

children, you will have to spend some time discussing what a tug of war entails before you divide into teams. Although they will know what one is, it is not part of their everyday vocabulary of images. Count off by twos and divide into two teams. POC: the texture and tension of the rope. Side Coaching: Feel the rope. Feel its texture. TUG! Feel the rope burn your hands.

4) Mirrors: Have each person locate a partner. A faces B. A acts as the mirror while B initiates action. You may suggest simple activities like brushing hair or dressing. After several minutes have them switch roles. As the activity progresses, have them switch more frequently so that by the end it is difficult to know which is the mirror.. POC: mirroring the initiator's movement. Side Coaching: Follow the movements exactly. Try to move slowly and smoothly. Keep your actions exact. Be a mirror.

5) Dictionary of Feelings: Have the group position itself in space. Ask everyone to close his eyes. Begin by asking them to imagine that they are trees, then get more specific. . . a tree on a cold, windy winter day. . . a young tree on a bright spring morning. . . a tree about to be chopped down. . . an old, craggy tree. After they warm up, tell the group a story, appropriate to them, involving emotions. For example: You are on your way to school on Monday morning and you drop your spelling book in a puddle. When you arrive at school and tell your teacher, she tells you not to worry. Then you discover that your best friend has just returned after being absent for two weeks...etc. POC: acting out feelings. Side Coaching: Show me how you would feel. Concentrate on what you are feeling. How would your face look? How would your body look?

6) Long Distance Touching: Group stands in a

circle. Each member touches his opposite. Ask them to take one step backward, then another and another until they are at opposite ends of the room. POC: focus between paired members. Side Coaching: Concentrate on your opposite. Try to maintain contact. Stretch. Feel the bond between you.

7) The MTA: Have the group line up in triple file. They should push together as tightly as possible, on all sides. Have them close their eyes and slowly and carefully lead them around the room. POC: contact and group motion. Side Coaching: Keep pressed together. Feel the motion. Listen to the motion.

8) Making a Machine: Explain that the group will make a machine together. You may want to have the group decide before hand what kind of machine they will make or you may want to build an abstract machine. Have one person begin the motion and have others join in when they want to. The machine should have sound as well as motion. POC: machine rhythm. Side Coaching: The machine is getting louder. The machine is getting faster. Now it is slowing down. It is breaking down.

Teaching Suggestions

With modifications, Theater Games are appropriate for any kind of group. I used these activities with my class of high school seniors who in turn used them with children they were teaching in nursery, elementary and junior high school. In all age groups the games seemed to ease the problem of not knowing what to do or say in front of the camera. During the playback sessions we found it better to let the audience enjoy themselves rather than correcting acting styles. We were more concerned that their first experience with video be positive rather than instructive.

Music, Movement and Video

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This activity is designed to integrate the understanding of music and its relation to movement through the use of video. Too often kids are taught music or dance through the "appreciation" approach where they are exposed to the art through



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example, a symphony by Beethoven, a ballet with Nureyev, a performance by the New York Philharmonic. What is often neglected is a way of providing understanding of the art in general; why do people create music, what do movements in dance