

# ABOUT ROSENEATH THEATRE

**Roseneath Theatre:** Established in 1983, Roseneath Theatre is one of the country's leading producers of award winning theatre for children and their families. Our plays address issues that resonate with today's youth, encouraging them to reflect on themselves and their place within the community. Our commitment to excellence has earned us many accolades, including 54 Dora nominations and a total of 14 Awards. Roseneath was also a recent finalist for the Ontario Premier's Award for Excellence in the Arts. Roseneath gives up to 300 performances per year to a approximately 100,000 young people, making us the largest professional touring theatre in Ontario. We are equally committed to both quality and accessibility. We are the only company to have visited every school district in the province.

## Getting Started

Class Waiver: The following activities deal with identity, social media, expression and personal feelings. Use the following suggested guidelines to frame your lesson:

- Everyone may pass or sit out from an activity
- Create a safe learning environment, where respectful beliefs are freely expressed
  
- What happens in this class, stays in this class
- Respect for privacy and opinions expressed
- Openness and willingness to discuss

## PRE SHOW QUESTIONS

- 1) What is identity?
- 2) What makes an identity? (Appearance, things you like to do, where you are from etc.)
- 3) What about your identity can you change? (Style, names, connection to culture)
- 4) Do you use social media? How often do you use it?
- 5) How much of you is on your social media? Do you think you have a different identity online?

## SYNOPSIS

*Never Get in Your Own Way* Our protagonist, TigerMoon222 takes us through multiple live streams. She speaks to her small amount of followers about how these videos will be about her doing a daily 'confidence look'.

Though she seems upbeat and energetic while the camera rolls, when it turns off she becomes unsure, forlorn and frustrated at her own body.

As her frustration at her look grows, she frantically puts on more and more makeup, until the illusion is clownish. But as it becomes messier, she begins to see something she likes, as opposed to a look she knows other will like.

Her viewer numbers skyrocket, and the comments are supportive. She sounds more like herself as she speaks of self love being the real confidence-maker.

## ALTERNATIVE SYNOPSIS:

begins on a shot of a table filled with make up products. Our protagonist, Tiger Moon, enters and sits. Wearing a base of white facepaint, she surveys the mess and then looks up at the mirror/screen. Her expression and movements morph from strong and confident, to vulnerable as her 'character' she uses online fades. She appears unhappy, doubtful of herself, then she returns to the character. She examines her face in great detail, moving fluidly as she does. She turns to the camera offscreen and begins a livestream. She speaks to her small amount of followers about how this video will be about her doing a daily 'confidence look'.

She turns the camera off, and returns to looking unsure and forlorn. Then, she recaptures the character and begins to paint her face. She starts with her eyebrows, making them larger and larger. She goes back to her live stream, spewing confidence in her look. However, when she turns it off, she laughs at her new eyebrows, annoyed by them. She looks uncomfortable, before she returns to the character and begins to contour her face. She is excited by the severe look.

She turns the camera on and talks about how contour will help the wearer become the GOAT (Greatest of all time). She receives mixed comments from this video, and her confidence seems to waiver in this livestream. She shuts the camera off, dropping the character instantly. She is unsure and frustrated by what she sees in the mirror. Her hand finds a lipstick and she puts it on carefully.

She goes back to the camera, discussing how one needs friends (which are like followers) to gain confidence. She professes her love for her followers before turning the camera off once more.

Her frustration at her look grows, and she frantically puts on black eye shadow all around her eyes. The camera goes back on and she yells about a new 'mysterious' look. Like a racoon. Her viewers number fall, and the comments are not kind.

She looks back to the mirror and asks 'who are you'. She laughs when she cannot answer properly, and talks of what she wants to see in the mirror. About how she wants to be more beautiful. Then, she packs more and more make up on, until the illusion is clownish. It becomes messier as she laugh with delight, and returns to the camera once more.

Her viewer numbers have skyrocketed, and the comments are supportive. She sounds more like herself as she speaks of self love being the real confidence-maker.

**Themes:** Gender, Identity, Diversity, Equity

**Curriculum Connections:** Drama, Language Arts, Health, Physical Education

# INTRODUCTION TO THE STUDY GUIDE

With this study guide, we hope to provide questions, vocabulary, activities, and resources that will help and inspire teachers and students to broaden and deepen their explorations of *Never get in your own way*.

Here you will find jumping off points to engage in the broad topic of gender and identity. This will be done by:

- Providing a glossary of words and phrases pertaining to the topic.
- Providing both pre discussion topics and activities, to foster excitement for the piece they will be viewing, and to prepare them to tackle the themes woven into the story.
- Providing post show discussion topics and activities for students to partake in, to allow them to build on the theatre piece and to continue to deepen their connection and engagement with *Never Get in Your Own Way*.

## Glossary

**Identity-** The distinguishing character or personality of an individual

**Social Media-** Interacting online. Creating, sharing or exchanging info/ideas in virtual communities.

**Peer Pressure-**a feeling that one must do the same things as other people their age and social group in order to be liked or respected.

**GOAT:** Slang for the greatest of all time.

**Fierce:** Showing a powerful intensity.

**Self-Contentment:** Being happy or satisfied with what you have and not wanting more.

**Live Stream:** A broadcast of video and sound over the internet as it happens

# ***Never Get in Your Way* CURRICULUM EXPECTATIONS**

## **Drama Grade 6 Overall Expectations**

B2.1 express personal responses and preferences and make connections to themes and issues presented in their own and others' drama works

B2.2 identify a favourite scene and give reasons for their preference, using correct drama terminology to describe how the elements of drama contribute to its effectiveness

## **Drama Grade 7/8 Overall Expectations**

B2.1 construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences

B2.2 analyse and describe, using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences

B2.3 identify and give examples of their strengths, interests, and areas for improvement as drama creators, performers, and audience members

## **Health and Physical Education Grade 7/8 Overall Expectations**

A1.5 Self-Awareness and Sense of Identity

- Knowing oneself • Caring for oneself
- Having a sense of mattering and of purpose
- Identifying personal strengths
- Having a sense of belonging and community
- Communicating with assertiveness
- Applying strategies such as:

- » monitoring progress in skill development
- » reflecting on strengths and accomplishments and sharing these with peers or caring adults

D3.4 explain how word choices and societal views about mental health and mental illness can affect people and perpetuate [stigma](#), and identify actions that can counteract that stigma

## PRE SHOW QUESTIONS

- 6) What is identity?
- 7) What makes an identity? (Appearance, things you like to do, where you are from etc.)
- 8) What about your identity can you change? (Style, names, connection to culture)
- 9) Do you use social media? How often do you use it?
- 10) How much of you is on your social media? Do you think you have a different identity online?

## POST SHOW QUESTIONS

- 1) Do you think TigerMoon222 feels more themselves at the end of the video? Explain why.
- 2) Do you think social media was good for TigerMoon222?
- 3) Do you think being online is always a performance? Can you just be yourself in front of a screen? Why or why not?
- 4) A lot of this video has no dialogue in it. Do you find wordless performances powerful? How did it make you feel to watch the performance parts without words?

## PRE SHOW ACTIVITIES

Pre show activity #1: Who do you think you are?

Materials needed: Paper, writing material.

Small pieces of paper are handed out to students along with writing materials. Each student must write something that is part of their identity on a piece of paper. They should choose at

least 5 things. (e.g. nationality, languages they can speak, favourite music genre, hobbies they have, if they have pets, special talents they possess etc.)

Once they have completed their writing the students will go around the room, checking if any of their identity facts match or are similar to others (e.g one student has one brother, another has two brothers).

The students should work together to see if they can put identity facts together in a category. (e.g. the sibling facts could go under 'family')

Students should then discuss what they found during the exercise: Were many facts alike? Were many unique? How does it feel to be unique, or firmly in a populated group etc.

## Pre Show Activity #2 Beauty Standards

Materials needed: Paper/pencils/collage materials etc

Students gather in groups of 4. Together, they must design the cover of a magazine focused on Outer Beauty. They can have hints of articles outside, celebrities on the front, and any talk about features they find beautiful.

The same students must then make a magazine cover for inner beauty. They should discuss and then create article headlines, interview snippets and pictures of what makes one comfortable/beautiful within.

Each group can then present their magazines to the class, contrasting and comparing both of their covers.

# POST SHOW ACTIVITIES

## Post Show Activity #1: The Viewers Voice

Students are put into pairs. Together they must devise a short scene together, focused on the viewers of TigerMoon22's videos.

The scene may be in any scenario, as long as they are viewers of the video. Are they fans? First time viewers? Is one person watching the video when the other enters midway through? What are their opinions on the video? Do they leave a comment and why?

After the performance, other students may ask questions about the scene they just witnessed.

## Post Show Activity #2 TigerMoon222's Diary

Materials needed: Writing materials, paper

This is an individual activity. Students should write three Diary entries for TigerMoon222. The order should be as such.

- 1) Just before TigerMoon222 starts her channel
- 2) When TigerMoon222 is at the height of her frustration with her videos and herself
- 3) Just after TigerMoon222 is finished her final video in the digital dialogue.

Students should consider the emotions TigerMoon22 is feeling in each of these stages: about herself, her future, and her fans. What changes? Does anything stay the same. There is very little talking from our character in the digital dialogue, so students can feel free to give TigerMoon222 a unique voice on the page.

## Post Show Activity #3 Mytube

Optional Material: A recording device

This is an activity that can be done in groups or individually.

Students are to devise two short scenes, centered around them having their own streaming channel. It can be about anything that is of interest to them (Makeup, sports, books, movies, video games, dance etc.)

The first video should be created with the idea that it is all for the viewer, not the creator. How does this shape the video? Are the creators' personality bigger than life? Are their opinions extreme for views? Are they acting as they would amongst friends? Do they feel authentic.

The second video should be made with the idea that it is a video for the creator: what do they really think? How do they really want to act in front of the camera?

Discuss how both videos were the same, and different? Which did the students prefer watching/recording/acting out?