

Dear Teacher,

Thank you for selecting this play as an activity for your class! We are certain that your production will be a success, and wish to thank you for your help in spreading awareness about epilepsy. In this section, you will find the upper level version of the play *Perfection*, designed for performance by students in grades six to twelve, for an audience of grade four and five students. The play can be adapted for performance in classrooms, but would be wonderful at assemblies in a gymnasium setting. It is probable that your class has more students than there are characters, so you will need to decide whether you want to have groups rehearse different versions of the play, or to only have one cast and assign the rest of the class other positions, such as:

- Director(s) – someone who sees the play as a whole, and helps the actors to find the reasons for their actions by telling them where to move and helping them say their lines to convey the meaning; oversees all elements of the production.
- Stage Manager(s) – someone who is very organized and facilitates communication between all the other members of cast and crew by making calendars, lists, and attending rehearsals to take notes on what the director says
- Props Person/People– in charge of finding the props required and keeping track of them, making sure that they are in the right place, etc.
- Costume Person/People – in charge of finding (or creating) the right costumes, altering them, keeping track of them, etc.
- Public Relations – in charge of advertising and keeping open communication with schools (and teachers) where the play is intended to be performed.
(if you have not already connected with an elementary school classroom in which to perform, see the Public Relations letter templates located on pages 25-26)
- Technicians – people who plan and implement technical elements of the show, such as lights and sound (including music); be sure they know what facilities the performance space has!
- Set Designers/Builders – after examining the script and speaking with the director, these people plan the set, find all of the elements (or build them) and transport them to the performance space.

The people in these positions can also act as discussion and activity facilitators on the day of the show. It might be beneficial to have a question-and-answer period with the whole audience, and then to have discussion and activities in small groups. The materials for discussion and activities are located in the “Grade 4 / 5 Follow-up Activities” section. Please note that if you plan to have your students facilitate discussions and activities, it may be important to review active listening and facilitating skills in your class, and predict some issues that may arise so that your students feel prepared to answer questions and handle a group.

Again, thank you for your support. If you require more materials, or have comments or questions, please feel free to contact Epilepsy Ontario at 1-800-463-1119.

Sincerely,
Alysse Rich
Author and Program Coordinator 2004/2005

SOLICITATION LETTER: TEMPLATE

DATE

Dear (PRINCIPAL) and Staff,

We are currently offering an exciting presentation for grades four and five students that is both entertaining and educational. Student volunteers have been working diligently and are proud to offer a new program, *Perfection*. *Perfection* is a short scripted play which is designed to aid in presenting some themes from the grade four and five Ontario Health curriculum, including bullying, media and self-image, and building healthy relationships.

The play's story is about a young girl's experiences with epilepsy, acceptance, and growing up. The lessons presented in the play not only help to spread awareness about epilepsy, but its themes are applicable to all students in the formative years of their education.

The student volunteers have worked diligently to rehearse the script and assemble this half hour show. It can be adapted for performance in either a classroom or at an assembly. The short presentation is free of charge, however, a donation to support the program would be greatly appreciated. In addition to the short play, the actors provide a brief question-and-answer period after the show to answer any questions about epilepsy or other issues that are examined in the play. The actors and crew are also available to lead follow-up activities in the classrooms following the performance.

To book a performance or discuss any question or concerns, please contact _____ at _____.

Sincerely,

(YOUR NAME)

THANK-YOU LETTER: TEMPLATE

DATE

Dear (PRINCIPAL) and Staff,

Thank you for inviting us into your school for the presentation of *Perfection*. We hope that you found it a valuable and worthwhile experience for your staff and students. We are always grateful for the opportunity to spread awareness regarding important issues such as epilepsy, self-confidence, and body image.

We would like to thank the students and staff for their interest and attention. We hope that they gained a better understanding of epilepsy and that the show provided the momentum for further discussion and activities. .

Thank you again for your time and generous support.

Sincerely,

(YOUR NAME)

Perfection

Alysse Rich

*This is the version of the script intended for actors in grades 6-12 to perform for an audience of grade four and five students. The follow-up activities for the audience can be found in the section entitled “**Grade 4 / 5 Follow-up Activities**”.*

Production Notes: This script includes instructions for the lighting of the show. However, it is probable that most Elementary School production spaces are not equipped for these technical requests. Instead, the Director may choose to work with tableaux or freezing to direct the audience’s attention toward the action.

Characters:

Jenny: A smart and compassionate young woman with epilepsy, in approximately grade four or five. Although normally emotionally strong, she is experiencing a crisis in confidence due to her recent seizure in the presence of a classmate. The actor that takes on this part must be sure to do thorough research about epilepsy in order to realistically portray a seizure. She should also investigate what it is like for a young person to have epilepsy in order to understand the stigmas and struggles Jenny faces.

Mom: A caring and supportive maternal figure. She has a close relationship with her daughter Jenny, and has been exceptionally supportive to Jenny as both a parent and a role model.

Lawrence and Mandy: Exaggerated versions of superficial, self-indulgent television hosts. Both are transparent, stubborn, interfering, and closed-minded. They truly believe that their advice is a gift to less ‘perfect’ people.

Andrew: A humorous, good-natured boy in Jenny’s class. As they work on a school project, they joke around by teasing each other (in a non-offensive manner).

Natasha: The model of a loyal friend. She and Jenny have a long history of friendship which should be apparent to the audience. Her parents are not as wealthy as those of her friends, and she does not place much value in aesthetics and superficiality.

Samantha: Another girl in Jenny’s class. Generally the ringleader in teasing and minor bullying. She enjoys her power by flaunting it and making others squirm when she doesn’t get her way. In fact, her cruelty masks insecurity about herself and her home life (though she must not be portrayed too sympathetically).