

# FULLY VAXXED CURRICULUM PACKET



This project was organized by Olympia Family Theater  
with support from the CDC Foundation

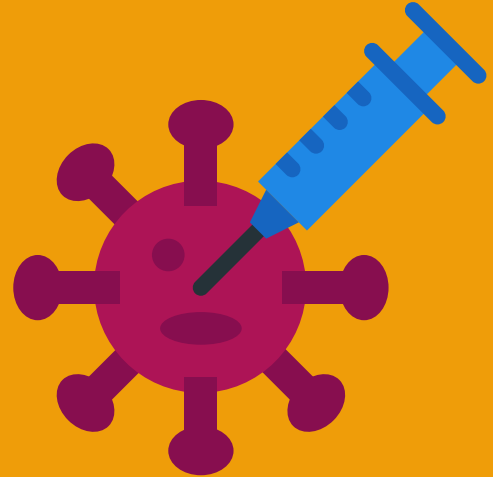


# The Plays & Playwrights

## **LUCHA VIRUS**

by Mabelle Reynoso

Benjamin lives with his elderly grandmother - who is obsessed with lucha libre. Benjamin can't decide whether or not to get vaccinated. One night he falls asleep in his grandmother's chair and watches his fears play out in an epic lucha wrestling match.



## **WHO'S AFRAID OF THE RAIN**

by Ramón Esquivel

A mystical gate opens between two worlds. A Sasquatch, a Lechuza, a Dragon, a ferret, and a shrimp meet in a library. They'll have to figure out who and what is real, and how to keep one another safe as they work through their differences.

## **THE GREAT AMERICAN LIVER SHOW**

by Miguel Pineda

Two characters meet in an undisclosed location. They encounter a wizard and talk about the first person to receive the vaccine. The audience will be called in to provide suggestions throughout the play in this improvisational and participatory piece.



# ABOUT FULLY VAXXED

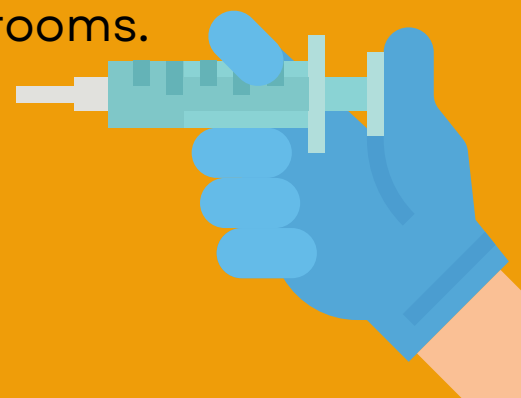
**When people hold opinions different from our own, how do we communicate with them?  
How do we do what's best for our family and community?**

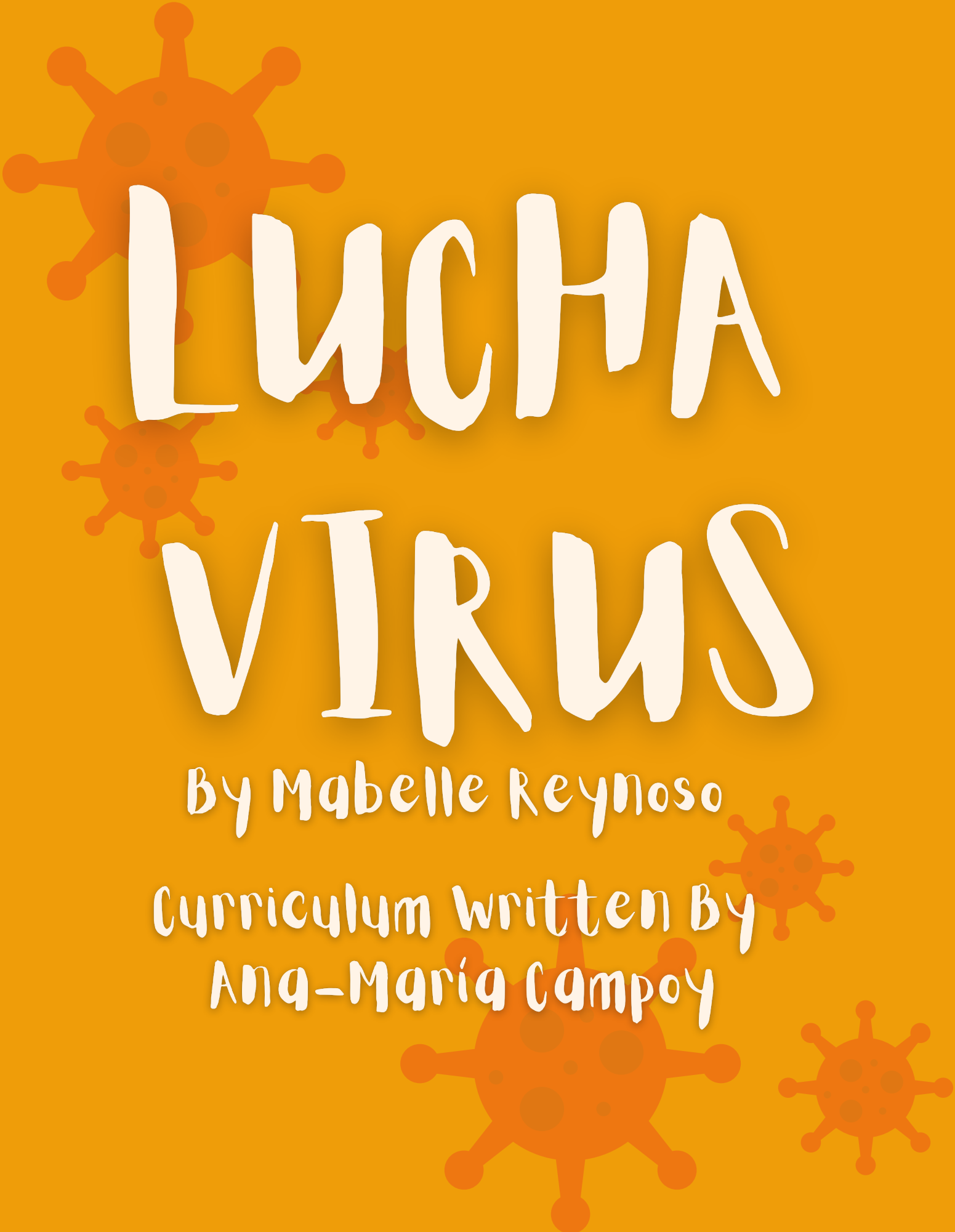
Though these plays are inspired by vaccines and pandemics; what they're really about is: luchas and grandmothers, sasquatches and dragons, and improv and wizards!

## A Big Thanks to the CDC Foundation!

In late 2021, Olympia Family Theater was awarded a grant by the CDC Foundation to improve vaccine confidence and acceptance through Theater and Community Partnerships. This work has brought over 50 artists from across Washington State together to devise, write, perform and facilitate workshops!

Thank you so much to the CDC Foundation for their generous support, and Thank You to everyone involved in bringing this project to the stage, and classrooms.





# LUCHA VIRUS

By Mabelle Reynoso

Curriculum written by  
Ana-Maria Campoy



# Activities for Kindergarten- 3rd Grade

## Lesson Goal:

Students will use their bodies and faces through theatre games to explore characters and relationships. Students will discuss in partners what care in relationships looks like and create mini community care tableaux.

Activity: Warm-Ups and The Statue Game

Skills Developed: Physical Expression, Physical Transformation, Collaboration

Length: 15-25 Minutes

Materials Needed: None

Facilitator welcomes the group, and thanks everyone for gathering together today!

Today we are going to practice physical expression like the actors in the play. Physical expression is when actors and storytellers use their faces and bodies to tell a story or show how a character is feeling.

Before practicing physical expression, the facilitator leads the group through some warm ups.

Start with a relaxed body and roll your shoulders back. Reach your arms high up in the air and make circles with your wrists. After a few rotations, make circles in the opposite direction. Now let's wake our bodies up with a shake down. Shake the right arm while counting to eight, then left arm while counting to eight, then right leg, then left leg. Repeat this sequence on a seven count, and keep repeating the sequence counting down to zero.

After our bodies and voices are warmed up, we are going to play the Statue Game!

Facilitator demonstrates actor neutral (calm, steady, slow walk around the room, with a relaxed facial expression) to participants, and invites everyone to try.

After everyone is walking around the space in actor neutral, the facilitator gives the command to freeze. Facilitator asks everyone to embody a series of commands, emotions, and/or characters. While participants are in these shapes/transformations/tableaux, the facilitator should go around and make observations about what they see (Facilitators, rather than labeling what you think you see (I see excited, or happy etc), describe what you see to validate the variety of creative choices (I see hands outstretched, I see hands in the air, etc.). Facilitator should give a variety of suggestions, for example- happy, nervous, hopeful, scared, confused, determined, teacher, rock star, doctor, abuela, luchador, (grand)parent. (cont.)

Facilitator transitions participants to find a partner. Ask each group to choose who is “Partner Awesome” and who is “Partner Beautiful”.

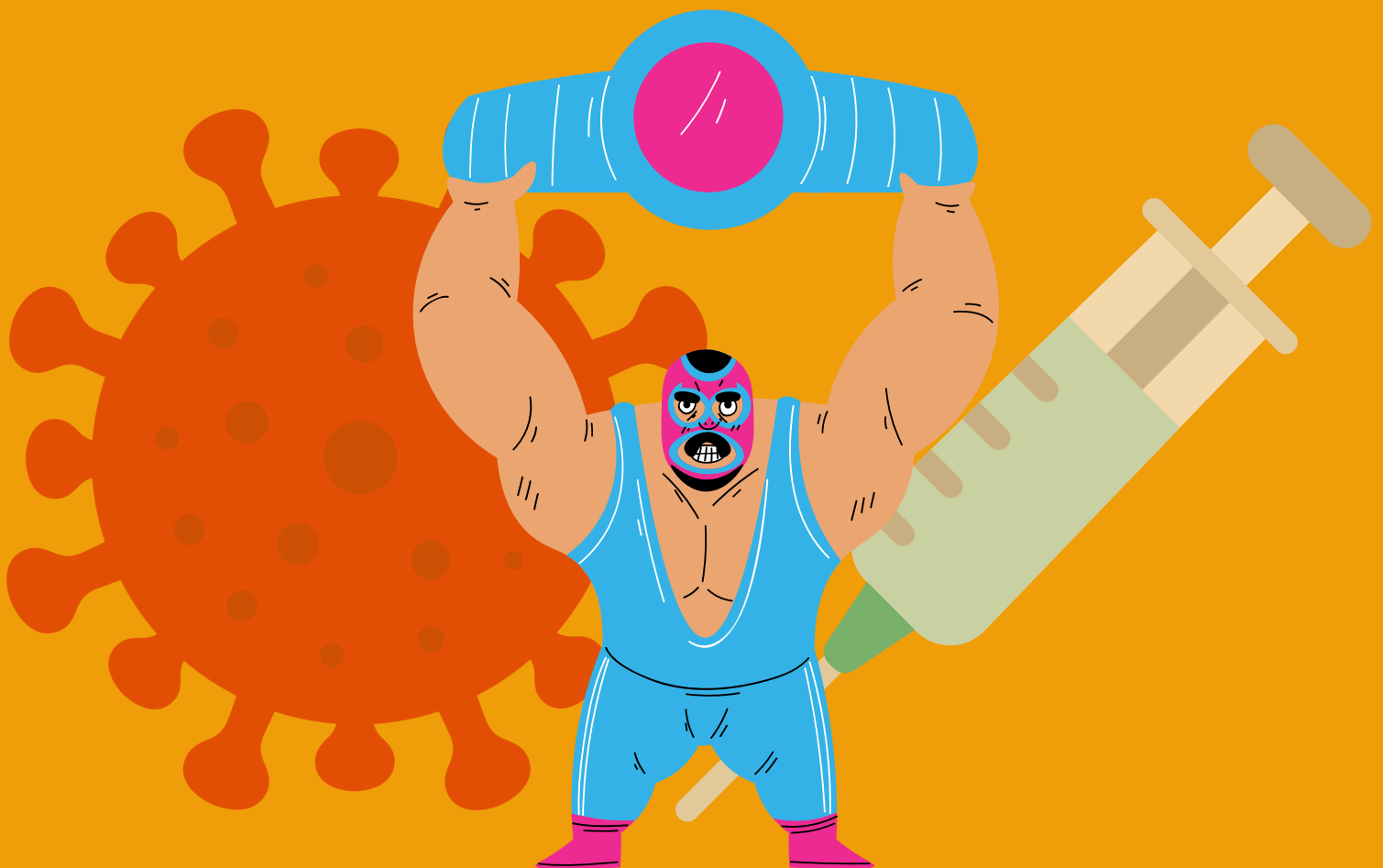
Facilitator asks each Partner Awesome to start as the lead, and Partner Beautiful to follow. The goal of this activity is to look like a mirror reflection as you move throughout the space. All groups are invited to try and move through the space of the room, using different levels and facial expressions.

After some time, ask the partners to switch roles.

After both participants have been the leader and the follower, give some time for each person to turn to their partner and tell them what they did well as a collaborator when they were leading and following.

Now that each pair has brainstormed a list of good collaborative qualities, instruct each pair to make a statue of what that collaboration looks like (examples- focused, good listener, watched me, was nice/kind, etc.).

Have each partner pair share to the rest of the ensemble and explain their collaborative trait.





Activity: Community Care Conversation

Skills Developed: Tableaux Making, Collaboration

Length: 20-30 minutes

Materials Needed: (Optional) Whiteboard/Poster Paper, Markers

As a large group, open a discussion about Lucha Virus.

If participants have seen the play, use these questions to start and guide the discussion-

- What are ways that Ben took care of Nana?
- Who else takes care of Nana? Who takes care of Ben?
- What are ways this play tells us how we can take care of our communities?

If participants have yet to see the play, use these questions to start and guide the discussion-

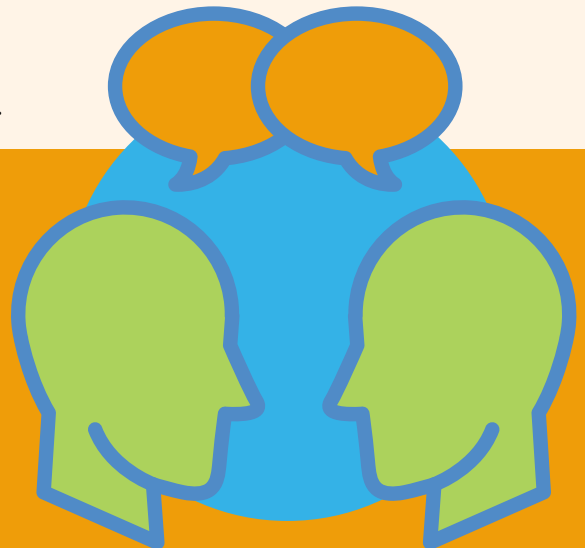
- What are some ways that people take care of us?
- How do we take care of each other in the classroom?
- How do the people we live with take care of us? How do we take care of them?
- What about taking care of our neighbors?

After the discussion, transition students into groups of 4-6. Take this time to explain that tableaux means “frozen picture” or “statue”, where the audience can recognize relationships, emotions, and actions (provide examples from the Statue game).

Ask each group to create at least two tableaux. The first tableaux should depict one way to take care of the community, the second should show how you wish others would take care of the community.

Everyone in the group should participate in the tableaux (but not everyone has to play a person! There are many different ways to participate!). Use levels and facial expressions to enhance the story!

Have each group share their tableaux with the ensemble.





Activity: Ending Reflection

Skills Developed: Gratitude, Bravery, Self reflection

Length: 5 minutes

Materials: None

Facilitator thanks everyone for their creativity and hard work! To work creatively as a community takes practice, bravery, and generosity- thank you!

Transition the group to a standing circle. For our final reflection, the Facilitator will explain to participants that they will share a series of statements. If you identify with the statement, then step forward into the circle, take a breath, and then step back. If you do not identify with the statement, do not react or move.

- I did something new today.
- I practiced bravery today.
- I can name someone from my group who was a great collaborator.
- I know something that I can do to take care of my community.
- I believe that taking care of my community is important.
- Step into the circle if you are grateful for someone in this community today.
- [Anything else that comes up based on your community conversations or want to celebrate of those students]



# Activities for 4th-8th Graders

## Lesson Goal:

Students will use their bodies and faces through theatre games to explore characters, relationships, and perspectives. Through conversations around community care, students will discuss what are ways one can support one's communities and address vaccine fears.

Activity: Welcome and Warm Up

Skills Developed:

Length: 5 minutes

Materials Needed: None

Facilitator welcomes the group, and thanks everyone for gathering together today!

Today we are going to practice physical expression like the actors in the play. Physical expression is when actors and storytellers use their faces and bodies to tell a story or show how a character is feeling.

Before practicing physical expression, the facilitator leads the group through some warm ups.

Start with a relaxed body and roll your shoulders back. Reach your arms high up in the air and make circles with your wrists. After a few rotations, make circles in the opposite direction. Now let's wake our bodies up with a shake down. Shake the right arm while counting to eight, then left arm while counting to eight, then right leg, then left leg. Repeat this sequence on a seven count, and keep repeating the sequence counting down to zero.



Activity: Intro to Tableaux and Character Perspective  
Skills Developed: Physical Expression, Tableaux Making  
Length: 10-15 minutes  
Materials Needed: None

Facilitator transitions the ensemble into groups of 4-5 people each, and Introduces Silent Negotiations.

Silent Negotiations are actions and/or commitments made by the group without talking or making sound. The goal of this activity is both accuracy and speed.

Facilitator gives several prompts for groups to transform into. This can include letters, numbers, shapes, slogans, etc. Ask students to hold in their shape while the facilitator makes observations.

After several rounds of this, the facilitator introduces Tableaux to the group. Tableaux is a french word for “frozen stage picture”, just like the silent negotiations that have been made. Facilitator gives a few more prompts, ending with one that demonstrates a kind of community (playground, sports game, school dance, this class, etc).

Next, the facilitator leads a conversation about creating, revising, and revisiting. Theater isn't about making something perfect, but we have time to think about what would make our work stronger. Ask each group to discuss amongst themselves how to enhance their last tableaux. Suggest things like levels (low, middle, high), and dimension (front, middle, back).

Take a moment to acknowledge and celebrate these creations.

The facilitator then starts a conversation about Ben (or, if the group has not seen the play, someone who has not been vaccinated), and his perspective about the vaccine at the beginning of the play. Instruct groups to make a tableaux of Ben's perspective of the vaccine (encourage groups to use emotions, facial expressions, and the reasons he said he couldn't get the vaccine to inform the tableaux).

Then, the facilitator assigns each group a different character from the play (Abuela, Dr. Juan, Cure-All, and Chancla), and instructs everyone to make a new tableaux from this character's perspective, and how they convinced Ben to get the vaccine.

Give each group enough time to have a final rehearsal, then have each group perform for the others (give the audience the opportunity to guess which character is being performed, instead of the group introducing it themselves).





Activity: Collaborative Community Care Looks Like...

Skills Developed:

Length: 25-55 minutes

Materials Needed: Large Space to Write and Brainstorm On, Journals (or pieces of paper), Writing Utensils

Facilitator introduces a conversation about Community Care and Responsibility. Facilitator should guide, and keep the discussion on track, but should let the students lead. Write the highlights, themes, and important points on a board/brainstorming space.

Here are some questions to help start and guide the classroom discussion-

- What are ways that Ben took care of Nana? Who else takes care of Nana? Who takes care of Ben?
- How did Ben feel about the vaccine? How did Nana talk to him about it?
- What are ways this play tells us how we can take care of our communities?
- What are some ways that people take care of us? How do we take care of each other in the classroom? How do the people we live with take care of us? How do we take care of them? What about taking care of our neighbors?

Ask participants to pull out their journals, or something to write a few paragraphs on. Share the following prompts, and ask students to pick one to free write about. You can make a list, write a letter to someone, just write! To quote poet Deamond Arrindell, "if you are writing, then you are doing it right".

Prompts-

- Write down ways that you want to take care of your community/fellow learners/those we live with.
- Write about how you wish your community/fellow learners/those we live with took care of each other.
- If you could wish for five ways to take care of your community, what would they be?

Give students between 5 and 10 minutes to write.

After time is up, ask students to take the next minute or so to circle their favorite phrases and words from their writing. Write the top five favorite words/phrases on a fresh page/sheet of paper.

On this new page, you have just created a found poem. A found poem is found among other writing, sometimes created by one poet, sometimes by several.

Ask groups to share their found poems out loud to one another. When everyone in the group has shared, go around the group again and each student picks their favorite word or phrase they heard amongst the group. Have one student scribe all of these on a sheet of paper. As a group, collaborate on creating a group found poem, and work together to decide what order the lines from each poem go in. Feel free to use repetition.

When each group has created their found poem, instruct groups to create a tableaux (or several) to match the poem. Give groups time to work and have a final rehearsal. Groups share to the whole ensemble.

Activity: Ending Reflection

Skills Developed: Gratitude, Bravery, Self reflection

Length: 5 minutes

Materials: None

Facilitator thanks everyone for their creativity and hard work! To work creatively as a community takes practice, bravery, and generosity- thank you!

Transition the group to a standing circle. For our final reflection, the Facilitator will explain to participants that they will share a series of statements. If you identify with the statement, then step forward into the circle, take a breath, and then step back. If you do not identify with the statement, do not react or move.

- I did something new today.
- I practiced bravery today.
- I can name someone from my group who was a great collaborator.
- I know something that I can do to take care of my community.
- I believe that taking care of my community is important.
- Step into the circle if you are grateful for someone in this community today.
- [Anything else that comes up based on your community conversations or want to celebrate of those students]



# Activities for 9th Graders- Adults

## Lesson Goal:

Students will use theatre games to explore collaboration, characters, perspectives, and relationships. Through conversations around community care, students will discuss ways that one can support one's communities, address vaccine fears, and dream of what possible collective/community care could look like holistically.

Activity: Intro to Collaboration and Flocking

Skills Developed: collaboration, mirroring, flocking, movement

Length: 15-25 minutes

Materials Needed:

Facilitator introduces themselves, and gives students a chance to introduce themselves. When everyone has shared, the facilitator invites students to start mirroring their body movements while they talk through the rest of the instruction. Students should try their best to copy the movement and timing as accurately as they can.

As students are mirroring, the facilitator reminds the group that an important thing that artists do is observe the world around us. Artists are curious about how things, animals, and people move. Like a snake (facilitator makes a snake motion), or wave (facilitator makes a wave motion), or rain (facilitator makes a rain motion), or fireworks (facilitator makes a firework motion). Artists can give motion to other things like an emotion, or idea, such as love (facilitator makes a love motion), connection (facilitator makes a connection motion), respect (facilitator makes a respect motion), and curiosity (facilitator makes a curiosity motion).

Facilitator transitions the ensemble to partner up, face each other, and practice mirroring, each person taking turns to be the leader/follower. As partners participate in mirroring, give the following prompts, challenges, and questions-

- Can you try adding shoulders into the movement? Your head?
- Are you more successful in moving together if you move quickly or slowly?
- Can you explore moving high up on your tippy-toes? Close to the floor?

(cont.)





After each person in the pair has taken turns in both roles, guide the students into small groups of 4. In these small groups, each person should get the opportunity to lead and follow everyone else. Facilitator can assist by letting groups know when to switch leaders.

When each group has gone through all rotations, facilitator announces a challenge to each group! The leader, instead of facing the group will now face away from the group, and the group will follow. When you're ready to switch leaders, the person in the front of the "flock" will gently turn and point to someone else in the group who will become the next front/leader of the "flock". Do this until everyone has had a chance to lead for a minute or two. The goal is to move so smoothly between leaders that a passerby couldn't tell it was even happening because the group moves so in sync.

When everyone has gone, use the following prompts and questions to reflect on the exercise.

- What worked well for your group?
- What was helpful to you as a flock leader?
- What was helpful to you when you were following the leader?
- How did you know when you were all connected?
- Does anyone have a guess as to why we call this kind of movement "flocking"?

Activity: Collaborative Community Care Looks Like...

Skills Developed:

Length: 25-55 minutes

Materials Needed: Large Space to Write and Brainstorm On, Journals (or pieces of paper), Writing Utensils

Facilitator introduces a conversation about Community Care and Responsibility. Facilitator should guide, and keep the discussion on track, but should let the students lead. Write the highlights, themes, and important points on a board/brainstorming space.

Here are some questions to help start and guide the classroom discussion-

- What are ways that Ben took care of Nana? Who else takes care of Nana? Who takes care of Ben?
- How did Ben feel about the vaccine? How did Nana talk to him about it?
- What are ways this play tells us how we can take care of our communities?
- What are some ways that people take care of us? How do we take care of each other in the classroom? How do the people we live with take care of us? How do we take care of them? What about taking care of our neighbors?

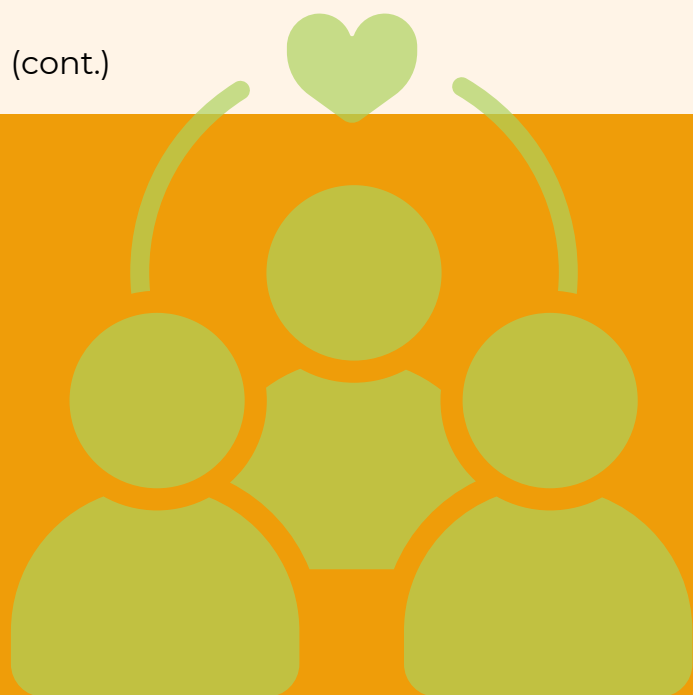
Ask participants to pull out their journals, or something to write a few paragraphs on. Share the following prompts, and ask students to pick one to free write about. You can make a list, write a letter to someone, just write! To quote poet Deamond Arrindell, "if you are writing, then you are doing it right".

Prompts-

- Write down ways that you want to take care of your community/fellow learners/those we live with.
- Write about how you wish your community/fellow learners/those we live with took care of each other.
- If you could wish for five ways to take care of your community, what would they be?

Give students between 5 and 10 minutes to write.

(cont.)



After time is up, ask students to take the next minute or so to circle their favorite phrases and words from their writing. Write the top five favorite words/phrases on a fresh page/sheet of paper.

On this new page, you have just created a found poem. A found poem is found among other writing, sometimes created by one poet, sometimes by several.

Ask groups to share their found poems out loud to one another. When everyone in the group has shared, go around the group again and each student picks their favorite word or phrase they heard amongst the group. Have one student scribe all of these on a sheet of paper. As a group, collaborate on creating a group found poem, and work together to decide what order the lines from each poem go in, and who will say the line. Feel free to use repetition.

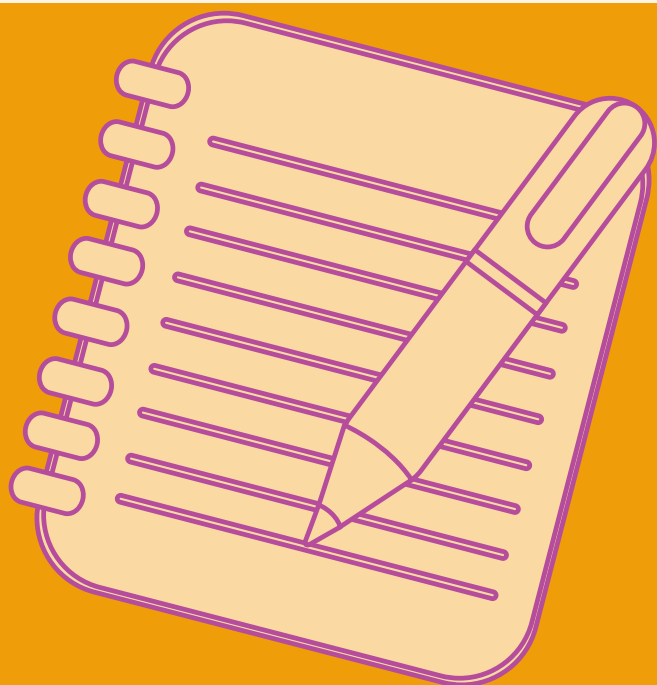
In each group, everyone should explore saying their word or phrase with movement. Practice having everyone in the group mirror each other's movement and phrase/word. Explore with saying these phrases/words in unison, and call and response. Pass the movement or gesture to the next person and continue through the whole group. Plan a beginning and end pose for your Community.

Next, the facilitator should challenge each group to use their voices to match the physical movement or phrase/word. Use the following questions and prompts to guide this challenge-

- What happens when we change pitch, high/low? Energy, fast/slow? Diction, smooth/sharp? Volume, loud/soft?
- Try adding emotions to the text, for example- excited, nervous, upset, focused, etc?
- What is your favorite way? Do some choices fit better than others?

Ensure that each group has enough time to have a final rehearsal.

Each group shares their found poem with the ensemble.





## Activity: Ending Reflection

Skills Developed: Gratitude, Bravery, Self reflection

Length: 5 minutes

Materials: None

Facilitator thanks everyone for their creativity and hard work! To work creatively as a community takes practice, bravery, and generosity- thank you!

Transition the group to a standing circle. For our final reflection, the Facilitator will explain to participants that they will share a series of statements. If you identify with the statement, then step forward into the circle, take a breath, and then step back. If you do not identify with the statement, do not react or move.

- I did something new today.
- I practiced bravery today.
- I can name someone from my group who was a great collaborator.
- I know something that I can do to take care of my community.
- I believe that taking care of my community is important.
- Step into the circle if you are grateful for someone in this community today.
- [Anything else that comes up based on your community conversations or want to celebrate of those students]





# THE GREAT AMERICAN LIVER SHOW

WRITTEN BY MIGUEL PINEDA

CURRICULUM WRITTEN  
BY VANESSA POSTIL

# About the Play

The Great American Liver Show is a long form improv game that exposes that “agree to disagree” isn’t enough, that you can be brave in the face of the unknown in order to strengthen community and heal divisions.

It is a long form game that incorporates audience participation, improv, costumes, props and theater tech to tell a fully formed story. The sound/light board operator is in on the improv by being given the power of selecting sound cues as inspired by what is happening on the stage.

Improv games/exercises are activities designed around participants acting or role-playing a scene spontaneously and without a script. Improv has its roots in schools of acting and comedy, and has often been used to warm-up actors and to build collaborative skills.

Improv transcends the stage and is an invaluable skill in general daily life to encourage creativity, quick thinking, and communication skills. They are great at breaking down barriers to collaboration and helping students prepare for being able to navigate their lives and be emotionally healthy humans.

Themes of the play:

- Improv / Teamwork
- Being brave in the face of the unknown (the Sandra Lindsey Quote)
- Exposing the truth
- Expressing emotions without fear
- Problem solving/Healing the root of the matter

In the play, the actors facilitate with the audience to expose the truth behind what is really going on in the story that they are telling, which inevitable reveals that the root of the problems will always be a combo of: Fear/Anxiety, Generational Trauma, Trauma, Attachment style causing emotional inability to express and communicate, etc.

Each of the following activities was crafted to relate to one or more themes of the play. The facilitators can draw from themes of the play to use during the improv games as suggestions or as prompts for the games.

With that in mind, in addition to these activities/games, each age group could be engaged in a discussion about a time in their lives when they didn’t see eye to eye with someone, and how getting to the root of the problem led to a healthy solution.

# Activities for Kindergarten-2nd Graders

Activity: Warm-Ups & Check-In

Length: 5 mins

Materials Needed: (Optional) Something to write on, something to write with

At the beginning of each work session, if there is time and the group dynamic allows it, the facilitator can invite the students to give a quick, individual response about how they are feeling (physically/emotionally), how they felt about the play, or what they are looking forward to regarding their work together. This strategy recognizes that our bodies, emotions, and intention shape how we participate in the learning environment, particularly when the exploration involves physical or emotional risk-taking by the players.

The facilitator will explain the activity before everyone starts. Each student in the circle will have an opportunity to share some information about themselves at the beginning of our work. The facilitator gives an open-ended prompt and clear instructions on how much time participants can take to verbally share their answer (unlimited to 30 sec. potentially shown on a visible timer). Next, give a small amount of thinktime for students to consider their responses. Begin with a student who volunteers to go first. Encourage participants to listen intently to their cohorts' words. In general there is very limited (or no) commentary offered from the facilitator or other participants after each individual Check-In. The facilitator may choose to offer a simple acknowledgement. For example: Thank you or That's good to know, I'll keep that in mind today. It is ok if a student does not feel comfortable to share and wants to pass on their turn.

Possible guiding beats:

- Before we begin, take a minute to think about what you want to share with the group. You can write down your answer if that is useful. I'll know you are ready to share when your eyes are back on me.
- Each of you will offer a thought but you choose what you want to share.
- Please remember our classroom commitments to respect and active listening during this activity. If we are having challenges, we will stop and discuss how to move forward in a more positive manner.





Activity: Popcorn

Length: 5-10 minutes

Skills Developed: Energy, Engagement, Collaboration

Materials Needed: None

This is a fun, quick warm-up game that gets the students engaged with the facilitator and moving their bodies. The facilitator guides the students through the activity by telling/showing them what is going to happen in the activity.

Once the students acknowledge that they understand, the game can begin. It begins with everyone squatting on the ground in a circle. Everyone starts as a kernel of popcorn and the floor is the pan. When the pan gets hotter, the popcorn will start to pop. Encourage the students to move together as a group by jumping up and clapping their hands when the corn “pops”, gradually increasing as the pan heats up more and more until everyone yells a final “popcorn” together signaling that the corn has popped. Feel free to add steps to the popping process to layer on different kinds of movements/sounds.

Reflection:

- What did it feel like when the popcorn was changing?
- What are other things that go through stages of growing and changing?



Activity: I Feel Like...

Length: 10 minutes

Skills Developed: Emotional Intelligence, Communication, Vulnerability

Materials Needed: None

This game begins with everyone standing in a circle. The facilitator explains that each student will go around the circle taking a turn saying to the group “I feel...” with an emotion of their choice (ex: “I feel happy”). The students in the circle then act out what that emotion would be like with their faces and bodies. The facilitator should show an example or two to make sure that they understand what the game is asking them to do.

Reflection: This can open up a discussion about feelings, and help the students to recognize both their own feelings, and the feelings of others. You could then talk about how you might help others who are feeling negative emotions. For example, if someone was sad, what might you do to help them see the light?



Activity: Prop Box

Length: 25 minutes

Skills Developed: Creativity, Making Bold Choices, Pantomime & Physicality

Materials Needed: 5-10 random objects from around the room.

In this game, one student chooses a prop and performs a short demonstration for an audience using the item for a purpose other than its intended use. The idea is for the students to begin to see things more abstractly rather than concrete.

The game begins with the students sitting and watching as an audience as the facilitator chooses each student one at a time to choose a prop. Each student is encouraged to say "This isn't a \_\_\_\_, it's a \_\_\_\_" An example would be using a scarf as a wig. The student would say "This isn't a scarf, it's a wig", then the student acts out a few seconds of what it is like to use the prop. The facilitator should show an example or two to make sure that they understand what the game is asking them to do.

Reflection: What object transformations do you most remember from our exploration? Why?

Activity: Ending Reflection/ Check-Out

Length: 5 minutes

Materials Needed: None

At the end of each workshop, if the time and dynamic of the group allows, please consider doing an Ending Reflection wherein the facilitator gathers the students in a final circle, and everyone goes around one at a time saying how they are feeling and sharing something that they will remember from their time together.

Students may also be allowed to check out using a physical gesture instead of words (e.g., thumb up, thumb side, thumb down).

To add a layer, depending on the group dynamic, the facilitator could provide a prompt that engages with a theme or addresses a specific issue.



# Activities for 3rd-5th Graders

Activity: Warm-Ups & Check-In

Length: 5 mins

Materials Needed: (Optional) Something to write on, something to write with

At the beginning of each work session, if there is time and the group dynamic allows it, the facilitator can invite the students to give a quick, individual response about how they are feeling (physically/emotionally), how they felt about the play, or what they are looking forward to regarding their work together. This strategy recognizes that our bodies, emotions, and intention shape how we participate in the learning environment, particularly when the exploration involves physical or emotional risk-taking by the players.

The facilitator will explain the activity before everyone starts. Each student in the circle will have an opportunity to share some information about themselves at the beginning of our work. The facilitator gives an open-ended prompt and clear instructions on how much time participants can take to verbally share their answer (unlimited to 30 sec. potentially shown on a visible timer). Next, give a small amount of thinktime for students to consider their responses. Begin with a student who volunteers to go first. Encourage participants to listen intently to their cohorts' words. In general there is very limited (or no) commentary offered from the facilitator or other participants after each individual Check-In. The facilitator may choose to offer a simple acknowledgement. For example: Thank you or That's good to know, I'll keep that in mind today. It is ok if a student does not feel comfortable to share and wants to pass on their turn.

Possible guiding beats:

- Before we begin, take a minute to think about what you want to share with the group. You can write down your answer if that is useful. I'll know you are ready to share when your eyes are back on me.
- Each of you will offer a thought but you choose what you want to share.
- Please remember our classroom commitments to respect and active listening during this activity. If we are having challenges, we will stop and discuss how to move forward in a more positive manner.



Activity: Energy 1-10

Length: 10 minutes

Skills Developed: Focus and Engagement

Materials Needed: None

This game begins with everyone in a circle, squatting down. All participants begin to count 1 to 10 in unison, moving up slowly with increasing energy level. 1 is barely audible, 10 is as loud as possible—with everyone standing straight, hands reaching up. It's important to watch each other and make eye contact to ensure all are at the same energy level. Also, make sure that the increase in energy is very gradual and that everyone stays together with the group.

Experiment with playing again, perhaps this time going from high energy 10 all the way back down to a quiet 1.

Reflection: Describe: What was it like to participate? Analyze: How did you strategize in order to play successfully?

Activity: Accepting Circle

Length: 20 minutes

Skills Developed: Physical and Vocal Expression, Reflection on Change and Evolution, Gaining Perspective

Materials Needed: None

This game begins with everyone in a circle. The facilitator explains that one student starts by making a little gesture, perhaps with a little sound. Then, the person next to them tries to do exactly the same thing they did. This continues around the circle one by one.

Although we expect the gesture/sound not to change, it will!

It is important to note that the students should be trying to copy exactly what the person next to them did, not what the first person did.

The facilitator should encourage the students to watch for movements that suddenly change, like a left/right arm or leg. (This is not supposed to happen, but it will.) Once that happens, it should be accepted by the next player.

Also, watch/listen for little moans or sighs that players might make before or after their turn – these should also be taken over by the next player. Repeat several times with different students taking turns to begin the movement/sound, and changing up the direction that the circle is going in.

Reflection:

- How did we do as a group? Were we successful? Why or why not?
- How did the sound/movement change as it traveled?
- How does this game relate to your understanding of a rumor or gossip?
- What does this game have to do with the way people communicate everyday?

Activity: Freeze, Go and Slow Motion

Length: 30 minutes

Skills Developed: Listening, Body Awareness, Awareness of Others

Materials Needed: None

Define the playing area and invite students to walk silently around the space. Encourage students to be aware of their pathways and change walking patterns often, while remaining aware of the rest of the group. Introduce the prompt “freeze”: students freeze their bodies in place. Then, introduce “go”: students continue walking. Rehearse the prompts until they are understood. Next, introduce “slow motion”, students move their bodies slowly as if they were moving through water or in slow motion. The final prompt is “name” (or anything! It could be animals with animal noises and movements, etc. It could be different every time you play) The students state their “name” out loud once with a small movement of their body. Once all the vocabulary and responses are clear play the game by alternating through different prompts. Next explain that prompts will begin to swap beginning with swapping “freeze” and “go” with each other, so that when students hear “freeze,” they start walking and when they hear “go” they freeze. Switch the actions of “slow motion” with “name.” If desired add more sets of actions depending on the dynamic of the group.

The facilitator can encourage the students not to walk in a circle and to make sure their feet cover the entire space, and ask them to listen carefully so they can process the command quickly before responding. It is important for safety and for the spirit of the game to be aware of others in the walking space at all times. If the students seem like the dynamic allows, the facilitator can invite students to be the person who chooses the prompts for the group.

Reflection:

- What different skills did you have to use to successfully participate in the activity?
- What was challenging about this activity? What was easy? Why?
- What skills did you use in this activity that you want to use in our work today?

Activity: Ending Reflection/ Check-Out

Length: 5 minutes

Materials Needed: None

At the end of each workshop, if the time and dynamic of the group allows, please consider doing an Ending Reflection wherein the facilitator gathers the students in a final circle, and everyone goes around one at a time saying how they are feeling and sharing something that they will remember from their time together.

Students may also be allowed to check out using a physical gesture instead of words (e.g., thumb up, thumb side, thumb down).

To add a layer, depending on the group dynamic, the facilitator could provide a prompt that engages with a theme or addresses a specific issue.

# Activities for 6th-8th Graders

Activity: Warm-Ups & Check-In

Length: 5 mins

Materials Needed: (Optional) Something to write on, something to write with

At the beginning of each work session, if there is time and the group dynamic allows it, the facilitator can invite the students to give a quick, individual response about how they are feeling (physically/emotionally), how they felt about the play, or what they are looking forward to regarding their work together. This strategy recognizes that our bodies, emotions, and intention shape how we participate in the learning environment, particularly when the exploration involves physical or emotional risk-taking by the players.

The facilitator will explain the activity before everyone starts. Each student in the circle will have an opportunity to share some information about themselves at the beginning of our work. The facilitator gives an open-ended prompt and clear instructions on how much time participants can take to verbally share their answer (unlimited to 30 sec. potentially shown on a visible timer). Next, give a small amount of thinktime for students to consider their responses. Begin with a student who volunteers to go first. Encourage participants to listen intently to their cohorts' words. In general there is very limited (or no) commentary offered from the facilitator or other participants after each individual Check-In. The facilitator may choose to offer a simple acknowledgement. For example: Thank you or That's good to know, I'll keep that in mind today. It is ok if a student does not feel comfortable to share and wants to pass on their turn.

Possible guiding beats:

- Before we begin, take a minute to think about what you want to share with the group. You can write down your answer if that is useful. I'll know you are ready to share when your eyes are back on me.
- Each of you will offer a thought but you choose what you want to share.
- Please remember our classroom commitments to respect and active listening during this activity. If we are having challenges, we will stop and discuss how to move forward in a more positive manner.





Activity: Yes, Let's

Playtime/length: 10 minutes

Skills developed: Teamwork, Relationship Building, Saying "Yes...and"

Materials needed: None

The game begins with the students facing the facilitator as they explain the game and show examples of how to begin. Together, they pick a group activity, such as throwing a party or organizing a picnic. One student begins onstage alone and starts by saying, "Let's \_\_\_\_\_," filling in what they want to do. Then, they pantomime the actions of the activity/action that they said they wanted to do. (ex: they say "Let's brush our teeth!" and they pantomime brushing their teeth. The facilitator can help by suggesting a single movement or an activity that everyone can do.)

A second player jumps in, saying, "Let's \_\_\_\_\_." (It's doing something else– to advance the group activity.) Both players say, "Yes, let's do that," and start doing whatever was suggested. The third player jumps in and suggests what to do, and again, all the players loudly agree to do it and actually do it. Continue till everyone has suggested something. (In another variation with this game, the students are directed to mill around, walking in space. A volunteer calls out a suggestion: "Hey, let's try on hats." The group then responds with great enthusiasm, "Yes, let's!" Everyone then pretends to try on hats until someone else calls out a new request, such as, "Let's all jump up and down." The group again responds "Yes, let's!" and jumps up and down until a new suggestion is made and accepted.)

Reflection:

- What was the easiest part of this activity for you? What was the hardest part? Why?
- After every suggestion, the group said, "Yes!" How does receiving positive feedback feel?
- What situations can you think of in which people (classmates) might appreciate positive feedback? What might be the consequences of that positive input?



Activity: Group Environment

Length: 20 minutes

Skills Developed: Environment Exploration, Being Present in the Moment, Building Ensemble

Materials Needed: None

The game begins with the students facing the facilitator as they explain the game and show examples of how to begin. One student enters a space and pantomimes an action that defines an environment (ex: a person begins pantomiming painting a house). Once another student knows what that environment is (or makes up what they think it is), they enter the space and perform a complementary action. This keeps going until the entire group is in the environment. Remind students that the key is to create a complete picture. They all have to work together in the moment and not try to add something that destroys the environment.

Once all of the students are in the environment, call on students to ask what they are doing and have them verbally explain while they are pantomiming the movement.

Reflection:

- What did we do in this activity?
- How did each person contribute to make the entire environment come to life?
- Why is it essential to collaborative work to be aware of what each component contributes to the bigger picture?

Activity: Questions From a Hat

Length: 20 minutes

Skills Developed: Quick Thinking, Time Management, Collaboration

Materials needed: Slips of paper with prompts, hat or bag to hold prompts

Prior to this activity, the facilitator will write open-ended/fill-in-the-blank prompts on slips of paper and place them into a hat/bag/etc. These prompts may be silly, serious or range between the two. (i.e. "My favorite flavor of ice cream is...." or "If I could travel anywhere in the world, I'd go to....?" or "I am afraid when...")

Gather students in a circle and explain that the hat will be passed around, and when it gets to them they must draw a question from the hat and answer it as quickly as possible. There are no wrong answers, but they will only have a certain amount of time to get the hat all the way around the circle. The game is played for three rounds. Inform them of their time at the end of each, and encourage them to go faster each time. Another option is to have participants limit their responses to three words.

Encourage the students with possible coaching: "Don't think too hard; just say the first thing that comes to mind." "Anything you say is right."

Reflection:

- How did you feel when I said any answer was right?
- What are some ways we worked together to get the hat around faster?
- How did you censor yourself?
- What is the value of saying the first thing that comes to mind?

Activity: Ending Reflection/ Check-Out

Length: 5 minutes

Materials Needed: None

At the end of each workshop, if the time and dynamic of the group allows, please consider doing an Ending Reflection wherein the facilitator gathers the students in a final circle, and everyone goes around one at a time saying how they are feeling and sharing something that they will remember from their time together.

Students may also be allowed to check out using a physical gesture instead of words (e.g., thumb up, thumb side, thumb down).

To add a layer, depending on the group dynamic, the facilitator could provide a prompt that engages with a theme or addresses a specific issue.



# Activities for 9th Graders-Adults

Activity: Warm-Ups & Check-In

Length: 5 mins

Materials Needed: (Optional) Something to write on, something to write with

At the beginning of each work session, if there is time and the group dynamic allows it, the facilitator can invite the students to give a quick, individual response about how they are feeling (physically/emotionally), how they felt about the play, or what they are looking forward to regarding their work together. This strategy recognizes that our bodies, emotions, and intention shape how we participate in the learning environment, particularly when the exploration involves physical or emotional risk-taking by the players.

The facilitator will explain the activity before everyone starts. Each student in the circle will have an opportunity to share some information about themselves at the beginning of our work. The facilitator gives an open-ended prompt and clear instructions on how much time participants can take to verbally share their answer (unlimited to 30 sec. potentially shown on a visible timer). Next, give a small amount of thinktime for students to consider their responses. Begin with a student who volunteers to go first. Encourage participants to listen intently to their cohorts' words. In general there is very limited (or no) commentary offered from the facilitator or other participants after each individual Check-In. The facilitator may choose to offer a simple acknowledgement. For example: Thank you or That's good to know, I'll keep that in mind today. It is ok if a student does not feel comfortable to share and wants to pass on their turn.

Possible guiding beats:

- Before we begin, take a minute to think about what you want to share with the group. You can write down your answer if that is useful. I'll know you are ready to share when your eyes are back on me.
- Each of you will offer a thought but you choose what you want to share.
- Please remember our classroom commitments to respect and active listening during this activity. If we are having challenges, we will stop and discuss how to move forward in a more positive manner.



## Activity: Sound Ball

Length: 5-20 minutes

Skills developed: Engagement, Ensemble Building, Pantomime

Materials Needed: None

The game begins with everyone in a circle. The facilitator demonstrates by pretending to hold a ball in their hand. "Show" this imaginary ball to everyone. Tell players that they will be throwing this ball around. Explain that you are going to throw the ball to one of the players. -Before you throw the ball, you will make a special sound.

-Instruct everyone to keep their eyes on the ball and get ready to catch it. Before catching the ball, the player should make the same sound that you made.

-Make a sound and "throw" the ball to someone. Make sure that this player makes the same sound and catches the ball.

-Explain that the catcher can now throw the ball to any other player, making a new sound as the ball is thrown. The receiving player repeats the sound and catches the ball. This player throws the ball to any other player, making a new sound.

-Once the ball is being thrown around at a fairly brisk pace, introduce another imaginary ball and start throwing it. When the group gets proficient at it, you can have three or four balls in play.

Feel free to stop the game when the group gets into a flow.

Since there are no such things as "good" and "bad" sounds, this is an opportunity to practice "throwing out" ideas or sounds without worrying what they look like or sound like.

### Reflection:

- What did you notice about yourself as you participated in this activity? What did you notice about the group? What kind of balls did we imagine?
- What did we need to do in order to be successful at this activity? (Useful to reference aesthetic skills here, detail, imagination)
- Where else in our work might we also use these skills?





### Activity: One Word Story

Length: 10-20 minutes

Skills Developed: Creativity, Storytelling, Listening, Story Structure

Materials Needed: None

In this game, the students work together to tell a story, one word at a time. The game begins in a circle. Together the group decides what they will title the story (ex: The lost frog), then the facilitator selects someone to begin the story with only one word, then each person goes around the circle saying one word only to advance the story. The facilitator can end the story at any time, then select another student to go first and begin a new story. As with most games, the group will get better at telling a story together after you play it for a few times. The facilitator should encourage the students to choose words that will naturally further along the story, rather than force a “cool” or “interesting” word.

#### Reflection:

- What makes a good story?
- What worked about the stories we told, what didn't? Why?
- How can we apply our knowledge about story structure to conflict resolution?

### Activity: Count Together

Length: 10-20 minutes

Skills Developed: Awareness, Patience, Listening, Goal Setting/Reaching

Materials Needed: None

The game begins in a circle. The facilitator introduces the activity: Our task is to count from 1 to 10 out loud, in random order, with each group member offering one number at a time. If two people say a number at the same time, the game stops and begins again with 1.

Explain that anyone can say a number whenever they wish, although they cannot say two numbers in a row. To begin, ask everyone to close their eyes or focus on the floor in the center of the circle, then say, Go!

The facilitator might set an initial goal: “Can we get to 10?” Then, push the group to count to 15 or further! It can be productive to stop the game and discuss group strategy. Part of the learning is the groups' discovery about how to solve the difficult task.

#### Reflection:

- On a scale of 1 – 10, with 10 being very successful and 1 being less, how did we do as a group? Why?
- When did you choose to say a number? When did you choose to stay silent?
- What skills or strategies did you use to be successful in this activity?
- How might we use these same skills/strategies in other areas of our lives?

Activity: Soundscapes

Length: 30 mins

Skills Developed: Vocal Variety, Rhythm, Repetition, Listening, Group Awareness

Materials Needed: paper, writing utensils

The facilitator invites students to name/describe sounds they might hear in a specific context. What are sounds you might hear in the rainforest? Writes students' ideas on a board or piece of paper for the group to see and reference. Once the group has brainstormed a number of ideas, the facilitator will ask for volunteers to vocally perform different sounds, ideally with similar sounds being seated together. Share and practice conducting hand signals to crescendo (get louder), decrescendo (get softer) and cut off (stop) all sound. Build a soundscape, inviting students to follow hand directions for: The Rainforest. Reflect on what students noticed about their work. Consider how different vocal and musical choices communicate a specific tone or quality to the listener; invite the group to describe the quality of the soundscape they produced. Choose another location. Repeat the same directed procedure as before, or invite the group to spontaneously create the soundscape, without pre-listing sounds or pre-determining parts. Facilitator can suggest the students draw on their past experiences and memories to imagine what this place might sound like. Listen to the group; add new sounds or shift your sound to explore all possible aspects of a place.

Other Variations:

- Have students select the location or take on the role of the conductor.
- Make a dreamscape. Explore a character's inner thoughts or fears by creating a dream montage of sound that illuminates the inner feelings or struggle of a character or group of people dealing with a difficult decision or problem.

Reflection:

- What types of sounds did we use to establish a location?
- Why were these the sounds that we picked? How did they help to evoke a sense of place?
- Where else might you hear these same kinds of sounds? Why?



Activity: Ending Reflection/ Check-Out

Length: 5 minutes

Materials Needed: None

At the end of each workshop, if the time and dynamic of the group allows, please consider doing an Ending Reflection wherein the facilitator gathers the students in a final circle, and everyone goes around one at a time saying how they are feeling and sharing something that they will remember from their time together.

Students may also be allowed to check out using a physical gesture instead of words (e.g., thumb up, thumb side, thumb down).

To add a layer, depending on the group dynamic, the facilitator could provide a prompt that engages with a theme or addresses a specific issue.





# WHO'S AFRAID OF THE RAIN?

BY RAMÓN ESQUIVEL



CURRICULUM WRITTEN BY  
CLARIBEL GROSS

# Activities for Kindergarten-2nd Graders

Activity: Warm-Up Question

Length: 10 minutes

Materials Needed: None

Facilitator welcomes everyone into the space, and invites everyone to sit/stand/be comfortable in a circle, and asks one (or more) of the following questions. Give time and space for everyone to share their answers (and introduce themselves by name if necessary).

- In Who's Afraid of the Rain there is a secret portal (gate) linking two worlds; the portal ended up leading from the Palace of Paper to the Public Library. What is another part of our world that a portal could lead to?
- In this play Rebecca, the Sasquatch is excited about seeing a dog in the other world - what is an animal you would be excited to see?
- In this play Rebecca (the Sasquatch) and Chiquis (the Lechuza) are best friends. Who is your best friend and what is something you do together?



Activity: IMAGINE AND CREATE A MAGICAL CREATURE

Length: 10 minutes

Skills Developed: Imagination, Creativity

Materials Needed: This activity works best when you have a flat surface to draw on, Great Gate Paper and coloring utensils (pencils/crayons/markers etc)

Facilitator passes out the Great Gate Paper and coloring utensils. Ask students to draw a fictional creature on the Great Gate Paper. This drawing can include the creature, and the world surrounding them. This fictional/magical creature can come from inspiration and imagination. Give students plenty of time to draw. While drawing, prompt students with the following "think about it" questions-

- What is a magical creature that you've only ever seen in books that you'd like to meet?
- What is this magical creature called? How did they get this name?
- What is the size of this creature? Tall or Small? Heavy or Light? Long or Short?
- What clothes does this creature wear, if any?





Activity: SHOW ME

Length: 10 minutes

Skills Developed: Pantomime, Expression, Movement

Materials Needed: None

Facilitator asks everyone to find a spot in the room where they can move freely without getting in anyone else's personal space.

Introduce this activity by telling students that in the theater one golden rule is "SHOW, don't TELL". We SHOW by using body movements and facial expressions. In this game, the facilitator will share prompts of an adjective/emotion/action+creature, and students will transform into that combination by using their bodies and faces.

For example, Cranky Dragon, Dancing Ferret, Curious Lechuza, Annoyed Shrimp, etc.

Go through as many characters from the play and then turn it over to the students and their own imaginations. What types of characters should we demonstrate next?

Activity: BECOME THE CHARACTER

Length: 20 minutes

Skills Developed: Physical Expression, Observation, Character Building

Materials Needed: None

This activity can be played a couple of ways.

If students have seen the play:

Facilitator transitions the group to a seated audience, with room on "stage". One at a time students will come up and move across the stage as one of the characters without talking or making noise. After the actor has completed their movement, the audience, as a group, will guess which character they were.

In addition to Rebecca, Chiquis, Squiggles, and Dragon, students can transform into the dancing animals- Banana Slug, Dog, Monkey, and Ostrich.

If students have not seen the play:

Facilitator transitions the group to a seated audience, with room on "stage". One at a time, students will come up and move across the stage as an animal or creature everyone would recognize. Actors can use noise and sound while walking, but should not use words or phrases to describe what they are doing. After the actor has completed their movement, the facilitator will call on one audience member to guess the actor's animal. The person who made the guess should be the next actor on stage. Facilitate this pattern until everyone who wants to participate has.

Activity: Ending Reflection

Length: 5 minutes

Materials Needed: None

For the final activity, students will come together in a circle and share a moment from the workshop that they enjoyed and will remember. Depending on time, the length of the reflection can range from one word, to a few sentences. For an added challenge, ask students to also make a shape with their bodies to describe their reflection.



# Activities for 3rd-5th Graders

Activity: Warm-Up Question

Length: 10 minutes

Materials Needed: None

Facilitator welcomes everyone into the space, and invites everyone to sit/stand/be comfortable in a circle, and asks one (or more) of the following questions. Give time and space for everyone to share their answers (and introduce themselves by name if necessary).

- Which character in this play are you the most like? Why?
- In this play the dragon starts off the story with “Once upon a yesterday...” there are many ways to start stories. Can you think of other common story starters?
- If you were to rewrite or change the ending of this play what would you change or add?

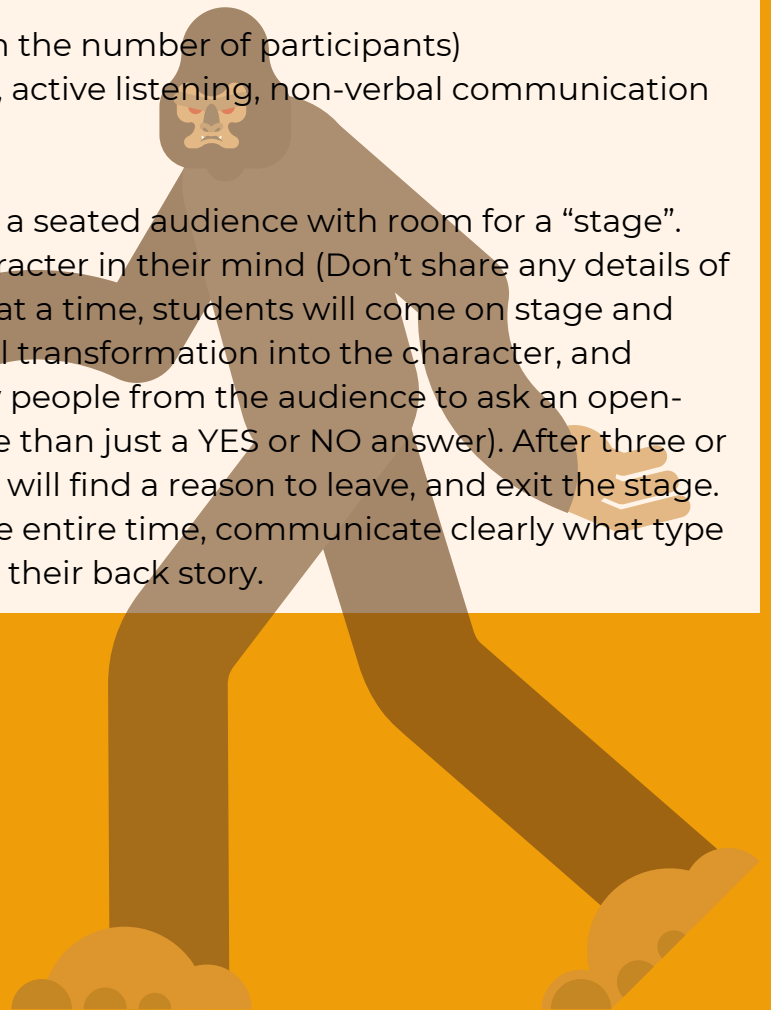
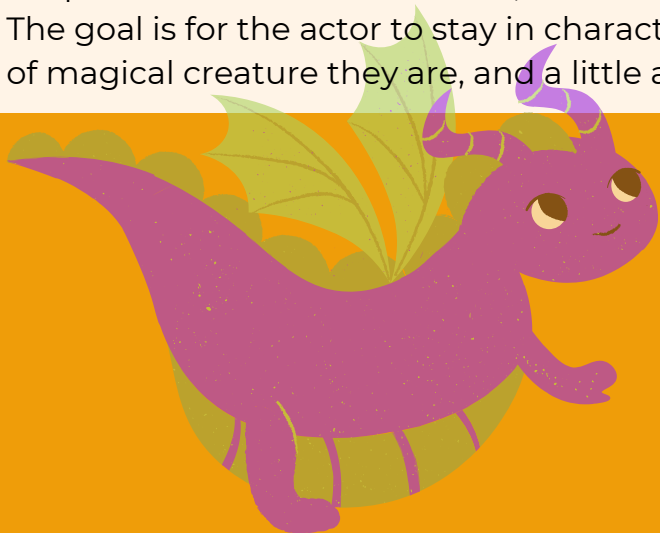
Activity: Character Hot Seat

Length: 10-15 minutes (or longer depending on the number of participants)

Skills Developed: Asking thoughtful questions, active listening, non-verbal communication

Materials Needed: None

To start, the facilitator transitions the group to a seated audience with room for a “stage”. Ask students to create a fictional, magical character in their mind (Don’t share any details of the character now! That will come later.). One at a time, students will come on stage and introduce their character by making a physical transformation into the character, and sharing the name. Facilitator will choose a few people from the audience to ask an open-ended question (a question that requires more than just a YES or NO answer). After three or so questions from the audience, the character will find a reason to leave, and exit the stage. The goal is for the actor to stay in character the entire time, communicate clearly what type of magical creature they are, and a little about their back story.



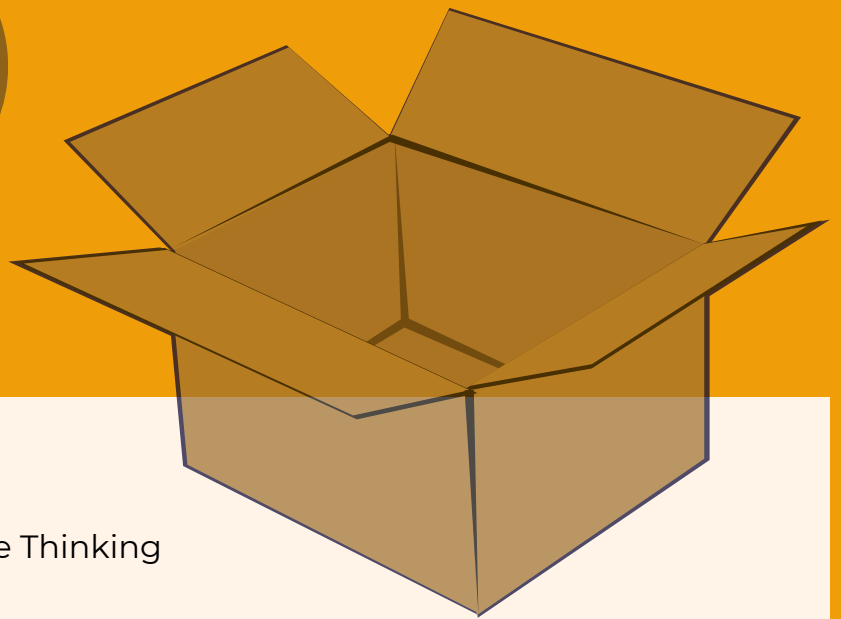
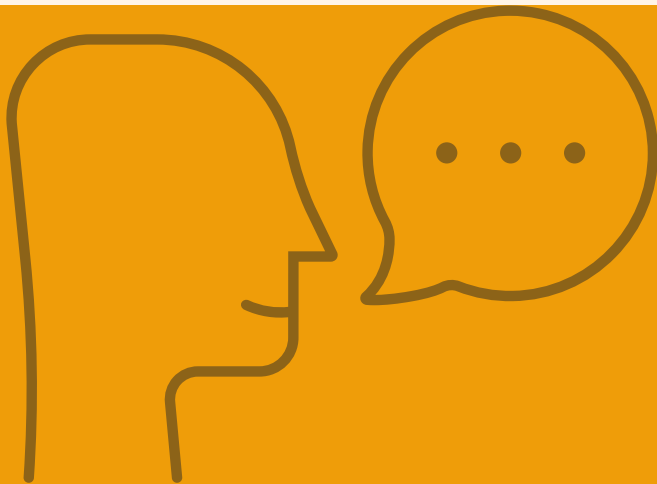
Activity: TRUE OR FALSE

Length: 10 - 15 minutes

Skills Developed: Storytelling, Active Listening

Materials Needed: None

For this activity, remain in an audience style seating arrangement. One student will enter the stage and present a one-minute story to the audience. The story should be either a TRUE story, or a FALSE story, but it's hard to tell the difference between which one it is. The goal of the story teller is to make his story exciting and yet believable. The storyteller must convey a sense that they truly believe what they are saying. Encourage your actors to use hand gestures, facial expressions, and body language as they tell their tale. Encourage actors to have a beginning, middle and end to the story. After the minute is finished, have the audience guess if the story was True or False. Repeat this pattern until everyone who wants to participate has.



Activity: What's in the Box?

Length: 10 - 15 minutes

Skills Developed: Pantomime, Imaginative Thinking

Materials Needed: None

Facilitator transitions the group into a large circle, and introduces Pantomime to the group.

Pantomime is the act of showing or explaining something through movements of the body face instead of by talking.

This is a game of gift giving and active listening. Facilitator pantomimes a box that takes two hands to carry. The person next to the facilitator asks "what's in the box?", and the facilitator responds "it is a gift for you" as they pass the box to the person. The person takes and opens the box, and then begins to pantomime an object. The person responds to the facilitator by saying "Thank You" and naming the object. The facilitator responds by saying "I knew you would need this because...". Repeat this pattern until everyone has given and received a gift.

If the group is large (more than 15 people) consider splitting the ensemble into two or more groups to have this activity run faster.



### Activity: MOVING MUSEUM

Length: 10 - 15 minutes

Skills Developed: Tableaux, Observation

Materials Needed: None

Ask students to walk around the space at a neutral, steady pace, trying not to make any bold movements or facial expressions. After a moment, the facilitator will share a series of prompts. Students, upon hearing the prompt, will have five seconds to use their bodies to transform into a statue conveying their emotional reaction to that word. Prompts can include Joy, Hunger, Fear, etc.

After several rounds of this, split the ensemble into two groups and assign each group either the letter A or the letter B. Students then walk around the room mixing up the groups. The facilitator will explain that upon hearing a word-prompt, students of only one group will make the statue, while students of the other group will observe. As one group makes the sculptures, the other group is invited to travel around the room and take a look at the “museum” that has been created.

After several rounds of this, have the groups switch so that the statues become the observers, and the observers become the statues.

In reflection, the facilitator should ask a few of the following questions, and hear verbal responses.

- What are some observations you made about the statues?
- How did actors convey the word prompt?
- What kinds of emotional responses did you see?
- Describe your experience reacting to the prompts, and creating the statues.

### Activity: Ending Reflection

Length: 5 minutes

Materials Needed: None

For the final activity, student will come together in a circle and share a moment from the workshop that they enjoyed and will remember. Depending on time, the length of the reflection can range from one word, to a few sentences. For an added challenge, ask students to also make a shape with their bodies to describe their reflection.



# Activities for 6th-8th Graders

Activity: Warm-Up Question

Length: 10 minutes

Materials Needed: None

Facilitator welcomes everyone into the space, and invites everyone to sit/stand/be comfortable in a circle, and asks one (or more) of the following questions. Give time and space for everyone to share their answers (and introduce themselves by name if necessary).

- The Lechuza is a creature from Mexican folklore, an owl woman. What are some other mythical creatures from your own lives that you can think of?
- What's an example of something you thought was TRUE and it turned out to be untrue?
  - Or what is an example of something you thought was not true - and it turned out to be true? How did you find out? - What changed your mind?
- How would you support a friend or family member through something they are having a difficult time with?

Activity: Creating Triptychs

Length: 15-20 minutes

Skills Developed: Tableaux, Story Structure, Collaboration

Gather the group together and introduce a triptych. A triptych is an artwork made up of three pieces or panels. This activity allows students to use their bodies to tell the story of the play through images.

From this large group, split students into groups of three or four students each.

If students have seen the play, ask each group to create a tableaux picture for the beginning, middle, and end of the story.

If students have not yet seen the play, ask groups to collaboratively create a story using the name of the play "Who's Afraid of the Rain" as inspiration.

Give groups between 5 and 10 minutes to create their triptych and facilitate a way for all groups to share.

### Activity: MIRROR EXERCISE

Length: 15 minutes

Skills Developed:

Materials Needed: None

For this activity, students will need to partner up, and decide who is Partner “A” and who is Partner “B”. Start with Partner A being the leader. Partner B should follow the leader as closely as possible, as though they were Partner A’s mirror reflection.

This activity can get participants to begin to think about empathy. To create a connection. The facilitator can explain that participants are looking for direction and looking to establish connection and intimacy—they look to the eyes. Eye contact is part of being in relationship with one another, an essential tool onstage and in life.

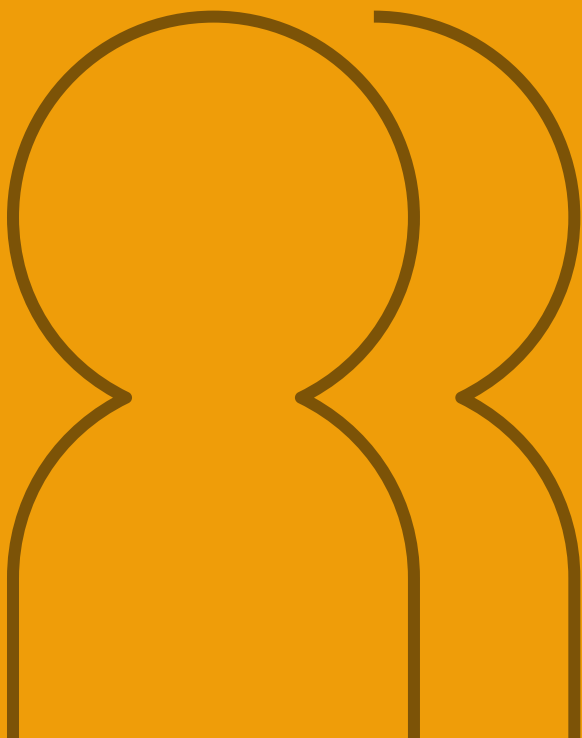
Once students understand the idea of being in relationship and communicating intent, the lesson can continue and the group can switch partners.

### Activity: Ending Reflection

Length: 5 minutes

Materials Needed: None

For the final activity, students will come together in a circle and share a moment from the workshop that they enjoyed and will remember. Depending on time, the length of the reflection can range from one word, to a few sentences. For an added challenge, ask students to also make a shape with their bodies to describe their reflection.



# Activities for 9th Graders-Adults

Activity: Warm-Up Question

Length: 10 minutes

Materials Needed: None

Facilitator welcomes everyone into the space, and invites everyone to sit/stand/be comfortable in a circle, and asks one (or more) of the following questions. Give time and space for everyone to share their answers (and introduce themselves by name if necessary).

- In this play characters cross a barrier and enter another world. What are some ways in the real world that you can cross barriers? And what are some barriers you'd like to cross?
- What are moments of this piece that you connected with and why?
- Can you think of an example in your own life where you either took a bold step and went into the "poisonous rain" for someone else or you convinced someone not to be afraid of the "poisonous rain"?



Activity: Group Dance Composition

Length: 10 - 15 minutes

Skills Developed: Collaboration, Teaching Others

Materials Needed: None

In this play the community gets together and dances in the rain. In this activity, our goal is to make a group dance 4 counts at a time.

Transition the students to stand in a circle (if this is a large group of 15 or more, split into small groups), and have their back towards the inside of the circle. While their backs are turned ask students to come up with a repeatable gesture or dance move, do the same move for all 4 counts. Give this move a name. Invite students to turn around and face the inside of the circle when they have a dance move with a name.

Then the next person does the same. Teach the move and name the move. Etc. Once everyone in the circle has gone review all the moves by calling out the name of the move and the group will do this dance composition simultaneously.

Activity: Blob on a Bench (Forum Theater)

Length: 30 minutes

Skills Developed: Critical Thinking, Problem Solving, Community Building

Materials Needed: None

Augusto Boal's Forum Theater can be a way to rehearse for tough moments. In this play we saw how difficult things can be when two groups of people believe different things. Think of different ways you could convince somebody that the rain isn't poison - practice those moments.

Facilitator asks for two volunteer performers. One is the "Instigator" and the other is the "Blob." The "Blob's" role is to be prepared to respond to the Instigator. As a practice example, take the final scene from this play between Chiquis and Rebecca where Rebecca is finally convinced to go out in the rain. (The performers can improv or adlib the scene.)

After the practice scene the audience gives the facilitator the following before beginning the scene:

The Setting – Where are they?

The Issue – What's the problem?

The Instigator begins the scene. The Blob responds and the action continues until the problem arises. The facilitator stops the scene and comments based on observations are discussed. The actors' experiences are also shared. A volunteer is called upon to replace one of the actors. The scene then begins again but plays out differently as the new actor makes different choices. The facilitator leads the analysis of the scene, highlighting what was different between the scenes as conscious choices. These steps may be repeated until a solution satisfactory to all is reached, or a new problem can be staged.

There are five essential stages that participants must understand in Forum Theater: Stage, Observe, Intervene, Critique, Change – these are also applicable to life and difficult situations.

The goal of these exercises is to use improvisation to encourage critical thinking, help problem solve and create community, to understand character objectives, to practice active listening, to say YES, to understand momentum and rhythm inside of a scene, and to understand actions and reactions.

Activity: Ending Reflection

Length: 5 minutes

Materials Needed: None

For the final activity, students will come together in a circle and share a moment from the workshop that they enjoyed and will remember. Depending on time, the length of the reflection can range from one word, to a few sentences. For an added challenge, ask students to also make a shape with their bodies to describe their reflection.