

***Shine* “Got an Hour?”**
“Grab and Go” Activities
by Shira Dickler

The following activities provide options for engaging with the source material of *Shine*, and can be run through as part of an hour-long workshop. First, students will watch Act 1 of the show, and any of the following activities can serve as a follow-up to the viewing.

1. Activity: Fossil Fuel Flags

- Materials Needed
 - 9 pieces of Tyvek cut in rectangles 36”/45”
 - Multiple wide-tip colored water-based markers
 - 9 5-foot wooden poles
 - Black duct tape (for affixing banners to poles)
- Students will decorate large black banners as flags that represent the many ways in which their city uses fossil fuels (ie heating homes and businesses, power plants, transportation, street lights). Both sides of the flags will be decorated and taped to 5’ wooden poles.
- Hold flags and march around the room
- Students will portray the march of progress with strength and determination, pantomiming the digging up of the fossil fuels
- Discussion Questions
 - What are some ways that you use fossil fuels in your life?
 - How does your town use fossil fuels?
 - How is the use of fossil fuels a double-edged sword?

2. Activity: Fabric of Community

- Materials Needed
 - Set of eight 20 foot/1 foot strips of paper in various colors
 - Multiple wide-tip colored water-based markers
- Students will decorate long pieces of paper with images that represent their city, making up the “fabric of their communities” when woven together, such as monuments, schools, nationalities, religions, sports, bodies of water, businesses, popular pastimes, favorite foods, types of transportation, flags, etc.
- Students will create a human loom by doing the following:

- Arrange 16 students into a square, with 4 along each side. The students on the top and left sides (8 in total) will each have a roll of paper. This can also be accommodated to serve fewer or more students, depending on class size.
- Students holding rolls will weave them together, alternating between the top and left sides. Students will hand the end of the rolls to their partners on the opposite sides.
- Once the weaving is complete, students on the bottom will kneel down and slant the fabric at an angle so allow spectators to see the finished product

3. Activity: Short skits for local climate solutions

- Objectives: To invite, prepare, energize, educate and support local youth in authoring their plan for resilience at the city level.
- Activity: In groups of 3-5, create a 1-2 minute skit that enacts your best idea for a solution to answer the final question of Act 1, “What now?” What is one thing we can do to make our city more resilient in the face of energy-use impacting climate (and other social stresses or climate shocks)? Focus on effective approaches and methods for climate communication, keeping the following ideas in mind:
 - Research shows that when communicating solutions to climate and energy related issues, it is useful to:
 - Keep it local- framing at the city level
 - Appeal to people’s already held values
 - Focus on a single issue
 - Emphasize the positive
 - Identify co-benefits to climate and energy solutions
 - Frame the solution as an opportunity
 - If we author these solutions actively while engaged in our full person (body, emotions, community, mind, faith) we are likely to come up with solutions that real people would likely act upon.
 - People are more likely to act on plans for resilience that they author. This assumes that these plans reflect their concerns, values and ability and inclination at a scale they define, and in a way that appeals to them.

Discussion Questions for Further Learning

1. Science-based questions

- How do plants and animals leave behind fossils?
- How do plants get their energy to grow?
- How do you think “fossil fuels” got that name?

- What are some of the characteristics of communal-based agricultural practices? How does the introduction of fossil fuels change these?
- What is the carbon cycle? How can it be “disrupted”, as discussed in the show?

2. Literature-based questions

- Why is “Foss” considered the brother of “Sol”?
- What does Sol think of carbon emissions at the beginning of *Shine*? How does her perspective change throughout the musical?
- How do the “Foss Folks” influence the Harvesters and their lifestyle?
- Why does Foss’s ideas make Sol so concerned?
- How is metaphor used in this play? Is this an example of literary metaphor or dramatic metaphor?
- What is the effect of having anthropomorphized characters? How does this impact your understanding of the scientific concepts presented?

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