



## 5 Minute Activities:

- 1) All people have similarities and differences. Each of us has unique traits. Come up with a list of 5 things that all people have in common. Then make a list of 5 things that make you unique. Does anyone else in your class share your unique traits? **Writing:** **Grade 4: S3: C1: PO1: Record information (lists) related to the topic.**
- 2) Using the Six Pillars of Character, try the Sound Scape activity. Students walk randomly around the room not interacting with others. The teacher says "respect" (or another pillar). Students then say out loud words they think of when they hear the word respect. Try not to speak all at once; think about give and take. Move through all six pillars then discuss the experience. **Language 6a: Acquire and use accurately grade-appropriate, general academic and domain-specific words and phrases.**
- 3) Lyf's family has some very specific rules. What are your family's rules? Write down at least 5 of your family's rules. Compare with another classmate. **Grade 1: SS:S3:C4:PO3: Discuss the importance of students contributing to a community.**
- 4) In the play, they say that "smidgen" means "small pigeon." With a partner, find other words that you can divide into 2 words or combine 2 words to create a new made up word (example: scary+ movie =scoovie). How many can you come up with in 5 minutes? Share with your class.

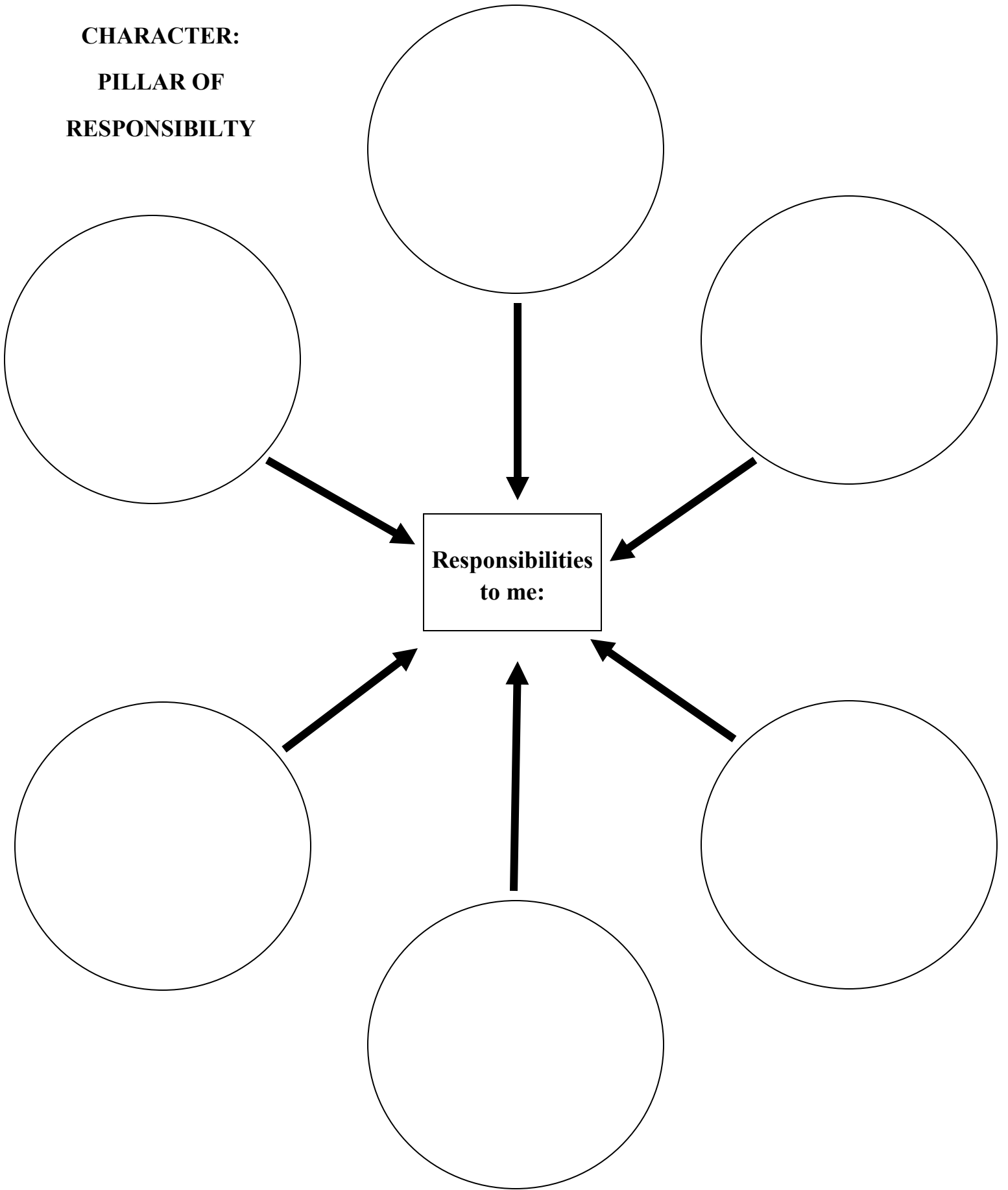
## 15 Minute Activities:

- 1) Play "Decision Alley." Divide class in half and assign one person to be Lyf. Line up facing each other to create an alley. One side is in favor of Lyf leaving the nest and the other side is against it (both sides should take a few minutes to brainstorm tactics before starting). Lyf starts at one end and slowly walks down the alley while actors on both sides call out comments or advice to try and convince him of their stance. By the time he gets to the end, he says (in character) what his choice is. Those in line: have an idea of who will say what. Student playing Lyf: if you can't decide, go through line a second time. **Theatre: S1: C2: PO202: As a character, play out her/his wants by interacting with others, maintaining concentration, and contributing to the action of classroom improvisations.**
- 2) Lyf's parents react differently to situations. In pairs, play out a scene in which Lyf goes to his mom to tell her he wants to go to flock. How would mom react? Play the scene again with Lyf going to his father with the same request. How would he react? Ask for volunteers to share some scenes with class and discuss. **Writing 3b: Use dialogue and description to develop experiences and events or show the responses of characters to situations.**
- 3) The pillar of responsibility is a theme in the play. Lyf and his parents have responsibilities to each other. Think about the people in your world (parents, friends, siblings, teacher, pet, etc.). Using the attached worksheets, create a graphic organizer showing your responsibilities to them and theirs to you. Write their name or group (friends, for example) in a circle and list responsibilities under it. **Grade 3: SS:S3:C4:PO3: Identify traits of character that are important to the preservation and improvement of democracy.**

## 30 Minute Activities:

- 1) Talk about what happens at the end of the play. If the story was to continue, what do you think would happen next? Write a story or scene (includes dialogue and characters) about what happens next in the story. **Writing 3b: Use dialogue and description to develop experiences and events or show the responses of characters to situations.**
- 2) The art of Andy Goldsworthy was the inspiration for the scenic and costume designs in the show. Look at photographs of his sculptures for ideas and inspiration. Build your own miniature nest using found objects. Brainstorm a list of interesting materials that could be used (from nature or other). Display in your classroom. **Art: S1:C2:PO201: Identify and experiment with materials appropriately and expressively.**
- 3) Divide into groups of four. Come up with a list of questions that Taur would ask Lyf and his family if he were given an interview. Think about the characters and how they would act/react. Play the scene. Talk about how it felt to be the characters in the interview. How might the interview be different if Meta conducted it? Try it again with Meta conducting the interview. Share some of the scenes with the class. **Writing 3b: Use dialogue and description to develop experiences and events or show the responses of characters to situations.**
- 4) You'll need several large pieces of butcher paper for this activity. In pairs, take turns outlining and then measuring your "wing span" (basically the upper part of your body with outstretched arms). What would your wings be made of (feathers, leaves, paper, metal, etc)? Using colored pencils, crayons and/or markers, draw/decorate your wings. Hang your drawings in your room or hallway. Who has the widest wingspan? Who has the smallest?

**CHARACTER:  
PILLAR OF  
RESPONSIBILITY**



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PILLAR OF  
RESPONSIBILITY**

