

Theatre Game as Metaphor Facilitation

PREP

Facilitators: Tori Gitten and Kayla Tomas.

Strategy: Crumbling/Falling.

Source: Unknown.

Time Needed: 15-20 minutes.

Materials Needed: Nametags (optional, see modifications/adaptations).

Number of Players: 6+ players.

Space Needs: Large area with plenty of space to move.

Grades: 6th-8th.

What theatre skills does this game teach?

- Acknowledgment of personal responsibility and self-accountability while working as a collaborative ensemble.
- Spatial Relationship: understanding how to navigate and move through the space, relating to the crumbler or “the force,” depending on the individual’s role.
- Tempo/Pace: exploring reaction time to the crumbler and how to sustain “the force.”

PLAN

Game Facilitation (15 Minutes) :

Facilitator #1: *Everyone please silently gather in a standing circle...*

Facilitator #2: *Great! Now we will go around the circle and count off from the number '1.' Make sure you remember your number.*

Facilitator #1: *There are two things that happen in this activity: you either crumble or use "the force." Crumbling is moving your body very slowly and safely to the ground. "The force" is a pantomimed energy from your hands that can support the people who crumble.*

Facilitator #2: *Let's show an example.*

Facilitator #1: *"Crumbling!" (falls slowly to the floor)*

Facilitator #2 molds her body to use "the force" and direct physical energy, using eye-contact to support Facilitator #1; Facilitator #1 reacts to "the force" by standing upright.

Facilitator #2: *Remember, to be specific and intentional with "the force." Before we continue explaining the activity, does anyone have any clarifying questions?*

Pause for questions.

Facilitator #1: *To begin, we will all silently cover the space. Facilitator #2 or I will call out a number and the person with that number will call out "Crumbling!" as they crumble to the floor.*

Facilitator #2: *At the same time, the rest of the group can use this action of "the force." The goal for the group is to keep the person crumbling from falling to the ground.*

Facilitator #1: *Before we start, how might we play this game safely?*

Time for a brief discussion.

Facilitator #2: *Everyone start to silently cover the space.*

When the group has reached a comfortable rhythm and pace, Facilitator #1 and Facilitator #2 take turns calling out a single number from 1-total number of students.

Facilitator #1: *Alright, pause!*

Facilitator #2: *Let's check-in. By a show of thumbs, how are we feeling with the activity?*

Time for clarifications/questions.

Facilitator #1: *Great! Let's kick it up a notch. Now we will start calling multiple numbers at a time.*

Facilitator #2: *Start moving around the space.*

Repeat the process by calling multiple numbers at a time.

Facilitator #1: *Alright, let's bring it back to the circle to reflect - great job!*

Side-Coaching:

- *Remember to call out "crumbling" loud enough for the entire group to hear.*
- *Remember, "the force" is so powerful, there is no physical touch required.*
- *Remember the only voice that should be speaking is the crumbler.*
- *The event of crumbling/the force should take time to complete from beginning to end. There is no need to rush/run in space.*
- *Remember to commit and sustain the action of "crumbling" or the "the force."*

Reflection Questions (5 Minutes):

D: *How did it feel playing this game? How did it feel to crumble or to use "the force?"*

A: *What skills did we use to be safe and successful, and solve the problem? How else can we use these skills?*

R: *How is this game a metaphor for teaching? What might crumbling and using "the force" represent in regard to the classroom community?*

Classroom Management Techniques:

- *If you can hear my voice... (Attention grabber).*
- *Lights on, lights off. (Attention grabber).*
- *All eyes on me. (Wait for all eyes on the facilitator to show focus and readiness).*
- *Everyone come back to the circle. (Recenter focus)*

Modifications/Adaptations:

- The group can use “the force” or imagined energy from their hands to support the people who crumble; no physical touch is required. **Due to COVID-19, we are using this modification in our class activity.**
- The class can be broken up into a smaller subset of groups.
- Instead of having students remember their number at the beginning, facilitators can provide name tags with respective numbers written on them for each student.
- The act of “crumbling” does not have to be a full-body act, instead, students can be seated and use their arms or hands to enact falling based on differing abilities.