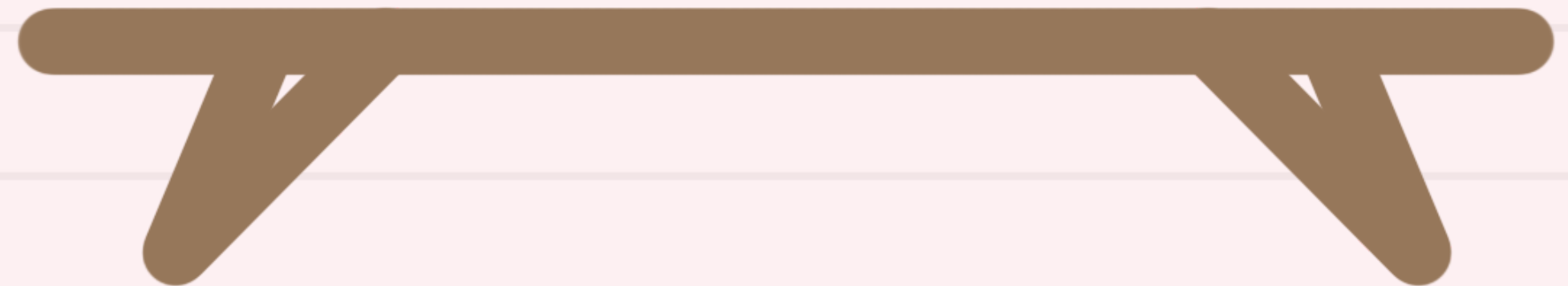


I HAVE NO IDEA

**Activity and
Curriculum
Guide**



PRE-SHOW ACTIVITIES

For students that have never seen a live theatrical performance before, they may not realize that it is different than watching tv or a movie. Prepare them for live performances by:

- Ensuring students have been able to eat and make sure they know they cannot bring food into the theatre or performance space
- Allowing time for and encouraging them to use the bathroom or get a drink prior to the show
- Encouraging them to react to what happens on stage. Theatre is live, the actors can see and hear you, and they thrive when audience members are engaged and responsive.
- Letting them know that they can fidget, sit however they need to, and use the washroom if they need. This is a show about ADHD with actors who have ADHD; *students know their needs best.*
- Encouraging them to take in all parts of the show: the story, the music, lights, set, costumes and make up
- Let them know there will be a post-show question and answer period with the cast & crew

QUESTIONS & DISCUSSION



1. Think about a time that you didn't feel listened to or heard by someone in a position of power. How did it make you feel?
2. Think about a time where you felt like someone in your life really did hear you, see you, listen and help you? How did it change the situation you were in?
3. What do you know about ADHD?
 - a. Do you know someone who has been diagnosed or have you been diagnosed?

ISSUE-BASED PLAYS

Inform students that the play they are going to watch could be called an issue-based play or a play written to inspire social change or encourage discussion. Characteristics of issue-based plays are:

Relevance: they are usually centred around an issue that is a topic of concern in the current social climate and have relevance to young people

Educational: seek to not only entertain but also provide insight to an issue of concern by informing audiences

Be Provocative: may discuss issues or concerns that not everyone is totally comfortable talking about

Emotionally Engaging: depicts characters that are emotionally struggling and relatable

Action Oriented: seeks to inspire change, even if just on a personal level by giving voice to marginalized people

POST-SHOW QUESTIONS & DISCUSSION



The following questions are only provided as suggesting and can be the catalyst for greater discussion. Depending on the grade and/or comfort level of the students, these can be asked in think, pair, share or any other format that will make the group more comfortable to share.

- **What is gained from hearing the perspectives of two different characters?**
- **What effect does the music have:**
 - **To the plot or the continuing action?**
 - **To understanding the characters?**
 -
- **Would you call this play a musical? Why or why not?**
 - **How do you think the play would change if there was no music?**
- **The characters in the play use the description 'Exploding Unicorn' to describe themselves and people with ADHD. How would you describe yourself if you could use an adjective and an animal?**





- **Why do you think all of the set pieces stay on stage during the play?**
- **Scene E: who do you think Robin is singing to?**
- **Do you think all the characters on stage have ADHD?**
- **Which character do you related to the most? Why?**

- **Are there any experiences that the characters discuss that you can relate to?**
- **Name something that each of the characters learn:**
 - **Robin**
 - **Taylor**
 - **Susan**
 - **Brian**





- **Preshow we discussed what issue-based plays were and learned different characteristics of issue-based plays. Give some examples of where you remember seeing these characteristics**
 - **Relevance:** they are usually centred around an issue that is a topic of concern in the current social climate and have relevance to young people
 - **Educational:** seek to not only entertain but also provide insight to an issue of concern by informing audiences
 - **Be provocative:** may discuss issues or concerns that not everyone is totally comfortable talking about
 - **Emotionally engaging:** depicts characters that are emotionally struggling and can be relatable
 - **Action oriented:** seeks to inspire change, even if just on a personal level by giving voice to marginalized people



- **Why do you think the play is called I Have No Idea?**

ENRICHMENT/PROJECTS

Grade 9

The theme of Arts Education 9 is Taking Action. Students could use the viewing of this play to be the impetus for creating a collective creation about a topic of concern for them.





Grades 10 - 12

Teachers know their students best. These suggested enrichment projects may not work for all grade levels or students, and teachers should use these as inspiration or catalyst of how to take the viewing of this play and use it as creative/productive assessment.

ACTING:

Find scenes where students can switch in and out of two or more characters, assessing physicality and vocal changes to characterization.



WRITING

Monologues:

Scenes: have pairs write their own two person scenes





SOUND DESIGN

Create the soundtrack or develop original music for a play you've previously read in class or watched performed.

OUTCOMES

Drama 9

Creative/Productive:

- **CP9.6: Express perspectives and raise awareness about a topic of concern to youth in a collective creation.**

Critical/Responsive:

- **CR9.1 Respond to professional dance, drama, music, and visual art works through individual or collaborative inquiry and the creation of own arts expressions.**
- **CR9.2: Investigate and identify ways that today's arts expressions can inspire change.**
- **CR9.3: Investigate and identify how arts expressions can challenge thinking about values, ideas, and beliefs.**

Cultural/Historical:

- **CH9.1: Investigate and discuss the role of artists in raising awareness or taking action on topics of concern.**

OUTCOMES

Drama 10

- **CR.10.1: Respond critically, using appropriate theatrical language, to student and/or professional work and genres.**
- **CP 10.3: Demonstrate the purposeful use of artistic voice to communicate perspective.**
- **CH 10.2: Examine how drama represents human experience and impacts individuals.**

OUTCOMES

Drama 20

- **CR 20.1: Respond critically, using appropriate theatrical language, to live performances (e.g., student work, professional or community theatre).**
- **CP 20.3: Investigate artistic voice and perspectives of the “other” (e.g., marginalized individuals and communities, silenced people in history, powerful figures, celebrities, extraterrestrials, fictional characters) through works of dramatic art.**
- **CH 20.2: Examine the influence of social, cultural, environmental and personal contexts on drama.**

OUTCOMES

DRAMA 30

- **CR 30.1: RESPOND CRITICALLY, USING APPROPRIATE THEATRICAL LANGUAGE, TO DIRECTORIAL CHOICES IN A VARIETY OF PERFORMANCE EXPERIENCES (E.G., LIVE, DIGITAL).**
- **CP 30.3: EXPRESS A MULTIPLICITY OF VOICES AND PERSPECTIVES (E.G., SELF, FAMILY, COMMUNITY, MARGINALIZED INDIVIDUALS, SILENCED PEOPLE IN HISTORY, POWERFUL FIGURES, CELEBRITIES, EXTRATERRESTRIALS, FICTIONAL CHARACTERS) THROUGH WORKS OF DRAMATIC ART.**
- **CH 30.2: EXAMINE THE INFLUENCE OF SOCIAL, CULTURAL, ENVIRONMENTAL AND PERSONAL CONTEXTS ON DRAMA.**

OUTCOMES

CROSS-CURRICULAR CONNECTIONS

ELA 9:

- **THEMES ARE IDENTITY, SOCIAL RESPONSIBILITY AND EFFICACY**

ELA 10, 20 AND 30:

- **THEMES ARE IDENTITY, SOCIAL RESPONSIBILITY AND SOCIAL ACTION (AGENCY)**

WELLNESS 10:

OUTCOME W4: ASSESS THE IMPACT OF MENTAL HEALTH ON OVERALL WELL-BEING OF SELF, FAMILY AND COMMUNITY

THANK YOU



Canada Council
for the Arts

Conseil des arts
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Listen to Dis'
community arts organization



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