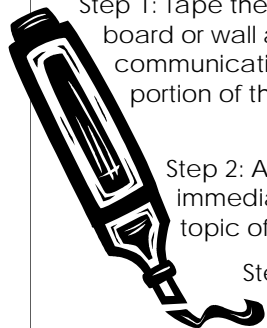


## Graffiti Board

Materials: Several large pieces of oak tag paper, markers, tape

Step 1: Tape the paper on the board or wall and write the topic, communication, on the top portion of the paper.



Step 2: Allow for an immediate response to the topic of communication.

Step 3: Ask students to

come up to the paper in groups of four or more and write or draw the first thing that comes to mind when they think of this topic. Let them know that there are no judgments being placed on their work.

You may wish to use prompts:

*What does communication look like?*

*What does good communication sound like?*

*What does bad communication smell like?*

Step 4: Discuss the various modes and means of communication in relation to the students' responses.

### Variations

This activity can be used to address almost any topic relevant to your curriculum and is a good way of introducing an issue for the first time.

## Newspaper Article to Life

Use articles as a stimulus. Try to avoid the temptation to simply recreate the situation described in the article.

Ask students to bring newspaper and magazine articles depicting some sort of conflict or dilemma.

Divide students into small groups and ask them to share the articles among the group.

Ask each group to select one article on which to focus.

Create a tableau that captures the headline.  
Create a tableau that depict the central figures at some point in the past, before the point of conflict.

Create a tableau that depict the central figures at some point in the future.

Share these tableaux in chronological order. Use the count "1-2-3-PICTURE!" for each group.

Ask, "what is different about the central figures between the first and third image?"



## Creating Stories from Pictures

Gather photographs from magazines, or books (they may be real or animated images).

Divide students into groups and give each group one picture.

Ask students to brainstorm and write down the WHO, WHAT, WHERE, WHY, AND HOW of the story.

Students develop a story in a "round-robin" fashion, with each student adding a few lines of narrative that incorporate the structure determined above.

Students retell the story, adding more detail.

Based on one element of the story, students develop a tableau, short improvisation, soundscape, or role on the wall.

As a follow-up, ask students to write a newspaper headline and/or article to report the story.