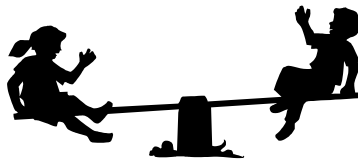


SEESAW



A COMPLETE STUDY GUIDE

Created by: University of Windsor Drama in Education and Community Students

Plot Summary and Background material on the play



"I went into all kinds of schools in Winnipeg to talk to kids between the ages of 10 and 12. I saw rich kids in private schools, and less rich kids in core schools. At one point, I was talking to a handful of children who were wearing ripped-up sandals on their feet. It was November, and twenty below outside. They told me about being locked out of the house in this weather, and trying to stay warm under the porch, about fights - on the playground and at home. In the end, I wrote this play, using both actors and puppets, that takes place on all kinds of levels, trying to reflect the complexity of their lives."

- Dennis Foon

Characters

The play *Seesaw* is an interesting one indeed. The play has four actors who play the characters of **Josh**; a shy boy who believes that he may have inherited the art of magic and strives to become invisible, **Charla**; a young girl who has just moved to town and wants only to be accepted, **Adam**; the school bully who has a secret passion for art, and **Paige**; a popular girl who wants everyone to love her to combat her own insecurities. The other characters in the play are represented by puppets, objects, masked figures, or voices; thus giving the play unique attributes and something different for children to experience.

The action of the play takes place both at school and at the homes of the children over a few days.

Themes

Each child is experiencing a different, and in some cases volatile, home life. Their interactions with one another, and their lives at home, aid them in discovering what difficulties in their life propels them to evaluate their own lives and the decisions they have made. Each child is a bully, or is being bullied, whether that may be mentally or physically. In their own way, each character is given the opportunity to do the right thing and to do right by those that they have wronged, and those who have wronged them.

The play examines the characters learning how outside forces help to shape them as people. The play explores the theme of media literacy; helping students create connections on how pop culture (violence, body image, etc) affects how they

think about themselves and how they interact with others around them. The play also explores the theme of bullying and how other pressures of growing up shape who they are.



Background material on the playwright

Dennis Foon was born November 18th, 1951 and grew up in Detroit Michigan. Foon is an author of plays, novels and films. Since he was a child Foon has always wanted to be a writer. When he was in high school he began writing for his school newspaper as the creator of a column: Dear Dennis; the column featured students who would write in and ask advice on particular topics. However, Dennis never got any students who wrote in and he often made up his own questions and answers!

He earned an Honours Bachelor of Arts in Religious Studies and Creative Writing from the University of Michigan's Residential College in Ann Arbor. After earning his first degree Foon wanted to further his education. He moved to Vancouver, British Columbia where he attended a graduate program at University of British Columbia where he earned his Master's of Fine Writing in Playwriting.

Dennis Foon has written over **20 award winning plays** produced in Canada and internationally for adults and young people. He was the Founding Artistic Director for *Green Thumb Theatre* in Vancouver, "a company that soon evolved into a cutting edge theatre with an award-winning repertory of plays about the reality of young people and the dilemmas they face." *Green Thumb* began in 1974 and Dennis stayed in this position for 12 years as writer, producer and artistic director. He left *green thumb* in 1986 to pursue other things.

Foon's play *Seesaw* is a play that speaks to children, adolescents and adults. As John Coulbourn from the *Toronto Sun* says, "*Seesaw*, as its title implies, is about the balancing act of life, aimed at young audiences, who daily walk the social tightropes of this modern world." We hope you enjoy the play from one Canada's most prominent playwrights.

He has won multiple **awards** for his work including:

Red Maple Honor Book "*The Dirt Eaters*" 2004

Sheila A. Egoff Award (BC Book Prize) "*Skud*" 2004

Writers Guild of Canada: Top Ten Award "*Torso*" 2003

Career Achievement Award, Vancouver Professional Theatre Alliance 1998

Writers Guild of Canada: Top Ten Award "*Little Criminals*" 1997

British Columbia Film Award "*Leo*" for best screenplay "*Little Criminals*" 1996

AYA (International Arts for Young Audiences) Award, 1989

Chalmers Award, 1987, for "*Skin*"

British Theatre Award, 1986, for "*Invisible Kids*"

CBC Literary Award, 1985, for "The Short Tree and the Bird That Could Not Sing."
Hopwood Award, Fiction. University of Michigan, 1972
Writers Digest Award, 1973



Background material on time and place settings: A Brief History of Windsor

Windsor was first settled in 1748 as a French agricultural settlement, making it the oldest continually inhabited settlement in Canada west of Montreal. The area was first named *Petite Côte* (Little Coast), and later became known as *La Côte de Misère* (Poverty Coast) because of the sandy soils near LaSalle. Windsor's French heritage is reflected in many French street names, such as Ouellette, Pelissier, Marentette and Lauzon. There is a significant French speaking minority in Windsor and the surrounding areas. Many of them are in the Lakeshore area. The current street system of Windsor (grid with elongated blocks) reflects the French method of agricultural land division where the farms were long and narrow, fronting along the river.

In 1794, after the American Revolution, the settlement of *Sandwich* was founded. It was later renamed to Windsor, after the town in Berkshire, England. The Sandwich neighbourhood on Windsor's west side is home to the oldest buildings in the city including Mackenzie Hall, originally built as the Essex County courthouse in 1855. Today, this building functions as a community centre. The oldest building in the city is the Duff-Baby House built in 1798. It is owned by Ontario Heritage Trust and houses government offices. The Francois Baby House, located at 254 Pitt St West in downtown Windsor, was built in 1812 and houses Windsor's Community Museum, dedicated to local history.

Windsor was established as a village in 1854 (the same year the village was connected to the rest of Canada, by the Grand Trunk Railway/CN Rail), then a town in 1858, and ultimately gained city status in 1892. The city's growth in the twentieth century was spurred by annexations, which included Walkerville, Ford City, Ojibway and parts of Sandwich Township]. The *Windsor Star Centennial Edition* in 1992 covered the city's past, its heyday as a railroading centre, and its contributions to World War I and World War II. It also recalled the naming controversy in 1892, when the town of Windsor wanted to become a city.

In the 2001 Canadian census, the city had a population of 208,402 and its official metropolitan area (consisting of Windsor, Tecumseh, Amherstburg, LaSalle and Lakeshore) had a population of 307,877. The 2005 projectory census indicated a population of 340,000 inhabitants growing at an average 1.4% annually. Windsor attracts many immigrants from around the world. It is the fourth most diverse city

in Canada with over 20% of its residents being classified as foreign-born. of 307,877 people, 49.3 % male and 50.7 % female. Children under five accounted for approximately 6.3% of the resident population of Windsor, compared to 5.8% in Ontario and almost 5.6% for Canada overall. Persons of retirement age (65 and over for males and female) accounted for 14.1% of the resident population in Windsor compared with 12.9% for Canada overall. The average age in Windsor is 36.0 years compared to 37.6 years for all of Canada. The population density of Windsor is 1728 people per square kilometre, compared with an average of 12.6 for Ontario.

Windsor competes with Oshawa, Ontario for the title of automotive capital of Canada, with Windsor housing the Daimler-Chrysler Canadian Headquarters, and Oshawa housing the General Motors Canadian Headquarters. Industries include the DaimlerChrysler mini-van assembly plant, several Ford Motor Company engine and casting plants, the General Motors transmission plant and the Hiram Walker Canadian Club plant, along with a number of smaller parts manufacturers that supply the larger plants. Windsor is also known as a global leader in the building of molds for the plastic injection.

Labour union membership is very high in Windsor, and both of the city's current federal Members of Parliament are members of the New Democratic Party. The Canadian Auto Workers Union has a strong and influential presence in the city. Windsor is also home to the Great Lakes Regional Office of the International Joint Commission.

Windsor tourist attractions include Casino Windsor, a lively downtown, the Capitol Theatre, Little Italy, the Art Gallery of Windsor, the Odette Sculpture Park, Ojibway Park, and nearby Point Pelee National Park. Windsor was a major entry point into Canada for refugees from slavery via the Underground Railroad and a major source of liquor during American Prohibition.

Windsor's nickname is the "Rose city or the city of roses" and the city is noted for its several large parks and gardens found on its waterfront. The Queen Elizabeth II Sunken Garden is located at Jackson Park in the central part of the city. A WWII era Lancaster Bomber was displayed on a stand in the middle of Jackson Park for over four decades, but has since been removed for restoration. This park is now home to a mounted Spitfire replica and a Hurricane replica. Of the parks along Windsor's waterfront, the largest is the five-kilometre (three mile) stretch overlooking the Detroit skyline. It stretches from the Ambassador Bridge to the Hiram Walker Distillery. The western portion of the park contains the Odette Sculpture Park which features over 30 large-scale contemporary sculptures for public viewing, along with the Canadian Vietnam Veterans Memorial. The central portion contains Dieppe Gardens, Civic Terrace and Festival Plaza, and the eastern portion is home to the Bert Weeks Memorial Gardens. Further east along the waterfront is Coventry Gardens, across from Detroit's Belle Isle. The focal point of this park is the Charles Brooks Memorial Peace Fountain which actually floats in the Detroit River and has a coloured light display at night. The fountain is the

largest of its kind in North America and symbolizes the peaceful relationship between Canada and the United States.

Every summer Windsor co-hosts the two-week-long Windsor-Detroit International Freedom Festival, which culminates in a gigantic fireworks display that celebrates Canada Day and the American Independence Day. The fireworks display is among the world's largest and is held on the final Wednesday in June on the Detroit River between the two downtowns. Each year, the event attracts over a million spectators to both sides of the riverfront.



Special Vocabulary Used in Play

Attaché Case: a flat, usually rigid, rectangular briefcase for carrying business papers, documents, or the like.

Marionette: a puppet manipulated from above by strings attached to its jointed limbs.

Autobiography: a history of a person's life written or told by that person.

Incantation: the chanting or uttering of words purporting to have magical power.

Exhibition: a public display, as of the work of artists or artisans

Causes of Conflict: conflict is caused by a clash of *rights*, or *interests*, or *power*. Conflict can also be caused by misunderstanding or by ignorance about what people are really like that lead to *stereotyping* them and not treating them like people.

3 Stages of Conflict:

Latent Conflict: is a situation ripe for conflict, where there is a clash of rights, interest or power, or a misunderstanding or negative attitude, that has not yet led to trouble

Emerging Conflict: is where a situation has led to the beginnings of trouble, but only some of those involved are aware of it.

Manifest Conflict: is a situation where all those involved are locked in a struggle, verbal, physical or emotional, and the conflict is there for all to see.

Bully: people who misuse power to systematically oppress those less powerful in a particular context

Bullying: repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons

Bystanders: people who permit or encourage bullying in a particular context and are therefore complicit in it

Suggested activities prior to viewing *Seesaw*



Activity: One person we fear, one person is our protector (Dramatic Arts)

Materials: an open space with no physical obstructions

- All the participants must be scattered around the room.
- Without saying anything, each person must think of one person in the room who frightens him (for the purposes of the game only).
- Everyone moves around the room, trying to keep as far away from the person who frightens them as possible, but also not letting that person be aware of the fact that they have chosen them as the one they fear.
- After a short time, the facilitator asks everyone to think of another person who is their protector (who should also not be able to tell that he has been chosen as such).
- Now everyone moves around again, trying to keep their protector between them and the person they fear.
- Eventually, the facilitator will give a countdown and everyone must freeze where they are- then the players find out who has succeeded in evading the one they fear.

Relevance: The theme of 'bullying' in the play directly relates to this activity. A discussion about how hard it is to avoid someone you fear can occur after the activity.

Activity: Where I am From (Language Arts)

Materials: pencils, paper

- Have students brainstorm descriptive words about the theme "Where I am From"
- Have students write a short poem, describing their family life, background etc that helps to detail where they come from.
- Helpful Writing Hint: *Getting the juices flowing*
 - Ask students to write down, quickly, five things they might write about
 - Have students brainstorm in small groups about their chose topic before they get started.

Relevance: Students can creatively express the importance of family and one's background before seeing the show, where this theme is explored. It is an activity that will help ready students for the play.

Activity: Plotting the Eagle (Math/Visual Arts)

Materials: grid paper, pencil, ruler, coloured pencils

- Plot the coordinates on the grid paper
- Connect the dots
- See the eagle appear!
- Students can decorate and colour the eagle after they have plotted it

Coordinates:

(x,y)	(x,y)	(x,y)
11,-1	-12,-8	5,8
12,-2	-5,-3	5,5
13,-3	-7,-3	5,1
4,-4	-7,-2	
1,-5	-9,-2	
6,-6	-8,-1	
9,-6	-9,-1	
9,-7	-9,0	
4,-8	-11,0	
7,-8	-9,0	
7,-9	-10,1	
5,-9	-14,2	
4,-10	-12,3	
4,-9	-14,5	
1,-5	-13,5	
-2,-2	-12,6	
-5,-10	-2,3	
-6,-11	-4,5	
-6,-8	-3,6	
-7,-9	-4,7	
-7,-8	-3,8	
-8,-8	-4,8	
-9,-9	-3,10	
-9,-8	-4,11	
-10,-9	-3,11	
-11,-8	-4,13	
-12,-9	2,10	

Relevance: At the end of the play one of the characters is drawing an eagle on an outside wall. This activity allows your students to create their own eagle and have a connection to the play while they are watching it.

Activity: Sculpting (Dramatic Arts)

Materials: N/A

- Have students pair up, one is the clay, the other is the artist.
- Create two circles: the clay stands in the inside circle, facing their sculpture. The sculptures create a second circle around the clays.
- All of the artists are to sculpt the designated emotion of the chosen character onto their clay, (for example: happy, discouraged, satisfied, helpless etc.)
- Give approximately 30 seconds for completion, then instruct the sculptures to tour around the circle so that they are able to see the work of the other sculptures
- Instruct the clay to hold their pose until all the sculptures are back to their original clay.
- Have the sculptures switch places with the clay and repeat.
- There are three ways to sculpt: the clay mirrors the artists' actions and body positions, the artist physically touches and sculpts the clay or the artist pretends there are strings attached to the clay and sculpts it like it's a marionette puppet.

Relevance: Students are able to create their own interpretations of what each emotion looks like; other students are able to see their work. There is a strong theme of bullying and conflict in *SeeSaw* this activity can help to prepare young audiences to identify with feelings that they see the characters experiencing.

Activity: Discussion Chain - Discussion about the scenes (Dramatic Arts)

Materials: strips of paper, different coloured markers.

- After viewing the scenes, have students in the class discuss themes that arose.
- Have students create a question about the emergent themes.
- Take one question and have the students discuss it.
- Write each statement they make on a different strip of paper.
- Use a different coloured marker than the question was written in.
- Number the slips in the order the statements are made.
- The students then make a "discussion chain", starting the question, followed by all the statements that were made up about it.
- When all the strips are linked in order, students have a concrete visual image of what discussions look like.

Activity: Dear Dennis (Language Arts)

Materials: paper and pencil

- When Dennis Foon was in Elementary school he wrote a column for his news paper called "Dear Dennis."
- If you could write Dennis and ask him anything what would it be?
- Have the students respond to this question without putting their name on them.
- Gather all of the questions when the students are finished and hand them out again re-arranged, that way the questions remain anonymous.
- After students have all submitted a question, allow them to take the shoes of Dennis Foon
- Question students:
 - How would he respond to these questions?
 - What kind of advice can you give this student?
- Have the students respond to the question providing advice that will help the students who wrote the questions.
- Perhaps share some of them in class, use these as beginners to promote discussion about some of the topics raised in the questions.

Relevance: Students are able to practice their literacy skills and offer advice to fellow students. Students will become familiar with the role of a playwright and Dennis Foon in particular.

Activity: Create your own puppet (Visual Arts)

Materials: will depend on the type of puppet you wish to create

- Design and create a puppet that symbolically represents students' parent(s) or guardian.
- Use a number of materials to decorate your puppet.

Relevance: Students will be introduced to many puppet characters in the play

Relevance: This activity will eventually lead to prejudices and feelings of being left out. This relates to the topic of bullying and can lead into a discussion. Each person will have a chance at doing different roles in the game and will experience the different effects of being each role. The discussion will help the students realize the silly things people do or say and they will understand what it is like to bully and to be bullied.

Activity: Design an "Anti-Peer Pressure" Poster

Materials: Art supplies

- Place students in small teams
- Have students design and create a poster with an original slogan

Relevance: This poster is to be placed on a billboard near your school. The poster is meant to discourage youth from engaging in activities that are morally wrong or that can be detrimental to one's health.

Activity: Tenants, Houses, and Earthquakes (Dramatic Arts)

Variation: Students, Classrooms, and Recess

Materials: N/A

- Class is separated into groups of three. Two people make a 'house-like' object with their hands and arms. These two are the 'classroom.' Third person goes into it. This person is a 'student.'
- When the caller yells 'students' the individuals who are labeled as the student must run and find a new classroom. The caller can enter a classroom and therefore leaves one student as the new caller.
- When the caller yells 'classrooms' the classrooms must find a new student to enter in. The caller must hope for a classroom or they will remain the caller.
- Finally when the caller yells 'recess' everyone breaks up and runs around the room making new groups of three.
- Alterations to the game can be:
 - Students decide which classrooms they would like to enter and those they do not.
 - Classrooms can decide which students may enter and those that cannot.
 - Students and classrooms can make up rules of why they will or will not let certain people in, for example students wearing white socks are not allowed in this classroom or classrooms with jeans are the only ones a student will enter.

Activity: Exploring issues of conflict with scenes (Dramatic Arts)

Materials: pre-written scenes (provided)

- Have the students get into groups of four or five.
- The teacher will hand out one skit to each group and the students will have to act out the skits to the class.
- This will allow students to explore issues of bullying before getting to read the play.
- It will also help the students understand that their home life has a major affect on the way they behave at school.
- All of the skits listed are left open ended so that the teacher can explore the issues farther with discussion on ways to resolve them.

Possible scenes:

- 1) While waiting in line in the cafeteria another student rudely cuts in line and words are exchanged. The situation gets more heated until the lunch lady finally steps in.
- 2) During recess all the students are having fun, until one student tries to steal another student's basketball.
- 3) Melissa comes from a rather low income family but this week is pizza day at school. She has worked hard for her parents, doing extra housework and earned 3.00, just enough to get a slice of pizza. When she gets to school her bully is waiting for her and takes her lunch money.
- 4) Marc is a young student who often gets made fun of for wearing glasses. He is the "stereotypical" nerd and the captain of the football team always makes fun of him. One day Marc had enough of the bullying, and stands up for himself.
- 5) While playing out at the creek Jimmy got pushed in by an older boy. While Jimmy was struggling to get out of the creek the boy stole his bike.
- 6) While Sara was playing with her doll, Amanda came up too her and ripped Sara's doll right from her hands, and ripped its head off. Sara cried and tried to get it back.



Suggested activities after viewing *Seesaw*

Activity: Role on the Wall (Dramatic Arts)

Materials: Four pieces of chart paper, markers, tape

- For each of the characters in the play, a human figure is drawn on a large piece of paper and it is posted on the wall.
- Students are then asked to write their interpretation of how each character feels on the inside, literally inside the figure, and how people view the character on the outside of the image.
- Once this has been done for each character, students can discuss the difference between the different perspectives of the words written on the paper.

Variation: Role on the Wall

Using themes from the play- Bullying, being ignored, family issues, peer relationship problems. Have the students in your class think of themes they saw in the play.

- On a large piece of paper or on your chalkboard draw the outline of a person.
- Explain to the class that the inside of the person represents how the person feels on the inside. (If they were being bullied)
- On the spaces outside the person students can write how the person is reacting on the outside. (If they were being bullied). This can show how people react physically to situations or show their emotional reaction.
- Facilitate a discussion about how in some situations people feel an emotion but they may not show it to other people. Have the class describe where in the play they think a character's inside feelings do not match the behaviour that they saw.
- Follow up with the Individual Journal Activity

Relevance: These activities help the students understand the inner feelings of the characters and see a visual representation of these feelings. In the play there are some important emotions that the characters are feeling that are not discussed on

stage. This activity allows the students to critically examine these feelings and other's perceptions of them. Further, students will be able to connect their own lives and experiences to the play they saw on stage.

Activity: Individual Journal (Creative Writing/Language Arts)

Materials: paper and pencil

- Have your students do their own Role on the Wall.
- Have them think about a situation where their inside feelings did not match their behaviour and explain in writing how that made them feel.
- After they have done this have your students write about how they overcame this obstacle.

Relevance: Students will be able to put their feelings down on paper after they have seen how their lives can relate to the characters in the play. This may be a good opportunity to discuss different coping strategies with your class.

Activity: Sculpting scenes (Dramatic Arts)

Materials: N/A

- After seeing the play, have students get into groups of four or five and choose one scene from the play.
- Once a scene has been chosen, the students will have to pick one person from the group to be the sculpture.
- The sculpture has to try and mold his/her group members to create a still image of the scene for the rest of the class to see.
- This activity will help students to re-visit the play and see different emotions from the characters in the play.
- Students and teacher will be able to explore the scene, characters and their emotions in greater detail.
- The teacher may choose to use a dramatic technique titled 'Tap N Tell' where when tapped, the characters in the scene describe in a single word or sentence what they are feeling in that moment.
- This will engage the audiences as they learn from their peers, their peers in turn have the challenge of articulating their emotions.
- Possible topics for discussion include:

Why did the sculpture choose to re-create that scene?

What do you think the characters may be feeling?

Who can help the characters in this scene?

Why do the characters feel the way they feel?

How do the students feel in their sculpted position?

Does it affect them as students in anyway?

Activity: Exploring televisions (Visual Art/Science)

Materials: art supplies

- After discussing with the class how a television set projects tiny dots in order to display a picture, have them design their own picture with different coloured dots.
- This artistic process is called pointillism.

Relevance: Television plays a key role in *Seesaw*, this activity allows students to explore how a television works to display a picture.

Activity: Advice letter to a character from the play (Language Arts)

Materials: paper and pencil

- Write a letter as yourself to any one of the characters in the play.
- Think about what happened in the play and what you liked or disliked about them.
- If you could help this character change their behaviour in any way, what would you tell that character?
- Think about the advice you would give them and offer them ways to improve their actions.
- What are some nice things that you do for people in your own life?
- Offer your kindness that to the character.
- How does your character react?

Variation: Letter Writing (Language Arts)

- Have students write a letter as either Adam, Paige, Josh or Charla to their parents.
- In the letter have the 'characters' express how they are feeling at school and what has been happening to them.
- Allow the characters to express their feelings to their parents

Relevance: This activity is meant to show the students about problem solving in the play but most importantly in their own lives. It allows them to identify and reflect on the actions of the characters in relation to their own actions. They are able to take on the role of improving the character's behaviour and in turn provide options for themselves. The letter activity provides them with a lesson on writing, spelling and most importantly social action. Letters can even be performed in front of the class.

Activity: Simplified Forum Theatre (Dramatic Arts)

Materials: N/A

- Have students pick a scene from the play where a conflict was happening between two or more characters.
- Have students re-enact this scene once.
- The second time, have audience members raise their hand to pause the scene and offer advice to the actors on what they could have the characters do to help solve the conflict students pick a scene from the play where a conflict was happening between two or more characters. Have students re-enact this scene once.
- The second time, have audience members raise their hand to pause the scene and offer advice to the actors on what they could have the characters do to help solve the conflict

Relevance: Students are given an opportunity to be a part of change by making different choices as the characters to help de-escalate the conflict of the play. As a class students can discuss why the intervention worked or did not work to de-escalate the conflict.

Activity: Corridor of Voices (Dramatic Arts)

Materials: N/A

- Have one student play the role of Adam, Paige, Josh or Charla.
- The rest of the class lines up in two lines facing each other creating a 'corridor'.
- The student in character walks through the 'advice line' and the surrounding students offer advice for a particular situation.
- Suggested situations:
 - How can Adam talk to his parents so they will listen?
 - What are some other role models Paige can use, outside of Hollywood?
 - How can Josh stand up to Adam?
- Ask students for their ideas of what they would like to try to solve

Relevance: Students are able to help others by giving advice, this introduces empathy as well as coping skills for students. This activity allows for a great discussion about how students felt when helping others.

Activity: Write a Personal Story (Creative Writing)

- Ask students to respond to the following questions and write their answers down

- Have you ever been bullied?
- Have you ever been the victim of peer pressure?
- Explain how you overcame this obstacle.

Relevance: Students can see how their stories are similar or different from the characters in the play and may find confidence in knowing that they are not alone, all while practicing their literacy skills

Activity: Play Review (Language Arts/Media)

Materials: pen and paper, a sample review from the Windsor Star

- Have students take on the role as the Entertainment columnist of the Windsor Star.
- They are to report on the quality of the show, what they liked and what they didn't like.
- Students should keep in mind that this play was written based on Foon's depiction of real-life issues of elementary school kids in Winnipeg.
- Ask for their personal opinions as to whether or not they were shown in this play. Would the students recommend this play, who for?

Relevance: Students must back up their personal opinions on the show with reasons as to why they did or did not enjoy the show. This will help students articulate their feelings on paper, further students will become familiar with the format of a newspaper article.

Activity: Happy Ball/Angry Ball (Dramatic Arts)

Materials: a soft foam ball

- Have the students gather in a circle sitting on the floor.
- Ask students to give some examples of things that happen at recess time that make them happy.
- The teacher can begin by sharing his or hers then rolling or throwing the ball to someone else in the circle (repeat).
- When everyone has had a turn, turn the ball into angry ball.
- Ask students to describe what happens at recess that makes them angry.
- Angry ball takes on the same form as happy ball, sharing and passing.
- Discuss how some of those things may be related to the play *Seesaw*
- The teacher may want to end again with another happy ball related to recess, or to the play, to leave the children on a positive note.

Relevance: Students can articulate thoughts and feelings and see how their experiences are similar and different from the ones the characters experience in the play.

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