

# SAMANTHA RESER

TEACHING ARTIST

## CONTACT

**Phone**

580 465 5833

**Email**

samanthamreser@gmail.com

**Website**

TBA

## TEACHING PHILOSOPHY

Every young person should have access to theatre. They should have the opportunity to experience theatre multiple times, whether it be through performances, workshops, or in-school residencies. This theatre should allow young people to see themselves represented on stage. Young people should be allowed to process and analyze what they are seeing, and then get to take part in theatre themselves, whether it's to learn how to play a character or to learn why other humans do the things they do. Providing accessible theatre to young people is integral to my philosophy as a teaching artist and as a human.

As a teaching artist, I use theatre to educate my students about the world around us. I focus on fostering empathy, as learning about characters from different backgrounds can help change our worldview. Through creative drama, improvisation, and scene work, I encourage students to imagine themselves stepping into another person's shoes. This allows students to empathize with a character's emotions and to explore the conflicts they may face. Through group brainstorming and activation through tableau, pantomime, and dialogue, my students are able to learn problem solving and critical thinking skills in the safety of classroom with a mentor to guide them. I focus on fundamental theatre skills such as diction and projection, physical work, and ensemble growth so students can apply those skills to other aspects of their lives, such as public speaking, classroom focus, and active listening.

To ensure my students are retaining and applying these skills, my classes, residencies, and workshops frequently culminate in a final shared product, for fellow peers or for audiences of family and friends. In rehearsals for this final sharing, we will often pause to reflect on our journey so far and comment specifically on different observations. I equip my students with language that promotes specificity, both to strengthen their classmates' work and to reinforce their own. I believe that my objectives for each class can be interpreted broadly, because each student's success will look different at the end of the day. I will observe the needs of each student and check in through small groups or individual asides to provide feedback on their growth and ask guiding questions to help them along.

I believe that learning does not exist in a vacuum, so as collaborative as I expect my students to be, I also continue to educate myself in my field by connecting with other teaching artists and theatre practitioners and learning about the work that is happening nationally. When I work in a new partnership, I expect to learn as many new aspects of teaching artistry as I myself contribute.

I teach drama so that I can harness the power of an art form that contains in itself so many worldly skills. I teach drama so that I can teach empathy. I teach drama so that I can reach young humans who may not have otherwise had the opportunity to experience drama, and I hope that through doing this, that I can create a kinder, more sympathetic world.