

With
Two
Wings



Teacher's Packet

By Samm Madsen, *Dramaturg*

Lesson plans by Abbie Craig Card and Claire Eyestone,
Teaching Artists

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Welcome to Young Company!

About BYU Young Company

The Young Company serves as a training ground for both BYU actors and teaching artists wanting to work in theatre for young audiences. The group performs in front of 16,000 young people each year on topics that deal with everyday struggles encountered by people of all ages.

What is a dramaturg, and why do they make teacher's packets?

As described on the website for LMDA (Literary Managers and Dramaturgs of the Americas,) dramaturgs today have a variety of responsibilities. "Working in theatres and playwrights' organizations, in colleges and universities, and on a project-by-project basis, dramaturgs contextualize the world of a play; establish connections among the text, actors, and audience; offer opportunities for playwrights; generate projects and programs; and create conversations about plays in their communities."

In an effort to "create conversations" about the Young Company productions in our local communities, the dramaturgs at BYU create teacher's packets to share with all educators who will participate in these touring shows. We hope you will use them to enhance the experience your students have and further engage with the performance in ways that are meaningful specifically to your students. We hope you'll discover helpful approaches to learning more about the form and content of our productions in the attached lesson plans and activity ideas!

Welcome Letter

“It takes courage to grow up and find out who you really are.” – E.E. Cummings

In the play, *With Two Wings*, young Lyf discovers the heart of this quote by e.e. cummings. As she’s grown up isolated with her family in the woods, she’s accepted the rules her mother and father have given her to keep her safe, but as the curtain rises we see her curiosity start to build, and with the introduction of new ideas and new horizons, she has to find the courage to explore the world and explore what her place can be in it.

This is a familiar theme in childhood—curiosity leading to courageous exploration— but by the end of the play, Lyf discovers that courage to break away isn't the only thing she needs. In a refreshing twist, she also acknowledges that she still needs and cherishes her family; their love grounds her.

An interesting element to this discovery is the fact that both of her parents are considered disabled. In a world where everyone can fly, through birth and through tragic accident, both of her parents only have one wing. Because of this, they have had painful experiences in a community that might mock them for their differences and have chosen to live apart from the community in the woods. It isn't until the end of the play that Lyf is able to heal these two worlds, not by changing them, but by embracing them both.

In this packet, we hope to deepen the conversation about these three elements: having courage to discover yourself, having humility to appreciate your family—flaws and all, and having eyes to see the strengths that traditional “disabilities” might create.

We hope the sweeping score, colorful costumes, and the poignant story all work together to create a memorable experience for both you and your students.

Samm Madsen
Dramaturg

Theatre Etiquette

Just like the performers, the audience also has an important role to play. Because some of the students may not have attended a play before, below are expectations to help them prepare for our performance!

- Remember to use the restroom before the show.
- No photography, please, and be sure to turn off your cellphones.
- Before the play starts, quietly follow the actors' instructions when they are seating you.
- Remember to sit flat on the floor with your legs crossed. This allows everyone to see the actors better and prevents limbs from falling asleep during the show.
- During the show, follow the actors' instructions when you are asked to participate.
- Don't speak with your neighbors during the show. We want everyone to be able to hear the actors.
- Please enjoy the show and laugh when you think it's funny!
- You can clap at the end.

Wiggle Workouts

Forest Tag - Outdoor Activity

In the show, a Lyf's family hide their wings under cloaks and hide themselves from the outside world. However, a girl from the colonies, Meta, finds them and teaches Lyf how to use her wings and fly.

You will need: a relatively large space, a field or a gym, or even a classroom with the desks to the side, that children can run freely in. The boundaries at the two edges of the field need to be marked somehow.

In this game, one "Flyer" stands in the middle of a space with everyone else, "Forest Folk" stand on one far edge. When the Flyer claps their hands, every Forest Folk tries to run from one side of the field to the other, past the boundaries into the safe zone- thus avoiding detection and staying hidden. The Flyer will try to tag Forest Folk as they run past. Everyone they tag is "taught how to fly" and becomes a flyer in the second round. The second round is identical to the first, except you are trying to run back to the original boundary and there are more Flyers to catch the forest folk. This continues until everyone is caught. The game can end here, or the very last person caught can become the new first Flyer and the game can begin again.

Freeze Dance - Indoor Activity

Our production of *With Two Wings* is unique because it has original music composed just for the production. Not only that, every character has their own special musical theme. Help introduce the children to the music with a game of freeze dance.

You will need: A classroom and something with speakers that connects to the internet (your phone or computer will work).

Access the song “Variations on the Themes” by following this QR code, or typing in this link <http://4thwalldramaturgy.byu.edu/with-two-wings-full-soundtrack>. Tell the students that there are five songs they will hear, and each song represents a different character. Invite them to dance/fly like they think the characters who match the music would dance/fly as you play through the music for the first time (either by their desks or around the room, as your prefer). The second time through the music, pause it periodically in a classic game of freeze dance. The last one to not be spotted moving when you freeze the music is the winner!



Play Synopsis - *With Two Wings*

In a fantasy world where people have wings, a young girl named Lyf lives an isolated existence with her parents in the safe nest of their home deep in the woods.

Although loving, Lyf's parents have strict rules she must follow about avoiding strangers, covering her wings with a cloak and always observing rule number one: never, ever try to fly.

One day a precocious, inquisitive girl from the outside world, Meta, bursts into the backyard, and she and Lyf become fast friends. Meta tells her about the ocean and the world "out there" beyond the nest. Lyf also learns that "fledglings" in the outside world all learn to fly. In fear of becoming a forever flightless "dodo," Lyf begs Meta to teach her some flying moves.

Suddenly, Meta's nosy wannabe-reporter twin sister, Taur, crashes in, challenging Lyf to answer questions about her life and her mysterious parents. When Lyf discovers a secret invention in her father's workshop, she must confront both of her parents about the truth they've hidden from her all these years. Will Lyf be grounded forever, or will the truth she discovers empower her to take flight?

Before the show...

Activity Title: Inventing Strength

Time: 10-15 Minutes

Materials Needed: Whatever is on hand.

This show explores the strengths and weaknesses we all have, and also touches on life with disability. To explore these themes, tell the students we are going to have a race of sorts. Everyone in the class needs to get from one side of the room to the other in a certain time frame, HOWEVER they cannot let one of their feet touch the ground at any time. Everyone in the class needs to make it, or it doesn't count. Tell the students they may use any materials in the classroom you feel comfortable letting them use (I imagine some students might prop their "useless leg" on a chair and slide along) and they are allowed to help each other. Give them five minutes to plan and then begin.

Start with having them cross the space in two minutes (or more, if you judge they will need it, just a comfortable amount of time). When they successfully complete that, have them do it again in half of the time. If time allows, have them do it one last time in a quarter of the original time.

Discussion Questions:

- What strengths did we gain when we lost a leg?
- What was the most inventive thing we did to reach our goal?

Variation (for older students)

Have half of the students be blind and the other half without a leg. Or, in other words, those who are blind can use both legs, but those who can see can only use one leg. Proceed with the rest of the directions. Remember: Everyone must make it across the finish line for the group to win.

- What was scary for you about this exercise?
- How is this game like real life?

After the show ...

Activity Title: Find the Feather, Find Yourself

Time: 10-15 minutes

Materials Needed: Either a real feather or a feather drawn on a piece of paper.
Optional: A white board.

This is a variation of the classic hot and cold game. Before the game, write the quote “It takes courage to grow up and find out who you really are.” – E.E. Cummings on the board (alternatively, tell the class the quote before the game starts). Then select a student to step out of the room and hide the feather somewhere in the room. When the student reenters, have the other students guide them to the location of the feather by shouting out “hot” if they are close and “cold” if they are far away.

Variations:

1. Have several groups playing at the same time, so more students can participate.
2. (Need additional blindfolds) Have the students pair up. One partner is blind, and the other partner hides the feather. Instead of using hot and cold, they guide the student with directions (taking care that they don't hit the other students).

After a few rounds, circle up and discuss the quote on the board. Some possible discussion questions:

1. How did Lyf show courage in the show?
2. What courage do we need to show in our lives to find out who we are? What courage have you shown?
3. How did others in the show help Lyf discover who she really was? (Comparing this to others helping the student find the feather.)
4. Who has helped you discover more about yourself as you grow up?

Hey, Meta here! During the play I make a great new friend named Lyf. We both learn an important lesson that is best said by famous poet, e.e. cummings. I've written out the lesson in code down below. See if you can crack it using the key I wrote down with it (The alphabet with the funny lines and dots around them is the key). Once you've figured it out, try writing a note in code to your friends! Good luck, dudes!



Γ Γ Γ Γ V O E L W T O J M S Γ Γ
 Γ O U > M L J J J U O L W O O
 > T U < U T O O J <<< J O O

A	B	C
D	E	F
G	H	I

J	K	L
M		

N	O	P
Q	R	S
T	U	V

W	X	Y
Z		

Translation

When I was researching my newspaper article, I decided to dig up more dirt on the story Lyf's mom tells her. Here's the real myth. You're welcome.



THE WINGED GAZETTE

Icarus Report

By Taur - Official Investigative Journalist

Myth Name: "Icarus and Daedalus" as recorded by Ovid.

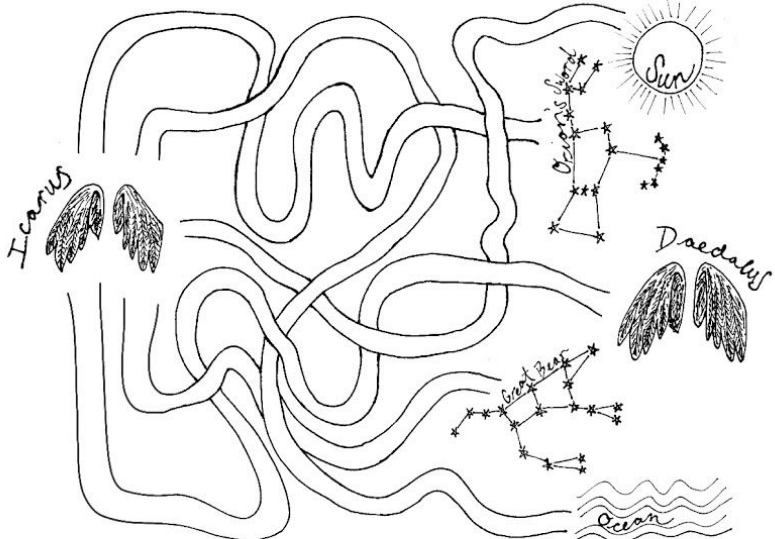


Story: Inventor Daedalus is captive on an island with his son, Icarus. Daedalus invents wings so both of them can fly away. Before they take off, Daedalus counsels his son to fly "the middle course" so the sun doesn't melt the beeswax holding the wings together and the ocean doesn't dampen the feathers, making Icarus unable to fly. That wasn't the only trouble

though! Icarus also had to avoid certain constellations that might hurt him, like the great bear, or the tip of Orion's sword. When Daedalus and Icarus took flight, Icarus couldn't fly a middle course. He was tempted by the warm sun, so he flew too high where the sun melted his wings, sending him plummeting to certain death in the ocean!



Hi! I'm Lyf. Don't listen to Taur; Icarus's story doesn't have to end that way. I drew this map so he can have a different ending. Help Icarus choose the right path to make it back safely to his father.



Lesson Plans

Retelling Plot and Story Using Movement and Puppets

By Claire Eyestone

Grade: 1st-2nd

Length: 30-45 minutes

Materials:

A blank sheet of paper and crayons (or pencils or markers) for each student

Standards:

Literature Standard 2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Literature Standard 7: Use illustrations and details in a story to describe its characters, setting, or events.

Drama Standard 1.T.CR.5: Create character through imagination, physical movement, gesture, sound and/or speech and facial expression.

Drama Standard 1.T.P.4: Use body to communicate meaning through space, shape, energy, and gesture.

Drama Standard TH:Cr1.1.1: Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences

Objective:

Students will demonstrate their understanding of the central story of Icarus by retelling it using illustrated wing puppets.

Introducing Wings: (7 Minutes)

Have students form a circle and tell them that they are going to be playing a game where they all become birds. In order to play this game, they need to listen carefully to the person in the center. Have all the students practice being birds. They could flap their wings, make bird calls etc. However, they must stay within the circle and when you say “Wings” they must all be quiet and still. After the students have practiced tell them the rules of the game.

The game is played by one person standing in the center. The person in the center gives directions and can say “high” “low” “bird call” or “Icarus!” When “High” is said, students must flap their arms (wings) high in the air. When “Low” is said, students crouch down to fly. “Bird Call” everyone does their bird noise and on “Icarus!” everyone must fly to a new spot in the circle. The last student to find a spot becomes the new person giving directions.

Icarus (7 minutes)

Have the students sit down in the circle and explain how you are going to tell the story of Icarus. Ask them if they know what “moral” means. Explain how the moral or message of a story is what you’re supposed to learn from it. Teach the students that in the country of Greece, two thousand years ago, they told a lot of stories to explain things and to teach lessons. These stories are called myths, because they did not really happen, but we can still learn from them.

Explain to the students that they are going to be using the story of Icarus later on so they need to listen carefully.

“This is the myth about a boy named Icarus. Icarus was the son of Daedalus. Daedalus was a great inventor and craftsman. King Minos, who lived in Crete, put Daedalus in a tall tower, and put his son, Icarus, in the tower with him. But, remember, Daedalus was an inventor, and he found a way to escape the tower with his son. He got some wax.”

-Do you know what wax is? Wax is what candles are made from. What happens when wax gets hot? It melts. What happens when it cools? It’s hard and solid again.

“Daedalus got some wax and melted it, and used it like glue to stick a bunch of feathers together to make two pairs of wings. He put on one pair, and put the other on his son. Before they took off, he warned his son Icarus: “Don’t fly too high in the sky, or the sun will melt the wax and the wings will fall apart. Don’t fly too low or the sea water will weigh your wings down and you will drown. You must fly a middle course.””

-What will happen if they fly too high? And what will happen if they fly too low?

“They took off into the sky.”

-Let’s all take off! (Put your arms out like you are flying)

“They were soaring over the ocean, flying a middle course. But Icarus became too excited and wanted to fly higher and higher into the sky. He went up and up, forgetting what his father had told him. Daedalus called after him, telling him to come back down, but Icarus would not listen. Soon the wax holding his wings together began to melt in the sun,”

-AHH we’re melting! Show how your wings are melting!

“The feathers came apart, and he fell down, down, down and splashed into the ocean and drowned.”

-*What is the moral of this story? Fly a middle course--that means do the right things that your parents say, and listen when they try to protect you. Don't fly too close to the sun.*

Creating Wing Puppets (7 minutes)

Have students return to their desks. Give each student a blank piece of paper and crayons (or markers or pencils). Tell the students that they now get to be Daedalus and create their own wings from the story. They can do this by folding the paper in half and drawing/coloring on each half of the paper. Remind them that their wings can look any way they want to look.

Practice (4 minutes)

Once students are finished have everyone stand next to their desk holding their wings. Have them hold their wings along the edge of the fold so when they move their hand up and down the wings flap. Practice together flying high in the air and low to the ground.

Group Work (5 minutes)

Assign students a partner and have them recreate the story of Icarus using their wings as puppets for Daedalus and Icarus. When everyone has finished ask if a few groups want to show the class their puppet show.

Debrief (5 minutes)

Have the students return to their desks. Discuss what they learned by asking questions:

- What made the story clear?
- Were there different things you and your partner included in your retelling?
- What was the moral or lesson from the story of Icarus?

Tell the students how they will hear a variation of the story of Icarus when they watch *With Two Wings*.

<http://www.mythweb.com/encyc/entries/icarus.html>

<https://www.greekmythology.com/Myths/Mortals/Icarus/icarus.html>

With Two Wings by Anne Negri

Morals and Lessons in Myths and Stories through Tableaux and Movement

By Abbie Craig Card

Grade: 3rd

Length: 30-45 minutes

Materials:

- Space in the room to create tableaux and do group work
- A blank sheet of paper and crayons (or pencils or markers) for each student
- White/chalk board and marker

Standards:

3rd Grade - Reading: Literature Standard 2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

3rd Grade Fine Arts, Drama Standard 3.T.CR.5: Create character through imagination, physical movement, gesture, sound and/or speech and facial expression based on stories or through improvisation.

TH:Cn11.2.3.a. Explore how stories are adapted from literature to drama/theatre work.

TH:Pr5.1.3.a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.

Objective:

Students will demonstrate their understanding of morals in stories and myths by creating tableaux and movement pieces from the Greek myth of Icarus.

Introducing Tableaux Warmup (5 minutes)

Explain to the students that a tableau is a frozen picture that tells a story. Have the students stand in a circle, shoulder to shoulder. When you call out different words or emotions, have the students make frozen images of that word or concept. These images should be on their own, not interacting with or touching other students. With some images, have students try the same word again, finding new choices.

- Happy
- Frustrated
- Tired
- School
- Lunch
- Flying

Ask the students what they observed about their own images and their peers--what images told stories? What did some have in common? What images were different?

Have the students return to their seats.

Introducing Morals

Ask, what is a “moral”, like the “moral” of a story? Explain that it’s the message, warning, or the point of the story. Ask the students if they know any stories with morals, and let a few of them share.

Boy Who Cried Wolf (7 minutes)

(If you are running short on time, tell the story quickly without the students acting out the characters)

Tell the students that you are going to tell them the story of the Boy Who Cried Wolf, but that they will become the characters. Have them stand by their desks. Explain the positions for the characters:

- When we talk about the little boy, you stand and hold your shepherd’s stick.
- When the boy is shouting about the wolf, you kneel on the ground and howl like a wolf, and then when I close my hands (like cutting off music), you stop howling.

“Long ago, there was a little boy who was in charge of watching the sheep every day. One day he got bored. You might get bored sitting on a hill watching sheep all day, too. He thought if he pretended there was a wolf coming to eat the sheep, the people in the town would come running and it would be a funny joke. He ran to the town, yelling, “Wolf! Wolf! (cut off the howling) There’s a wolf trying to eat the sheep!” And the townspeople all came running and yelling to chase away the wolf. When they got to the hill where the sheep were eating grass, there was no wolf. They all turned around and went back to the town. The next day, the boy was bored again and remembered how funny it was when the people all came running the day before. He thought maybe he would try it again. He ran to the town, yelling, “Wolf! Come quick! There’s a wolf! (cut off the howling)” And all the townspeople came running. When they got to the sheep, there was no wolf. The boy thought it was very funny, but the townspeople did not. They thought the boy was being silly and they had run all the way to the hill again. They turned around and went home. The next day, the boy was ready to go to the town yelling “wolf” again. But just before he started running, he saw a wolf coming to eat the sheep! He ran to the town yelling, “Wolf! Wolf! There’s a wolf! (cut off the howling)”“

-Well, do you think the townspeople believed him? Would you believe him?

“No one believed him. They said, “There’s no wolf--we fell for that one yesterday, and the day before that! We don’t believe you.” The boy ran back to the hill, and the wolf had attacked the sheep.”

-*What’s the moral of this story? What’s the lesson we’re supposed to learn?*
“If you lie and lie and lie, no one will believe you when you tell the truth.”

Invite the students to return to their seats.

Introduce Tableau (5 minutes)

Explain that a tableau is a frozen picture. Have the students think about how they could create the moral of this story by making a frozen picture, with their bodies, as a class. Encourage them to think about parts of the picture they could be and have them raise their hands to give suggestions.

-Suggestions may include the boy, the townspeople ignoring him, the wolf attacking sheep, some sheep running away, some dead sheep (decide beforehand if you will allow this or not), bushes, trees, etc.

Have the students raise their hand when they have an idea of what they would like to add to the frozen picture at the front of the room. Call on the students with raised hands to come join the tableau.

Explain to the students that a lot of stories are meant to teach us lessons, and stories have done that for a long, long time. Tell them we are going to learn about a story that was told to teach a lesson more than two thousand years ago.

Icarus (5 minutes)

Teach the students that in the country of Greece, two thousand years ago, they told a lot of stories to explain things like the stars and the seasons, and to teach lessons. These stories are called myths, because they did not really happen, but we can still learn from them.

Give each student a blank piece of paper and crayons (or markers or pencils). Tell the students that this story is about wings and that they should draw a pair of wings that they would wear to fly while you talk.

Explain to the students that after you tell the story, they are going to be put in groups and will create tableaus of what they heard, so they need to listen carefully.

“This is the myth about a boy named Icarus. Icarus was the son of Daedalus. Daedalus was a great inventor and craftsman. King Minos, who lived in Crete, put Daedalus in a tall tower, and put his son, Icarus, in the tower with him. But,

remember, Daedalus was an inventor, and he found a way to escape the tower with his son. He got some wax.”

-Do you know what wax is? Wax is what candles are made from. What happens when wax gets hot? It melts. What happens when it cools? It's hard and solid again.

“Daedalus got some wax and melted it, and used it like glue to stick a bunch of feathers together to make two pairs of wings. He put on one pair, and put the other on his son. Before they took off, he warned his son Icarus: “Don't fly too high in the sky, or the sun will melt the wax and the wings will fall apart. Don't fly too low or the sea water will weigh your wings down and you will drown. You must fly a middle course.””

-What will happen if they fly too high? And what will happen if they fly too low?

“They took off into the sky. They were soaring over the ocean, flying a middle course. But Icarus became too excited and wanted to fly higher and higher into the sky. He went up and up, forgetting what his father had told him. Daedalus called after him, telling him to come back down, but Icarus would not listen. Soon the wax holding his wings together began to melt in the sun, the feathers came apart, and he fell down, down, down and splashed into the ocean and drowned.”

-What is the moral of this story? Fly a middle course--that means do the right things that your parents say, and listen when they try to protect you. Don't fly too close to the sun.

Group Work (10 minutes)

Explain to the students that we are going to break this story into three parts; the beginning, middle, and end, and make tableaus of those parts. Remind them that a tableau is a frozen image. Write the three sections on the board. The beginning of the story is Daedalus making the wings, the middle is the dad and the son flying, and the end is Icarus' wings melting.

Tell the students that when you say “go”, not before, they will find a partner and a space in the room where they aren't bumping other students. In their partnership, they will decide who will be Icarus and who will be Daedalus. Have Daedalus raise their hand, to make sure each pair has made their choice. Give the students 3 minutes to make their three frozen images, the beginning, middle, and end, of the Icarus story. Ready, set, go!

Once three minutes are up, or longer if you can see they need more time, have groups pair up and perform their three tableaus for each other. If you have time, have a few pairs perform theirs for the whole class.

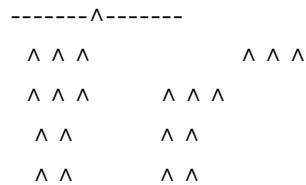
Debrief (5 minutes)

Have the students return to their desks. Discuss what they learned by asking questions:

- Did you see someone's frozen image that told part of the story really well?
- What images made the story clear?
- How did you and your partner decide what images to do?
- What was the moral or lesson from the story of Icarus?

Group Wings (2 minutes)

For the final optional activity, create and flap wings with the students. Kneel on the floor with your arms out to the sides. Have three students stand behind each arm, each with one finger on your arm. Have three students stand behind each of them, with one finger on the shoulder of the student in front of them. Have two students stand behind them, and two more after that, as long as you need to, to have all the students involved. It should look like this from above (heads represented by ^):



Slowly move your arms forward, like a flapping wing, making all the students walk forward to keep their fingers on each others' backs. Slowly move your arms back, again like flapping wings, moving all the students back with you. Become Icarus and tell them you are flying up, up, up to the sun. Tell the students the wax is beginning to melt and the feathers are falling apart, and they are all falling to the ocean below, and end with a splash!

<http://www.mythweb.com/encyc/entries/icarus.html>

<https://www.greekmythology.com/Myths/Mortals/Icarus/icarus.html>

With Two Wings by Anne Negri

Greek Myths and Tableaux

By Abbie Craig Card

Grade: 4th

Length: 45 minutes

Materials:

- Summarized Greek myths (see bottom of document)
- Clear space for groups to perform

Standards:

Reading: Literature Standard 1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading: Literature Standard 2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Reading: Literature Standard 4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology

TH:Pr4.1.4.b. Make physical choices to develop a character in a drama/theatre work.

TH:Pr6.1.4.a. Share small-group drama/theatre work, with peers as audience.

Objective:

Students will demonstrate their understanding of a selection of Greek myths by creating group tableaux of the stories.

Hook/Warm up: Complete the Image (10 minutes)

- Have the students stand in a circle.
- Explain that one person will begin in the middle (have a well-behaved student begin) and freeze in an image. A second person from the circle (maybe you as the teacher) will walk up to them in the middle and become the frozen picture with them. Once they freeze for a few seconds, the first person will leave the image and rejoin the circle. Another student from the circle will step in and make a new image with the still-frozen student.
- Be sure to note that the images should be appropriate and that they should look at how the other person is frozen and how they might fit the story. Explain that they don't need to think really hard for a long time before jumping in, but look at how they might change their picture so it's different from the one before, think about relationships, think about emotions, etc. and jump in to make the picture.

- After several students have completed images, ask them to pause while you give further instructions.
- Explain that now you will begin calling out different relationships or emotions that they will portray in their images.
 - Different relationships and emotions might include:
 - friends, enemies, royalty, servant, anger, confusion, love, surprise, joy, etc.
- Discuss:
 - What did they do with their bodies to show the relationships?
 - How can our body language and tone change the meaning of what we say?

Introducing Greek Myths and Characters (10 minutes)

- Explain that thousands of years ago in ancient Greece, the people created stories about gods, heroes, and other characters to explain things like the stars and the seasons, and to teach lessons.
- Put the students in groups of 3 or 4.
- Tell the students that you will pass around strips of paper with the names and a brief story about that person (stories at the bottom of the document). Let them know that some names might be duplicates, but each will have a different story.
- The students will read the stories in their groups, and then think of a single frozen image they can create with their bodies to demonstrate this story. Tell them that a frozen image is called a tableau.
- Give students 5 minutes to read their story and come up with their tableau.
- Invite the groups to come up one at a time and show their tableau and share part of the story (not the whole thing, just a summarization).

Story of Icarus (3 minutes)

- Share the story of Icarus with the group.
- “This is the myth about a boy named Icarus. Icarus was the son of Daedalus. Daedalus was a great inventor and craftsman. King Minos, who lived in Crete, put Daedalus in a tall tower, and put his son, Icarus, in the tower with him. But, remember, Daedalus was an inventor, and he found a way to escape the tower with his son. He got some wax.”

-Do you know what wax is? Wax is what candles are made from. What happens when wax gets hot? It melts. What happens when it cools? It's hard and solid again.

“Daedalus got some wax and melted it, and used it like glue to stick a bunch of feathers together to make two pairs of wings. He put on one pair, and put the other on his son. Before they took off, he warned his son Icarus:

“Don’t fly too high in the sky, or the sun will melt the wax and the wings will fall apart. Don’t fly too low or the sea water will weigh your wings down and you will drown. You must fly a middle course.””

-What will happen if they fly too high? And what will happen if they fly too low?

“They took off into the sky. They were soaring over the ocean, flying a middle course. But Icarus became too excited and wanted to fly higher and higher into the sky. He went up and up, forgetting what his father had told him. Daedalus called after him, telling him to come back down, but Icarus would not listen. Soon the wax holding his wings together began to melt in the sun, the feathers came apart, and he fell down, down, down and splashed into the ocean and drowned.”

-What is the moral of this story? Fly a middle course--that means do the right things that your parents say, and listen when they try to protect you. Don't fly too close to the sun.

Group Work (10 minutes)

- Explain to the students that we are going to break this story into three parts; the beginning, middle, and end, and make tableaus of those parts. Remind them that a tableau is a frozen image. Write the three sections on the board. The beginning of the story is Daedalus making the wings, the middle is the dad and the son flying, and the end is Icarus’ wings melting.
- Tell the students that when you say “go”, not before, they will find a partner and a space in the room where they aren’t bumping other students. In their partnership, they will decide who will be Icarus and who will be Daedalus. Have Daedalus raise their hand, to make sure each pair has made their choice. Give the students 3 minutes to make their three frozen images, the beginning, middle, and end, of the Icarus story. Ready, set, go!
- Once three minutes are up, or longer if you can see they need more time, have groups pair up and perform their three tableaus for each other. If you have time, have a few pairs perform theirs for the whole class.

Debrief (5 minutes)

- Have the students return to their desks. Discuss what they learned by asking questions, such as:
 - Did you see someone’s frozen image that told part of the story really well?
 - What images made the story clear?
 - How did you and your partner decide what images to do?

Characters from Greek myths:

Narcissus

Narcissus was once walking by a lake or river and decided to drink some water; he saw his reflection in the water and was surprised by the beauty he saw; he became entranced by the reflection of himself. He wanted to reach out and grab it, but could not, and he died at the banks of the river from his sorrow.

Pandora

Pandora was given a box from the Gods, and was told not to open it. But she was too curious and opened the box. All the sicknesses and scary things that were in the box. Pandora was scared when she saw all the evil things coming out, and tried to close the box as fast as she could, but she closed hope inside.

Theseus

There once was a Minotaur--a monster that was half bull, half man. The monster was kept in the middle of a labyrinth, or maze. Theseus decided to kill the monster, but he might not be able to get out of the maze afterwards. He met a princess who wanted to help him. She gave him a long rope and told him to unravel it as he went through the labyrinth so he could retrace his steps. Theseus used the rope, killed the Minotaur, and followed the rope to get out of the labyrinth.

Perseus

Perseus was give three tasks. One was to kill the monster Medusa. Medusa's hair was live snakes and anyone who looked into her face turned to stone. Perseus used a hat that made him invisible, a sword, and a shield. He used the shield to see the reflection of Medusa's face so he would not be turned to stone, and cut off her head.

Hercules

The Hydra was a huge snake with nine heads and poisonous breath. Hercules lured the monster out of the swamp and cut off the monster's nine heads. One head would not die--it kept coming back to life. So Hercules crushed that head and buried it deep in the ground.

King Midas

King Midas was granted a wish--he wished that everything he touched would be turned to gold. But he soon realized he could not eat or drink or do anything normally, because it all turned to gold, even his young daughter.

Hercules

There was an awful flock of birds that had pointed beaks and ripping claws and feathers made of sharp metal. They would attack people. Hercules made a large metal shield to protect him from the feathers and used poisoned arrows to shoot all the birds while they flew. He saved the people from the terrible birds.