

Drama Teacher Academy Live PLC

Distance Learning

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Lindsay Price:

Hello everyone. Welcome to our PLC, our Professional Learning Community event on distance learning. I'm Lindsay Price. I'd like to welcome all our DTA members and family to the PLC and also our Theatrefolk family who are also putting this on our Theatrefolk Facebook page. Thank you all. So if you're in the DTA and you're in the chat room, you know what to do. Ask questions. We've got people in the chat room who are also monitoring those questions. If you're on the Theatrefolk page, Facebook page, put your questions in the comments. We have someone monitoring that as well. So we're going to start off this conversation, we have a great panel set up for you. Before we get there though, I want to share two things with you.

Lindsay Price:

We're starting off with what you can do right away. So a teacher friend of ours, Lee Marshall, she put this on her... She reached out to her students today and she said, "Let's create together during the season of waiting, using materials only found in your house, create an icon team from any Shakespeare play. Send me a photo and the title." Boom, one. Two, have you seen the rejected posters for Hamilton? If you go on Google and you just Google rejected posters for Hamilton, there are eight of them. Have your students look at the posters, what do they like? What don't they like? Analyze the posters and compare and contrast to the one they eventually chose. All right, so there's two things right off the bat we wanted to leave you with. Hopefully we'll be able to leave you with a lot more by the end of our chat and I'm now going to introduce you to the panel.

Lindsay Price:

So first of all we have Bekah Schneider who is in Korea. It is morning time for her right now. She has been doing distance learning for four weeks now. Right, Bekah?

Bekah Schneider:

Starting week four.

Lindsay Price:

Starting week four. And then we have Christa Vogt. Christa, you start distance learning tomorrow.

Christa Vogt:

Yup. Tomorrow. Here we go.

Lindsay Price:

So leading this conversation, we have Matt Webster who is our curriculum coordinator here at DTA. Matt, where do we start with this conversation on distance learning?

Matt Webster:

Well, we start with the fact that it has been thrown in everybody's lap in kind of a panic because it was unexpected. There are some people who do distance learning and have done it for a while, but the vast majority of people and a lot of what we're hearing and what we're seeing are people who have been told literally in the last day or two that they need to get their classes online. They need to create distance learning for their students and it's causing a little bit of anxiety, which is understandable. So we want to try to break through some of that anxiety and talk about practical things you should do and really where I want to start with this talk about the expectations and what are the expectations, realistic and otherwise of what it is you're going to accomplish with this distance learning?

Matt Webster:

So let me start with Bekah. You have been at this now for three weeks, coming on to four weeks. How did this start for you? What were the expectations that you were given when they said to you, "No more school and you've got to put it online." What were the expectations from your administration?

Bekah Schneider:

Yeah, we were really blessed. Our administration, the first things they said to us is to slow down and to not worry about curriculum. They said you want to create content and of course move forward to some degree as you're able, but that everything was going to look different and we needed to be okay with that. And it was all right to slow down. Even to the point, because I'm an MYP teacher where they said if you don't hit criteria, you don't hit criteria because it's a different time right now. So that's been a blessing.

Matt Webster:

I think that's such a great kind of anchor point and starting point to have realistic expectations to say this isn't normal and this isn't what we would expect. And to try to create the same depth of learning, the same depth of content in this mad rush to create something and try to get it into technology and get it online is really a false hope. And it's, once again, it's stressful and it's not necessarily fair. So I think those are realistic expectations to think about continuity and think about how you can provide your students with things that they can use and need, but it's not part of your regular curriculum and it shouldn't be part of your regular curriculum. Christa, you are about to kick this off yourself. So what expectations have been put on to your lab as you're about to kick off with distance learning?

Christa Vogt:

Well, on Friday I spent a good chunk of each class talking to my students and I wanted them to feel, pardon me, a part of the process. So I asked them in what styles of activities and assignments would they like? And so we came up with sort of a menu to kind of create a choice board of options for them because we didn't really know what it's going to look like. And we didn't know if we would have to be teaching new content or just kind of pausing and continuing to teach and help the kids remember the skills that they already have. So I have a whole bunch of ideas. I forgot your question.

Matt Webster:

What were the expectations from administration asking what is it you needed to do?

Christa Vogt:

Well, last week it was virtual learning, which means moving forward with the curriculum, but they must have talked to Bekah's admin because we just found out that we can slow down and we didn't even start. Just something to give them some structure to keep them going. Everybody's home life is different. Some of these students have no quiet time in their home. For some of them they've got to take over as parenting. Some have spotty internet, some have no internet. So it's very loop. Maybe here are the assignments for you and whenever it is, we come back to class. I know they have 10 additional days to complete whatever's there. So it's, I think that admin and everybody, we're all more concerned about the wellbeing of the students versus getting those lessons in.

Matt Webster:

And one thing I do want to point out and I want people to recognize is that the speed with which this is happening is generally a panic mode, if you will, at a administrative level, at a district level, at a state level. Here in North Carolina, they came up with a plan. The district came up with a plan to move spring break earlier. And that way it wouldn't interfere. And they were going to have students be in class first three days this coming week. And they had this plan. The governor came on the air on Friday and said, "All schools are closed for three weeks." And the plan went out the window. So the panic level, and by panic I mean just the unprepared it came without people really being ready for it. And then now they are in a scramble mode to make it happen.

Matt Webster:

It started at the top and it rolls downhill and now it is getting to the classroom level. And depending on your administration and depending on your district and maybe even your state, there may be more of this idea that you need to continue what you were doing. You need to keep the curriculum going. You are responsible for your students' learning. If they take a breath, they're going to realize it doesn't need to be as detailed as all that. As Christa said, the initial idea isn't where it needs to be online and all of these things. And now they're saying, "Okay, well really let's be realistic about what can be done and what should be done." And I think when everyone begins to slow down a little bit and take a breath, some of that pressure will come off and you will have more leeway and more freedom with what you

can and can't do. What you have the ability to do and the materials to do and not worry about keeping a super high level of instruction because we don't often have the materials and we'll talk about that in a minute.

Matt Webster:

But there's a lot of challenges that come with that. So first and foremost, just recognizing it's coming from on high, it if feels really stressful. It feels really panicky. I think when people come down a little bit, we'll see just a little more reality blend into this and it'll be a little bit easier to deal with. But towards that end, let me stay with you, Christa. We asked about the expectations from admin, but you went and talked to your students. I'm very curious as to what their expectations were. What did they think was going to happen or that they need to do?

Christa Vogt:

They did think we would have to replicate the curriculum, which was really difficult in my technical theater class, they are working on a huge sewing project that we're collaborating with six-year olds. I said, "I don't think that can happen. I can't send you home with needles and pins. I'm pretty sure."

Matt Webster:

Right. Or a six-year old.

Christa Vogt:

Yeah. Yeah. They're doing the 2D to 3D art collaboration project.

Matt Webster:

Oh nice.

Christa Vogt:

Yeah. So they're working on that. But so we were just trying to come up with different ways that they could continue with what they're learning and they toss out ideas like, "We could read articles, we could watch Ted talks, listen to podcasts." They had all these great ideas. Which is where I came up with the idea to give them a choice because some of them are like, "No, I don't want to listen to anything or I want to read." They really didn't know. And I was just trying to get them on board. And after that they had 30 minutes of meditative sewing. So they were good.

Matt Webster:

That works out very well then, that's fantastic. Bekah, from where you started with your students, when this all came down to where you are now, what expectations did they have? What expectations did you have and how have those shifted over the past three weeks?

Bekah Schneider:

Yeah, well there's been an interesting shift within that of course for me because in addition to going online, I am on a trimester and so two weeks in I ended with one class and I've started now with another class. So the expectations and finishing one class and then having two weeks under my belt, which by no means makes me an expert. But it did give me some insight for what I was going to do with the next group of kids switched. So originally we were entirely asynchronous learning meaning we were not in Zoom or online. So we would post assignments and our expectation was for every class day that we met, we should have a five minute video and no more than 30 minutes of project.

Bekah Schneider:

And our admin has been really great about saying likely your students are watching little siblings or not in their normal home space or trying to make food for themselves too and, or traveling like you just don't know where they are or what's going on in their world. And so admin really asked us to be very conscientious about how much we gave students to do from a really practical aspect. The switch then I, and having started with a student teacher too, and starting with new students really missed seeing my kids. So I had decided I wanted to go to a live class at least once a week and administration then this last week. I was ahead of the curve for once, but they were like, "Yes, we want everybody to do synchronous and asynchronous." So at least once a week we try to meet with our students.

Bekah Schneider:

That being said, not all students are going to be present. It doesn't work for all environments. You just, even though there are students who I know are still in country, they just don't show up. And so it's a really different thing. I will say though that after week three, when I talked to kids on Wednesday and Thursday last week and they were like, "Yes, please, more classes. Let me see people." The first two weeks they're like, "Peace out, I'll do whatever later." And now they're like, "Do you want to have a class? We could talk, we could talk. I'd be happy to meet Ms Schneider." So it's been really fun to see that and to work with that.

Matt Webster:

Yeah. And it's really interesting to see that dynamic at play and yeah, of course the initial thing is like, "Oh, sweet, extended vacation, it's going to be great." But then it kind of sets into reality that you have nothing to do and school's looking pretty good about now. So that's, I think we can all look forward to that shortly. Let me ask you this, Bekah, let me stay with you for a second. With your synchronous and asynchronous are their assignments that are going to be graded, how are you tracking the kind of work that's being done and what kind of weight is being given to the work that's being done or expectations for grade?

Bekah Schneider:

Yeah. Again, I had to finish up a semester or trimester and so that I really did have to finish assessments because we were halfway through. And so I had students who had and students who had not and that

meant that I had to finish. So I altered entirely what it was. Thankfully it was improv and monologues. And I know it doesn't sound like you can do improv this way, but I'll tell you what I did for that if you want. And then monologue. So we finished that. Now with a new course, what I'm doing is I grade most every activity in a two point thing. So 2.2 did it. One point, did you do it? And zero points, where are you? Are you even alive?

Bekah Schneider:

And that's just for me and I have a little book too of check marks for when I have live classes. Just so I'm tracking what students I'm losing. And it's really not for me about grades with in that sense it's that I want to know what students haven't been connected with a human, what student is AWOL, if you will, and how can I get to them and how can I connect? If we continue, which we expect to continue for much longer, I will move into some more weighty assignments but not at all like I would in a classroom. Just not.

Matt Webster:

Yeah. And we are definitely going to talk about the need for connection and maintaining a relationship with your students just for their own sake if nothing else. Lindsay, it looks like there's something from the chat rooms.

Lindsay Price:

Oh, they want to know about improv. So can you Bekah, can you just go into how did you do improv?

Bekah Schneider:

Yeah, so we had started it again, keeping in mind that we went right in the middle of improv. So both my sixth and eighth grade classes were doing improv and had been working on basic foundation. What I did was I created a Flipgrid assignment and I posted, and I talked through a variety of different ways to do it, but I assigned them a commercial. So they had to do, I showed them a whose line, a commercial clip, and they had to do a 92nd commercial selling me an empty paper towel roll or a used straw. And we went back through a lot of different ways to do it. Students could call me if they needed to. If they didn't want to post to Flipgrid.

Bekah Schneider:

I didn't want them prepping. And so I started with do not start this until you're ready and then you have 90 seconds and go. And students are funny I think they thought I could track that somehow. They're kids, no way to track, but I was like, "You can't." And they were like, "Oh." But so their commercials are hysterical. The things you could do with a used paper towel. It is an excellent holder for all pencils and you should wash your straw to get practice. So they're really fine. But those are Flipgrid and then they commented on each other. That's been a way to do things to finding the improv games that are so low and letting them record.

Matt Webster:

Okay. Very interesting. Good. Christa, let me jump back to you real quick. Talking about students and talking about grading. How do you envision grading going forward from here? What is it that you're going to set up? How are you going to tackle that particular issue?

Christa Vogt:

In the email I received we are not to grade because we are to give feedback. Pretty thorough feedback but not to assign a grade to it because our student body, there were a lot of mental struggles last week collectively and in individual classes. So feedback, just keeping that connection like you said, because I think above all else and always, not only just now, but relationships are more important than content. And so if they are worried about a grade when they might not understand and they can't ask you in person. So I really don't know. I'm really fascinated listening to Bekah, what you're sharing because you were definitely moving forward in a curriculum of some kind. And I really don't know what we're going to do. I don't know if whenever we're permitted to go back when we just make up that lost time and be going to school June, July, August, September. I don't know, but it's a, yeah, just kind of roll with it.

Matt Webster:

Yeah. One of the things that I want to bring to the discussion, and we'll start from an academic perspective, but then it will most likely begin to kind of shift to more social. But let's start with academic. The idea of need and the idea, what is it that the students need at this point? And let's start with academic because there's a very different list of things they need just for their own wellbeing at this point. Just for stability, just as far as their lives are starting to get thrown upside down because of this and that's going to cause their own set of problems. But we know that we have responsibility for their academic needs at some level. So what are some of the needs that they have and how can we fulfill those needs? Bekah, what's your thoughts on that?

Bekah Schneider:

Yeah, well, I might get stoned for this, but kind of my whole thought the whole time has been there is no curriculum, any subject that is so vitally important that it has to be done right now. I just, I don't buy into it. I have a student in a university, I have a student who's a junior, I have nephews who are in elementary and I think with elementary, why aren't they just playing? My junior son, I'm staring at a paper mache object he made, because he just wanted to, and I think that I look at curriculum as need is not really existent. Yeah, I was going to say, I just I don't see it the same way. From a point of view of curriculum and yeah, I need to have someplace to go.

Bekah Schneider:

And so I need to have an idea because otherwise it's frustrating to me as a teacher that I don't have a clear path of what we're going to do. I have really looked at if these kids got nothing else the rest of the year, what would I want them to have? And that is the only thing that I'm worried about teaching.

Matt Webster:

One of the things that we had mentioned in our little pre discussion before we kicked this off was the idea of shifting from curriculum to continuity. That the need that is there is a continuity of what they've learned, of what they know, that we don't begin to slide back and they forget things. So just kind of keeping that touchstone, keeping that here's where we stopped. Let's not forget the things we've done up to this point so that when we do come back, it's as little disruption as possible to get to where we need to be.

Matt Webster:

And I think that mindset is an important mindset to have because to try to plow ahead when it's this uneven with attendance, with technology, with materials, it's a fool's errand because you're going to get there and you're going to have to reteach it anyway. Because they can't do it at this point. They don't have the technology, they don't have the time. You don't know what they're facing in their life. And so to require them to do something above and beyond what's been done is really quite, it's foolish. It's not going to work out that well. So the idea of maintaining continuity is important. Bekah.

Bekah Schneider:

I keep going back to, and it's different. I do know I work in an international school, so it's different. But I go back to the have and the have nots. And I think that this, if we are not careful as educators can widen the gap that we shouldn't be widening and that we need to make what's good for one is good for all and that everybody has access to the things that they need and that that's what we teach to. Not to the few that have more, I guess.

Matt Webster:

That's a great point. Fantastic point, Lindsay.

Lindsay Price:

Yeah, and on top of that, what do we do with students without devices? What do we do with students who don't have access to the internet? Just dovetailing on that, this whole notion of teaching equally when some have and some don't.

Matt Webster:

Christa.

Christa Vogt:

Yeah. I don't know if other districts are doing this, but there is a day for parents to come pick up paper packets, but I think they're only given a certain day and then no one is to enter the building, period. So I don't know if other places have done that. But otherwise, if it's, that they have no internet at all, that's

going to be tough, nothing to disseminate over email or if that's what we're talking about then I'm not really sure other than a pickup location.

Matt Webster:

Right. And even at that, I mean, depending on the level of concern that the parents have. Are they going to want to go to school and interact with whoever? I mean, the point of what we're dealing with now is the idea of social distancing and the idea of there's a reason schools are closing. There's a reason they don't want people to come together. So this idea that trying to solve one problem is going to cause another one just adds to the difficulty of what we're facing. And Christa, let me stay with you for a second. You're absolutely right that when they don't have the materials that they need, it causes a quandary. It causes a difficulty of providing them what they do need. So let me go back and ask you that question. What do you think they need academically at this point and what realistically can we provide them academically at this point?

Christa Vogt:

I mean similarly to Bekah, it's the content for me is not as important - and what we teach our students is how to live life and how to make good choices and how to all the things that theater teaches, time management, empathy, all of that. So content, especially right now is not on the forefront. However, I did just get a text from one of my students we'll call them Johnny and LaVar. Johnny says, "Hey, Mrs. Vogt, LaVar and I are going to further discuss *Waiting for Godot* when we get bored while we're away." So I guess if they have a play that they've read, they can discuss it on their own. But in terms content, it's hard for me to say that because some of these kids aren't going to be eating, so content doesn't matter.

Matt Webster:

Right. Right. And that's the reality of it. That's the part where once again, when you look at what has come down from on high, they're looking through one lens and we're looking through a very different lens and as much as we want to comply as best we can with what's mandated or what's suggested or expected from on high. The reality, once again, we know our students, we know the highs and lows and the problems that they have and we know the reality of what they're facing and yeah, to say, "Oh, well we've got to plow ahead with content. We've got to plow ahead with curriculum. They're going to be held accountable for knowing this information." Is not just foolhardy. It's kind of cruel at some point because you're right, if they can't do it, they can't do it and it's stupid to try to force it.

Matt Webster:

So let's talk about what then they need on the larger scale because we've touched on this a couple, two or three times. There are certainly going to be some hardships that come from this that perhaps we can provide some sort of assistance, some sort of stability, some sort of something. So what is that need that our students have? What is some of the larger needs outside of academic needs? That's a separate issue, but what are some of the things that our students are going to come short of and need and not

have when they can't come to our space, when they can't be with their peers? Where do they fall short and how can we help them? Christa, any thoughts on that?

Christa Vogt:

I think emotional support, somebody else saying, "I'm thinking of you." Even if it's sending little... Again, if they don't have technology that I don't know, but I have an Instagram page for my teacher self and you can post positive things throughout the days and weeks to come. And for those who are in particularly high stress situations or high anxiety or low depression, reach out to them individually and just let them know you're thinking of them and anything to kind of keep them present. Sometimes you can give them when Lee had mentioned, Lee Marshall had mentioned the idea about Shakespeare. It made me think about how we have those 48-hour play projects where you have to use the same line and the location and the prop and to give them something to do, which is sort of curricular but keeps the mind on something fun. It's like maybe there's a 45 second monologue contest and they all can do those monologues

Christa Vogt:

And then they send them to you and you post one every day and just keeps them engaged with something happy to look forward to. And just that general idea to let them know that we're all in this together and we're all still together and I still love them all.

Matt Webster:

Absolutely. And continuity doesn't just have to be academic continuity. The social continuity is also important. And Becky, you work with middle schoolers and middle schoolers, especially the social safety net for middle schoolers is a big important thing. So to lose that I think could be difficult for some. And also it's possible I think to get wrapped up for some students who do have the technology to get wrapped up maybe in the seedier side of some of that technology that they don't have the healthier kinds of things that balance out. Because they're with peers and with teachers who can counter some of the things that they might see if they are very technology driven and spend a lot of time in there. Do you have thoughts about that, Bekah?

Bekah Schneider:

I do. And not just as a teacher but even as a parent. I was saying my son of course he's starting week four of virtual learning. And so anytime that we can as teachers give activities, we did a Zoom and I did the toilet paper game with him. I'm sure you all know where you go to the bathroom. And I just said, "Get as much toilet paper as you need." Which I understand in America could be crisis right now. I was going to say you might not be able to.

Matt Webster:

That would be zero. "No, toilet paper."

Bekah Schneider:

Paper towels, it's not a problem here. So when it's not a problem, but it's a silly game and they come back and they bring toilet paper and they have to tell something about themselves. And what was really interesting to me to watch was on day two, because I have different classes on, we have a block system, so I kind of have A day to B day and my B day one kid was super excited, right? And he comes back with reams of toilet paper, so much toilet paper and I know the game and I'm like, he's going to have to tell a lot about himself. Like wow. And, but he was so excited and he's texting and taking pictures and telling somebody. And I started with him because he had the most and I said, "Well, so here's the game. You have to tell us something for every piece of toilet paper." And he freaked out and was like, "Why?" And texting again.

Bekah Schneider:

And I was like, "Why are you texting?" And he said, "My friend had you the day before and just told me that the person with most toilet paper wins. So I went and got as much toilet paper as I could." And so it was this whole, but it's their ways of connecting to that I have noticed are really important. And it felt so normal after three weeks of no normality. It felt normal that a kid from another class who he's not even seeing right now set him up and everybody laughed and he was cracking up too.

Bekah Schneider:

And that's what our kids need. They need that. Whether it's the toilet paper game, I have a list on my computer of activities that I can do with them over Zoom or things I can give them. Like Fitness Marshall is, I'm sure you guys know Fitness Marshall he is so fabulous in his dancing. And having kids record themselves dancing and interchanging those things or creating conversations because what they need and what my son misses and the only thing he'll do at three weeks now is the stuff that allows him to express himself or to interact with others. And that's what our kids want.

Matt Webster:

Yeah. Yeah. Very much so. Lindsay, yes.

Lindsay Price:

I was muted. All right. Production. How do you handle being in the middle of production? We have a lot of questions. Some people are thinking it's impossible. I want to read one thing that one teacher solution, she's in the middle of Shrek. She uses Zoom for group speaking rehearsals, GroupMe as a daily communication with assignments. So look at this choreography video and send me a video showing me that you're doing it. And rehearsescore.app so they can practice their music. So those are just a couple of suggestions. What do you guys think about getting through this time and trying to rehearse a show from a distance?

Matt Webster:

I just wrote that down. Absolutely. Production. I know that is on people's minds. No doubt about it. Bekah, let me stay with you. You had a trimester wrapping up, had you finished production staff or did you get caught with this?

Bekah Schneider:

Well we did our monologues, they did their monologues and their improv. We were in the middle of High School Musical Jr, well for our middle school and nine days before we went virtual and then we got canceled the Monday after the show would have been. And of course we're not alone in being canceled. And that has probably as I'm sure for most of our theater family, those are the real losses for our kids. We are looking now that MTI has released streaming rights, High School Musical is on that. And so we are now talking about can we come back together or stream it and create that? But I think that the list that you read of Zoom rehearsals and things like that, it's fantastic. Our scheduling end has made our school say that there is not another date for us. And so our productions were just lost and we are helping our children deal with true loss over that because that for them was everything. So as I know, so many teachers are experiencing that right now.

Matt Webster:

Yes. And it's layer upon layer, upon layer. It is heartbreaking for the students, let alone seniors or people who this was their big Swan song. It is financially challenging because people have put in a lot of money for the rights and the royalties and everything else, but set some materials. I know that a lot of theater companies or publishing companies, Theatrefolk included are coming up with strategies to help with streaming to make possible postpone and reschedule without any hassle. So certainly check on that, check with your publishing company. I know that they know that this is an issue. And streaming or whatever option you can try to give the students to allow them to complete the work, to share the work in some way, shape or form. As you're saying, Bekah is so important to them. Christa, is this something that you are dealing with?

Christa Vogt:

Yeah, I know a friend of mine in neighboring city used script rehearsal in Google Play in the Google Play store. I've never used it. But that's another way that she was working on lines and things. But yeah, our spring show would have been this week. And it's just canceled. And the kids have been troopers. I totally understand it and yes, they're bummed, but it's the reality of it and so we can't reschedule anything due to limited, our schedule is so tight in that building because everybody needs the same space.

Christa Vogt:

So maybe when we come back they'll do it during lunch or on a Saturday morning, no set whatever or not depends how long route and all of that. And then another production just started rehearsing. They've had less than a week of rehearsal and that's supposed to be the end of April and it's probably not going to happen. Again, maybe they'll get to just read on book four very casual audience. But it is

really important to the kids, but I think it's also in how we approach the change, the cancellation of postponement that they directly feed off of that. And so they're okay, they're bummed, but they get it.

Matt Webster:

Right. Right. And I can share that even though I'm not in the classroom anymore. I still direct around town and we had just started rehearsal for Madagascar Jr at a community theater, a youth theater company that I worked for and got about a week and a half in when everything just came crashing down. And similarly, I mean, using the space, everything is booked and the shows that are coming up for that production company are what's going to pay their bills and keep the company alive. And that is something I know that we as theater people recognize and understand we see that Broadway is closed and understand the impact that has, but that also floats down to the community level. And there's going to be a lot of actors and performers and artists who are going to be hurting through this.

Matt Webster:

And I think sharing that with our students as well and talking about the larger picture of how this works in the interconnectivity between the arts and the community on all of these things is another interesting conversation to have. And perhaps that's something that can be one of the online discussions or one of the ongoing continuity kinds of things to talk about where your students can have impact within the community and try to help bring arts back when it all starts to come back. Whether they're part of it or whether they participate in it and then find a way to integrate back in with the community and get it back on its feet as quickly as possible for everyone's benefit. Lindsay, did I see that you had another question out there? Yeah, you're muted.

Christa Vogt:

You're muted.

Matt Webster:

You're muted.

Lindsay Price:

I'm un-muted. Yay.

Matt Webster:

Yay.

Lindsay Price:

We're just looking for some, I mean, if this is the time, Matt, or if you want to just save it for the end and Bekah and Christa, you can start thinking about it, specific activities, what are some of those activities, Bekah that you were talking about that you can do with Zoom? Christa, do you even have them done

yet? What are some things you were thinking about doing? If you're going to brainstorm, what would you do? And just sort of move down that path. So Matt, I'm going to leave that with you if you want to do it right now, if you want to do it.

Matt Webster:

I think we are there and I think it's a great way to wrap things up because we've had some good suggestions and I'm sure on the chat room people are kicking around there as well. And I know I've seen on different web pages and Facebook pages, people are sharing all the information they can, which is great. I love the community aspect of it, that everyone knows we're all in this together and we're doing our best for our kids. So Bekah, what are some other things that you can suggest or recommend or things that you've done that have been successful for you?

Bekah Schneider:

Yeah, so the toilet paper game whenever toilet paper is back. The cartoon one of the longer, if we're looking at potentially being closed for extended time period. And so if we are closed that long, we're going to do a cartoon voiceover. So we're going to find some public domain cartoons. Our kids do have access to technology and ask them to do the voices for all the cartoon characters and we're going to try to send it to them muted so they can't hear it. From an activity on Zoom, I don't know if you know Turkish Army Drill, we're going to do that. That's where you count to four and you replace as from Improv Encyclopedia. So one, two, three, and then you touch your foot. My favorite game in the classroom is Stop, Go, Jump, Clap. And we can do that on Zoom.

Bekah Schneider:

So because it's individual movement. And so when you say stop, they stop. When you say go, they walk, when you say clap, they clap. When you say jump, they jump. And then after they play that awhile, the words mean the opposite things. So stop means go and go means stop. And especially when you're like, "I said, stop." And then people get really like, "Wait." So we're going to do that. And then I have the object creation games where you create an object. So I can do that and record them doing that. And that will be entertaining. So if I said, "Everybody make a banana, now everybody if you're in a giant's house, show me the giant's high heels." Things like that are always fun.

Bekah Schneider:

And then the last one that I'm really excited about is the interconnectedness game. And I will share this with you guys, the script for it, but it's a series of directions, right? And normally I play it in the classroom. When someone claps turn off the lights. When someone turns off the lights say, "Boy, it's dark in here." And so it's a series of directions. So I'm going to reshape those for tomorrow's class and we're going to do that online. And I will email them their directions. And then as a Zoom class, I will say begin and they will each do activities they can do in their home and we will time it and see how connected we can make it.

Matt Webster:

Nice. Very nice. Excellent. Christa, what do you have? What can you share?

Christa Vogt:

Well, I don't know. I haven't done it yet, but I just had some ideas. Maybe they can make a radio commercial and they have to like, they can't use anything but their own voice, change their voices and do some sort of jingle. And I don't know, maybe they could a commercial for toilet paper because nobody has a thing. I have no idea if this would work, but maybe they could do scenes and they could with video, they get a partner and they would have to send the video back and forth of each other. It would be funny, one would be like, "But I told you I didn't want any." And the other person would be over here saying, "But that's all we have. I don't know." And if they could like bring them together and make it look like a funny scene, I don't know. Does that work?

Matt Webster:

I think that's a fantastic idea. I think any idea that keeps them engaged and working together is terrific. And I also jotted down something about radio drama as well. You can find a lot of public domain radio dramas, easy enough to do. And that could actually be a Zoom performance because you could have all of your students there. They can all download, well at least one's with technology we go back to that issue. But they can download the script and you can assign the individual roles. And what could be really fun with this as well is you could also maybe have small groups of them who consume together and within the groups you have a Foley person as well, or they work as a group on the Foley as well. So how much fun would it be to find all the sound effects that they need and walk around the house, find what you can find, see what you can do to make these sound effects.

Matt Webster:

And in that way find scripts and stories that are the most out there, the most bizarre, a lot of outdoor stuff and car chases and this, that, and the other. And that's the challenge, right? That you need to now create the outdoor world from indoors. There's your challenge, there's your game off you go. And then what's great about these as well is that if and when they're successful, you can capture them. And when you come back in and you're all together, you can share what you did and go back and talk about what we learned, what we did, why it was fun, why it applies to what we have already learned and the idea of continuity is emphasized. And that's really important. Lindsay, is there anything else that people want us to talk about or that we need to share?

Lindsay Price:

Well, the first thing that I'm going to do is I've just gathered a list of, as people who've been chatting the different platforms and apps that they use. So I'm going to say it so that we make sure we get it on to this transcript over here. So people are using Flipgrid, sesh.com, Zoom, Canvas, Canvas conferencing, Google Meet, Schoology, Google Suite, Google Classroom, YouTube of course, VoiceThread, wizer.me,

Prezi, Edpuzzle, Microsoft forms for quizzes, Daily Account. Christa and Bekah, what platforms are you using?

Christa Vogt:

Schoology.

Bekah Schneider:

We're Google Classroom. I would also say that Parlay Ideas is a great place. It's Parlay P-A-R-L-A-Y. And they can do Socratic or Harkness models. So especially for your higher level kids or kids in upper grades, you can have them watch a performance or read a piece of theater and then it tracks their conversations. And that's a really great source.

Matt Webster:

Excellent. Excellent. Well, as we wrap it up, really what the takeaway needs to be for us is that first and foremost we'll get through this. Things would go back to normal. We'll get back to the classroom, we'll be able to pick up where we left off and be with our kids and get our little communities back together again. And until that happens, what we can do is support each other and let our kids know that we're still there for them. It might be virtual, it might be distance, but we haven't forgotten them. We are there for them no matter what.

Matt Webster:

And that in the end, what we've learned and what we talk about with the idea of community, empathy, the value of friendship, the value of our family, our theater family as we work together is something that we recognize the value of now that we've been away from it. So let's double down and really make sure that we use this opportunity to strengthen our bounds, strengthen our relationships and when we come back, hit the ground running and get to the end of the year as successfully as possible. Lindsay, anything else?

Lindsay Price:

All right. Thank you so much. Bekah, I wanted to ask, so you were at the beginning of four weeks. Do you see an end in sight? Where do you think you're going from here?

Bekah Schneider:

We have spring break starting next week. This week we have virtual parent teacher conferences. I'm just doing it all virtually. It's so exciting. They have told us we would like to go back March 30th is their strategy and plan. But here in South Korea, that will depend on the ministry of education. And I hear rumors that are not March 30th. I'm hearing maybe April 6th. But I don't officially know. So I think we're

here for, based on Hong Kong and Japan and China. When I look at those places, I would say it's going to be a few more weeks. That'd be my guess.

Lindsay Price:

Well, I got to say, I think you just come across and I hope everyone else can see this as very calm about your situation and very just you're just doing it. And I think that, I hope everyone can take this as a takeaway is that you are going to do it too. It's going to happen. It's all going to happen. So I think is wonderful. So thank you so much for joining us. And Christa, you are about to go down this rabbit hole. So and just leave us with how are you feeling for you and your students?

Christa Vogt:

I'm actually feeling fine. We're going to be okay truly. And it's just, I think it's a really good time to remind ourselves that we just need to be flexible and it's okay.

Lindsay Price:

Awesome. That's a great thing to end on. Thank you everybody who has been watching us. Whether you are in our DTA room or you are on our Theatrefolk page. I hope that you have been able to get something and take something and we wish you all the best with this brand-new adventure that we're all going on. It has never happened before and maybe, hopefully it will never happen again. Thank you all for joining us. Everyone, have a wonderful night. Thank you, Matt. Thank you, Christa. Thank you, Bekah. Good night everyone.