

09:08:30 From Trina Friedberg : Race: working with students that are predominantly POC and then switching to those who are not, and seeing the difference in understand and situation

09:08:42 From Pam (she/her) : Would love a copy of the slideshow. Thanks!

09:08:52 From valeriescomputer : I would love a copy of the slides

09:11:21 From Erin Hulse she her : Slideshow...yes

09:19:56 From Abra Chusid (she/her) : Laura, you have a wonderful youthful energy and vibrancy!

09:20:10 From marianne gazzola angelella (she/her/hers) : Neal had his hand up!

09:20:32 From Erin Hulse she her : I choose age, too....

09:20:48 From Abra Chusid (she/her) : Welcome, Caroline - so glad you're here!

09:21:01 From J.S. Puller : Welcome!

09:21:29 From Felicia Brown (she/her) : Awesome to have you with us, Caroline.

09:21:32 From Saya Jenks (she/her) : Jorge, I have a question: When facilitating this exercise, have you ever had only one student who chose a particular color and therefore felt isolated as a result of being the only person who felt that identity most profoundly?

09:22:23 From Erin Hulse she her : Another choice is adopted. Not sure of my 'background' but I can say I was raised White middle class

09:22:50 From Kasie patlove (she/her) : Building off of Saya, how have you been able to normalize sharing social identities, which can often get very personal? Can students opt not to share full group

09:23:41 From Erin Hulse she her : I like Saya's question. Can you speak to that?

09:25:09 From Blake Wilson : I chose race, sexual orientation, social class. As a white person, particularly in this current social time, I am aware of the importance of acknowledging the privilege that I have and to be cognizant of the ways that my presence may affect others both in the classroom and out. I chose sexual orientation as a 2nd option because it is something that I find can be challenging to navigate as a classroom teacher, and finally I chose social class...I am a middle class person but I teach many students who come from lower income backgrounds....and I also have become more aware of class during this pandemic because I have the privilege of having a job that allows me to work remotely.

09:26:30 From Michael McClain : 1) Race - Like Blake and others, I am aware of my privilege.

09:27:21 From Saya Jenks (she/her) : I suppose you could also facilitate by this asking students to find someone whose 3 colors are entirely different than theirs...

09:27:32 From J.S. Puller : I like that

09:28:24 From Michael McClain : 2) Sexual Orientation - Being a Gay man and the discrimination I face sometime for being too "Femme" and 3) Abilities - I am hard of hearing and at times I need to fight to hear my students or others, especially now with the mask, since I rely on racing lips

09:30:02 From Erin Hulse she/her : White woman of privilege older 56 Quaker

09:30:57 From Elena Dones : Ethnicity - I'm Puerto Rican, but don't speak Spanish well. I'm a little ambiguous and can fit into different groups easily - a privilege I recognize, but can also be challenging. I'm female - which comes with its personal and societal challenges/pre-conceived notions that force me to defend myself but also empowers me. And I'm fully capable and I recognize that privilege.

09:35:56 From Alexandra López (she/ella) : Where is it set?

09:36:13 From Felicia Brown (she/her) : What other plays do you use?

09:36:51 From Saya Jenks (she/her) : Can you put the titles & playwrights in the chat, Jorge?

09:37:17 From Erin Hulse she/her : Thank you

09:37:21 From Saya Jenks (she/her) : thanks!

09:38:47 From Rosalind Flynn : Can you back up to the previous slide? I can't remember which one Benjamin was!

09:38:59 From J.S. Puller : Benjamin was the one adopted, who grew up in Kansas

09:39:06 From Rosalind Flynn : Thanks!

09:40:10 From Judy Goodman (she/her/hers) : Can you clarify about Ronnie— just that he is a musician?

09:40:27 From Rosalind Flynn : Who are Alan and Steven?

09:40:44 From J.S. Puller : They're from a different play. It should be "Ronnie" and "Benjamin."

09:41:06 From Jorge : Benjamin: white, adopted by Asian American family, grew up in Kansas; Ronnie: Asian-American, musician, lives in NYC

09:41:43 From Jorge : Other plays I've used:

09:41:55 From Jorge : The Other Room by Ariadne Blade

09:42:08 From Jorge : No Such Thing by Douglas Hill (available online)

09:42:15 From Rosalind Flynn : Name: Jane; Relationship to Benjamin—sibling; Memory: We were the only non-Asian-born children at a funeral.

09:42:43 From J.S. Puller : David Henry Hwang just liked my tweet about this amazing activity.

09:42:58 From Penelope! : awesome!

09:43:46 From Valerie Baugh-Schlossberg, she/her/hers : @J.S Puller. How exciting!

09:43:55 From Vicky : He was raised with the customs and traditions of Asian-Americans

09:46:32 From Andrew Ryder (session host) to Jorge Rodriguez(Privately) : We have about 30 minutes left.

09:46:51 From Alexandra López (she/ella) : that is so real "not Asian enough"....!

09:47:12 From Judy Goodman (she/her/hers) : That was great! Thanks for sharing such a nuanced character and relationship

09:47:14 From Saya Jenks (she/her) : yep, pulling from my own experience as a mixed race Asian American

09:48:30 From Felicia Brown (she/her) : sorry. I'm back

09:53:06 From Blake Wilson : Relationship building between the two is key. Sharing of experiences and backgrounds.

09:53:15 From Saya Jenks (she/her) : This question feels like it's implying that Ronnie SHOULD accept Benjamin's identity

09:53:25 From Saya Jenks (she/her) : Ah yes that's what Alexandra is saying

09:54:07 From Felicia Brown (she/her) : exactly...glad that Alexandra is talking about that

09:54:41 From Erin Hulse she her : Should Benjamin engage Ronnie in a conversation of how he feels accepted by society as an Asian-American?

09:54:50 From Elena Dones : I think (as Ronnie,) Ben needs to understand the difference between race and culture. He identifies with Asian culture because of his upbringing, but Ronnie can't view Ben as Asian-American because racially he isn't.

09:54:52 From Felicia Brown (she/her) : I have white friends raising black children and regardless of how they raise the children, people will always see those children as black.

09:55:48 From Blake Wilson : Dialogue between Ronnie and Benjamin is key...I think otherwise, we place Benjamin in a situation of having to 'prove' his identity to Ronnie....while at the same time ignoring the fact that Ronnie does not have the privilege of being able to 'pass' as anything else.

09:56:10 From Saya Jenks (she/her) : Exactly, Felicia -- race is so much about how others perceive us, whereas maybe what Benjamin & Ronnie need to be talking about is cultural identity

09:56:53 From Felicia Brown (she/her) : Yes!

09:57:10 From Erin Hulse she her : Blake, I think you are right on. The conversation needs to happen. Would you encourage students to engage in their own dialogues ala Ronnie and Ben?

09:59:58 From Blake Wilson : Erin H,—Depends on the situation, if I were facilitating the conversation, I would encourage them to talk. But tbh I'd have to think further about how to facilitate that dialogue

10:01:58 From Neil Worden : Race is indeed so much about how we are seen, not necessarily who we are and how we identify. Race is a surface level perception, and Ben and Ronnie have to be written into a serious discussion of identity to get below the surface. Personally, I love Caroline's comic solution. I am thinking that in my play Benjamin could make a T-Shirt that says something like, "You probably think I'm white, but my Iraqi-American girlfriend from Kansas thinks I'm Aisian, Wonder why?"

10:01:59 From Abra Chusid (she/her) : I love this conversation!

10:02:28 From Rosalind Flynn : From the Washington Post (re: AOC) "On every level, the GOP has a problem with women"

10:02:35 From Jorge : Likewise! Thank you for this discussion about the play on the chat. Wish we had more time to continue talking about it!

10:03:05 From Erin Hulse she her : Rosalind...my local paper Dem women call out abusive men

10:03:14 From Andrew Ryder (session host) : When we save the recording, we will also save the chat transcript for future reference.

10:03:17 From Miss Thera : Federal agents push protesters back from Portland courthouse with tear gas and rubber bullets

10:03:20 From Saya Jenks (she/her) : From LA Times: Editorial: Trump has declared war on American cities

10:03:21 From Jay Hayden (they/them) : NY Times — Statues of Christopher Columbus were taken down in two Chicago parks.

10:03:22 From Roxanne Schroeder-Arce : AOC's speech about Ted Yoho's 'apology' was a comeback for the ages

10:03:27 From Alexandra López (she/ella) : NYT: Christopher Columbus Statues Removed From 2 Chicago Parks

10:03:31 From Pam (she/her) : LAPD begins cost cutting, and units must 'show your relevance,' chief says

10:03:34 From Erin Hulse she her : Dem women call out abusive men

10:03:34 From Judy Goodman (she/her/hers) : A Maskless audience watches Trump present Medal of Freedom at the White House

10:03:36 From Elena Dones : Alexandria Ocasio-Cortez's tear-down of Ted Yoho is the best TV I've seen in years

10:03:37 From Michael McClain : CDC Guidenace for Reopening Take a Political Tone

10:03:38 From Carrie Ellman-Larsen (she/her) : When \$600 w Week Vanishes From Unemployment Benefits. NYT

10:03:40 From Blake Wilson : "How One of America's Whitest Cities Became the Center of BLM Protest"

10:03:51 From Christina Diaz (she/her) : same as Blake ^^

10:04:04 From marianne gazzola angelella she/her/hers : Thank you for the recording- I want to revisit the entire presentation!

10:04:23 From Erin Hulse she her : Agreed!!!

10:05:47 From Erin Hulse she her : This is similar to Boal's Newspaper work

10:05:54 From Neil Worden : I'm using Blake Wilson's Headline too...great for this discussion.

10:06:15 From Saya Jenks (she/her) : Love that you mentioned improv -- the status game where people put a card from a deck of cards on their foreheads and see how people treat them as a result could be a great warmup for this exercise

10:06:40 From Andrew Ryder (session host) to Jorge Rodriguez(Privately) : About 10 minutes

10:06:44 From Pam (she/her) : Do conversations about media bias ever come into play with this activity? I would be fascinated to explore more about that and the language that is used to capture the audience's attention.

10:06:52 From Ellen Beattie : NY Times New CDC Guidelines for re opening schools takes political tone.

10:06:54 From Rosalind Flynn : From the Washington Post (re: AOC) "On every level, the GOP has a problem with women" High Status: The Congressman who insulted a Congresswoman; Low Status: The Congressman's daughter

10:07:03 From Rachel Prouty (she/ her) : New CDC Guidance for reopening schools Takes a Political Tone

10:07:36 From Judy Goodman (she/her/hers) : A Maskless audience watches Trump present Medal of Freedom at the White House

A guard is talking to his boss about how he doesn't feel comfortable working at the rally because people are not wearing masks. He needs the work so doesn't want to lose the shift but is worried because his partner is high risk. The boss is saying he doesn't have to come in to work but he doesn't want to be replaced.

10:10:36 From Carrie Ellman-Larsen (she/her) : "When \$600 w Week Vanishes From Unemployment Benefits" A protester is about to lose his UI and he needs it to pay his mortgage and feed his family. A Senator who has the deciding vote, is on the fence and can sway the decision one way or another.

10:10:53 From Michael McClain : <https://www.nytimes.com/2020/07/24/world/coronavirus-covid-19.html?action=click&module=Top%20Stories&pgtype=Homepage> .... Fred McCartney - Teacher in Orange County not teach in school. Karen Galgara - School Board President wanting schools to go back in session because of the new CDC guidelines and not listening to the governor. Setting - Town Hall Forum in Orange County, CA. Tension rises high as Fred tries to get Karen to understand he wants

10:11:07 From J.S. Puller : Before we run out of time, I just want to make sure we know how we can get the slides for this!

10:12:00 From Felicia Brown (she/her) : This is excellent.

10:12:32 From Erin Hulse she her : Jorge, would it be appropriate to share emails so we can access slides/recording of this session?

10:12:47 From Roxanne Schroeder-Arce : Thank you, Jorge!

10:13:11 From Felicia Brown (she/her) : I believe AATE will be making the videos available later.

10:13:44 From Andrew Ryder (session host) : I checked with the conference organizers--they will create a folder for slides to be shared, organized by session title.

10:13:45 From Erin Hulse she her : This has been so useful and fits with my vision for the next few weeks...we start on line on the 12th

10:14:02 From Abra Chusid (she/her) : Thanks Andrew!

10:14:10 From Andrew Ryder (session host) : Yes, the video will be available on Broadway on Demand. The chat will be available on an AATE webpage.

10:14:16 From Laura Steenveld (she/her) : Thank you andrew

10:14:24 From Erin Hulse she her : Thanks!!!!

10:14:39 From J.S. Puller : Thank you!

10:15:05 From Andrew Ryder (session host) to Jorge Rodriguez(Privately) : We can take 3-5 more minutes for last questions but then we'll have to finish.

10:15:12 From Abra Chusid (she/her) : Jorge, I appreciate how concisely you have broken down different steps and prompts. So many students are intimidated by playwrighting, and this gives so many accessible entry points

10:15:43 From Erin Hulse she her : Yes Abra!

10:16:15 From Blake Wilson : Yes. Thanks Jorge. And I like the flexibility of the prompt so that students don't feel pressured to write the whole play now.

10:16:20 From J.S. Puller : Thank you, Jorge!

10:16:28 From Saya Jenks (she/her) : Thank you SO much, Jorge! That was great!

10:16:33 From Miss Thera : Thank you Jorge! This was wonderful.

10:16:40 From Ellen Beattie : This is really a wonderful lesson.

10:16:42 From Rosalind Flynn : Thanks so much! Nice presentation!

10:16:46 From Judy Goodman (she/her/hers) : Thank you Jorge!! This is a great presentation

10:16:50 From Laura Steenveld (she/her) : Thank you Jorge...I even think that my 8th grade students would enjoy this !

10:16:58 From Suzanne Houston : Thank you so much Jorge! Can't wait to try this with my seniors this fall!

10:17:05 From Ellen Beattie : Can you share the other plays you use?

10:17:17 From marianne gazzola angelella she/her/hers : Excellent news!

10:17:25 From Valerie Baugh-Schlossberg, she/her/hers : Thank you very much!

10:17:28 From Laura Steenveld (she/her) : Andrew, where on the website will the slides be ?

10:17:31 From Rosalind Flynn : Link to session evaluation?

10:17:51 From Carrie Ellman-Larsen (she/her) : Can you reshape that?

10:17:55 From Felicia Brown (she/her) : I'm already planning to use this. I have to rewrite my full curriculum this year because of new standards. I love this.

10:18:09 From Felicia Brown (she/her) : Well done, Jorge!

10:18:18 From Andrew Ryder (session host) : <http://www.aate.com/session-evaluations-2020>

10:18:23 From Saya Jenks (she/her) : Excellent question, Abra

10:18:23 From Elena Dones : Thank you!!

10:20:22 From Blake Wilson : Good question Pam! I teach in a politically mixed area...and feel like lessons like this are good...but could open up a can of worms if people are not like-minded

10:21:24 From Pam (she/her) : Thank you!!!

10:21:33 From Blake Wilson : Thank you!

10:21:39 From Alexandra López (she/ella) : Gracias Jorge!

10:21:39 From Neil Worden : Really well developed process ideas for Young Playwrights in the classroom.. Just great workshop ideas for generation of social change in playwriting.