

# Cycle 2 – Structure

## Kick Off

### “Backwards Artist”

#### Introduction:

“How many of you have tried to draw something and it just doesn’t turn out right?” “How many of you get frustrated when it doesn’t come out right?” “What if I said, ‘It’s not your fault—it’s the way you are ‘wired’?” When people are able to draw realistically, it’s not so much about talent as it is learning to see. So if you have been frustrated that your drawing doesn’t exactly look like what you’re trying to draw, it’s not your fault. Your right brain is the side the “sees” what’s really there, but, for most, it’s your left brain that’s in charge of the hand you write and draw with. Those who have “talent” at drawing realistically have developed a way of accessing the right side of the brain. This activity will help the rest of us do the same.

#### Materials:

- Drawing Paper
- Pastels
- 2 – Artistic Prints
  - Starry Night Van Gogh
  - Hands and Flowers Picasso

#### Procedure:

Place a rather large painting of Van Gogh’s (or some other artist) where everyone can see it. Students then draw and color it using only their non-dominant hand.

Is important that you remain silent while drawing—let your right-brain stay in charge! Talking, giggling, making noise is all your left-brain trying to get control—don’t let it!

#### Wrap-up/Reflection:

What did this activity ask you to do?

How difficult was it for you to only use your non-dominant hand? Explain

How does this activity compare with the other activities?

Where you happy with the final results? Why or why not?

Rate your comfort level with this activity. 1 Low and 10 High

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## Group Activity

### Hand Jive

#### Materials:

- Boom Box
- The Song “Hand Jive”

#### Procedure:

Teams of students (4 or 5) make up their own hand motions to the music “Hand Jive” from the movie Grease. Each student must contribute at least one movement to the choreography and help create a team “dance” for the music that plays in between each refrain of “hand jive”

Each group will present their “dance” to the class.

#### Wrap-up/Reflection:

What did this activity ask you to do?

Was this activity easy or hard for you? Explain.

How well did your group work together? Explain

What were the things **you** did well?

Describe your emotions while trying the activity.

Rate your comfort level with this activity. 1 Low and 10 High

# Cycle 2 – Structure

## Culminating Activity

### Island Hop

#### Materials

3 boards (of slightly different length)

6 Cinder Blocks for Islands

#### See Diagram

#### Procedure:

The team is given 3 boards (of slightly different length) that they must use to transport the entire group across the designated area without touching the ground. There are islands (concrete blocks) that they will use to prop the boards on as well as for team members to stand on. The distance between the blocks varies and the team must figure out what boards to use when, and how many teammates can go at one time.

#### Wrap-up/Reflection:

What skills did it take to be successful as a group?

What roles did people play?

What creative solutions were suggested and how were they received?

Did everyone listen to each other's ideas?

What did each group member learn about him/her self as an individual?

How motivated were participants to continue the activity?

If given the opportunity to do this activity again, what would you do differently? The same?

Rate your comfort level with this activity. 1 Low and 10 High

2x4

