

TalkOut

This "TRIMTAB" pilot project was developed with guidance from Eric Booth at the Kennedy Center Partners in Education Program's February 2013 Annual Meeting by the Michigan 1997 Team: Ann Arbor Public Schools (Robin Bailey), UMS (Jim Leija and Omari Rush), and the Washtenaw Intermediate School District (Jennifer Scott-Burton).

60 Second Statement: "We've been inspired by the ways students have shared their stories in Ann Arbor and at this [February 2013] Partners in Education Annual Meeting. Collecting evidence of student impact and engaging students in reflection has always been important and we've been looking for a way to have these activities happen more immediately. So, we will incorporate public student reflection into our School Day Performances.

Right now, our School Day Performances are drawn from our season of mainstage shows, and because content is not changed for the student audiences, we take steps to prepare for the K-12 audience to make meaningful connections to the performers and performance.

In this Talk Out Project, school groups will come to performances introduced by an onstage host providing a framing question for the entire audience. At the end of the performance a few students (selected by UMS and school teachers pre-performance) are invited onstage to share their thoughts and ideas with the entire audience. The feedback will be immediately celebrated, captured with photos and audio, and passed on to others too.

This project involves speaking and listening and creates a sharing ripple that will allow the experience to live on in the minds and hearts of young people and help them make connections between the arts onstage and their classroom.

Vision: Students are speaking onstage and listening in the audience in ways that help them build relevance, have an outlet for storytelling, and make connections between the arts and the classroom.

Mission: To provide space for and engage students in reflection

Value: Student Reflection

Outcome: The student has an internal process and "connects the dots" between the stage and classroom; pedagogy of joy; reinforces the value of the performance experience to the attending teachers and parents; students share publicly; ripple effect of sharing

The Experiment: Capturing student feedback in the moment (at school day performances, high school band performance, etc). Framing questions posed to the whole audience at the beginning and reflection questions posed to two student at the end. Examples:

- What question are you going to ask your teacher after this?
- What surprised you about today's performance?
- What did this performance make you think about?

Action Plan:

- Choose an interviewer
- Refine questions (including preparing for probing or reframing)
- Identify a school group's teacher and have them choose two students (two different groups) and procure releases
- Coordinate with UMS Production and plan schedule
- Contact Anna and Sophie to take photos and capture audio

Success: It happens: students answer questions from stage and audience engages attentively...that's enough

Authenticity: This is something that is important and actually useful to us and a direction that our partnership has been moving

Pleasure Points:

- Tension of not knowing who will be chosen
- Celebrating chosen students (with applause, picture taking, cheers, fanfare, thanks)
- Talk about this program with enthusiasm