

**Application Form for Grades K-12
Projects, presentations, materials and resources in Yukon Schools**

Application for:

Projects, Presentations X (Theatre Production)

Resources, Materials X (Support materials that will be provided before/after the production to support learning and leave students/teachers with additional resources about the subject matter the play explores)

Agency/Department: Gwaandak Theatre Society and the Yukon Human Rights Commission

Date of Submission: Friday, April 29th, 2022

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Request initiated by: Rebecca Ballarin, Gwaandak Theatre

Title of project, presentation, resource or material: The Crows by Frances Koncan

Grade	Subject	Big Ideas	Curricular Competencies	Content
8-9	Social Studies	Disparities in power alter the balance of relationships between individuals and between societies.	Assess the significance of people (characters in play) and events (presumed workplace sexual harassment) and compare varying perspectives. significance	Discriminatory cultures or attitudes, gender issues, responses to discrimination in Canada, worker's rights
10	Social Studies	Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural	Assess underlying conditions of actions (committing workplace sexual harassment, choosing to report or not to report, the culture that allows this to exist in the first place) of individuals, their influence on	Human rights, discriminatory cultures and policies, advocacy for human rights (including workers' rights), cultural and social identities.

		society.	<p>events or decisions, and analyze multiple consequences (what happens when someone chooses to report an incident?) cause and consequence</p> <p>Make reasoned ethical judgments about actions (workplace sexual harrasment), and assess appropriate ways to remember and respond. ethical judgment</p>	
10-12	Career - Life Ed	<p>Career-life choices are made in a recurring cycle of planning, reflecting, adapting, and deciding.</p> <p>Career-life decisions are influenced by internal and external factors, including local and global trends</p>	<p>Demonstrate inclusive, respectful, and safe interactions in diverse career-life environments (know what is expected of staff and supervisors in workplace contexts relating to workplace sexual harassment)</p>	<p>Appropriate workplace behaviour and workplace safety</p> <p>Inclusive practices (knowing protected ground in Human Rights Act), including taking different worldviews and diverse perspectives into consideration (examining why different characters respond differently to instances of workplace sexual harassment)</p>
11-12	Law	<p>A society's laws and legal framework affect many aspects of people's daily lives</p> <p>Understanding legal rights and responsibilities allows citizens to participate more fully in society</p>	<p>Explain and infer multiple perspectives on legal systems or codes (Yukon Human Rights Act) perspective</p> <p>Make reasoned ethical judgments about legal systems, codes, controversial decisions, legislation, or policy (Yukon Human Rights Act) ethical judgment</p>	<p>Principles of rehabilitation, punishment, or restoration (what are the options abvaialble after an incident of workplace sexual harasment)</p> <p>Key areas of law (Yukon Human Rights Act)</p> <p>Structures, powers</p>

				and organizations to uphold and administer laws (such as the YHRC and the Human Rights Act).
11-12	Social Justice	<p>Social justice issues are interconnected.</p> <p>Individual worldviews shape and inform our understanding of social justice issues.</p>	<p>Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences of an event (incident of workplace sexual harassment), legislative and judicial factors at play. cause and consequence</p> <p>Explain different perspectives of people, issues, and events, and distinguish between worldviews (why different characters react differently to the situations they are in) perspective</p> <p>Make reasoned ethical judgments about controversial actions after considering the context and standards of right and wrong (why are characters behaving in the ways that they are? Is someone more right or wrong than someone else? etc.) ethical judgment</p>	<p>Self-identity and an individual's relationship to others, positionality, social injustices in Canada affecting individuals and communities, governmental and nongovernmental organizations in issues of social justice (Yukon Human Rights Commission, Gwaandak Theater).</p>
8-12	Arts Ed	<p>Artists often challenge the status quo and open us to new perspectives and experiences.</p> <p>The arts provide opportunities to gain insight into the perspectives</p>	<p>Describe, interpret, and evaluate how artists use tools, processes, technologies, materials, and environments to create and communicate ideas (Gwaandak Theatre using a play to communicate knowledge from the YHRC).</p> <p>Reflect on works of art and creative processes to make</p>	<p>Roles of performers and audience in a live-theatre context, ways to reflect and think critically about art and stories, generate meaning and connections from art, artistic elements and aesthetics</p>

		and experiences of people from a variety of times, places, and cultures.	connections to personal learning and experiences (how do the events of the play relate to a student's own life?) Demonstrate respect for themselves, others, and the audience (watching live theatre).	
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How will this presentation, project, resource or material enhance Yukon schools?

This project will enhance Yukon schools by providing Yukon students with an opportunity to learn about and engage with the topics of discrimination and harassment, topics which they may already have or will encounter in their lives.

This project will enhance Yukon schools by providing essential resources to Yukon students, by supporting students in their preparation to enter the workforce, and by teaching Yukon students about their rights. All of this provides practical contributions to Yukon schools' well-rounded education curriculum.

This project will enhance Yukon schools by promoting the principle that every individual is free and equal in dignity and rights, and that a discrimination free workplace is a basic human right. In facilitating the promotion of this principle, Yukon schools will positively contribute to the shaping of a generational culture towards a Yukon without workplace sexual harassment. Through this project, Yukon schools and Yukon teachers will be able to demonstrate their commitment to the values of human rights and non-discrimination that they wish to impart to their students.

This project will provide teachers with the tools they need to discuss these challenging issues with students and the ability to demonstrate real leadership on tough issues. This project will help provide students with the skills they need to challenge power imbalances and break down barriers that continue to exist in workplaces. This project will ultimately enhance Yukon schools by empowering youth to challenge existing social norms, barriers, stereotypes, and discrimination in their schools, in their life, and in their current or future workplaces.

Finally, this project will enhance Yukon schools by providing an accessible way for students to watch and engage with high-quality professional theatre, and professional theatre artists. It will incite curiosity and provide an access-point for students to learn more about performing arts and the options that are available for them to pursue theatre in the Yukon.

Please list and attach any professional review of this work.

Please find the following attached:

- A letter from the Yukon Human Rights Commission which details their involvement in the script development process and confirms that their legal counsel have reviewed the content of the script to ensure accurate legal information is being provided to students through the piece.
- A letter of support from Gina Puntill, the Artistic Director / Program Coordinator of the Alberta Workers' Health Centre's Work Plays School Program.
- A letter of support from the Victoria Faulkner Women's Centre

Any additional information that you would like to supply should be provided on separate pages.