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**Communicate! Collaborate! Create! Mime!**

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**Four-Day**

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**Theatre Arts and English Language Arts Residency**

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**for**

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**Second Grade Students**

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**Sheila Kerrigan, 2310 Stansbury Rd. Chapel Hill NC 27516**  
**(919) 929-1624 [kerrigan@mindspring.com](mailto:kerrigan@mindspring.com)**

**[www.MimeWhoTalks.com](http://www.MimeWhoTalks.com)**

**Ms. Kerrigan is a mime, director, teaching artist, and author of *The Performers' Guide to the Collaborative Process*.** She performs her show for children, *The Scientific Mime, or, What's Up With Gravity?*, and her show for adults, *Mime Explains String Theory!* She conducts residencies in schools, after-schools, colleges, and community settings and leads professional development sessions for teachers and teaching artists. She is president of the Southeast Center for Arts Integration. She served on Alternate ROOTS' Resources for Social Change Training Team, and has taught *Community-Based Performance* at Duke University. She facilitates the creation of original performances with community groups. As co-director of TOUCH Mime Theater for 17 years, she collaboratively created twenty original performances and toured the eastern U.S.



**Sheila has conducted residencies** for arts councils and universities, performed and taught in prisons, juvenile detention centers, hospitals, in corporate settings, street festivals, and on television, and has directed for Jelly Educational Theater. She was a North Carolina A+ Fellow for 15 years, and is listed in the South Carolina Arts Council Touring Artist directory.

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**Goals of *Communicate! Collaborate! Create! Mime!* Residency**

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**We want students to know and/or be able to:**

**About the art of mime:**

- Know the definition of mime and pantomime
- Be able to communicate imaginary objects, characters, and places

**About communication skills:**

- Improve their ability to focus on, and listen to others
- Gain awareness of how to communicate with their bodies

**About collaboration skills:**

- Lead, follow, and switch from one to the other
- Work with a partner without bossiness
- Know and practice some behaviors that help collaboration, like
  - accepting others' ideas
  - moving safely and responsibly
- Experience strategies for working collaboratively such as:
  - attending to collaborative skills
  - assigning roles
  - taking turns
  - sharing power
  - assuming responsibility for group process tasks

**About creative thinking:**

- make creative choices
- brainstorm on their feet
- use positive speech
- Work in groups to create original performance pieces and show them.

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- use positive speech
- Work in groups to create original performance pieces and show them.

And that's a lot!

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## 21<sup>st</sup> Century Skills Taught

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Learning and Innovation Skills:

**Creativity and Innovation**  
**Critical Thinking and Problem-Solving**  
**Communication and Collaboration**

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## NC Common Core & Essential Standards Taught

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### **NC SCoS English Language Arts**

**Anchor Standard RL.7.** *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**Anchor Standard SL.1.** *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.*

**Anchor Standard SL.2.** *Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.*

**ELA.Speaking & Listening 2.1** *Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)*

### **Theatre Arts**

**Anchor Standard C.1.** *Use movement, voice, and writing to communicate ideas and feelings.*

**2.C.1.1** *Use non-verbal expression to communicate elements of characterization, including age and physicality.*

**Anchor Standard.C.2** *Use performance to communicate ideas and feelings.*

**2.C.2.1** *Use improvisation to communicate problems and resolutions.*

### **Healthful Living-PE**

**PE.2..PR.4.3** *Use safe practices when engaging in physical education activities....*

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## **Skills and Concepts Involved in Communicate! Collaborate! Create! Mime!**

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**Collaboration & Working in Groups:** Focusing on a partner; listening; leading and following and switching from leading to following; developing visual and kinesthetic awareness of self and others; assigning roles; taking turns.

**Communication:** Non-verbal communication of ideas, characters, feelings, places and imaginary objects; spontaneous response to impulses of others; verbal description of ideas to others.

**Self-expression:** using mime, movement, and body language to communicate thoughts, feelings, characters, and stories.

**Creative Thinking:** Making creative choices, making offers, accepting the choices and offerings of others, building on choices, exploring creative impulses.

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## Materials Needed

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- ❖ Students need to be wearing name tags
- ❖ The artist needs space on the wall to put up and keep up chart paper with notes that we will create and add on to each day, and table space near an outlet for CD player.
- ❖ Students will need enough space for everyone to move at the same time.

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## Before Residency

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- **Teacher and Artist** meet to plan residency, look at goals and objectives, guidelines, logistics, questions.
- **Teacher** prepares class for residency by showing a short video of mime or a silent movie and discussing with students what is communicated and how.

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## During the Residency

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**Honorable Teacher: stay in the classroom at all times! Teachers, not visiting artists, are responsible and liable for their students. Please commit to being present in the classroom during the entire residency and participating fully in the activities. Please model life-long learning for your students. If you must leave, find a certified educator who can substitute.**

**I hope to work with you as a partner, and I hope you will contribute expertise, work with groups, monitor behavior, assist students who need help, teach and learn alongside me, and assess learning and skill-building as they happen. I also hope you will let me know what is working and not working for you, and your ideas about how to improve the residency as it happens. Let me know!**

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## After Residency

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### Enriched Assessment Activities:

- Students write and illustrate a story based on the mime pieces they created, including information about character, place, action, problem, and resolution. They read their stories to the class. Class members give positive critiques.
- Students in groups create and perform for the class a mime piece that summarizes a story they have been reading.

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## Outline of 4-Day Residency

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### Session 1

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#### Introduction

Show Angela.

Reflect: saw Who? What? When? Where? Why?

Is there any matter in the invisible balloon?

Introduce me: **Ask** them who I am.

**ELA.R.2.1.** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**Ask:** What are we doing?

*Communicate! Collaborate! Create! Mime!*

Post goals.

#### Warmup

- **Ask:** Who is in charge of your body and your voice?
- Rules of control game:

When you hear music, move; when music stops, freeze. If you move

- Rules of control game:

When you hear music, move; when music stops, freeze. If you move after

the music stops, sit.

If you make a sound with your voice, sit.

If you bump into anything or anybody, sit.

**ASK: Can you?** Walk, sideways, backwards, in a hurry, late, slow, dawdle, mosey, add a swirl, low, high, with phone.

### Main Activity: Circle up

- Mime technique

rope-stick-long-thin objects

Whole group circle: **Can you?** show a long-thin object, **Can** everybody do it together? (a la name game )

End with marionette strings on self.

#### Demonstrate with teacher:

- Can you find a partner in the following way: silently, stick with the first person you choose, accept the first person who chooses you, put your hand on their shoulder?

**Reflect** on choosing partners: what happened? When does it feel good?

- **Scribe** (teacher or student) on chart: "Collaborative Behavior."

#### Demonstrate with teacher:

- Can you focus your attention on a partner? Can you take turns? Decide together without saying anything who has an imaginary string. Show who has it.
- Tie the string around your partner's wrist & move your partner with the imaginary string.
- Switch roles with partner.
- Tie string to different parts of the body.

**Reflect:** what strategies help make it work? What do you need to do?

- Scribe (teacher or student) on chart: "Collaborative Behavior."

### Tug of War:

Can you find a NEW partner in the following way: silently, stick with the first person you choose, accept the first person who chooses you, put your hand on their shoulder?

- Can you silently pick up one rope between you?
- Can you have a silent tug of war, without stretching the rope?

**Reflect:** what strategies help make it work? What do you need to do?

- **Scribe** (teacher or student) on chart: "Collaborative Behavior."

#### Reflection

- Review the day's work: Can you show a long thin thing?
- Do you have any questions?
- What have you learned about collaboration or communication?
- **Scribe.**
- Tell a partner one thing s/he has done well.

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## Session 2

### Introduction

- What is Mime?

**Who,** angry person, robot

**What,** spyglass

What is mime?

**Who**, angry person, robot

What, spyglass

Where? rainforest, mosquitoes, hot, rain

- **Reflect:** noticed what? How did I communicate?

### Warmup

- Review rules of control game.

When you hear music, move; when music stops, freeze. If you move after

the music stops, sit.

If you make a sound with your voice, sit.

If you bump into anything or anybody, sit.

**ASK: Can you?** Walk, long strides, giant steps, baby steps, rapid steps, indirect-direct, old, military.

### Main Activity

#### Circle

- Can you show me yesterday's mime technique (rope-stick)

#### New shape (ball, objects-in-hand)

#### Demonstrate with students: Object Exchange

**Can you** find two or three partners in the following way: silently, stick with the first people you choose, accept the first people who choose you, put your hands on their shoulders?

- Groups of 3 or 4 play Object Exchange game (accept, pass ,and change object).

**Reflect:** What strategies help with making creative choices?

- How do you make a choice?
- What happens when you get stuck? Then what do you do?
- What does it feel like when a partner accepts your choice?

#### MAKE CARDS

- In groups of 3 or 4: each person gets a choice (hand out cards with choices)
  - A chooses an object/thing
  - B chooses a place
  - C chooses what happens & directs
- Groups work together to create small mime piece that shows what, where.

#### Groups show pieces to another group.

**Critical Response:** What you saw, what you liked, what else you'd like to see.

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**Reflect:** what helped your group work together?

#### Scribe.

- **Affirm** somebody in your group for something they did that helped.

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## Session 3

### Introduction

- Ask: What did we do yesterday? Review yesterday's content
- Introduce and demonstrate problem/solution

### Warmup

- Control game: forces, strong-weak, push-pull, wind, water, mud, gravity, heavy-light

### Main Activity

## **Main Activity**

### **In a circle:**

- Mime Technique: review objects-in-hand, add walls, leans, isolations, pushes.
- Play “Help me, I can’t get up!” in circle.

- **Demonstrate with teacher: Duets: mirrors**

**Can you** find a partner in the following way: silently, stick with the first person you choose, accept the first person who chooses you, put your hand on their shoulder?

- **Mirror duets**

**Reflect:** what do you have to do to make it work?

**Scribe** on collaboration scroll

- Groups (same as yesterday): students take group tasks:
  - A reviews yesterday’s “who, what, where?” piece.
  - B facilitates a brainstorm of problems for the piece
  - C chooses a problem and solution to add to the piece
  - A directs a rehearsal

## **Guidelines for audience behavior**

- Groups show their pieces. Class practices positive responses.

**Review.**

**Reflect.**

**Affirm.**

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## **Session 4**

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## **Introduction**

- Ask: What did we do yesterday? Review yesterday’s content
- Introduce mime concepts, or impossibilities—what’s in your pocket?

## **Warmup**

- Control game: qualities of movement: like jello, like the ocean, as if you are light as a feather, as if you weigh a ton, like a robot, like a dancer...

## **Main Activity**

### **In a circle**

Mime Technique: review walls, add trapped in a box. Add impossible escape.  
Pass and change a quality around the circle.

groups of 4 or 5:

Hand out role cards

- A decides what object,
- B decides what problem,
- C decides what impossible solution
- D where
- A directs

Rehearse a piece

Audience Etiquette

Show pieces

## **Review Collaboration scroll**

**Affirm**

**Good bye!**

**Communicate! Collaborate! Create! Mime! Assessment Rubric p. 1**

<b>Group Work</b>	<b>Accomplished 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>	<b>Score</b>
<b>Focus</b>	All group members stay focused on the assignment.	Most group members stay focused most of the time.	Most group members have little or no focus most of the time.	
<b>Contribution</b>	All group members contribute ideas and do the work.	Most or some group members contribute ideas and work most or some of the time.	Few or no group members contribute ideas and little work is accomplished.	
<b>Listening and Respect</b>	All group members listen when others talk and speak respectfully.	Most or some group members listen when others talk and speak respectfully.	Everyone speaks at once and treats others disrespectfully.	
<b>Total points: 9</b>				
<b>Performance Pizzazz: Creativity, Going All-Out, Aesthetic Heights</b>	1 extra point			

<b>Mime</b>	<b>Accomplished 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>	<b>Score</b>
<b>Communicates Invisible Objects</b>	Objects are clearly communicated	Some objects are somewhat clear	Audience can't tell what the objects are	
<b>Communicates characters</b>	Changes body language to show character	Inconsistent or small changes show character	Body language does not change for characterization	
<b>Performs pieces with commitment</b>	Stays focused in the scene; stays in character	Has some focus, loses it sometimes	Loses focus, needs prompting to enact the scene.	
<b>Total points: 9</b>				

**Communicate! Collaborate! Create! Mime! Assessment Rubric p. 2**

<b>Communication: What has improved?</b>	<b>Much improvement 3</b>	<b>Some improvement 2</b>	<b>Little or no improvement 1</b>	<b>Score</b>
<b>Listening skills</b>	Ability to listen to group members improves a great deal	Ability to listen to group members improves	Listening skills remain the same	

	group members improves a great deal	group members improves	remain the same	
<b>Focusing skills</b>	Ability to focus on group members improves a great deal	Ability to focus on group members improves	Focusing skills remain the same	
<b>Non-verbal Communication skills</b>	Ability to communicate non-verbally improves a great deal	Ability to communicate non-verbally improves	Ability to communicate non-verbally does not visibly improve	
<b>Total points: 9</b>				

<b>Collaboration: What has improved?</b>	<b>Much improvement</b> 3	<b>Some improvement</b> 2	<b>Little or no improvement</b> 1	<b>Score</b>
<b>Leading &amp; following</b>	Made much progress leading, following, and/or switching back and forth	Made some progress in leading, following, and/or switching back and forth	Did not make observable progress	
<b>Working with a partner</b>	Improved ability to work happily with a partner a great deal	Improved ability to work happily with a partner	Did not make observable progress	
<b>Collaboration strategies</b>	Discovered and tried new collaboration strategies	Tried new collaboration strategies	Did not try any new strategies	
<b>Total points: 9</b>				

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# Theatre Arts Goals

## C.1. Use

## movement, voice,

## and writing to

**and writing to  
communicate ideas  
and feelings.**

**C.2. Use  
performance to  
communicate  
ideas and feelings.**

**Healthful Living-  
PE Goals**

**PE.2.PR.4.3**

**Use safe  
practices  
when**

**when  
engaging in  
physical  
education  
activities.**

**English  
Language Arts**

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate

demonstrate  
understanding of  
key details....

SL2.1 Participate  
in collaborative  
conversations with  
diverse partners  
about grade 2  
topics and texts  
with peers and  
adults in small and  
larger groups.

a. Follow agreed-  
upon rules for

# upon rules for discussions.

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