



John Edward Doyle

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John Edward Doyle, Jr. is a Storyteller, Actor and Teaching Artist. He is the founder of Arts Education Integration LLC, a company that integrates creative arts into the educational setting. Originally from Burnsville, Minnesota, John moved to Atlanta to attend Morehouse College. After receiving theater training from Carol Mitchell Leon, John began his professional acting/storytelling/teaching artist career 15 years ago.

John has had the great pleasure to work in different professional theater companies in Atlanta. Some of his favorite productions include: Fly, The Old Settler, Home, Conversation between Barack Obama and Malcolm X...and many others.

John's passion is also in arts and education and he has had the great opportunity to blend those two in his career. He is a past actor-educator at Kaiser Permanente Education Theatre Programs. While there he became a core company member that toured that state of Georgia doing children's theater. John also created programming for Kaiser Permanente creating the Male Empowerment Workshop for middle school boys. He is a current performer with Teaching Museum, Georgia Ensemble Theater Arts in Education, Tattle Tales Productions, and his own company Arts Education Integration LLC.

John is an accomplished storyteller. Telling everywhere, from birthday parties, schools, festivals and conferences. John also conducts workshops on how to incorporate storytelling and digital storytelling in the classroom. He is the past resident storyteller at the High Museum of Art. John has also been a dedicated teaching artist and has partnered with such organizations as: the Alliance Theatre for 15 years, Georgia Ensemble Theatre, Kaiser Permanente Educational Theater, Georgia State University All-Stars Afterschool, Upward Bound, Boys and Girls Clubs, Young Audience, Atlanta Street Theatre, Camp Broadway at Fox Theatre, Fulton County Schools, Atlanta Public Schools, Cobb County Schools, Gwinnett County Schools and many others. Working with students from Pre K – 12th grade.

John's passion extends to his community service. His social work is what drives and motivates him. Through creative arts and teachings, he creates a space for youth to explore and express themselves in a meaningful and constructive way. John has worked with Bellwood Boys and Girls Club and Donnelly Boys and Girls Club teaching drama and poetry. Since 2012, John has volunteered with TLC, a youth alternative program at the Fulton County Juvenile Court House. During his time with TLC, he has facilitated creative writing and theater workshops as well as, co-directing a play written and performed by the TLC youth.

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John Doyle - Arts Infusion Residencies

The arts infusion work I have done in the past has included:

1. An arts integration residency with the focus on the Trail of Tears unit and combining it with process drama. It was a 12-session residency where we discussed different components of the Trail of Tears. Each step of the way students were able to use drama as a way to connect with the material in a deeper way. The final part of the project had the students 'walk the Trail of Tears.'
2. I had an arts infused residency for the 2nd grade that created a staged reading. First, students created a classroom story together based off of the life of Jackie Robinson. The classroom teachers wanted the story to focus on the hardships Jackie Robinson went through and how he rose above it. Teachers wanted the story to be fictional but to draw upon real life examples of why and how Jackie Robinson persevered. We studied his life and then we started to construct his story together. Once the story was constructed, each student was assigned a part in the story. They practiced separately and we practiced collectively. Our performance of the staged reading took place on the 12th session of the residency. Students were able to perform in front of their family and invited guests.
3. Another example of an arts infused residency was a 3rd grade program. Students were learning about Dr. Martin Luther King, Jr. and his 'I Have a Dream' speech. As a class we discussed what that speech meant and why it was important. I also discussed with students why it was important to Dr. King to give his speech. So, in the class we discussed what motivates someone to take action and we also discussed the content of the speech. Students were then asked to brainstorm on what issues might motivate them to action. After generating a list, students were asked to choose from anyone of the issues that motivated them. Students were then tasked with creating their own 'I Have a Dream' speech. They were given a guide on how to format their speech. Once students completed their first draft, they paired up to share with another student and to practice giving their speech in front of someone. This residency lasted 10 sessions. On the 10th session students then had the opportunity to give their speech in front of family and invited guests.
4. Another example of an art infused residency was a 3rd grade 12-session residency that used process drama, staged reading and technology. The classroom teacher wanted the story to have a theme of no bullying. First, I talked with students on what bullying is. Students then created a classroom story using the principles of process drama. Once students created a classroom story together, they were given an individual part. The students rehearsed by themselves and with a partner. They then drew a picture of their part of the story. Those pictures were then scanned into a Windows Movie Maker program. The students were then video-taped telling their part in the story. Their recorded part was synched to the picture they drew for that part. On the 12th session, we had a staged reading of their classroom story. Also, on the 12th session students were given a copy of their Movie Maker recorded story.