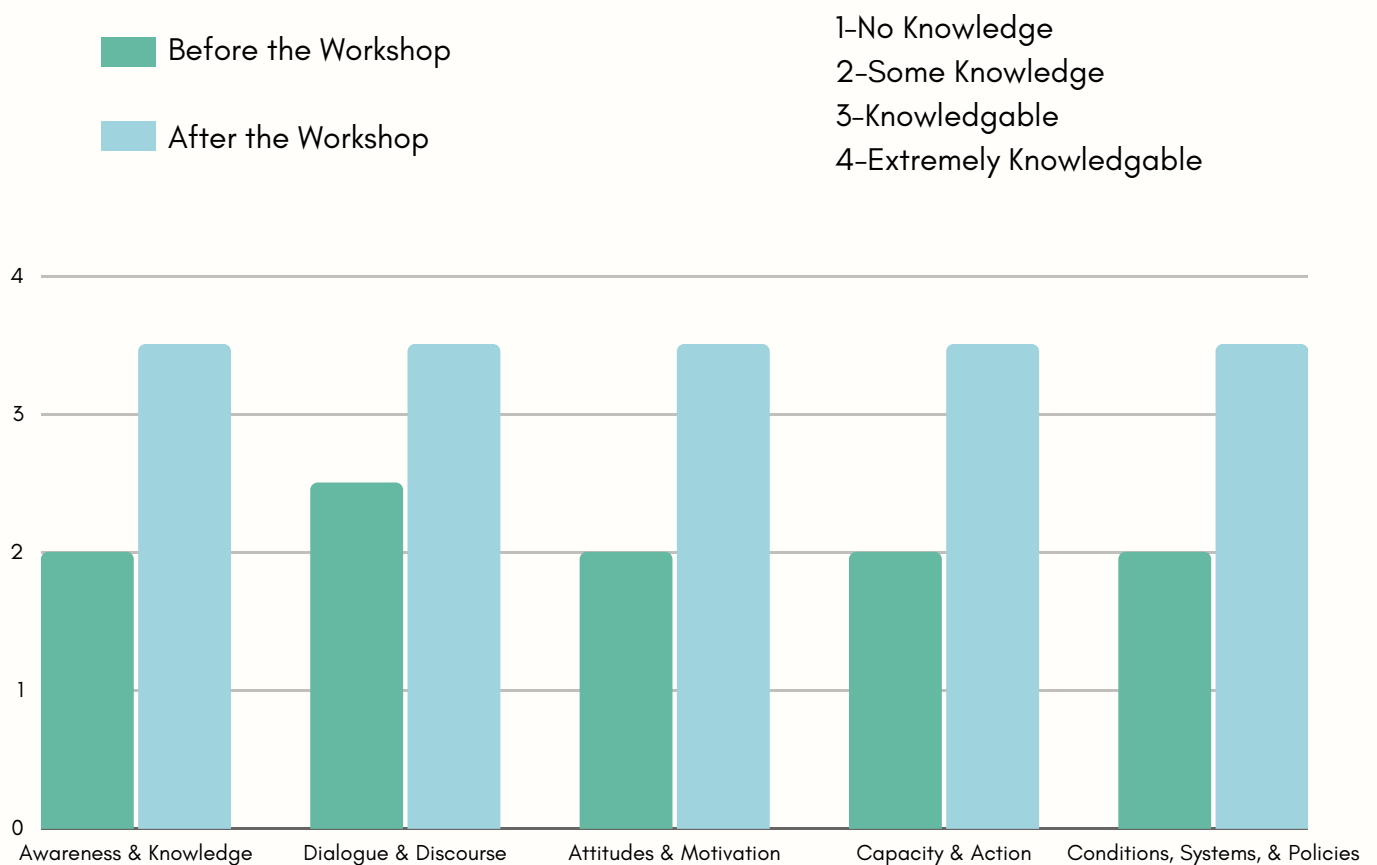
*"All of the students were engaged and on task and so enthusiastic! I want to commend Justine who is passionate about creating change through the arts. She composed an original piece and performed it for her group's (very moving) video. She was interviewed at the beginning of the week and we wanted to interview the students on the last day, but, sadly we ran out of time!"*

*—Patricia Cruz*





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.



*"At the end of the 4 days, when we watched all the videos they've been made, we all felt very proud and released. This was an accomplishing moment for all so that's my highlight :)"*

*—Sina Bernsmann*





# ABOUT THE TEACHING ARTISTS

Pat Cruz is founder of the Transcontinental Educator Artist Collective for Humanity (TEACH). Pat has been a lifelong activist for environmental issues and served two terms as chair of the Maryland Green Party. As a teacher, Pat helped to pilot a "Reading through the Arts" program that significantly raised student achievement at two high poverty schools. In 2005 Pat joined Arts for Learning Maryland (A4L). As Chief Innovation Officer, Pat designed and directed Teaching Artist PD programs and school district partnerships for over 13 years. She has been recognized as an "Outstanding Arts Educator" and "Visionary Leader" by the Maryland Association of Art Educators and recently received an award for Distinguished Service to the Field from the Teaching Artist Guild (TAG). As director of TEACH her goal is to connect educators and teaching artists to create grassroots climate action.



**PATRICIA CRUZ**

<https://www.linkedin.com/in/pat-cruz/>  
<https://www.instagram.com/techartist/>  
<https://www.facebook.com/TeachArtsIntegration>  
<https://twitter.com/ChachungHussein>  
<https://www.youtube.com/@TEACH-ARTS>



**SINA BERNSMANN**

Sina Bernsmann, 30, originally from Germany but living in France since 2005, grew up in the countryside, close to nature and animals. Empathetic by nature and creative since childhood, she trained in art therapy in 2021/22 after working for several years as a tour guide, a groom and after running her own holistic massage center for 3 years. Today, she specializes in improvisation and Social Theater. Her aim is to use the medium of theater to help people discover, increase and/or repair their self-confidence, creativity, joyfulness, emotional expression and social skills.

# ACKNOWLEDGMENTS

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