

# ENRICHMENT GUIDE



# UNMUTED

AMPLIFY – FIRST STAGE'S BIPOC PLAY SERIES

PROUD CORNERSTONE MEMBER



UNITEDPERFORMINGARTSFUND



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# DEAR EDUCATORS AND PARENTS,

When the substitute gym teacher is kicked out of the Zoom Room of a virtual gym class, the students take over! As the group starts a game of “SorD” (Secret or Dare), they discover more about each other’s lives on the other side of the screen – their frustrations with online school, their love for tacos on Tuesdays and, most importantly, what they miss. Performed in English with some Spanish lyrics, unmute your streaming device for this lively new musical, to which we all can relate.

Enclosed in this enrichment guide is a range of materials and activities intended to help you discover connections within the play through the curricula. It is our hope that you will use the experience of attending the theater and seeing unmuted with your students as a teaching tool. Use this guide to best serve your children – pick and choose, or adapt, any of these suggestions for discussions or activities. We encourage you to take advantage of the enclosed student worksheets – please feel free to photocopy the sheets for your students, or the entire guide for the benefit of other teachers.

Enjoy the show!

A handwritten signature in black ink that reads "Julia Magnasco". The signature is written in a cursive, flowing style.

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# CREATING YOUR OWN SUPERHERO

I know there are a lot of superheroes out there but I haven't seen one that looks like me.

A hero is defined as "any person admired for great courage, nobility, qualities, or achievements and regarded as an ideal or model." What does it mean to be a hero? What heroes can you think of from real life, movies or books? What qualities are present in a hero?

We all have the power to be a hero...or even a superhero! Think about what it means to you to be a hero, and how you already embody so many of those positive traits.

Fill out the blanks in the prompts below:

**A hero looks like** (*give examples of physical gestures or body language, i.e. stands tall*):

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**A hero sounds like** (*how do they talk to others*):

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**A hero does** (*what are the actions that heroes do every day*):

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**Three words to describe me** (*your personality*):

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**Three physical traits you are most proud of:**

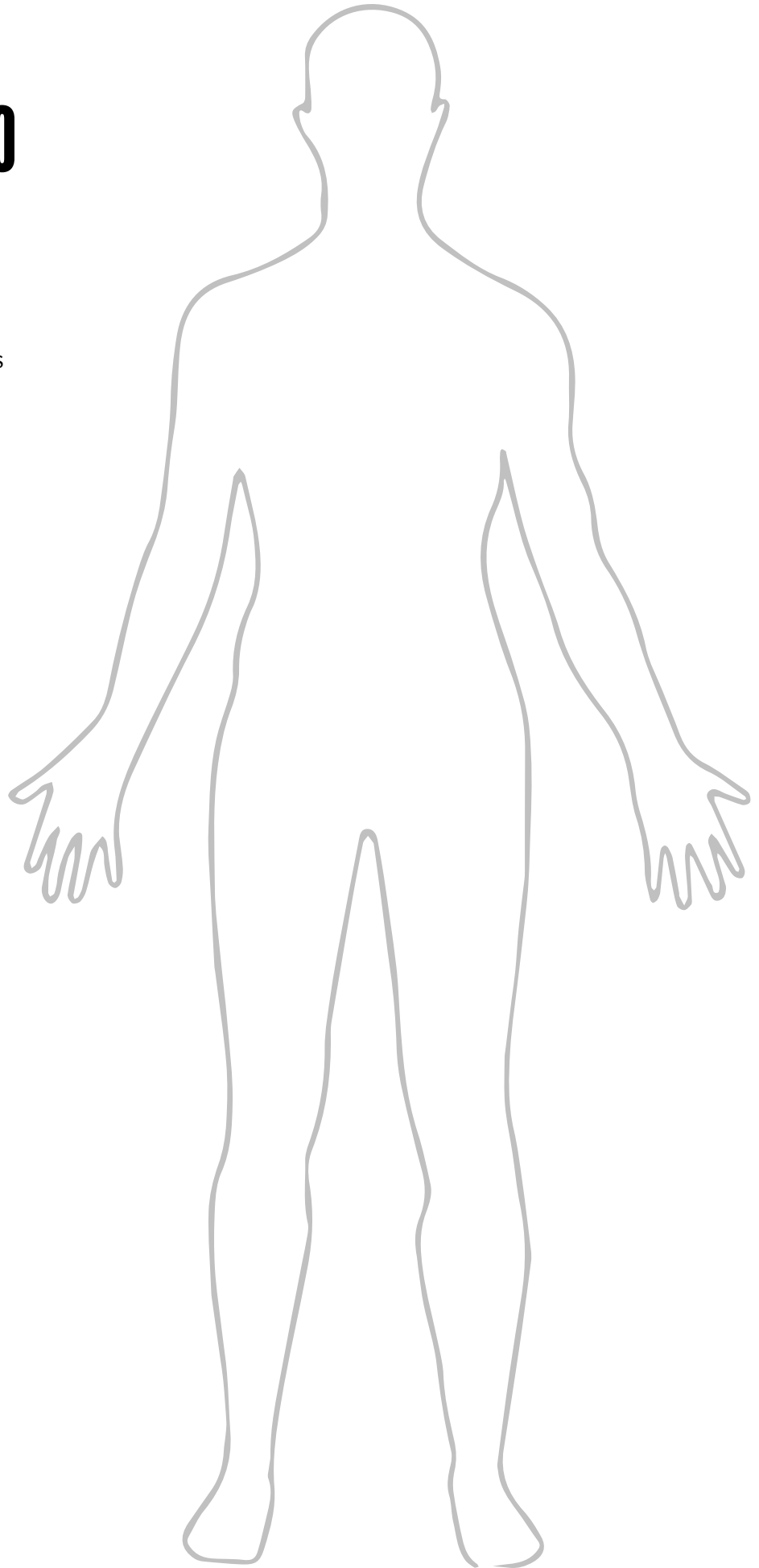
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**I would like to** (*dreams, hopes, and aspirations you have*):

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# CREATING YOUR OWN SUPERHERO

Now, using the qualities you listed, draw and label your very own superhero, based on you! Try to illustrate your superhero's positive traits through your illustration, and make sure to give your superhero a name.



# LET'S PLAY

## BUILDING COMMUNITY AND CONNECTIONS

**Play** is the center of how children socialize, how they **build** friendships, how they learn skills. Agreeing on the rules of a game helps to build a collective community through listening and cooperating. Enhance your students' learning, motivation and teamwork with the following easy-to-play games!

### **SorD** *(can be played in person or virtually)*

#### **RULES OF PLAY**

1. Each player either writes an "S" on their palm (or on a notecard) and a "D" on the other hand (or notecard).
2. One student initiates game play by choosing one student to decide S (secret) or D (dare). They will make their choice by placing the coordinating hand (or card) up for all to see.
3. Once chosen, the initiating student will either ask the player to reveal a secret (S) about themselves or challenge them to a dare (D).
4. Once the student has revealed their or completed the dare, they will then choose the next student to play.

#### **SECRET PROMPTS (IF NEEDED):**

- What is the nickname your family uses that you don't like?
- Something embarrassing that happened when you were little.
- First time doing something

#### **EXAMPLES OF DARE CHALLENGES:**

- Sing Happy Birthday to Elmo (or another character)
- Dance a silly dance for 10 seconds.
- Show a picture of you from when you were little.
- Run around the room saying "I'm a silly billy." (or other silly phrase)
- Put on all of the clothes from one drawer.

# LET'S PLAY

## BUILDING COMMUNITY AND CONNECTIONS

### **TWO TRUTHS AND LIE** *(can be played in person or virtually)*

#### **RULES OF PLAY**

1. Each player silently writes down two true statements and one lie about themselves. Label each statement as, #1, #2, #3.
  - a. It helps to use lesser known facts about yourself- then classmates really have to listen!
2. Give each student a few moments to practice saying their statements before sharing them. If they are virtual, they can be given the option to mute and turn off the camera.
3. Each students shares their statements and sees if they can guess the lie. For a quick survey of guesses, have students hold up their fingers according which statement is the lie.

### **CROSS THE ROOM IF...** *(can be played in person or virtually)*

#### **RULES OF PLAY**

1. Students begin standing shoulder to shoulder at one end of the classroom.
2. The teacher begins with a statement, "Cross the room if..." and ending with an opinion statement, such as "your favorite color is yellow." If students agree with the statement, they should cross the room, and if they do not agree with the statement they should stay where they are. There is no talking during this game - students should just notice what similarities and what differences they have with their classmates.
  - a. Statements may include:
    - i. Stand up if you like pizza.
    - ii. Stand up if you like to dance.
    - iii. Stand up if you play an instrument.
    - iv. Stand up if you like playing sports.
3. Once rules and gameplay are established, students may take turns offering statements.
4. Virtual option: "Stand up if..." Same rules applies, however students begin seated and stand up if the statement is true to them.

# TEACHER FOR A DAY

Leaders in our world like teachers have the power to make a difference in the lives of others. In UNMUTED, the students take control of their virtual classroom and get the opportunity to be in charge for a moment. Leaders must have a strong vision and a great understanding of themselves and others to do their job as well as possible. Consider your qualities as a leader by writing or drawing in the boxes below.

<b>THREE WORDS TO DESCRIBE ME (YOUR PERSONALITY):</b>	<b>THREE TRAITS YOU ARE MOST PROUD OF:</b>
<b>I NEED:</b>	<b>I GIVE:</b>
<b>I WOULD LIKE TO:</b>	<b>I BELIEVE IN:</b>

# TEACHER FOR A DAY

Imagine that you get to be teacher for a day – consider the following questions:

What changes to the school would you make? \_\_\_\_\_

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What would a day in school look like if you were in charge? \_\_\_\_\_

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How would you deal with discipline at your school? \_\_\_\_\_

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What rules would you make? \_\_\_\_\_

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What rules would you get rid of? \_\_\_\_\_

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# TEACHER FOR A DAY

Are there any school subjects you would add or remove? \_\_\_\_\_

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What steps would you take to make sure your students are happy? \_\_\_\_\_

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Did you come up with your rules because you thought they would be fun or interesting, or because you believe they would truly help out students and the school?

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Do you think compromises would make your plan stronger or weaker? Why or why not?

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Is compromise important as a leader? Why or why not? \_\_\_\_\_

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