

Board Office Use: Legislative File Info.	
File ID Number	17-1195
Introduction Date	6/14/17
Enactment Number	17-0795
Enactment Date	6/14/17



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Memo

To Board of Education

From Devin Dillon, Ph.D., Interim Superintendent

Board Meeting Date June 14, 2017

Subject Memorandum of Agreement - Turning the Wheel Productions, Inc. - (contractor) - Community Partnerships Unit - 922/Community Schools and Student Services Department (site/department)

Action Requested Approval of a Memorandum of Agreement between the Oakland Unified School District and Turning the Wheel Productions, Inc., Boulder, CO, to be primarily provided for selected school sites for the period of May 6, 2017 through May 6, 2018.

Background
A one paragraph explanation of why the consultant's services are needed.

Turning the Wheel Productions, Inc. will bring interactive and experiential arts programming using a unique model that builds are participants' confidence in their own and others creative expression. Their team of artists, musicians, and dancers have a combined experience of over 50 years of arts outreach at Emerson Elementary and Oakland Technical High School.

Discussion
One paragraph summary of the scope of work.

Approval by the Board of Education of a Memorandum of Agreement between the District and Turning the Wheel Productions, Inc., Boulder, CO, for the latter to provide an interactive and experiential arts programming using a unique model that builds are participants' confidence in their own and others creative expression, via the Community Schools and Student Services Department, for the period of May 6, 2017 through May 6, 2018, at no cost to the District.

Recommendation Approval of a Memorandum of Agreement between the Oakland Unified School District and Turning the Wheel Productions, Inc., Boulder, CO, to be primarily provided for selected school sites for the period of May 6, 2017 through May 6, 2018.

Fiscal Impact Funding resource name (please spell out): No Fiscal Impact

Attachments Memorandum of Agreement
 Certificate of Insurance
 Scope of Work
 Statement of Qualifications



CONTRACT JUSTIFICATION FORM

This Form Shall Be Submitted to the Board Office
With *Every* Consent Agenda Contract.

Legislative File ID No. 17-1195

Department: 922/Community Schools and Student Services Department

Vendor Name: Turning the Wheel Productions, Inc.

Contract Term: Start Date: 05/06/2017 End Date: 05/06/2018

Annual Cost: \$0

Approved by: Andrea Bustamante

Is Vendor a local Oakland business? Yes No

Why was this Vendor selected?

School site selected partner for In-Kind agreement.

Summarize the services this Vendor will be providing.

Interactive and experiential arts programming using a unique model that builds participant's confidence in their own and other's creative expression.

Was this contract competitively bid? Yes No

If No, answer the following:

1) How did you determine the price is competitive?

No fee for services; In-Kind partnership.

2) Please check the competitive bid exception relied upon:

- Educational Materials**
- Special Services** contracts for financial, economic, accounting, legal or administrative services
- CUPCCAA exception** (Uniform Public Construction Cost Accounting Act)
- Professional Service Agreements** of less than \$87,800 (increases a small amount on January 1 of each year)
- Construction related Professional Services** such as Architects, DSA Inspectors, Environmental Consultants and Construction Managers (require a "fair, competitive selection process)
- Energy** conservation and alternative energy supply (e.g., solar, energy conservation, co-generation and alternate energy supply sources)
- Emergency** contracts [requires Board resolution declaring an emergency]
- Technology** contracts
 - electronic data-processing systems, supporting software and/or services (including copiers/printers) over the \$87,800 bid limit, must be competitively advertised, but any one of the three lowest responsible bidders may be selected
 - contracts for computers, software, telecommunications equipment, microwave equipment, and other related electronic equipment and apparatus, including E-Rate solicitations, may be procured through an RFP process instead of a competitive, lowest price bid process
 - Western States Contracting Alliance Contracts (WSCA)
 - California Multiple Award Schedule Contracts (CMAS) [contracts are often used for the purchase of information technology and software]
- "Piggyback" Contracts** with other governmental entities
- Perishable Food**
- Sole Source**
- Change Order for Material and Supplies** if the cost agreed upon in writing does not exceed ten percent of the original contract price
- Other, please provide specific exception**

**MEMORANDUM OF UNDERSTANDING BETWEEN A PARTNER ORGANIZATION
OR INDIVIDUAL AND OAKLAND UNIFIED SCHOOL DISTRICT**

I. Parties

The purpose of this Memorandum of Understanding (“MOU”) is to establish a relationship between Oakland Unified School District (“OUSD”) and
Turning the Wheel Productions, INC [CONTRACTOR—name of your organization].

WHEREAS, the CONTRACTOR’s services or program described in this MOU will be provided at no cost to OUSD, the students, or the parents; and

BOTH PARTIES HEREBY enter into this MOU to enable CONTRACTOR to provide said program(s) selected in Section II of the MOU.

II. Program Name(s)

Unless otherwise agreed to in writing by the parties, the Program(s) governed by this agreement are the following:

- Turning the Wheel 5 Day Residency at Oakland Tec
- Turning the Wheel 5 Day Residency at Emerson After School (Tentative)
-
-
-
-
-
-
-
-
-

III. CONTRACTOR Responsibilities/Scope of Services

- A. Provide a description of the services that your program(s) will be providing to OUSD. Please be specific by answering all of the following questions.

1. A brief description of the type of services your program(s) generally provides.

We bring interactive and experiential arts programming using a unique model that builds are participants' confidence in their own and others creative expression.

2. The relevant experience of the CONTRACTOR personnel that will be providing the services:

Our team of artists, musicians, and dancers have a combined experience of over 50 years of arts outreach
Alana Shaw, founder and executive director, has been teaching and facilitating movement events across the USA and Canada for over 30 years. She holds an MFA in Dance from University of Colorado and is the author of two books.

3. Please check **all** of the expectations or goals below that are in agreement with your program's services.

- Ensure a high quality instructional core
- Develop student's social health/skills
- Develop student's emotional health
- Develop student's physical health
- Develop student's cognitive and academic skills
- Create equitable opportunities for learning
- Ensure, maintain, or support high quality and effective instruction
- Prepare students for success in college and careers
- Help ensure, create, and/or sustain safe, healthy and supportive schools
- Create accountability for quality
- Help create full service community schools in OUSD
- Increase, raise graduation rates
- Other: Build Arts Appreciation

B. Ensure that all CONTRACTOR personnel, including subcontractors, will comply with any policy and systems in place at OUSD and School(s). This includes, but is not limited to the following:

1. **Drug and Smoke Free**—No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, CONTRACTORS, or subcontractors are to use drugs on these School(s).
 2. **Anti-Discrimination**—It is the policy of OUSD that in connection with CONTRACTOR’s services in this MOU there shall be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age. Therefore, the CONTRACTOR agrees to comply with applicable Federal and California laws.
 3. **Conflict of Interest**—CONTRACTOR shall abide by and be subject to all applicable OUSD policies, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any OUSD employee to perform the services in this MOU, and affirms that to the best of its knowledge no such conflict presently exists. CONTRACTOR agrees to alert OUSD in writing if and when a potential conflict does arise.
 4. **Family Education Rights and Privacy Act**—CONTRACTOR shall observe District policies and regulations, and state and federal laws, including the Family Education Rights and Privacy Act of 1974, commonly known as FERPA, related to the confidentiality of pupil and personnel records.
- C. **TB and Fingerprinting Clearance**—Ensure that all CONTRACTOR personnel, including subcontractors, who will be on OUSD premises have been: (a) fingerprinted; (b) submitted to DOJ and FBI criminal background check via Live Scan or a similar service as required by the Education Code, and (c) taken a tuberculosis test during the current fiscal year. Please see **Section IV** for the relevant documentation that is required.
- D. **Insurance**
1. **General Liability: EITHER** (a) CONTRACTOR maintains general liability insurance that names OUSD as an additional insured, for operations, students, volunteers, and personnel at location where CONTRACTOR provides programs/services with at least \$1 Million in coverage, and furnish certificate of said insurance to OUSD **OR** (b) CONTRACTOR is not required to maintain general liability insurance under this agreement if the Risk Management Officer signs a waiver of insurance. Please see **Section IV** for the relevant documentation that is required.
 2. **Workers’ Compensation:** If CONTRACTOR employs any person to perform work in connection with this MOU, CONTRACTOR shall procure and

maintain at all times during the performance of such work, Workers' Compensation Insurance in conformance with the laws of the State of California and federal laws, when applicable. The CONTRACTORS' Employers' Liability Insurance shall not be less than One Million Dollars (\$1,000,000) per accident or disease. Please see **Section IV** for the relevant documentation that is required.

The requirements under Section D, 2. will not apply if CONTRACTOR checks or marks this box and by doing so confirms and represents that it does not employ anyone in the manner subject to the workers' compensation laws of California.

- E. **Communication**—Communicate with School(s) and OUSD staff, both formally and informally, to ensure, to the best of the program's ability, that the CONTRACTOR'S services are aligned with the School(s) and OUSD's mission and objectives and are adequately meeting student's needs. At the request of School(s) or OUSD staff, provide reasonable data and information to students participating in the CONTRACTOR's program.
- F. **Confidentiality**—CONTRACTOR shall maintain strict confidentiality of all information about individual students received under this MOU and will not disseminate such information without the express written consent of OUSD. CONTRACTOR will comply with FERPA, and will be allowed to use the data received to solicit funding to continue to expand its services/program, so long as there is no information from which the identity of any student in the CONTRACTOR's program as a participant could be made.
- G. **Register With/Update Community Partner Platform**—Contractor shall register in OUSD's Community Partner Platform database and perform annual updates *by August 31 of each year*, to maintain full and complete up-to-date information.

IV. Required Documents

CONTRACTOR CANNOT commence the services agreed to in this MOU until it has submitted the following documents:

A. TB and Fingerprinting Clearance:

Contractor (Individual):

- Submit clearance letter from authorized agency verifying individual has been Fingerprinted/Criminal Background Checked for this current fiscal year. Additionally, please provide documentation from health care provider showing negative TB status of individual within the last four years.

Contractor (Agency):

- Attach clearance letter from Agency/Community-Based Organization/Non-Profit Organization on agency letterhead verifying all personnel, including subcontractors, have been Fingerprinted/Criminal Background Checked and have TB clearance for this current fiscal year and signed by authorized personnel.

B. Insurance:

Contractor (Individual/Agency):

- Please attach documentation of either proof of insurance, or a waiver signed by the Risk Management Officer. The additional insured address must read: Oakland Unified School District, Attention: Risk Management, 1000 Broadway Suite 440, Oakland, CA 94607. Waiver of insurance does not release CONTRACTOR from responsibility for any claim or demand.

V. **Responsibilities of Oakland Unified School District**

- A. **Space**—Provide a suitable classroom or space at the participating School(s), to be agreed upon by School(s) and the CONTRACTOR.
- B. **Janitorial Service**—Provide necessary services to maintain this space, including janitorial services, maintenance, utilities, and technology support.
- C. **Data**—Ensure that CONTRACTOR has reasonable access to student assessment and evaluation data necessary to inform instruction and periodically review student progress and to provide the study.
 - 1. For the purpose of cohort determination, for instructional purposes, or for academic research purposes, at the sole discretion of OUSD, provide CONTRACTOR access to student assessment data for all students at School(s) including, but not limited to, state test scores and site-based assessments. Students identified may be protected by the use of ID numbers.
 - 2. Provide CONTRACTOR with any other student information reasonably necessary to provide its services consistent with the CONTRACTOR's program and to evaluate the impact of its program on students at School(s).

VI. Duration

This MOU is for the 05/06/17 -- 05/06/18 period.
[Insert mm/dd/year] [Insert mm/dd/year]

VII. Termination

Either party may terminate this MOU at any time, without cause, with 30 day written notice to the other party. This agreement may be amended by mutual consent of the parties. All amendments must be in writing and signed by both parties.

VIII. Defense/Indemnity/Hold Harmless

Each party to this MOU agrees to defend, indemnify and hold harmless the other for and from any claims, causes of action, or any other proceeding of any type or kind that is made against the other where such claim, cause of action or other proceeding arises from the conduct, act, omission, or commission by the other party.

IN WITNESS THEREOF, the parties to this agreement have duly executed it on the day, month and year set forth below.

By: *MC Y* Dated: 5-9-17 (MM/DD/YYYY)
MARTIN C. YOUNG, PARTNERSHIP'S MANAGER (Print Name & Title)
C.S.S.S. (Sponsoring OUSD Department)

By: *A* Dated: 04/18/17 (MM/DD/YYYY)
Alana Shaw, Director (Print Name & Title)
Turning the Wheel Productions *James Harris 6/15/17* (CONTRACTOR—Org. Name)

James Harris
President, Board of Education
Approved as to form and procedure

Devin Dillon *Devin Dillon*
Devin Dillon, Ph.D.
Interim Secretary, Board of Education 6/15/17

By: *Michael L. Smith* Dated: 5/19/17 (MM/DD/YYYY)
Michael L. Smith, Deputy General Counsel
Oakland Unified School District



TURNTHE-02

LGROSHONG

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

5/1/2017

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

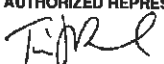
PRODUCER License # 0757776 HUB International Insurance Services (COL)		CONTACT NAME: PHONE (A/C, No, Ext): (303) 893-0300		FAX (A/C, No): (866) 243-0727
		E-MAIL ADDRESS:		
		INSURER(S) AFFORDING COVERAGE		NAIC #
INSURED Turning The Wheel Productions Inc. 1123 County Road 83 Boulder 80302		INSURER A: Alliance of Nonprofits for Insurance, Risk Retention Group (ANI)		10023
		INSURER B:		
		INSURER C:		
		INSURER D:		
		INSURER E:		
		INSURER F:		

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	X		2015-10012	10/12/2016	10/12/2017	EACH OCCURRENCE \$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000
							MED EXP (Any one person) \$ 20,000
							PERSONAL & ADV INJURY \$ 1,000,000
							GENERAL AGGREGATE \$ 2,000,000
							PRODUCTS - COMP/OP AGG \$ 2,000,000
							LIQUOR LIAB \$ 1,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			2015-10012	10/12/2016	10/12/2017	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000
							BODILY INJURY (Per person) \$
							BODILY INJURY (Per accident) \$
							PROPERTY DAMAGE (Per accident) \$
							\$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE \$
							AGGREGATE \$
							\$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y/N If yes, describe under DESCRIPTION OF OPERATIONS below	N/A					PER STATUTE OTH-ER
							E.L. EACH ACCIDENT \$
							E.L. DISEASE - EA EMPLOYEE \$
							E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 This section was intentionally left blank

CERTIFICATE HOLDER Oakland Unified School District Attention: Risk Management 1000 Broadway Suite 440 Oakland, CA 94607	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE 
--	---

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s):

Any person or organization that you are required to add as an additional insured on this policy, under a written contract or agreement currently in effect, or becoming effective during the term of this policy. The additional insured status will not be afforded with respect to liability arising out of or related to your activities as a real estate manager for that person or organization.

Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

- A. Section II – Who Is An Insured** is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:
1. In the performance of your ongoing operations; or
 2. In connection with your premises owned by or rented to you.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and
2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

- B. With respect to the insurance afforded to these additional insureds, the following is added to Section III – Limits Of Insurance:**

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or
2. Available under the applicable Limits of Insurance shown in the Declarations; whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.



Turning the Wheel

Turning the World Toward New Possibilities

**Turning the Wheel Oakland
Clearance Letter**

April 18, 2017

To Whom it May Concern,

This letter verifies all personnel, including subcontractors, of the non profit Turning the Wheel Productions inc, have been Fingerprinted/Criminal Background Checked and have TB clearance for this current fiscal year.

A handwritten signature in black ink, appearing to be 'Alana Shaw', with a long horizontal line extending to the right.

Alana Shaw
Director and Founder

Turning the Wheel Productions
1123 County Rd 83
Boulder, CO 80301



Turning the Wheel

Turning the World Toward New Possibilities

Turning the Wheel Oakland Qualifications

Turning the Wheel is a national nonprofit that has touched the lives of over 100,000 people in more than 1000 very diverse schools and organizations around the country. Turning the Wheel uses the power of art to build healthy communities, foster leaders, and share the joy of self-expression with participants of all ages, economic situations, genders, ethnic backgrounds and challenges.

Mission

Turning the Wheel is an intergenerational dance/theater company committed to the collaborative creation of works of art that are rooted in and restorative for the communities in which we perform and teach. TTW is dedicated to making creative expression and art accessible to people of all ages, experience and cultural and socioeconomic backgrounds.

Using a working model that is based on inclusiveness, community engagement and collaboration, Turning the Wheel seeks to reconnect youth and elders to their lives and society; to encourage a collective ethic of caring for others and ourselves and to be a contributing force in fostering healthy, creative communities.

Successes

2017 to date

2,000 Kids from kindergarten to 12th grade, including differently-abled youth
150 Schools and youth organizations
6 Caravans and Workshops
- In Los Angeles, CA, Boulder, CO, and Port Angeles, OR
5 Cities across the country

2016

8,200 Kids from kindergarten to 12th grade, including differently-abled youth
52,000 Contact hours
20,000 Audience Members
400 Schools and youth organizations
100 Trained facilitators
50 Teen facilitators
11 Caravans and Workshops
7 Cities across the country



Turning the Wheel

Turning the World Toward New Possibilities

2015

Boulder, CO:

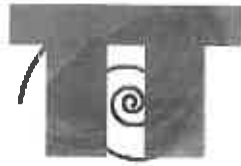
New Vista High School
Casey middle school
Family Learning Center
Columbine Preschool
Mapleton Preschool
New Horizons Preschool
University Hills Elementary
Manhattan Middle School
Angevine Middle School
"I Had a Dream Foundation"
Brookdale Senior Living
Denver Women's Correctional Facility
Justice High School
Boulder High School
University of Colorado Dance Students

Los Angeles, CA:

LA's BEST Partnership
Hobart Elementary, 3rd and 4th grades
Hobart Elementary, Kindergarten-2nd grade
Mayberry, Kindergarten-2nd grade
Mayberry, 3rd - 5th grade
Richard Alonzo Community Day School
New Village Girl's Academy
Temescal High School
Santa Monica College, Certification Program

Missoula, MT:

TEDx U Montana
Willard Alternative School, Men & Women's Studies
Sentinel High School, Health Science classes
Lowell School, After School Flagship Program
Hellgate High School, Nutrition and Wellness
GUTS (Girls Using Their Strengths) program (with four area schools)
University of Montana Creative Pulse Program (graduate teaching program)
YWCA Volunteer Training
Forum for Children and Youth teacher training
Jesuit Volunteer Training
Tapestry Community Class
Living Art (cancer survivors)



Turning the Wheel

Turning the World Toward New Possibilities

Survivors of Sexual Abuse Group
Chrysallis Girls School

Cedar Rapids, IA:

Body Now Workshop
U of Iowa Ballet Class
Linn County Detention Center
ISE - Presented Proposal for corporate workshop
Prairie High School - Remedial Reading Class
Johnson School of the Arts - 2nd grade class
Metro High School
Four Oaks Residential Treatment Facility
Doterra Regional Conference

Wilmington, NC:

Lake Forest Academy Day Treatment Center
Island Montessori - Seventh Grade
Laney High Autistic Youth
UNCW Education Students and Faculty
Luv2Act Theatre Class
Carolina Beach Elementary
Body Now Workshop - Dancers and Teachers
Laney High - Differently-abled Youth
Elder Haus
New Hanover House - Memory Ward



Turning the Wheel

Turning the World Toward New Possibilities

Turning the Wheel Oakland Scope of Work

Turning the Wheel Productions is an intergenerational dance/ theater organization that builds community through movement. During the weeklong residency students will explore kinesthetic team building through visual and performing arts. The program will weave music, art, dance, improv, set construction, and creative play to culminate in a multi media performance/final sharing that showcases their stories and their successes.

Our programs offer youth the means by which they can explore common issues they face in a safe and supportive environment. Body and interpersonal awareness, self esteem, stress, ability to act easefully and concisely from the uniqueness of who they are, building strong, supportive social relationships, fostering gratitude, developing outlets of expression (writing, moving, voicing) and transforming these desires into action. Our work (and theirs!) supports them in being leaders, fosters a love of movement and vibrant health through the body, mind and spirit, and builds their connection with their communities.

Turning the Wheel Programs include these expressive arts elements:

- **IMPROVISATION:** Introduction to theatre and dance improv forms.
- **PEER INTERVIEWING:** a combination of sentence stems and generating our own questions to gather our stories. Often based on a theme.
- **MIXEDMEDIADOCUMENTATION:** documenting self and other through at least one of the following: photography, video and/or audio recording.
- **CHOREOGRAPHY:** Creation of individual and group choreography based on participant's stories and/or the class theme (ie... trust, body image, self esteem, etc...)
- **VOCALIZATION:** through song, spoken word and improv games.
- **COSTUME CONSTRUCTION:** Mixed media, including at least one of the following: masks, t-shirts, sashes with text and decoration, crowns/headpieces
- **SET CONSTRUCTION:** Mixed media, including at least one of the following: printed photography, origami, collage.



Turning the Wheel

Turning the World Toward New Possibilities

Residency Outline
School Arts Programming
Photo Mask Dance Project

Day 1

Goals

- Invite student participants into a welcoming environment that is safe and encourages artistic and creative expression.
- Introduce working as an ensemble. Explore movement based theatre games to get students connected with themselves, other participants, and team facilitators in a fun and playful way.
- Begin 1st phase of set creation: elder and younger students are paired to take group photos of the other participants in the school environment to be included in a large-scale collage that is used as the backdrop of the set of the final showing.
- Begin to explore collaboration with peers during the process of creating the photographs. Pairs will explore ways to creatively express themselves through the spatial relationship of the individuals in the photo; the spatial relationship to the environment, and mood related to location as well as facial expression.

Activities

- I. Gather in a circle. Take hands and come together in a circle
 - Introductions
 - Preliminary Survey
- II. Switch places in the circle
- III. Copy circle- Led by the facilitators and then the kids
- IV. Name Pass
- V. Seeds
- VI. Taking photographs
- VII. Story Game and Find Someone Who
- VIII. Closing circle: Appreciate the youth for their participation, good attention, sharing, and creative expression.

Day 2

Goals

- Continue to build confidence and safety among participants while encouraging them to explore their own artistic and creative impulses.
- Continue to build community through creative collaboration, mutual support, and appreciation
- Teach movement theatre forms that will be utilized in the final showing at the end of the week.
 - Text creation: Facilitators interview students, gathering information about their life, neighborhood, school and favorite hobbies.



Turning the Wheel

Turning the World Toward New Possibilities

Activities

- I. Gather in a circle. Take hands and come together in a circle
- II. Switch places in the circle
- III. Copy Circle
- IV. Alternating Shapes
- V. Lead and Follow
- VII. Shaping Line
- VIII. Corridor Dances
- VIII. Writing Sentence stems and Peer Interviews
- IX. Closing circle: Appreciate the youth for their participation, good attention, sharing, and creative expression.

Day 3

Goals

- Explore additional and more sophisticated performance forms that will be used in the final showing, where participants become the choreographers as they create movements, demonstrate and teach them to their peers.
 - Build ensemble work and leadership skills by positive attention and affirmation of the movement score groups.
- Students see the results of their photography from the first day. This deepens their ownership of the project and builds confidence.
- Record text to be included as an element of the soundtrack for the final showing.
- Continue to build and support the community through collaboration, mutual support, and appreciation.

Activities

- I. Gather in a circle. Take hands and come together in a circle
- II. Switch places in the circle.
- III. Copy circle
- IV. Movement Scores: Teach a guided large movement score and then have the youth divide into their seed groups from the day before to create their own movement score. Each youth teaches everyone a movement that they repeat for a count of eight. Once each person has a movement, then the group participates in a collaborative process to decide the staging of the dance.
- V. Break into small groups and record text from sentence stems and peer interview
- VI. Call and Response, from sentence stems.
- VII. Closing circle: Appreciate students for their participation, good attention, sharing, and creative expression.



Turning the Wheel

Turning the World Toward New Possibilities

Day 4

Goals

- Create the costume element: mask creation. Youth develop an appreciation of art through their artistic creation, as well as witnessing the diversity of expression within their peer group.
- Allow students to explore their own unique artistic voice in a safe, open environment.
- Continue to build community through collaboration, mutual support, and appreciation.
- Accountability, self-esteem, and leadership become focal points of the project.
- Work on building the set: Origami allows students to play within the safety of a structured art form. It stretches their analytical learning.
- Continue to build and support the community through collaboration, mutual support, and appreciation.

Activities

- I. Gather in a circle. Take hands and come together in a circle
- II. Switch places in the circle.
- III. Copy circle
- V. Mask creation: Each youth is provided with a white half mask. The facilitators assist them in decorating the masks any way they want with the supplies provided.
- VI. Show masks and do a mask/shape wave
- IV. Stars and Origami Set Project
- V. Story Game
- VI. Learn a Song: Love Grows
- VII. Closing circle: Appreciate students for their participation, good attention, sharing, and creative expression.

Day 5

Goals

- Smooth through the performance and deepen comfort level with final performance.
- Perform with costumes for family and friends! Completion of the performance solidifies the sense of ownership, self-esteem, leadership, and accountability for youth. It allows students to be seen, heard and appreciated for the gifts that they bring to themselves and their community.
- Play and Have fun!

Activities

- I. Gather in a circle. Take hands and come together in a circle
- II. Switch places in the circle
- III. Copy circle
- IV. Run through the dance sequence
- VI. Run through the dance sequence a second time in costume
- VII. Affirmation circle
- VIII. Performance for families and teachers



Turning the Wheel

Turning the World Toward New Possibilities

ACTIVITY LESSON PLAN

Prepared by: Turning the Wheel

Title: Photo Mask Dance Project

Time needed: (1 hour each day)

Goals:

- Invite student participants into a welcoming environment that is safe and encourages artistic and creative expression.
- Introduce working as an ensemble. Explore movement based theatre games to get students connected with themselves, other participants, and team facilitators in a fun and playful way.
- Begin 1st phase of set creation: Students are placed in small groups to take photos of the other participants in the school environment to be included in a large-scale collage that is used as the backdrop of the set of the final showing.
- Begin to explore collaboration with peers during the process of creating the photographs. Pairs will explore ways to creatively express themselves through the spatial relationship of the individuals in the photo; the spatial relationship to the environment, and mood related to location as well as facial expression.

Materials: Cameras, Pencils, Paper

Activities

I. Gather in a circle. Take hands and come together in a circle

 Introductions

 Preliminary Survey

II. Switch places in the circle

III. Copy circle- Led by the facilitators and then the kids

IV. Name Pass

V. Seeds

VI. Taking photographs

VII. Story Game and Find Someone Who

VIII. Closing circle: Appreciate the youth for their participation, good attention, sharing, and creative expression.

Gather in a Circle and Introductions: Class begins by coming together and discussing the overview for the class, including an introduction of the facilitators. We also mention the final performance and talk about how each class will build toward this cumulative project. We set up conditions for success around physical safety. We do a lot of improvisational movement so we talk about keeping each other safe and body awareness.

Switch Places in the Circle: To reenforce keeping each other safe and to enhance body awareness with improvisational forms we start with an easy game of switching places in the circle. Everyone becomes present in the room and aware of the other people in the class, a first step toward building community. Facilitators introduce different verbal cues for crossing the



Turning the Wheel

Turning the World Toward New Possibilities

circle. Ex: Cross slowly, cross happily, cross and see someone, cross as fast as you can without touching anyone.

Copy Circle and Name Pass: We start with everyone in a large circle. To begin the facilitators will each take a turn doing a variety of fun gestures and everyone else is encouraged to copy. It can be silly and goofy, or slow and deliberate. It gives the students an opportunity to see all the ways they can move as dancers in the class. After each of the facilitators has had a turn to lead, we go around the circle giving each student a turn to be lead the group and be copied. For the first class we often encourage students to say their name with their gesture, to learn everyone's name. Each person gets a chance to be seen and feel the power of leading the group in a highly successful environment, which sets the stage for growing into more leadership over the course of the class.

Seeds: This game becomes a form in the final performance. We start with everyone standing in a circle. For this exercise, one person goes in the middle of the circle and makes a shape. As soon as that "seed" person is totally still, the rest of the group runs in and takes a shape in response to the seed shape and gets very still. Together, everyone makes one big, still sculpture. Then once the group is comfortable with the game, we play with different ways of responding to the seed person. You can play with different levels, using the floor or towering over the seed person. You can run in and be really close to the seed person, or, you could try being far away. Everyone is given a chance to be the "seed," which is another opportunity to take risks and experience being a leader. The other participants in the game participate as collaborators as they respond to and engage with the "seed."

Taking Photographs: Kids are placed into small groups with a facilitator. Each group is given a camera and sent out into the school grounds to take pictures of each other. Each kid gets to be the composer of 4 to 5 photos. Kids work together to create the ideas presented by the composer. This is the first project of many that exposes the kids to potentially new art forms. Seeing the final product builds self esteem and encourages arts appreciation.

Story Game: This is a quiet game to close the day. Sitting in a circle, as a small group, the students are encouraged to come up with the name of a story that has never been told before. Then together we build and tell the story to the title we made up. Often students will choose topics from their own life and experiences. Each person gets to add one sentence to the story as we go around the circle. Students have to listen to each other and work together to create a beginning, a middle, and end to the story, and learn to support each idea that is brought in.

Closing Circle: We appreciate the youth for their participation, good attention, sharing, and creative expression. Then we close by sending love out to anyone needing it, around the circle to each other, and then "touch the earth, dance forever" while drumming on the ground. This weekly ending builds the safe container and adds consistency to our weeks together.

SAM Search Results
List of records matching your search for :

Search Term : turning* the* wheel* productions* inc.*
Record Status: Active

No Search Results