

Sarah Wolfman-Robichaud

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Education

07/2009 B.Ed. University of British Columbia, Elementary Education (Grade 5/6 practicum)
 11/2008 M.A. University of British Columbia, Literacy in Education with a Focus in Drama Education
 05/2001 B.A. Oberlin College, Art History/Theatre, Independent Focus in Theatre Education

Teaching Experience

02/09 – present University of British Columbia *Image Theatre Workshop Facilitator*

Provide training sessions in Image Theatre method (Augusto Boal) to university students for use in community and work settings focusing on social justice. Maintain contact for further inquiries, provide support during implementation, apply advances in research to workshops. (undergraduate and graduate) Vancouver, BC

09/07 – 6/08 Maple Grove Elementary *SSHRC Grant Visiting Teacher-Artist*

Facilitated four elementary classes in using drama techniques and activities to explore the many facets and prevention possibilities of conflict within the schools. Integration of Image Theatre (Augusto Boal) methods into a classroom setting to help students create dialogue, build confidence, and skills to manage conflict. (Grade 1 – Grade 5) Vancouver, BC

11/06 – 04/07 Fraser Academy *Drama and Social-Emotional Learning Practicum Placement*

Implementation of drama and social-emotional learning (SEL) skills into Grade 7 BC curriculum; develop lesson plans for English and Social Studies material, with special attention paid to the various learning disabilities (dyslexia, ADD, ADHD) of the students; work closely with teachers to develop SEL within their own lessons. (Grade 7) Vancouver, BC

7/02 – 05/06 Wallace Elementary School *Read Aloud Volunteer*

Tri-monthly, volunteer for 2 hours to read books aloud to second grade students. Interact with, ask questions, and discuss the different elements that go into a book – story, illustrations, paper quality, binding, etc. (Grade 2) Hoboken, NJ

2/00 – 07/01 The MAD* (music, arts, drama) Factory Theatre *Head-Teacher, Music Director, Camp Counselor*

Develop and integrate acting and performance curriculum; coordinate and ensure use of participants' ideas and music/dance abilities into full performance(s) at the conclusion of eight-week course(s). Provide training in acting, voice and body movement techniques; teach costuming and set-design; mentor participants in culture of theatre community; collaborate on the coordination and implementation of full performance. (Pre-school – Grade 8) Oberlin, OH

1/01 – 07/01 KIDSsmART On The Road: A Traveling Art Troupe *Staff Supervisor and Artist-in-Residence*

Develop children's theatre curriculum for grant-funded program in two public centers; provide training and modeling in acting, modern dance, and musical techniques for students; perform in-service training and support to 20+ public school teachers, incorporating multiple intelligence strategies into the classroom; provide resources, teaching materials, and techniques to public school teachers. (Kindergarten – Grade 6). Lorain County, OH

Children's Theatre Experience

09/01 – 07/02 Rumple Who? *Role: Queen*

Perform for children ages 3-12 on a weekly basis. Helped, as character, with celebrations afterwards at the theatre as a supplemental activity for the children and their parents/guardians. New York, NY

Spring 2000 Peter Pan *Role: Peter*

Provide supplemental vocal and acting coaching for individual children; serve as director and musical director on as needed basis; collaborate on all aspects of preparation for two runs of show; work on set construction. Oberlin College, OH

Winter 1999 Wizard of Oz *Assistant Director*

Manage cast of 45 in all aspects of theatre production; organize publicity/production; supervise and implement show warm-ups: physical and vocal exercises; collaborate with Director on administration of show; provide acting direction and music direction on as needed basis; serve as liaison to parents of young actors. (Kindergarten – Adult). Oberlin College, OH

Winter 1999 Trust-T *Role: Narrator/MC*

Supervise and implement show warm-ups: physical and vocal exercises; provide supplemental vocal and acting coaching for individual children. (Grade 4 – Grade 5). Oberlin Public School, OH

continued

Sarah Wolfman-Robichaud – continued

Special Training

07/07 – 08/07 Headlines Theatre, Theatre for Living Training Workshop, Level 1
6-day intensive workshop that delves into various techniques designed by Augusto Boal and reworked by David Diamond to explore the techniques, applications, and effect of Theatre of the Oppressed methods. Vancouver, BC

01/07 – 04/07 Arts-Based Social Activism, and Cultural Transformation, University of British Columbia
40-hour intensive to explore the interconnections between social learning and community arts-based practices, research, and activism; emphasis on study of the empowerment, education, and creativity of the oppressed, issues of racism, citizenship, exploitation, personal and social change, and community development through the arts. Vancouver, BC

09/06 – 04/07 Social-Emotional Learning (SEL) Practicum, University of British Columbia
Participate in cutting-edge theory and practice of social and emotional skills practicum to promote ethical development, empathy, citizenship, and motivation to achieve in schools and youth; through the intense study and training in local socially responsible programs (Safe Teen, Mindful Education, Community Restorative Justice Initiative, Anti-discrimination Response Training, Roots of Empathy, etc.), I brought SEL skills, lesson plans, and activities to a school setting to promote the awareness of such programs and their benefits. Vancouver, BC

09/00 – 05/01 Private reading – Theatre Education
Develop a private reading outside of the standard curriculum at Oberlin College that focuses on theatre education for elementary-high school students; observe and document various ways of teaching theatre; research methods of arts education used in public and independent schools; examine the psychological effects of arts in schools; present findings of to a committee; develop a manual to incorporate theatre education into a public school curriculum. Oberlin College, OH

Leadership Roles

02/98 – 05/00 OMTA (Oberlin Musical Theatre Association) Co-Chairperson
Elected position to serve as liaison to college administration and theatre production committees; facilitate staff meetings, write budget proposals and grants, serve as publicity coordinator; develop and build model musical theatre program on campus; create vibrant musical theatre link Oberlin Conservatory and Theatre Department. Oberlin College, OH

11/99 – 2/01 Hair Music Director/Assistant Director
Conduct band; locate and bring pertinent background materials to actors to enrich acting experience and to strengthen performance; perform administrative tasks; shape and nurture a close community amongst actors. Oberlin College, OH

Summer 2000 Pippin Role: Catherine/Music Director/Assistant Director
Collaborate on coordination and production of the first full production for The MAD* Factory Theatre; music direct 20 cast members; provide private lessons in acting techniques and vocal training; oversee production of show; hold supplemental classes on production techniques. (Grade 3 – Adult) The MAD* (music, arts, drama) Factory Theatre, Oberlin, OH

09/94 – 05/97 Horizon Program Musical Director/Co-Founder
Design and co-facilitate model theatre program for children with special needs; develop musical activities to compliment program; support participants in building self esteem and trust. (Grade 3 – Grade 10). Worcester, MA

Conference Presentations

06/08 Canadian Society for the Study of Education, University of British Columbia, Vancouver, BC:
“Multiple Perspectives, Loyalties and Identities in Educational Spaces: Exploring through Ethnodrama”
“Ivory Tower: A Doctoral Encounter with Self”

01/08 Hawaii International Conference on Education, Waikiki, HI:
“Investigating Performative Approaches to Educational Research”
“It’s Elementary! Learning and Building Community Through Shakespeare”

05/07 Canadian Association for Theatre Research Conference, University of Saskatchewan, Saskatoon, SK:
“Performing the Complexity and Art of Teaching (in Theatre)”

05/07 Canadian Society for the Study of Education, University of Saskatchewan, Saskatoon, SK:
“Performing our Way Through the Art and Complexity of Teaching and Collaboration”
“Performing Graduate School: An Ethnodrama”

04/07 Graduate Student Conference, The University of British Columbia, Vancouver, BC:
“Finding the Flow: Performing Pedagogy”

References upon request