Space Walks

- Before you begin, remind the class that space walks are a SILENT activity because you will be sidecoaching. If they don’t follow the rule, a few quick rounds of freeze and go will help them to calm down so they hear the directions
- Walk at a medium pace
- Fill the empty space as you walk
- Make eye contact with others in the room (less car crashes)

Space Walks--Freeze/Go/Melt (5min)

- Director calls FREEZE, they freeze. GO, they go. How well they can follow those instructions as a group?
- Then add in MELT. Imagine ice cream melting off the cone on a hot summer day
- Director changes between those three directions.
- Advanced: The group decides when to freeze and go. Any member of the group can stop or start and the rest of the group follows in agreement.
  - Quick tip: Make sure that everyone stops or starts together before changing to the next thing.

Space Walks--Equidistant/Equilateral Triangle/Hero and Villain (5min)

- Director freezes the group. Each student must pick another person, but it’s a secret. When the director calls GO, they must maintain that same amount of distance they currently have throughout.
- Freeze the group again. Each student picks a second person. When the director calls GO, they must maintain an equilateral triangle with both of the people they chose.
- Freeze the group again. Each student picks two new people. The first person they choose is their hero. The second, their villain. When the director calls GO, they must keep their hero between them and their villain at all times.

Space Walks--Archetypes (15-20min)

- Warm up with a general spacewalk to get them used to walking in the space.
- Director Freezes the group and introduces each archetype one at a time. Give each archetype a couple minutes to walk in the space:
○ Sovereign: both hands at head like a crown, standing very tall
○ Warrior: One hand way up like a sword, the other hand is a shield covering the heart
○ Friend: Two fists pressing together. When they meet another person and feel welcome, they can open their arms and even hug if they feel comfortable
○ Trickster: low to the ground, crouched, spinning and giggling

● With each archetype, ask these questions:
○ How do you feel in this archetype?
○ What characteristics come to mind?
○ What is your pace?
○ Where is your gaze?
○ What is your status?

● Optional Discussion! Put four papers around the room with a line down the middle of each and the title of one archetype at the top. Ask each student to go to the archetype they felt most comfortable in. On the left hand of their paper, they write some of the characteristics they noticed when doing that walk. Now ask them to go to the archetype they did not feel like at all. On the right hand of the paper, write characteristics for these.
  ○ What do you notice between the two sides of the paper?
  ○ Why did you connect with a particular archetype?
  ○ Why didn’t you connect with a particular archetype?

● Optional Text Activity! Have the students start at the archetype they didn’t much care for. With this part, it’ll look a bit chaotic because there are four different archetypes happening at one time. But that’s great! Good for character relationship observations. While doing the movement, they will say lines of text. Sometimes it’ll fit perfectly, sometimes it’ll feel off. That’s okay.
  ○ Round 1: “Lord, what fools these mortals be” (sovereign)
  ○ Round 2: “Here villain, drawn and ready” (warrior)
  ○ Round 3: “Pretty soul” (friend)
  ○ Round 4: “I’ll put a girdle round the earth in forty minutes” (trickster)
  ○ Note: I used Shakespeare, but you can switch out these lines with any text you are studying at the time—Odyssey, Beowulf, Doll’s House, etc
  ○ Discussion: Which archetype fits best with which line? Why? What did you notice about character interaction? What was your status? What was the status of others?

Tableaux

Tableaux are FROZEN pictures. When creating them, remind the students to think of levels and to remember to interact with others
Introducing Tableaux (5min)

- Choose 3-5 volunteers. You’ll say a Title like “First day of school” or “Halloween party” and they have 5 seconds to create a frozen picture as a group. Reset and do that a couple times. Change out volunteers every three-to-four tableaux.

Tableaux Story Telling (15min)

- In groups, they must create THREE tableaux—one for the beginning, one for the middle and one for the end—that tell the story of The Three Little Pigs
  - Hint: or any story you are studying :)
- Once they’ve created their tableaux, ask them to look at how they will move from one tableau to the next. This should be an intentional choice to show story. Consider the following:
  - Pace. Do you move quickly, slowly, medium? Does everyone move at the same pace?
  - Direction. Do you go directly to the next spot? Or do you travel a little before you get there? Are you moving in a straight line, curvy line, jagged line?
  - Emotion. What emotions are you showing when moving? Are you happy about what's happening? Sad? Angry?
- Once they’ve added in transitions, ask them to add text to their tableaux. Consider the following:
  - Who speaks? Is there one person playing the main storyteller? Or does it switch back and forth?
  - Does the speaking happen during the transition or while they are frozen?
  - Again, all of these decisions should be intentional to telling the story.

Tableaux—Clay Sculptures (Part 1) (5min)

- Partner up students. One is the clay and the other the sculptor. The sculptor moves the clay around into different poses. Remind students to be kind to their clay. Don’t put them in uncomfortable positions that they can’t hold for too long, etc. After a few minutes, have them switch.

Tableaux—Image Alive (Part 2) (10min)

- One student volunteers to be the sculptor for the group. Give the sculptor a title or subject like “Oppression” or “Revenge.” The student picks 3-5 volunteers to be his clay and he arranges them into a tableau to fit the title.
- One by one, ask each member of the tableau to pick a word to describe how they feel in this tableau and have them share it aloud.
Optional: Pick another volunteer sculptor and give them another title, perhaps the opposite of the first sculpture. For example: if the first sculpture was “Oppression”, the second could be “Protest” or “Escape.” The sculptor can use the same people or new people, depending on how participatory your class is. Same as before, have the students share one word, etc. Then, ask both sculptors to work together to decide how to move from one sculpture to another. Which comes first? Does everyone move in unison or do they take turns? What emotions are they expressing? Is it a direct path or not? What is the pace?

- This could also be used to check understanding of books, concepts, etc. For example: create two sculptures to show: photosynthesis; the Boston Tea Party; Brutus’ tough decision; etc etc

The Machine (5min to 15min)

Start out in a big circle. One volunteer begins by moving into the center and doing a continuous movement. They will have to do this movement for a while, especially the first time you do this activity. Then one by one students add on to this movement by doing a different continuous movement.

Don’t JUST create a conveyor belt. This is a common trap. Remind the students to try different levels and approach the machine from different angles.

Once everyone is in, break up the machine, return to the circle and ask the group what kind of machine this was. Does it make something? Does it break something? Is it a real machine or something more magical?

After a few rounds of this, add in sound. So to go along with the continuous motion, they must also make a sound with it and this sound has to be a vocal sound, not body percussion. “Woop woop” “CRANK CRAAAAAANK” etc etc

Now add in the machine’s purpose for the group. “This machine makes PB&J sandwiches.” “This machine does my homework”

Now to bring it back to classwork, “This machine turns bills into laws.” “This machine is a mathematical proof”