



WHO'S AFRAID OF THE RAIN?

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CURRICULUM WRITTEN BY
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Activities for Kindergarten-2nd Graders

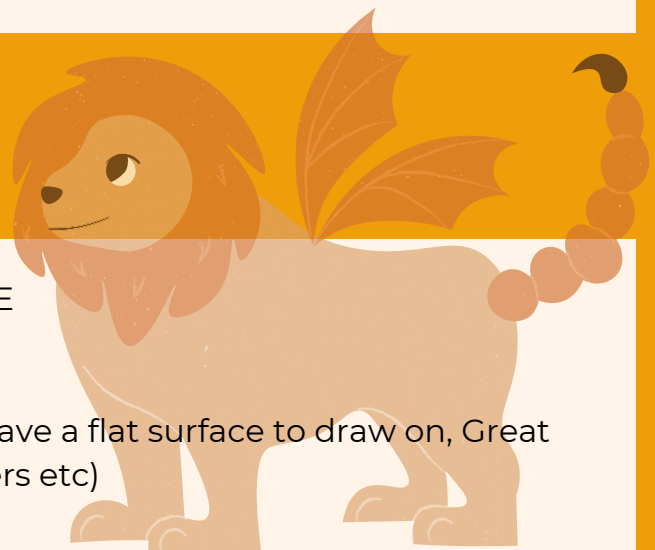
Activity: Warm-Up Question

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 colors 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?

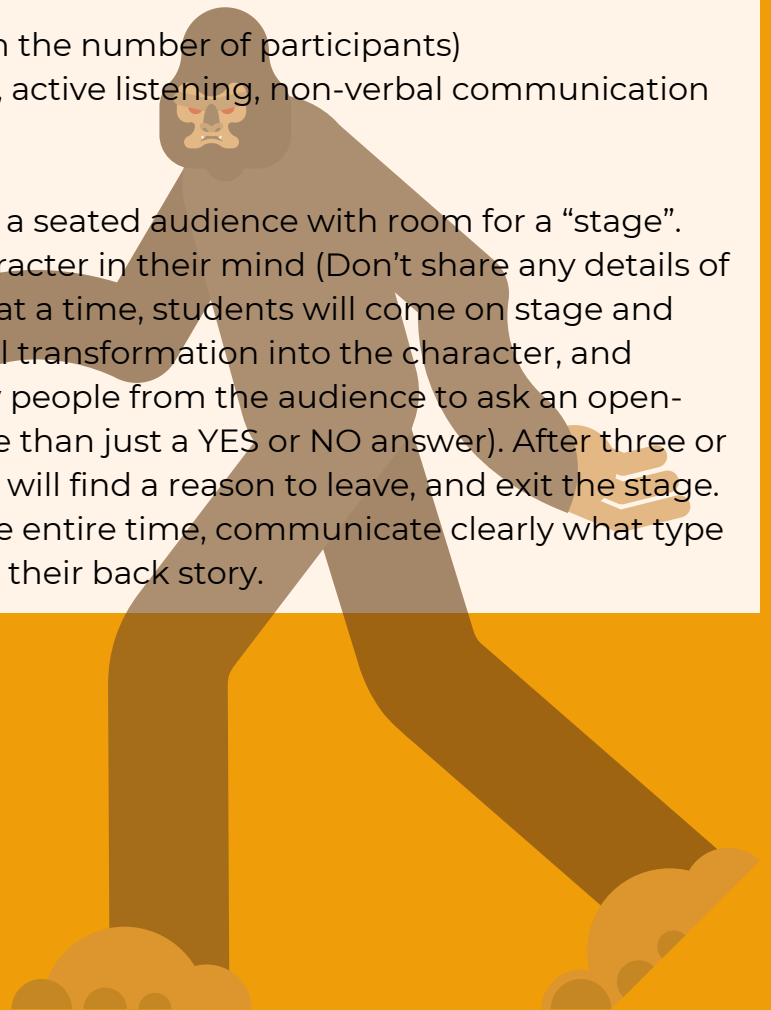
Activity: Character Hot Seat

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.



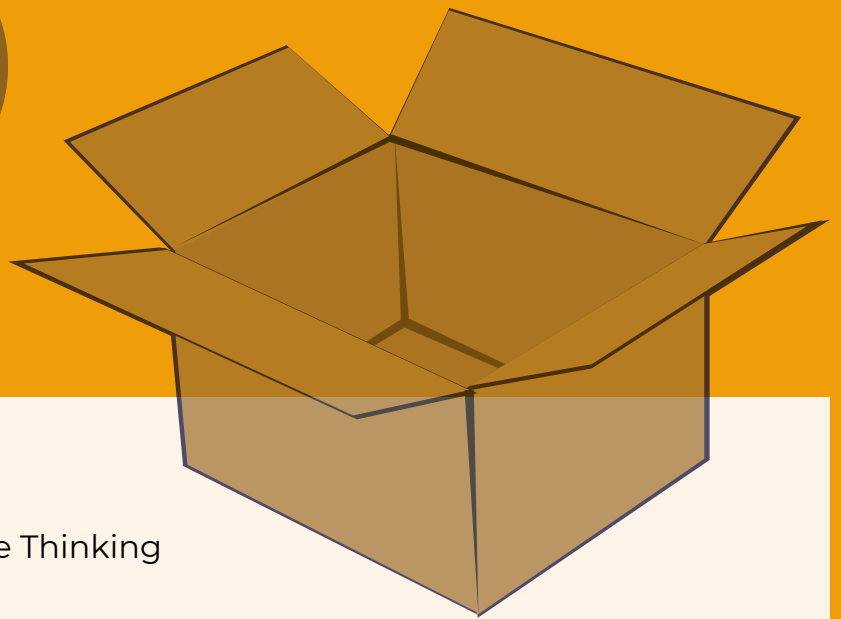
Activity: TRUE OR FALSE

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.

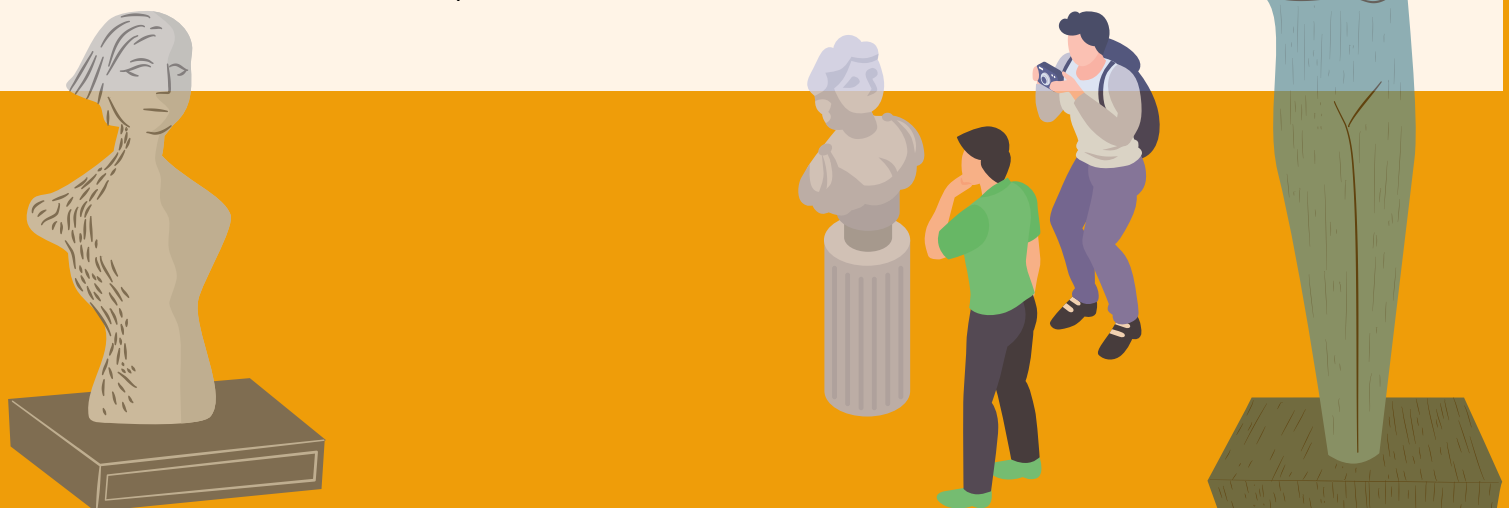
- What are some observations you made about the statues?
- How did actors convey the word prompt?
- What kinds of emotional responses did you see?
- Describe your experience reacting to the prompts, and creating the statues.

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.

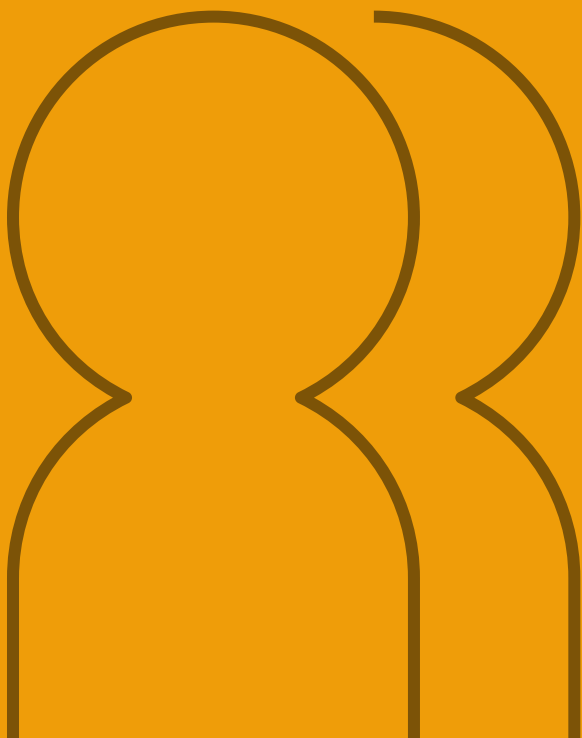
Once students understand the idea of being in relationship and communicating intent, the lesson can continue and the group can switch partners.

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.