

LUCHA VIRUS

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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

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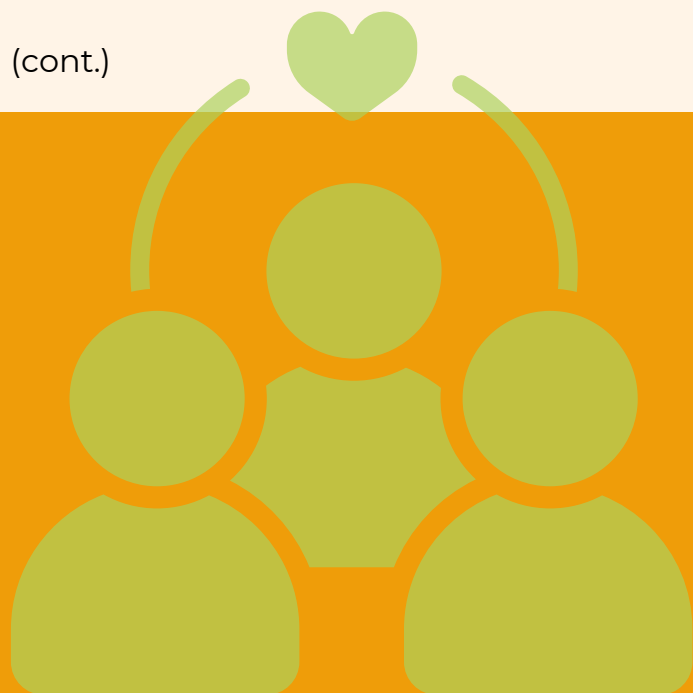
Ask participants to pull out their journals, or something to write a few paragraphs on. Share the following prompts, and ask students to pick one to free write about. You can make a list, write a letter to someone, just write! To quote poet Deamond Arrindell, "if you are writing, then you are doing it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

Prompts-

- Write down ways that you want to take care of your community/fellow learners/those we live with.
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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.

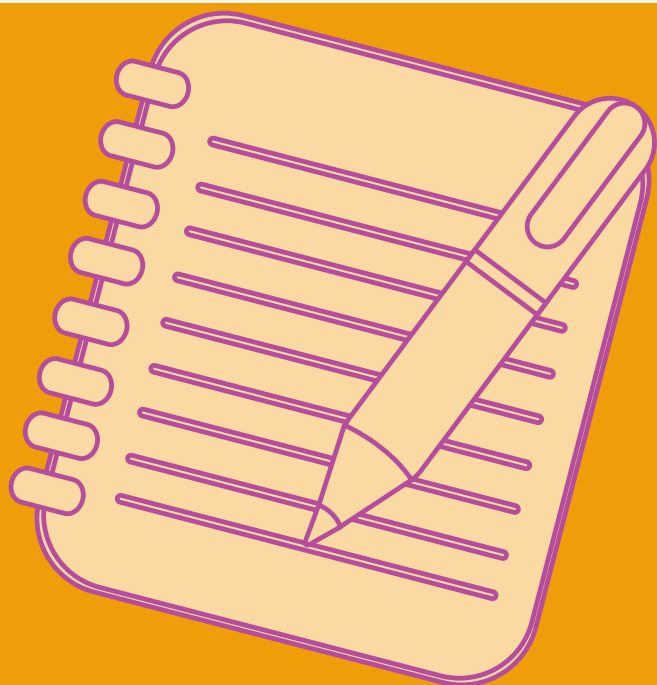
In each group, everyone should explore saying their word or phrase with movement. Practice having everyone in the group mirror each other's movement and phrase/word. Explore with saying these phrases/words in unison, and call and response. Pass the movement or gesture to the next person and continue 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!

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