

DRAMA IN ACTION

Exercise: Build A Bike (Machine)

Grades: 1-5

Time: 10-15 minutes

Set-Up: If there are 6 or more students in class, separate students into small groups of 4-6.

Supplies: None.

Vanessa depends on her Dad's old bicycle to get her around town. Much to her dismay, the bike parts always seem to be breaking down! Luckily, her friend Liesl is the "best bike fixer in the whole town." In this exercise, students will collaborate using their bodies and voices to create a bicycle part-by-part.

Instructions:

- Arrange the small group in a circle or stage/audience formation, as this activity works best when all students in the group can see the "machine" being built.
- Brainstorm different parts of a bicycle and how we can use our bodies and voices to portray those parts. (Ex. Wheels, handles, seat, chain, pedals, basket, bike body, handlebar, bell, training wheels, etc.)
- First, have one student begin forming the bicycle by becoming a singular bike part using their body and voice (either in the center of the circle or on "stage").
- Discuss with the spectating students what we think this part is, and what part we need next to continue building this bicycle.
- Call on the next student to add a bicycle part that is attached to the previous one, using their body and voice.
- Repeat the prior 2 steps until all students have incorporated their individual parts to build a fully-formed bicycle.

Variations:

- This activity works best in small groups of 4-6 students. If you have a group of 6 or larger, the Teaching Artist should separate the class into small groups. In the case that you have 2 or more small groups, after the exercise, you can gather students into an audience so each group can show the other groups their interpretation of the bicycle.
- An option for leveling this exercise up, is to have students experiment with how their bicycles move through space, and what kind of noises their bicycle might make while traveling. What happens if multiple bicycles were to interact? How are the bikes similar and how are they different? What is it like to share "the road" (the space) with these other bicycles?

Reflection Questions:

- How did we use our bodies and voices to convey inanimate objects/parts?
- Why is it important that all of our parts be connected? What would happen if we tried this exercise individually? Why is teamwork important for this activity?