Dear Educators,

I really enjoyed playing with you all at the NYSAIS Diversity event on Thursday, May 18. Below are instructions for the games we played during Educator Game Night. I'd love to hear how you’ve used these games, so please follow up and let me know!

All the best,
Leigh.

**COLOMBIAN HYPNOSIS**
*(from Games for Actors and Non-Actors by Augusto Boal, modified instructions)*

All participants get into pairs. Have pairs decide a Partner A and Partner B. Demonstrate the below for participants with co-facilitator or volunteer.

Partner A will raise their hand high and then lower it to shoulder height with the palm perpendicular to the floor (as if to say “Stop!” a la the *Supremes*). Partner B will place their face to the hand at a distance of about six inches, so that the forehead aligns with the tips of the fingers and the chin aligns with the base of the palm. State: “This is a magnetic relationship, so if Partner A was were to move their hand…”

*NOTE: In most situations, Partner B will work to follow Partner A’s hand, maintaining a distance of about six inches from the hand at all times. I try not to say “follow” or “lead” in order to elicit discussion about this relationship dynamic is set.*

The rules:
- Try to maintain a distance of six inches at all times.
- This is a non-verbal activity.
- *Optional: Do not hurt yourself.*

*NOTE: If participants ask for more clarification, restate the directions and ask that they interpret those rules as best they can.*

**Debrief Questions**
- What did you experience?
- Who liked being “the hand” more? Why?
- Who liked being “the face” more? Why?
- Who liked/disliked both equally? Why?
- How does this relate to power, privilege and oppression?

**COMPLETE THE IMAGE (IN THREES)**
*(from Games for Actors and Non-Actors, modified instructions)*

This is a physical, nonverbal activity that allows participants to creatively explore themes physically. In groups of three, participants take turns stepping into a frozen, silent image to physically express their ideas around important topics from the readings.
• Everyone gets into groups of three. Ask the groups to determine who will be #1, who will be #2 and who will be #3.
• Partners #1 and #2 face each other, shake hands and freeze, careful to freeze everything about their position: hands, feet, face, etc.
• Partner #3 views this frozen image, and selects either #1 or #2 to unfreeze and step out of the image by tapping them on the shoulder.
  o For Example: Let’s say Partner #3 taps out Partner #1. Partner #1 steps out of the image and leaves #2 frozen, hand extended as half of a handshake.
• Partner #3 then enters the image in a new position and freeze, thus “completing the image.” They can create any physical position they wish—except disturb or move #2—but must relate to #2 in some way.
• Once #3 is frozen in place, the unfrozen partner then selects a person to tap out and replace and completes the image.
• The process repeats.

Themes: Let participants get familiar with the process, exploring the many different ways they can combine into images. Once they get the hang of the activity, begin to introduce themes.
• Participants are to consider the theme and attempt as best they can to represent that theme each time they step in to Complete the Image.
• As a person prepares to enter the image, they should look at their partner and think how they can add themselves to the image to best represent the theme.
• Participants will continue with the rotation—one person stepping out and a new person stepping in—all while representing the theme.

ABOUT THEMES: Do not explain the themes. Use few words and let the participants interpret and explore their understanding of the theme within the images. Broad concepts work best allowing the students to consider the many different means of the topic. Consider themes like: education, neighborhood, immigration, race, gender, etc.

INVASION OF THE BRAIN
(Modified walk series, adapted from Julian Boal)
This is a simple game designed to demechanize the body and brain, get a group moving, help enliven participants, and challenge the group to do something new.

I explain the rules to the group as below.
• This game has ONE rule:
  o When I say GO, you stop.
  o When I say STOP, you go.

Spend some time saying STOP and GO in different ways, considering speed, rhythm, volume, tone. After awhile, introduce the second rule, then later the third.
• This game now has TWO rules:
  o When I say GO, you stop. When I say STOP, you go.
  o When I say NAME you jump, when I say JUMP you say your name.
• This game now has THREE rules:
  o When I say GO, you stop. When I say STOP, you go.
  o When I say NAME you jump, when I say JUMP you say your name.
When I say AIR put your hands on your head, when I say HEAD put your hands in the air.

OPTIONAL INTENSIFIERS: You can ask the group to speed up or slow down, make eye contact with participants, fill the space, etc. You can also ask participants to come up with new rules for the group.

ONE PERSON YOU FEAR, ONE PERSON IS YOUR PROTECTOR
(from Games for Actors and Non-Actors, modified instructions)

- All participants secretly select one other participant. Once they’ve done so, the facilitator reveals that this is the person that they Fear.
- Next all participants secretly choose a different participant. Once they’ve done so, the facilitator reveals that this is the person that is their Protector.
- All participants are instructed to walk around the room.
- When the Joker says “Go!” each participant must position themselves in a way so that at all times their Protector is between them and the person they Fear.
- Stand back! This game can get really chaotic really fast, like a game of tag.
- After the participants play for awhile, tell them you’re going to ask them to freeze, then count down slowly (this often makes them frantically rush to try to achieve the goal before they are frozen).

WALK SERIES: CHARACTERISTIC GROUPS
This is a non-verbal activity. Participants walk around the space and without speaking get into groups with other participants based on characteristics called out by the participants. Ask the group to be sure their group is distinct and specific. Once all participants have settled into their location, go to each group and ask that at the count of three, all in the group will call out what they believe the name of the group is, but they must do this without consulting each other before hand.

ABOUT CATEGORIES:
- Be broad and vague. Do not offer clarification on what you mean by each word, but only to repeat if it was not heard.
- Begin with more innocuous categories, like shoes, eyes or hair.
- Depending on the group, then move to more politically charged categories, like age, skin or sexuality.

Debrief questions:
- What did you use— tools, strategies, etc.—to find your group?
- How did it feel to be part of your group?
- Were you always in the right group?