

Standing on the Edge



Booking Information for
Performance, Workshops and Residencies

About Standing on the Edge

The teen years are tough ones and the play *Standing on the Edge* challenges how we view those years and the life-altering experiences that we each must go through in the name of maturing. Through spoken word, dance, and multimedia, audiences follow the journey of five characters as they experience insecurities, new-found love, tragic loss, and ultimate triumph...all in the course of four short years.

One of the unique things about *Standing on the Edge* is that it also offers an interactive talkback. Several of the themes that are discussed can be triggering. It is very important to us that students who are going through similar situations or know people who are going through similar situations have the support they need. We reach out to community organizations that focus on teen mental health to assist with the talkback by providing information and tangible options for students and their families.

How Standing on the Edge Began

As a public school teacher for 14 years, Ayesis Clay (playwright/director) witnessed first hand the challenges that face today's youth. As a teacher of Theatre, she felt compelled to try and capture the emotions and situations that her students found themselves in over and over. Early in the writing process, she discovered that many of the experiences that she was attempting to capture surrounding her students, were similar (and in some cases oddly exact) to the ones she experienced growing up. After its first performance in 2012, Ayesis found that the stories and experiences were not solely unique to her and her students but were common among the vast majority of people in the audience.



Performances
Workshops
Residencies



Performance of Standing on the Edge (PROFESSIONAL CAST)

Suggested for Middle School, High School, College, Education Professionals, Parent Groups, Youth Leaders, Church Groups

Includes:

- Full performance of Standing on the Edge presented by 5 professional actors (RUN TIME: 70-90 minutes)
- Cast options:
 - All Female
 - Mixed Gender
- 10-15 minute talkback with cast (Optional: can be done with a mental health professional and with technology i.e. audience polls)
- Digital promotional material for Standing on the Edge

Possible options for booking Standing on the Edge:

- School performance/Assembly for PBIS, Character Education, Theatre classes, etc. (A talkback is recommended.)
- Performance and talkback can serve as Professional Development for educators, school professionals and youth leaders. An extended talkback is offered in conjunction with a mental health professional and is geared towards enlightening educators on their role in the emotional and mental health of the teens they service and how to recognize the signs and symptoms of teen depression
- Performance and talkback for parents and parent organizations. An extended talkback is offered in conjunction with a mental health professional and is geared towards enlightening parents on their role in the emotional and mental health of their children, helping parents recognize the signs and symptoms of teen depression, and providing informational material on community services available to families
- If your school counselor conducts group sessions with students, Standing on the Edge can serve as a discussion point for sessions following the viewing of the play!

Ask about our multi- performance option!

Standing on the Edge Experience (Residency-STUDENT CAST)

Suggested for High Schools/Colleges/Youth Organizations

There are 5 main roles (and up to 20 ensemble roles) that can be filled with students from your program!

Includes:

- One full performance of Standing on the Edge WITH 5- 20 students (RUN TIME: 80 minutes)
- 9 week Residency/Workshops for students include:
 - Staging, Acting coaching, and choreography for Standing on the Edge
 - Development of new material specific to the needs of your group to be performed in their production of Standing on the Edge
 - Residency can be extended to full semester! Contact for details
- 10-30 minute talkback after performance with cast (can be done with a mental health professional and with technology i.e. audience polls)
- Digital promotional material for Standing on the Edge

Schools/Organizations can use this option for recruiting, hosting a field trip for neighboring schools, etc

100% of profits from performance go to YOUR school/organization!!!

Beyond
standing on the Edge

Workshops/ Professional Development



Youth Voices in Motion

In-school residency suggested for High Schools/Colleges/Youth Organizations



In conjunction with a classroom teacher, a certified teaching artist will guide students to create a devised theatre presentation using their own writings that can be performed in class or for an audience!

- Can be done in conjunction with ELA, History, or Drama classes

Students will participate in:

- In-roll writing
- Collage creation based on theme
- Physicalizing text
- And many other arts-integrated activities!

Creating Dynamic Youth-Driven Performances: Taking Youth Poetry/Writing and Creating an Authentic Performance-based Experience

Suggested for Education Professionals, Parent Groups, Youth Leaders

This workshop focuses on guiding educational professionals who wish to create original works on their own with their students.

It can be adapted to the needs and budget of your organization. Topics that can be included are:

- Pointers on how to get teens to express themselves on paper
- How to choose themes/through-lines for a play
- Plot structure
- How to devise a play with teens
- Directing 101 (How to stage a performance)



Curriculum Connections

National Core Arts Standards

Anchor Standard #7. Perceive and analyze artistic work.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Common Core: English/ Language Arts

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Testimonials from Educators

“...As a high school principal, I hear the struggles of my students every day as I try to convince them of their strength to make it through their high school years; what to many students are the hardest four years of their young lives. My students now know they aren't alone and they will survive, thanks to Ayesis Clay's production of *Standing on the Edge*. Every high school OWES it to their students to bring this production to their school. You, your staff and parents cannot do it alone; give your students an opportunity to become comfortable in their own skin and find hope on the stage through *Standing on the Edge*.”

Rebecca Castle, Assistant Principal
Prince George's County Public Schools

“When I think of the title “Teaching Artist,” I immediately think of Ayesis Clay. You see, every artist is not a teacher, and every teacher is not an artist, but Ms. Clay is a true representation of both. I have had the pleasure of working with Ayesis in both capacities for several years. Her outstanding abilities as an actress, writer, and director reflect that of an artist who continuously spends time honing her craft and refusing to settle for the norm. As a teacher, Ayesis approaches all of her students holistically and with genuine care. She can meet any student where he or she is, yet nurture him or her to meet high expectations. You can't go wrong working with this dynamic thinker, organizer, writer, creator, teacher, and all around artist.”

—**Christopher Assing**, Mentor Teacher
Prince Georges County Public Schools, Office of Talent and Development

“My students were completely engaged with this play! From the Hip Hop music and the choreography to the funny moments between the characters and the poignant words spoken, this play (*Standing on the Edge*) had their complete attention! The talkback after the play really opened up some conversations that NEED to continue in the classroom and beyond. Thanks cast and crew for a great show!”

Larry Clay, Dean of Students
Thomas Johnson Middle School

“...Through a clever use of words and movement, the playwright gives birth to five salient voices that truthfully reveal the strengths and struggles associated with student life...I believe that not only did my students experience an emotional journey but they also saw a reflection of themselves on that journey. We, as educators and parents, look to nurture and engage the whole child; this work of art is an essential text that easily compliments any high school curriculum and helps us begin conversations that are very much needed. “

Bridgit Artis, Theatre Teacher
Capital City Charter School (5-8th grade)

Testimonials from Parents and Students

“*Standing on the Edge* was fantastic! Every middle and high schooler and their teachers need to see this play! It's life changing!!!”

--**Sandra Yates**, Parent

“One of my favorite things about Mrs. Clay is that she 100% always always ALWAYS treated me like an artistic equal. I was not a silly 14, 15, 16 year old to her who had nothing in my head and should be spoken to like a clueless adolescent. Mrs. Clay wanted to hear what I thought about a particular piece of text and what characters interested me as an actress. If I wrote a play, what would it be about? Was a new scene she added to one of her plays working? I think for adults, it's hard to imagine what impact that level of respect makes on an offbeat young teenager interested in the arts - or any young person for that matter. As someone who experienced it, I can confidently say that the impact is HUGE. To have this intelligent, interesting, creative ADULT validate your thoughts and ideas and genuinely want to hear what you have to say is an intensely powerful experience and Mrs. Clay provided that.”

—**Stefanee' Martin**, Student, Netflix's *The Get Down*

“Mrs. Clay's work is outstanding! She is so enthusiastic and extremely passionate-- making the students desire to do more than normal. As a director, she was awesome! Seeing her interact with the students was amazing. If you have an opportunity to take classes/coaching sessions with her, go for it--you won't be disappointed. I know that I am extremely grateful that two of my sons had a opportunity to be taught by her!”

—**Inetta Moore**, Parent

“I loved how Mrs. Clay's class was a safe place for me to use my voice.”

—**August Taylor**, Student

“Throughout my interactions with Mrs. Clay, I've learned that she isn't an average teacher. Mrs. Clay made her room a safe space for all of her children and was always someone you could talk to. Mrs. Clay is more than just a teacher, she is someone who gives her all in her career, shows compassion, and supports her students.”

—**Chandra Hopkins**, Parent

“I noticed I became more confident in myself and my artistic dreams, she gave me a way to discover different aspects of myself my other teachers could not. I also noticed a change in my attitude, before her class I did not know how to take constructive criticism very well. But throughout my four years with her all I wanted to hear after a performance were notes from her.”

Micala Hammond, Student

More Workshops Available

ACT I: Activating Creative Teaching through Arts Integration (60 or 90 minutes)

(Educators for Grades K-12)

A staff development workshop for educators that explores the many ways that Drama can be integrated into core subjects to increase student engagement and achievement.

ACT II: Activating Complex Text (60-90 minutes)

(English/Literature/Reading Comprehension/Drama Grades 6-12)

Students will deeply explore characters in literature through monologue writing and improvisation. Can be delivered to students or as a staff development workshop.

Living History: Historical Comprehension and Assessment through Drama (60-90 minutes)

(History/Social Studies/ Grades 6-12)

Students will explore historical characters and events through dramatic interpretation and exercises. Can be delivered to students or as a staff development workshop.

Writing Your Own Play (90 minutes)

(Grades 9-12/ Community Workshop)

Attendees will learn how to start a play, structure it, and begin writing their own one act play.

Theatre Exploration for Senior Citizens (60 minutes)

(Ages 55 and up)

Seniors will engage in various drama exercises designed to inspire the mind and get the body moving!

Devising Theatre (90 minutes)

(Educators for grades /Community Workshop)

Attendees will explore the concepts of devising theatre around social issues and will use them to create a short piece that can be performed at the end of the session. This is also offered as a longer residency leading to a possible public performance.

Unique workshops can be created based on the needs of your organization.

If you don't see something you need, just ask!



Ayesis Clay

Playwright/Director/Teaching Artist

Ayesis Clay is the founder and Artistic Director of Sculpted Clay Theatre Company. Her vision for Sculpted Clay is simple: to use the transformative power of Theatre to encourage and strengthen relationships, social awareness and mental health, particularly in adolescents.

Having served as the Theatre Department Chairperson for the Center for the Visual and Performing Arts in Prince George's County, Maryland for 14 years and being an influential member of the Prince George's County Theatre Advisory Board, she's personally seen the affect that access to Theatre has on teens in coping with the social and psychological challenges presented to them at this age.

After receiving her Masters in Curriculum and Instruction, Ayesis' commitment to educational theatre was only strengthened when she became a certified Arts Integration Specialist, seeking to use her passion for the arts to expose and enrich the connections between multiple disciplines in the classroom.

For more information on her directing and acting work, visit her website at www.ayesisclay.com



"I'm new here"

To Book Standing on the Edge
or any Workshop/Residency

Contact

Ayesis Clay

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