



Education and Research: Testing Hypotheses

Climate Change Adaptation

Elizabeth (Liz) Blanco

Summary

Students will explore character and dialogue development as they create their own one-person monologues or two-character scripts. The basis for character and story development will be on the personification of challenges faced by fauna that rely on the ocean for survival. Those initial facts and circumstances will be used as the skeleton for the finished piece.

[TAGS: Performing Arts, Climate Change, Theatre, Nature, college]

Key Concepts

- Improvise or write dialogues and scenes, applying basic dramatic structure (exposition, complication, crises, climax, and resolution) and including complex characters with unique dialogue that motivates the action.

Objectives

Include clear, measurable statements of what students will be able to do, such as:

- **Demonstrate** ability to develop complex character and corresponding dialogue based on character reflection and research.

Materials

- Climate Change Species Handout
- Brainstorm Handout
- Student computers with internet

Procedure

1. Lesson Opening: Students will play game of [Fast Montage](#). (5 minutes)
2. Teacher introduces the connection between opening game and today's work: creating a character and story. Teacher explains the basis for which the work will be based: animal challenges to climate change. (2 minutes)
3. Teacher hands out both handouts. Teacher and students do a 5-minute example brainstorming session together based on one of the animals on Climate Change Species Handout. (5-minutes)
4. Students move into individual work, conducting research online on the species of choice. Based off these findings, each student will complete the Brainstorm handout. (25

minutes)

5. Students post their brainstorm sheet on the walls and conduct a short gallery walk with the understanding that they can reach out to classmates should they want to collaborate on their scene (5 minute)
6. Homework for following week: two-page monologue or six-page, two-persons scene.

Assessment

- **Performance**—Students will be able to communicate character traits and storyline based on given mirrored circumstances.
- **Product**—Brainstorming worksheet at end of class and a one-page monologue for following day.

Additional Resources

- http://cmsdata.iucn.org/downloads/fact_sheet_red_list_clownfish.pdf
- <https://climate.nasa.gov/news/2499/polar-bears-across-the-arctic-face-shorter-sea-ice-season/>
- <https://www.pmel.noaa.gov/co2/story/What+is+Ocean+Acidification%3F>
- <http://www.latimes.com/opinion/op-ed/la-oe-taylor-climate-change-pteropods-20140626-story.html>
- <http://news.nationalgeographic.com/news/2014/03/140317-turtles-green-turtles-scattered-islands-europa-mayotte-glorieuses-longlining-bycatch-world/>

Extensions or adaptations

Work that integrates information from other disciplines can manifest into a school performance and arts night. Depending on interests, a climate change theatre showcase can be the culminating event.