Young Audiences Arts for Learning

ARTS FOR LEARNING STUDIO RESOURCE

RUN TO CENTER

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ACTIVITY FOCUS:
Warm-up

ADDITIONAL LENS:
Social Emotional Learning

ART FORM:
Theater/Storytelling

ARTISTIC TEACHING PRINCIPLES:
Community Grounding & Routines
Interpersional Belonging & Relationships

Summary

Run to Center is a popular Viewpoints exercise that has been found to help students co-regulate during moments of high stress and dysregulation. Use this activity to help ground students, build community, connect with their ensemble, and regulate their emotions. It can also help a student who is dealing with a stress response (specifically freeze, fawn, flood, or fatigue) be pulled back into their window of tolerance (the ideal emotional state for us to do our work in).

Goals

Students will be able to connect with their peers through an activity that requires them to connect, listen to each other, and work together, rather than have one specific leader. Students will also be able to use the activity during moments of high stress to assist in regulating their emotions.

Materials Needed

None

Additional Comments

I learned how to apply this activity and other theater games as emotional regulation techniques through Heartland Intimacy Design and Training's Trauma Informed Facilitator's Course taught by Hannah Fabrizo.

Activity Outline

IN-PERSON VERSION:

1. The ensemble will stand in a circle.
2. The ensemble will join in a collective deep breath.
3. The ensemble will begin jogging in place.
4. Without any one specific person leading, the ensemble will attempt to run to the center of the circle at the same time. The time they choose to run is not communicated beforehand, it is based on when feels right based on the connection within the ensemble.
5. The ensemble will continue the activity for as long as time allows or until they are able to successfully run to the center at the same time.

ZOOM/SEATED VERSION:

1. The ensemble will turn their cameras on.
2. The ensemble will join in a collective deep breath.
3. The ensemble will begin patting their lap or rolling their arms.
4. Without any one specific person leading, the ensemble will attempt to raise their arms at the same time. The time they choose to raise their hands is not communicated beforehand, it is based on when feels right based on the connection within the ensemble.
5. The ensemble will continue the activity for as long as time allows or until they are able to raise their arms at the same time.

FACILITATORS' REMINDERS THEY CAN SHARE WITH THE ENSEMBLE FOR BOTH VERSIONS:

1. Sometimes leadership looks like stepping up and taking charge. Sometimes it looks like stepping back and making sure everyone is included. This is one of those times.
2. We might not get it today, and that's okay. The more that we work with everyone, connect, and build up the ensemble, the easier it will be to do this together.