



NEW VICTORY® SCHOOL TOOL®

RESOURCE GUIDE

SIMPLE SPACE



2018-19 SEASON

THE NEW VICTORY® THEATER

New York's Theater for Kids and Families

A PROJECT OF THE NEW 42ND STREET

THE NEW VICTORY THEATER

The New Victory Theater brings kids to the arts and the arts to kids. Created in 1995 on iconic 42nd Street, this nonprofit theater has become a standard-bearer of quality performing arts for young audiences in the U.S. Reflecting and serving the diverse city it calls home, The New Victory is committed to arts access for all students, teachers, kids, families and communities of New York to experience and engage with the exemplary international programming of theater, dance, circus, puppetry and opera on its stages. A leader in arts education, youth employment and audience engagement, The New Victory Theater has been honored by the President's Committee on the Arts and the Humanities with the 2014 National Arts and Humanities Youth Program Award, by Americans for the Arts with a national Arts Education Award, and by the Drama Desk for "providing enchanting, sophisticated children's theater that appeals to the child in all of us, and for nurturing a love of theater in young people."

The international productions on NEW VICTORY stages inform and inspire the work of the award-winning NEW VICTORY Education Program through a dynamic combination of school and public programs. Our school programs serve over 40,000 Pre-K through 12th grade students and teachers each season at almost no cost to the kids or their schools. Many of our partners are NYC-area Title I schools, with a high percentage of students who would be unable to experience live theater if it weren't for The New Victory. This nationally-recognized program exemplifies the organization's long-standing commitment to the intrinsic value of cultural participation in the lives of New York City kids.

The NEW VICTORY Education Department is committed to building impactful and long-lasting relationships with schools and after-school programs. We believe that creating strong and meaningful partnerships between schools and arts organizations allows school communities to deeply enrich their arts programs and infuse creativity across the curriculum. By annually enrolling in the unique and award-winning NEW VICTORY Education Partnership Program, schools take advantage of \$2 tickets to NEW VICTORY school-time and after-school performances, free classroom workshops led by highly skilled teaching artists, in-depth resources and professional development that allow teachers to incorporate the arts into their classrooms.

NEW VICTORY® SCHOOL TOOL® Resource Guides

Available to Education Partners for every show in our season, NEW VICTORY SCHOOL TOOL Resource Guides provide educators with comprehensive materials that explore the artistry and key themes of each production. Filled with practical, ready-to-implement activities that allow any teacher to incorporate The New Victory into their classroom, the NEW VICTORY SCHOOL TOOL Resource Guides are designed to enrich the performance experience before, during and after the students' trip to the theater.

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Making Connections to Learning Standards

NEW VICTORY SCHOOL TOOL Resource Guides align with the Common Core State Standards, New York State Learning Standards and New York City Blueprint for Teaching and Learning in the Arts. We believe that these standards support both the high quality instruction and deep engagement that The New Victory Theater strives to achieve in its arts education practice.

The NEW 42ND STREET® Youth Corps

Available for high school and college-age youth, the NEW 42ND STREET Youth Corps offers paid employment, job training, academic support and mentorship through jobs in the arts. At The New Victory you are greeted by the NEW VICTORY Usher Corps, a rigorous three-year program for New Yorkers ages 16-22, and at The Duke on 42nd Street you are greeted by the NEW 42ND STREET College Corps, a program offered to current CUNY students pursuing graduation. Participants of these programs are paid for their time as front of house staff and for participating in professional development workshops. In our administrative offices, the NEW 42ND STREET Apprentice Corps employs college and graduate students who want hands-on experience in the daily operations of a nonprofit performing arts organization. They are joined by members of the NEW 42ND STREET Fellows Corps, which provides career-launching employment and networking opportunities for former NEW VICTORY Ushers who are actively pursuing non-performing theater careers. Together, these four programs of the NEW 42ND STREET Youth Corps expose students to invaluable life skills and the power of live performance.

CONTACT INFORMATION

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NEW VICTORY® SCHOOL TOOL® Resource Guides are made possible by a generous gift in memory of Fr. John R. Scarangelo, OFM whose lifelong passion for the theater was a powerful influence on all who were fortunate to know and love him.



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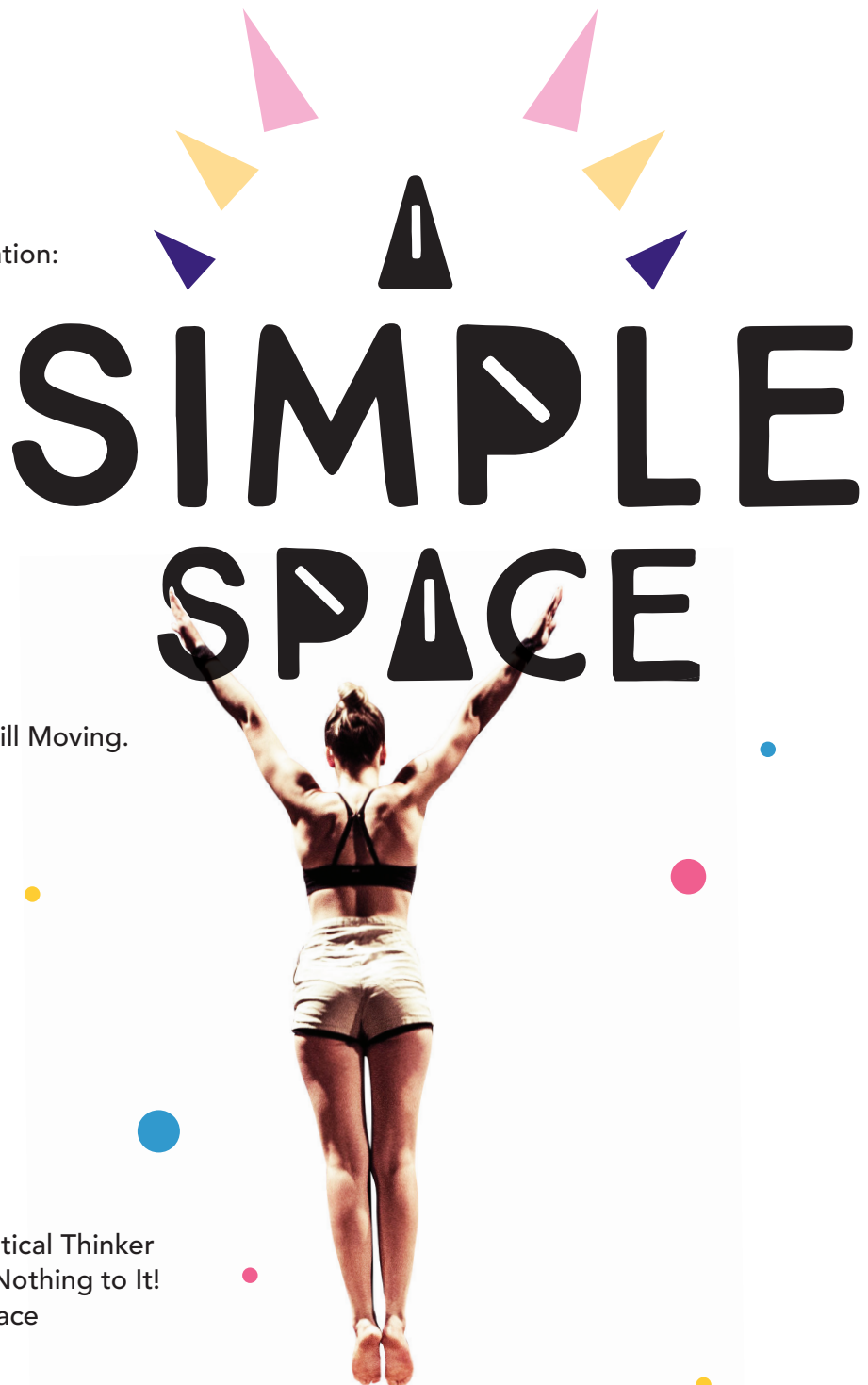
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WHAT GUIDES NEW VICTORY EDUCATION: **OUR GUIDING PILLARS!**

*Want to know what guides the work we do in New Victory Education? We'll tell you!
The Guiding Pillars on this page are the foundation of how we strive to cultivate
collaboration and creativity for everyone!*

PLAY

How is the work sparking imagination,
encouraging joy in learning
and evoking laughter?

DISCOVERY

What methods are we employing and questions
are we asking to encourage opportunities for
meaning-making, deepening understanding, inquiry,
curiosity, risk-taking and learning about oneself,
ones' peers, and the world around us?

COMMUNITY

How are we encouraging ensemble and
collaboration within the communities
we work with?

ART FORM

How are we honoring and exploring
the technique of the art forms
presented on our stage?

CREATE

How can we activate art-making and creativity
to explore the art form in each production?

ARTS FOR ALL

How is the work accessible
to and inclusive of everyone?

INSIDE

A behind-the-curtain look at the artists, the company and the art form of this production

COMMON CORE STANDARDS

Reading: 1; 3; 4; 6

Writing: 2; 3; 4; 6; 7

Speaking and Listening: 1; 3; 4

Language: 1; 2; 3

NEW YORK STATE STANDARDS

Arts: Creating, Performing, Responding, Connecting

English Language Arts: 1; 3; 4

Health and Physical Education: 1

Mathematics, Science and Technology: 1; 4; 7

BLUEPRINT FOR THE ARTS

Theater: Theater Making,
Developing Theater Literacy,
Making Connections,
Careers and Lifelong Learning

Dance: Dance Making,
Developing Dance Literacy

Summary

The seven audacious acrobats of Gravity & Other Myths like to keep things simple. Who needs circus rigging, sparkly costumes or even shoes when you've got each other? Balancing, climbing and swinging on one another's heads, hands and shoulders, this talented, tight-knit troupe and their dynamic drummer saturate their stripped-down spectacle with high-energy athleticism. A SIMPLE SPACE is a down-to-earth and downright delightful display of human strength, breathtaking skill and cheeky, good-natured one-upmanship.



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Where in the world is
GRAVITY & OTHER MYTHS from?

ADELAIDE, AUSTRALIA



FUN FACTS:

What does it take to be an acrobat? About 8,320 hours! Growing up, the members of Gravity & Other Myths trained three to four sessions a week, for three to four hours each. Now, the performers split their time between performing, training and creating new shows.

The name Australia comes from the phrase 'terra australis incognita,' which means 'unknown southern island.' The country was given this name in 1824.

Australia is home to Lake Hillier, a lake whose pink hue defies explanation. That body of water isn't the only scientific marvel in Australia. Gippsland Lakes wow visitors with their breathtaking beauty and bioluminescence. That's right, they glow in the dark!

Just off the coast of Australia the "Land Lobster," the world's rarest insect, lives on Ball's Pyramid, a volcanic mountain jutting 1,843 feet out from the sea!

COLLABORATION + ACROBATICS

× PLAY =

SIMPLE SPACE

A closer look:

Gravity & Other Myths is a force to be reckoned with. This down-to-earth ensemble from Down Under does contemporary circus differently with their pared down productions that prioritize physical feats of athleticism over production spectacle. Founded by a group of friends in 2009, the company places an importance on community and connection, whether by keeping audiences up-close or supporting other emerging artists through their microloan "GOM Seedling Fund," when not physically supporting each other, of course.

The founding members of Gravity & Other Myths became friends while in youth circus together at Cirkidz, a circus school in Adelaide. They premiered A SIMPLE SPACE at the 2013 Adelaide Fringe Festival, winning the weekly award for Best Circus and receiving a nomination for Best Circus Overall. A SIMPLE SPACE has been performed more than 500 times across 24 countries. The members of Gravity & Other Myths put their university degrees, including the likes of chemical engineering, on hold to go on tour!

PHYSICAL THEATER

Physical theater is a mode of performance that approaches storytelling or drama through physicality and full-body movement. A SIMPLE SPACE is a nonverbal performance that utilizes physical theater to communicate story elements, including relationships, tone and emotions to the audience.

ACROBATICS

In A SIMPLE SPACE, elements of acrobatics and movement are combined and used as a means of storytelling. Acrobatic performance entails feats of strength, agility, coordination and balance. Examples of acrobatics are when performers are seen climbing atop of one another, flipping over each other and using each other as human counterweights. This type of performance dates all the way back to the Minoan civilization around 2000 B.C.E., when everyday citizens would perform acrobatic feats on top of bulls! While there are no bulls in A SIMPLE SPACE, you'll definitely recognize elements of acrobatics!



WHAT DO YOUR STUDENTS ALREADY KNOW?

Prior to exploring **A SIMPLE SPACE** with your students, find out how much they already know about **PHYSICAL THEATER** and **ACROBATICS**. In addition, allow them to explore the theme: **THEATRICAL PLAY**.

Have you ever seen acrobats perform before? What did you enjoy about it and why?

What laws of physics might make acrobatics possible?

What do you think about when you hear the term “theatrical play”?

Where do you think you might see “play” in A SIMPLE SPACE?

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HOOKED ON PHYSICS (SCIENCE, THEATER)

What is the science behind acrobatics? Work with your students to explore the physics embedded in this art form! Lead activities, followed by reflective discussions, about such concepts as gravity, velocity, inertia, centripetal force and balance. For instance, without gravity, the visual spectacle of A SIMPLE SPACE simply wouldn't be possible. Then, use the experience of seeing the show to inspire a research project about gravity and movement. To make this project more practical, have students create a list of ways to test out these laws with their own movements or using objects found in the classroom. Try to practice moving as often as possible to build your practical knowledge of physics in motion over the course of the school year. To support this unit, use the **Activity: Squad Goals: Let's Go!** in the **Before** section or the **Activity: Strike A Pose, There's Nothing to It!** in the **After** section.

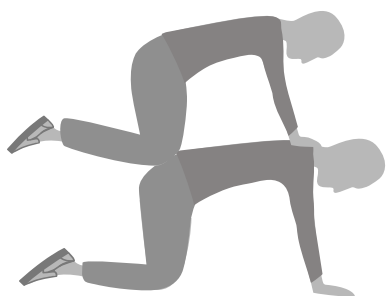
A PYRAMIDAL ACT (SCIENCE, PHYSICAL THEATER)

A SIMPLE SPACE features some fascinating physical formations. Now it's your class's turn to create some unique formations of their very own! Together, choreograph a class movement piece that ends with a final, creative, dynamic human pyramid. To begin, play around with different types of music-inspired movement by playing different styles of instrumental tunes and experimenting with different tempos and levels. Ask questions like: *How does this music make you feel? How do different styles of music make you move?* Then, create your class pyramid, or series of pyramids if you have a large number of students, by carefully guiding them into a group haystack and flyer positions. Finally, put together a sequence of moves that everyone can do and decide what time(s) of day you'll be using this dance. Now you have a unique dance, ending in a dynamic formation, that only your class knows! To support this unit, use the **Activity: Strike A Pose, There's Nothing to It!** in the **After** section.

LET'S MOVE (DANCE, THEATER, ENGLISH LANGUAGE ARTS)

The performers in A SIMPLE SPACE work as a community, using physical theater, music, elements of dance, visual art and acrobatics to create a cohesive, stunning performance. Have your students work together as a classroom community to create a piece of their very own—one that can be used as a unifying ritual every morning! Have each of your students write a personal story that they will feel comfortable sharing with their classmates about a skill or task they've worked very hard to master. Next, have each student create one or two specific movements and tell them they will be using them to tell their story. When each student has finished creating their personal performance piece, have them share with the rest of the class. **Note:** *Encourage students to use their written text to help tell their individual story. They can use it as written, turn it into a poem, speak only key words or use it as inspiration and create a nonverbal piece. This allows each student to choose a comfortable entry point into performing a self-made work.* To support this unit, use the **Creativity Page: Moving. Still. Still Moving.** in the **Before** section, or the **Activity: Strike A Pose, There's Nothing to It!** in the **After** section.

TEACHER TIP: Here is what a haystack and a flyer look like.



Bunk Bed
Haystack (base),
Haystack (flyer)

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BEFORE

Ready-to-implement classroom activities that explore the themes and artistry of the show

COMMON CORE STANDARDS

Writing: 1; 2; 4

Speaking and Listening: 1; 4; 6

Language: 1; 2; 3

NEW YORK STATE STANDARDS

Arts: Performing, Responding, Connecting

English Language Arts: 1; 2; 3; 4

Mathematics, Science, and Technology:
4; 7

BLUEPRINT FOR THE ARTS

Theater: Developing Theater Literacy;
Making Connections



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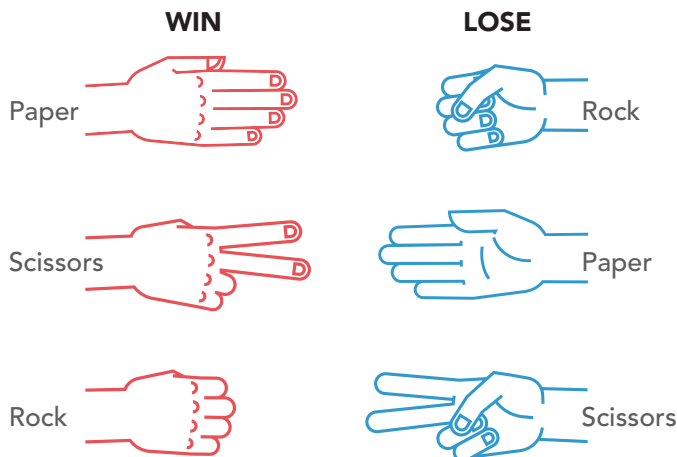
SQUAD GOALS: LET'S GO!

A SIMPLE SPACE is all about teamwork. The performers are capable of such amazing feats not only because of hard work and training but also because of their synergy and support of one another.

Bring a feeling of camaraderie and begin to build your class ensemble with the activity below!

1. To begin, tell students that they are going to be creating different poses and movements.
2. Next, as a class, choose a dynamic theme through which students will create their poses or dance moves such as "Medieval Monsters," "Farm Animals" or "Wizards and Witches!"
3. Then, based on your chosen theme, have students create three poses or movements and winning match-ups for each (a la *Rock, Paper, Scissors*), making sure to generate a list as you go. You'll need this list for the impending competition!
4. Have students get into pairs and prepare for a fierce pose/movement battle showdown! Then, have students count to three and strike the pose of their choice from the class-generated poses. The winner is declared based solely on the agreed match-ups. For instance, Necromancer beats Warlock, Witch beats Wizard, and Wizard beats Necromancer. Best two out of three wins!
5. Winners of Round One will then move on, holding the title of **Competitor**, while their respective partners gain a new, equally important role: **Competitor's Number One Fan!**
6. Then, have each duo pair up with another team for Round Two. Again, it's best two out of three in the pose/dance battle, while each team's Number One Fan competes to see who can cheer their teammate in the most enthusiastic fashion! **Note:** Encourage Number One Fans to not only use their voices, but to utilize their bodies to create rhythmic percussion and dance in their cheerleading!
7. Once again, the winner with the best two out of three keeps the title of Competitor and progresses on to the next round, while the other pair joins their Number One Fans club.
8. Next, continue the same formula laid out for Rounds One and Two until a class Champion is crowned!
9. Finally, when you've determine your Pose Master or Dance Champion, let the Number One Fan club members shine by guiding them in a class cheer to highlight their true sportsmanship, uniqueness and talent in celebration of their peer!

TEACHER TIP: Rock, Paper, Scissors



REFLECTION QUESTIONS:

What does the word "ensemble" mean to you? Did this activity change that for you?

How does it feel to be a competitor? How does it feel to cheer? Which role do you prefer?

What was your favorite part of this activity?

Where in A SIMPLE SPACE do you think ensemble work will be at play?

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Be a part of your kid's field trip to A SIMPLE SPACE!

WATCH

Check out the video trailer and a message from
A SIMPLE SPACE!

www.NewVictory.org

While you're there, do the suggested Family
Activities to learn more about the show.



ASK

**After your kid visits the New Vic, talk with them about their theater-going experience!
Use the prompts below to engage in a conversation with them about what they saw
and how the show made them feel!**

BEFORE the show:

What do you think physical theater is?

*How do you think the performers discovered their
talent for acrobatics?*

*What are you most excited about for your trip to
The New Victory Theater?*

AFTER the show:

What was your favorite part of the show?

How would you describe "play"?

Did anything about the show surprise you?

VISIT

The New Victory is New York City's only performing
arts theater exclusively devoted to kids, their
families and classmates, bringing exhilarating stories,
innovative art forms and unparalleled performers
from around the world to its historic stage in Times
Square. For a full list of shows in the New Vic 2018-19
season, visit www.NewVictory.org.

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MOVING. STILL. STILL MOVING.

Take a look at the A SIMPLE SPACE images below. As you examine each image, consider these questions: *What do you think is happening? How are the performers achieving their actions? How might the laws of physics be at work in achieving these feats? How much training and practice do you think it took?*

Next to each picture answer these questions and add any other observations you may have!





EN ROUTE

Trip logistics and a brief student activity to be completed shortly before seeing the show

Provide this section to all teachers and chaperones attending the show!

COMMON CORE STANDARDS

Writing: 1; 3; 4

Language: 1; 2; 3

Speaking and Listening: 1

NEW YORK STATE STANDARDS

Arts: Responding, Connecting

English Language Arts: 1; 2; 3; 4

BLUEPRINT FOR THE ARTS

Theater: Making Connections

Visual Arts: Art Making,
Making Connections

Heads up!

A SIMPLE SPACE combines high-flying acrobatics, friendly rivalry and competition. Be aware that these are professionals and their tricks took years to perfect. The stunts in the show should not be tried at home, however this guide offers equally fun entry points into the world of acrobatics! Discuss with your students how competition and rivalry can be used to push your limits and grow as a class, as friends and as individuals.



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TRIP GUIDE

Provide this resource to the School Trip Leader and all teachers/chaperones attending the performance.

Before you leave school

We advise you to LEAVE ALL BAGS AND LUNCHES at school, if possible. If not, bags will be collected by NEW VICTORY staff and stored during the performance.

Plan to arrive at the NEW VICTORY venue at least 30–45 minutes before curtain time. The building opens one hour prior to curtain (i.e. 10am for an 11am performance). If you realize that your group is running late, please contact the theater DIRECTLY at **646.223.3020**. If you will be arriving by bus, please ensure that your driver drops your group off on the **north side** of 42nd Street between 7th and 8th Avenues.

Arrival

When you reach 42nd Street, a member of the NEW VICTORY Front of House staff wearing a green vest will check in with the school trip leader.

If you arrive by bus, they will direct your bus to a location on the street where it is safest to unload the students.

It is important to wait until our staff checks in the School Trip Leader and Bus Driver before unloading the students.

They will record the bus number and give the School Trip Leader and the Bus Driver correlating tags.

Please remember to have the School Trip Leader and the Bus Driver exchange cell numbers.

The Front of House staff will give a time for the bus to return to pick up your school group.

The question of lunch

NEW VICTORY venues are not equipped to host lunch/snacks. In the early autumn and spring months, nearby Bryant Park (42nd Street at 6th Avenue) offers a pleasant place for lunching, and there are also public restroom facilities.

Seating

In order to make your experience at the theater as efficient and safe as possible, you will not be issued tickets. Your group will be assigned seats in advance by the Education Department. Your seating assignment will not be available prior to the performance. If you have any questions, please contact the Education Department at: Education_Tickets@NewVictory.org.

Accessibility

Wheelchair accessibility: Wheelchair seating must be requested in advance, at the time of the ticket request, and is subject to availability. Assisted listening devices are available for patrons who have hearing impairments.



TRIP GUIDE

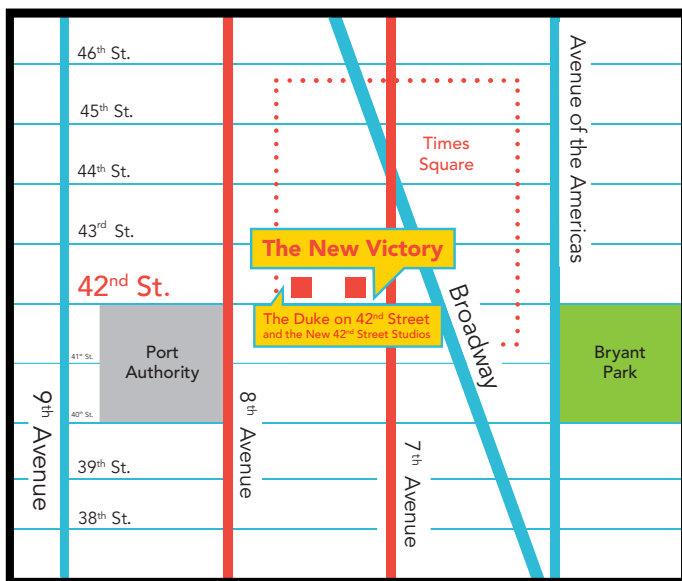
If you are traveling by bus, please also share this important information with the bus driver.

Directions to

THE NEW VICTORY THEATER OR THE DUKE ON 42ND STREET/
NEW 42ND STREET STUDIOS
209 West 42nd Street
229 West 42nd Street

BY SCHOOL BUS

It is safest to drop off and pick up your school group on **the north side of the street** in front of the venue. Turn onto 42nd Street from 7th Avenue so students can unload in front of the theater.



During the show

42nd Street is extremely congested and has a high volume of traffic. According to the New York City Department of Transportation, vehicles are not allowed to sit idle or park on the street without special permission. Once your bus is empty, it is important that the bus driver find parking at a nearby location—see possible parking locations below.

If a driver chooses to park on 42nd Street, they do so at their own risk of being ticketed by the police. The New Victory Theater is not responsible for bus drivers who receive parking tickets.

Possible parking locations

8th Avenue (both sides) between 38th and 39th Streets
11th Avenue (both sides) between 39th and 40th Streets

Pick up

Taking Midtown traffic into consideration, bus drivers should leave their waiting location approximately 10 minutes prior to the return time given by the Front of House staff. Front of House staff will also help find a spot on 42nd Street to safely load your student group after the show has ended.

BY MTA, SUBWAY OR BUS

1/2/3 N/R/Q/W/7

Exit the station at 42nd Street/7th Avenue. When you come out of the turnstile, take the stairs to your right. All NEW VICTORY venues are directly to the west of the subway station.

A/C/E to Port Authority

Exit at 42nd Street/8th Avenue. Walk to 42nd Street, turn east, and continue walking until you arrive at NEW VICTORY venues.

B/D/F/M

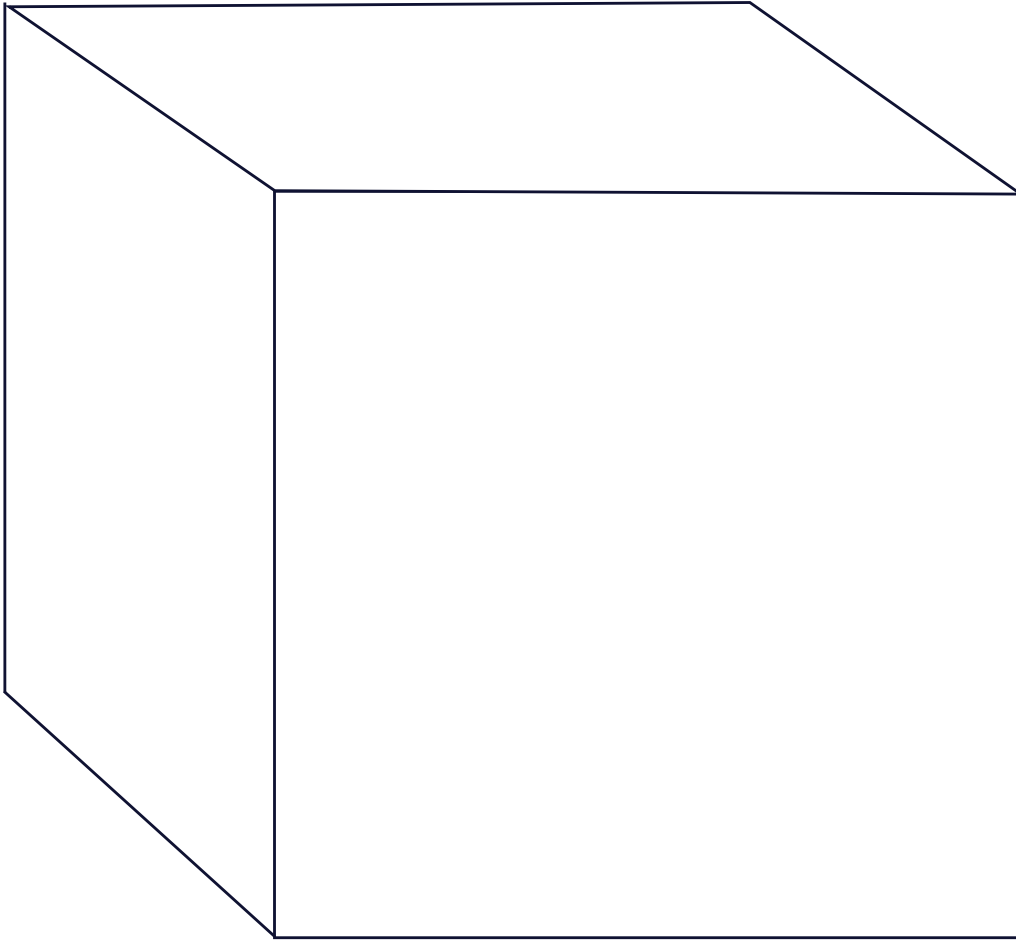
Exit at 42nd Street/6th Avenue. Walk west on 42nd Street until you come to 7th Avenue. The venues are on the north side of the street at 7th Avenue, next to the subway station.

The M10, M16, M27, M42, M104 buses all stop within one block of the venues.



A PUZZLEMENT

Spoiler Alert: In A SIMPLE SPACE, you will see one acrobat take on an exciting challenge involving a Rubik's Cube. **On the way to the theater, design your very own version of a Rubik's Cube in the space below. Don't be afraid to get creative with colors and patterns. Your cube should be entirely one-of-a-kind!**



Once you've created your unique cube, answer the following questions:
How do you solve your puzzle? Is there a special pattern needed in order to crack the code?

Share your answers with a friend—as long as you think they'll keep your puzzling secrets safe!

AFTER

Ready-to-implement classroom activities that offer the opportunity to reflect on and extend the experience of attending the performance

COMMON CORE STANDARDS

Writing: 1; 2; 4

Speaking and Listening: 1; 3

Language: 1; 2; 3

NEW YORK STATE STANDARDS

Arts: Creating, Performing, Responding,
Connecting

English Language Arts: 1; 2; 3; 4

Mathematics, Science, Technology: 4; 7

BLUEPRINT FOR THE ARTS

Theater: Theater Making;
Developing Theater Literacy;
Making Connections

Visual Arts: Art Making,
Developing Art Literacy,
Making Connections



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AFTER / PERFORMANCE REFLECTION

Following your trip to The New Victory, you may find that your students want to discuss the performance and their own opinions. Reflecting on the show and voicing an aesthetic response is an important part of the theater-going experience. Allowing your students the opportunity to articulate their own thoughts and hear the ideas of their classmates will increase the impact of the theater experience. Then, lead students in a discussion:

Was a narrative present in the show? If so, who were the characters?

*What obstacles did the performers encounter? Did they overcome them?
How so?*

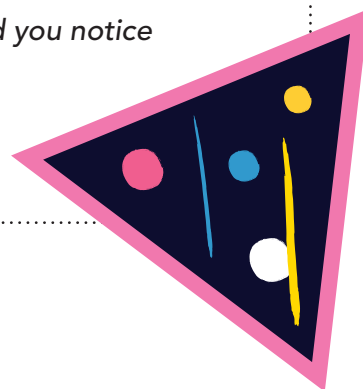
What were your favorite parts of the show?

*What shapes did you see the performers make with their bodies? Did they
remind you of anything?*

What did you think about how the performers created physical sculptures?

*What different production elements (music, lighting, etc.) did you notice
in the show?*

How did the show make you feel?



TEACHER TIP

Engaging in dialogue, asking questions and recalling observations are skills that we believe should be fostered and encouraged. When leading a performance reflection discussion, try the following model of critical response:

Describe (I saw...)

Analyze (I wonder...)

Interpret (I think/feel...)

Evaluate (I believe...)

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THE CRITICAL THINKER

THE PART OF THE SHOW THAT GRABBED MY ATTENTION THE MOST WAS

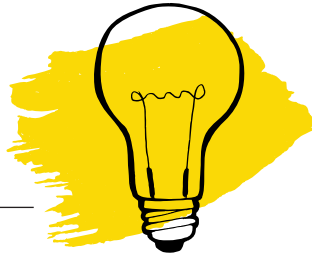


WHILE WATCHING THE SHOW,
I HAD THE STRONGEST
REACTION TO

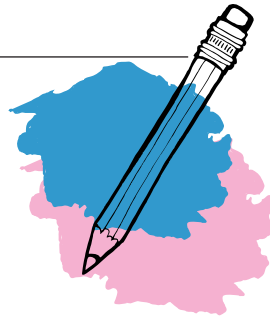
THE SHOW MADE ME THINK ABOUT

BEFORE SEEING THIS SHOW,
I DIDN'T KNOW THAT

A QUESTION I HAVE ABOUT
THE SHOW IS



IF I WERE THE DIRECTOR, ONE
THING I WOULD CHANGE ABOUT
THE SHOW IS



ONE THING I SAW ON STAGE
DURING THIS SHOW THAT I'VE
NEVER SEEN BEFORE WAS

AFTER SEEING THE SHOW,
MY FRIENDS AND I TALKED ABOUT

OVERALL, THE SHOW
MADE ME FEEL



STRIKE A POSE, THERE'S NOTHING TO IT!

The acrobats in A SIMPLE SPACE stretch, jump, balance and fall across the stage together in energetic harmony, but that doesn't mean they never stop moving. On the contrary—the performers often utilize moments of stillness to showcase their incredible strength and form.

In this activity, let the group poses the acrobats strike inspire your students to work together to create daring formations of their own!

1. To begin, divide the class into groups of four.
2. Tell students that they will be working together to create their own acro-inspired formations in the classroom. Make sure each group has enough space around them to move and experiment with different dynamic poses.
3. To begin, assign each group member a number by having groups count off. Guide students through the process of collaborating on a formation by instructing all students with the number 1 to strike a pose on their own. Ask the other group members to carefully observe what their first group member is doing with their body by asking: *What levels of vertical space are they using? Are they low to the ground or close to the ceiling? To what extent are they using horizontal space? Are their limbs close to their body or far away? What shapes are they making?*
4. Next, instruct group member number 2 to add onto group member number 1's pose. Guide students to think about possible points of contact by asking: *What are different ways you can collaborate with your teammate on a pose? Can you connect at the elbow or fill in space under the arm? Can you make contact at the palms of your hands and lean into each other while maintaining balance? How are your two poses interacting? How are they in opposition to each other?*
5. Continue adding group members to the existing formation until each group member is participating. When all groups in the classroom are holding their completed formations, celebrate them with a round of applause and then let them relax out of their poses.
6. Now that groups are comfortable with the pose formation process, turn on some music and allow students time to collaborate on new formations. Encourage each group to explore the vastly different ways to interact with each other and the space. Challenge each group to develop three to four original formations. When time is up, let groups take turns showing their formations to the rest of the class! **Bonus:** *If groups finish their formations early on in the collaboration process, encourage students to come up with dynamic ways to transition from formation to formation. The more surprising and creative, the better!*

TEACHER TIP:

Throughout this activity, remind students to ask their peers for consent before adding any physical formation, especially if the new formation involves physical touch. Everyone should feel safe and supported in this activity, and no student should have to make physical contact with someone else if they are not comfortable doing so.

REFLECTION QUESTIONS:

What was most fun about working together with your classmates?

Did you surprise yourself in this activity? Did you strike a pose you've never been in before?

What was the most creative pose you saw another group create? What was unique about it?

What made you successful in this activity?

What were some challenges you encountered?

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Simply YOUR SPACE

What makes a space “a simple space” to you? Do you have a simple space of your own?

In the blank area below, answer the prompt:

A SIMPLE SPACE is like a _____ because _____.

Write or draw what you imagine a simple space to be. Then, share it with a friend!



Sources

<http://www.gravityandothermyths.com.au/>

<http://boatrockarentertainment.com/?portfolio=gravity-other-myths>

<http://www.blackrockcenter.org/events/event/a-simple-space-audience-choice-2/>

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