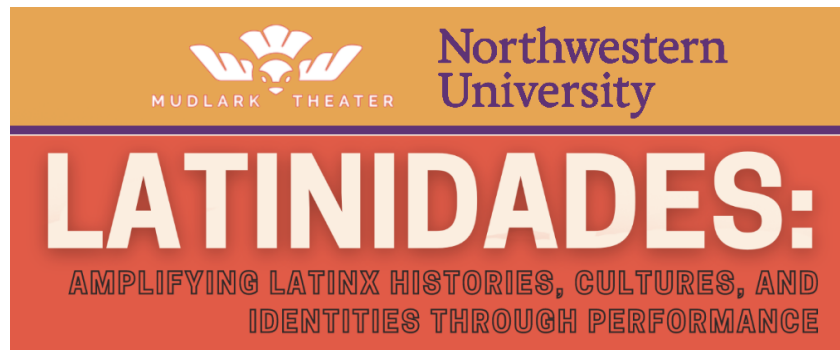




LATINIDADES SPRING BREAK CAMP

Creating Community and Celebrating Latine Identity & Cultural Practices

Description: This curriculum is a framework for a five day Theatre/Arts program designed to empower young people to explore Latine identities, stories and arts practices.

Grades/Ages: 2nd - 4th grade (7 - 10 years old).

- Class size is dependent on the number of teachers you have in the room and the size of the classroom. An ideal number would be 15-20 students, however 30 students is possible.

Materials and Space: Butcher paper, markers, whiteboard or chalkboard, variety of books. A large open space.

Notice: This public curriculum was created by teaching artists Alex Benito Rodriguez, Ana Diaz, Claribel Gross and Jose Dominguez Magdaleno at Mudlark Theater for a Latine centered spring break camp for students. The camp was held Monday - Friday 9AM-12PM, however educators are invited to use these materials in any way they find useful in engaging with and empowering young latine artists and their communities. To learn more about the Latinidades Program at Mudlark, [click here](#).

LESSON ONE

Introducing ourselves and the practice of telling personal stories using the story of our names.

MATERIALS: Butcher paper, markers, crayons, speakers for music.

BOOK OF THE DAY: *Alma and How She Got her Name* by Juana Martinez-Neal

Arriving to the space (10 - 15 MINUTES)

As students enter the room, play music and encourage them to write their names and/or draw a picture of themselves on a big piece of butcher paper that will be used throughout the week. Let the students know we are creating our Community Mural that will be complete at the end of the camp. Once everyone has arrived, the students circle up for introductions.

Introductions (20 MINUTES)

In a group circle, TAs share who we are, why are we here and what we'll be covering this week.

Name & Action

- Go around the circle and have each student to say their name out loud combined with a big action.
- Once the student shares their Name & Action, have the whole group repeat them to the student.
- Really encourage the students to be big, bold, and loud with their performances. We found it is very helpful when TAs model being big and silly.

Community Agreements

We will be making a list of Community Agreements for the camp. Just how games need rules in order to play fair, we want to build a list of things to remember when exploring and playing with each other this week so that everyone feels welcomed and free to be themselves.

- Facilitate a conversation with the students and write on the white board a list of agreements inspired by the student discussion. A combination of Spanish and English language is encouraged and celebrated.
- Let the students know the list of community agreements will stay on the board the whole week so we can look at them whenever we need a reminder.

Warm Up (20 - 30 MINUTES)

Tongue Twister: "Tres Tristes Tigres"

- Have the students repeat after you a few times. Once it seems like they got the hang of it, have them see how fast they can go. Maybe have a few students compete to see who can say it the fastest.

GAME: The Wind Blows if...

Assign four sections of the room and tell the students to pick a section to start at. Tell them that we will say a series of statements and if the statement is true for them, they will swiftly and safely move to a different section in the room. Encourage students to be honest and pay attention to how other people respond to the statements. Creative movement is encouraged as well (students can move like they are leaves in the wind) but be sure to stress the importance of safety.

TA: "The wind blows if..."

- If you speak more than one language
- If you have a favorite book
- If you've been to another country
- If you have ever seen a play at the theater
- If you have ever been in a play
- If you have a pet
- If you have siblings
- If you know the story of your name...

After a few rounds, have students and TAs come up with more statements.

Storytelling (15 - 20 MINUTES)

READ: [Alma and How She Got Her Name](#)

Before reading, have students think about the following question:

What is the story of your name - How did you get your name?

Break (10 MINUTES)

Quick wiggle / bathroom / snack break

The Story of My Name (30 MINUTES)

- Have students return to the circle and have them reflect on the following (*Pair share and then share out in the larger group.*)
 - ***What's the story of your name, how did you get your name (who named you) and if you want to change your name what would you change it to?***
- Depending on the comfort of the students, invite them to share the story of how they got their name to the whole group, to a partner, or small groups.

Art Making (30 MINUTES)

- **Draw or write on the mural**
 - *PROMPT (How I got my name) / Use Alma as inspiration. If you have a long name write ALL your names and decorate it. If your name means something you can draw that on the mural. Students can chat and listen to music during this.*
- **Name & Action pt.2**
 - If students are excited about performing, have them return to the Name & Action activity and invite them to make a piece where they say their full name out loud while making creative movements/gestures with their bodies. Have the students create a “Name Dance” that they can share with the group or make a “scene” with a partner where they both do their Name Dances together.

Reflection (15-20 MINUTES)

Did you learn anything about someone else in the room today? Through hearing the stories of people’s names did you notice any similarities/ differences? Think about asking your friends and family members about their names.

Check out

- Make space for any student who wants to share about their experience during this lesson
 - Create a personalized Closing Ritual to signify the end of the day.
 - Circle up, share appreciations for today
 - Bring the Mural out for students to decorate while they wait for their guardian to pick them up.
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LESSON TWO

Getting into our bodies, moving to music, memories of home

MATERIALS: Butcher paper, markers, crayons, speakers for music, printed copies of the **worksheet** at the bottom of this lesson.

MUSIC: A curated playlist of diverse Latinx music genres

Ex. Salsa, Cumbia, Tango, Bossa Nova, Rumba, Mariachi, Reggaeton, Vallenato, Huayno, Samba, Merengue, Bachata, Son Jarocho, Andean Folk Music, Plena, Sikuri, Joropo, Zouk

BOOK OF THE DAY: *Sebi and the Land of Cha Ch Cha* by Eric Winter and Roselyn Sánchez

Arriving to the space (10 - 15 MINUTES)

As students enter the room, play music and encourage them to write/draw about what they consider **HOME** on the big piece of butcher paper. Once everyone has arrived, the students circle up for a quick re- introduction.

Intro and Discussion (10 - 15 MINUTES)

Community Agreements Review

- Go over the list with the students and ask them if there is anything that should be added or edited.
- It may be useful to invite students to think about what they need to be successful today.

Name & Action - How Do You Feel?

- Go around the circle and encourage students to say their name out loud combined with an action of how they are feeling today the whole group will repeat both the name and action.

Warm Up (15 - 20 MINUTES)

Tongue Twister

"Pablito clavó un clavito en la calva de un calvito. En la calva de un calvito un clavito clavó Pablito."

- Have the students repeat after you a few times. Once it seems like they got the hang of it, have them see how fast they can go. Maybe have a few students compete to see who can say it the fastest.

GAME: Atoms

- Students walk around the room to “cover the space”. Students move in all directions to ensure that the entire floor space is covered. If a student sees an empty space, they can move to that spot and then continue walking around. **Remind students to keep their own personal space and maintain a safe walking speed.**
- Ask the students to imagine that they are “atoms” moving around the room. When the facilitator says “atoms 2” students have to join with a partner. They then create a shape with their partner. It is important to remind students that there is no right or wrong shapes. Students can use their bodies to make their shapes and use all levels (standing, lying down) but must be able to hold the shape when it is made.
- Students are instructed to move independently as atoms to “cover the space” again. The teacher can say “Atoms 3” or “atoms 4” etc... and new groups are found. Encourage students to find a new person they haven’t worked with before. Have students create a new shape (e.g. circle, triangles, stars, numbers etc...)

Variation: Say a number then an object. Students have to create the object with that number of people.

Tips: 1. This game works best when students refrain from talking/screaming. Telling students it is a “voice’s off” game before you play may be helpful. 2. If not previously discussed in the community agreements, have a conversation with students about physical contact and consent before playing.

Storytelling (15 - 20 MINUTES)

READ: [Sebi and the Land of Cha Cha Cha by Eric Winter and Roselyn Sánchez](#)

Before reading, have students think about the following question:

What is *your* land of Cha Cha Cha? Describe how it might look, smell, feel, sound. Think about the book you just heard, what sticks out, what do you remember? Is there anything new that you learned?

Moving to Music (20 MINUTES)

Using a playlist of various Latinx cultures and communities have students explore the music through movement.

- Inform the students that we will be listening to music and try to move our bodies in a way that reflects how the music sounds or make us feel. It could look like a dance or it could be big movements and shapes.
- Give an brief intro to the students about the genre of music they are about to hear and then play a section of the song for them to move to.
- Encourage the students to really consider how the music sounds and what it makes them feel
- Remind the students that this is about creative exploration and not trying to embody other cultures.

- **Game option: Freeze:** When the music plays you move and dance freely around the space. When the music stops you FREEZE! (Once the group has practiced a bit you can play with “outs”)

Break (10 MINUTES)

Quick wiggle / bathroom / snack break

Art Making (30 MINUTES)

- **Draw or write on the mural**
 - PROMPT: *Draw your own personal land of Cha Cha Cha - whatever that means to you.*

Home Memory Tableau (30 MINUTES)

imagination, sense memory, image building

- Invite students to walk around the space (covering the space like in the Atoms game)
- Tell them that we will be giving them a series of prompts and we would like them to use their imagination to react physically to the prompts.
 - **Ex.** Rainstorm, on the beach, walking in jello, cookies, Family member’s cooking

Break students into groups and give out the **worksheet**

- Ask student to fill in the blanks connecting memory and experiences to the senses
- Once finished, ask each group to pick one story they want to embody (if this is hard for a group, have them find a way to combine stories.)
- Using Create a **tableau** or a frozen picture in their group showing the student’s memory.
- Have students show their draft tableau to the whole group.

Reflection (10 MINUTES)

It is impossible to talk about Latine culture, countries and traditions without talking about DANCE! What are some Latine dances that come to mind? How many can we name? When you think about your home and your family what comes to mind? (music, movement, language etc...)

Check out

- Make space for any student who wants to share about their experience during this lesson
- Closing Ritual to signify the end of the day.
- Bring the Mural out for students to decorate while they wait for their guardian to pick them up.

Home Memory Tableau Worksheet

I come from

(Three things you **SEE** where you live or have ever lived)

1. _____

2. _____

3. _____

I come from

(Three things that you **HEAR** and like to hear)

1. _____

2. _____

3. _____

I come from

(Three things you **FEEL**, physical or emotional)

1. _____

2. _____

3. _____

**Note: There is no “right” or “wrong” way to fill in the blanks. This is just a guide to your performance. You will create something to show your classmates onstage, you can use objects, action, song, gesture, emotion and imagination to convey where you come from.*

LESSON THREE

What communities are you a part of? What would you like to see change for the better in a community you're a part of?

MATERIALS: Butcher paper, markers, crayons, speakers for music,

BOOK OF THE DAY: *Paletero Man* by Lucky Diaz

Arriving to the space (10 - 15 MINUTES)

As students enter the room, play music and encourage them to write/draw about what they consider **COMMUNITY** on the big piece of butcher paper. Once everyone has arrived, the students circle up for a quick re- introduction.

Intro and Discussion (10 - 15 MINUTES)

Review/Reflection

- What have we done so far? Name one thing you remember.

Today's Plan

- Today we're going to talk about community. Think about what communities we are part of and what a community means to us. To begin, let's think about our community in this room. Who are we? What are we doing? What is our relationship? What should people say more often to improve our community?

Warm Up (15 - 20 MINUTES)

Pass the Clap

- In a standing circle students will pass a clap around. The game begins by one student turning to a neighbor, making eye contact, and clapping at the same time. TA's should emphasize the importance of making eye contact before clapping. The clap will then get passed around the circle establishing a constant tempo. Once it seems like they have the hang of it, have them speed up the tempo.
 - **Variation:** if students are very good at this game, tell them at any moment they can clap twice to change the direction of the clap.

Shake Down

- Have students shake their whole bodies on a vocal exhale to shake off the last game.

GAME: What Are You Doing?

- Students stand in a circle as the facilitator has them practice “doing” everyday activities.
 - **Ex.** *Without talking, show me what it looks like when you brush your teeth (pet a dog, comb your hair, take a walk...)*
- Ask students to think of other examples of activities that someone does.
- One person goes in the center of the circle and begins acting out an activity and the student that was to their right will ask them “*Hey (Name) What are you doing?*” or “*Que estas haciendo?*” The student in the center needs to keep doing their original activity but say something that is NOT the thing they are doing.
- The student who asks the question will then jump in the center and begin doing the activity that the first student said.
- The goal is to keep the game moving pretty rapidly and always say something out loud that the body is currently NOT doing. Wake up the brain and wake up the body.

Storytelling (15 - 20 MINUTES)

READ: [Paletero Man by Lucky Diaz](#)

- Question to think about for the group: How do the community members in the book show kindness? What does it mean to be kind, how do you show kindness? Is there a time you can think about when a community member was kind to you?

Freeze Dance (10 MINUTES)

- ***If you have time***, play music from yesterday’s playlist. When the music plays you move and dance freely around the space. When the music stops you FREEZE! (Once the group has practiced a bit you can play with “outs”)

Break (10 MINUTES)

Quick wiggle / bathroom / snack break

Home Memory Tableau (15 MINUTES)

Revisit what the groups made on Tuesday

- Ask groups to present the tableaux of “home memory” that they made the day before.
- Have the audience react to what they “notice” and how it makes them feel.

Community Scenarios (30 MINUTES)

- In new groups ask students to brainstorm ideas of things that they see happening in their community? The group will choose one scenario and create a tableau.
- Once the students have a tableau they can add one line each to the “community scenario”.
- Present the scenarios to the larger group.
- Discuss

Reflection (10 MINUTES)

- What do we need to be a strong and healthy community?

Check out

- Make space for any student who wants to share about their experience during this lesson
 - Closing Ritual to signify the end of the day.
 - Bring the Mural out for students to decorate while they wait for their guardian to pick them up.
 - *PROMPT: Draw your favorite place or thing about your community. (Is it the park, the paleteria, the bus stop, your school...?)*
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LESSON FOUR

Place Making, The Stories of How We Got Here.

MATERIALS: Butcher paper, markers, crayons, speakers for music, printed copies of [this coloring page](#)

BOOK OF THE DAY: *Senorita Mariposa* by Ben Gundersheimer (Mister G)

Arriving to the space (10 - 15 MINUTES)

As students enter the room, play music and encourage them to write/draw about ***Where I Come From*** on the big piece of butcher paper.

Getting into our Bodies

Once everyone arrives, circle up. Do 5 Big breaths together for focus and some light stretching.
Ex. Reach up to the sky, bring your hands down to the floor. Make a huge X with your body, made a small ball with your body.

Intro and Discussion (10 - 15 MINUTES)

NAME & ACTION - I Come From

- Go around the circle and encourage students to say their name out loud in the space combined with an I COME FROM STATEMENT and action.
 - ***My name is _____ and I come from laughter***
 - ***My name is _____ and I come from Nicaragua***
 - ***My name is _____ and I come from Chicago***
- **Discussion question:** What is migration? Allow students to discuss with each other and then with the whole group

Warm Up (15 MINUTES)

GAME: I Am A Tree

Students stand in a circle while one goes in the middle and strikes a pose and says who they are or what they represent. For example: "I am a tree". The second player comes and adds to the picture, striking a pose and saying who they are etc. This game can be extended or shortened depending on the group.

Storytelling (15 - 20 MINUTES)

READ *Senorita Mariposa* → [VIDEO](#)

WATCH *Monarch Butterfly Journey* → [VIDEO](#)

- **Reflection:** Why do you think the butterflies migrate (or travel)? Have you ever gone on a long trip? What helps you when you travel or go on a trip?

Break (10 MINUTES)

Quick wiggle / bathroom / snack break

Sing (10 MINUTES)

Learn the *Senorita Mariposa* song (*from video*)

- Learn the lyrics to the song along with simple movements
- Have students perform as a big group
- Remind them that we will do this again on the last day.

Mariposa's Journey (30 MINUTES)

Students act out scenes showing the journey of *Senorita Mariposa*. Facilitators will give prompts to students and they will work together to help solve Mariposa's journey. Students can be creative with these suggestions but they should be able to embody/act out the scene. If a squirrel invites Mariposa to his house so she can rest, we need to see the squirrel and the house. Students should build these character's objects with their bodies.

SITUATIONS

- It's hot and crowded in Mexico, so Mariposa decides to move north. Who can help her find her way?

- Mariposa is SO HUNGRY! She stops in a little town in Texas and needs to find some food.
- Mariposa is flying high up and it's getting really windy! What does she do?
- Mariposa really needs something to drink.
- Mariposa lands in Chicago! But the city is scary to her. Who can help her?
- Mariposa lands on a milkweed plant in Evanston. She likes it here! She has kids!
- Mariposa's kids don't like the cold winter in Evanston so they decide to fly south to Mexico. What can Mariposa do to help them get there?

Craft Activity (30 MINUTES)

- **Mariposa Drawing Activity**
 - Pass out [coloring page](#)
 - *Today we are going to color a very special butterfly! Before starting to color, think about your culture, your name, and your origins. Where do you come from? What do you like about your culture? You can make it any color you like and you can add special patterns and designs that represent your culture. While you color, think about the important people in your life who helped you get to where you are today. You can honor them by writing their names on the wings of your butterfly.*

Reflection (10 MINUTES)

- Share our drawings, tell a story about our family, what's something you learned from today's lesson? What's something that you liked? What might be some connections that we can make between Mariposa's journey and the journey our ancestors made?

Check out

- Make space for any student who wants to share about their experience during this lesson
 - Closing Ritual to signify the end of the day.
 - Bring the Mural out for students to decorate while they wait for their guardian to pick them up.
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LESSON FIVE

Sharings, Reflections, Celebrations

MATERIALS: Butcher paper, markers, crayons, speakers for music

BOOK OF THE DAY: *have all books from the week available for students to reference.*

Arriving to the space (10 - 15 MINUTES)

As students enter the room, play music and encourage them to write/draw about ***What does “Latinidades” mean to me?*** on the big piece of butcher paper.

Getting into our Bodies

Once everyone arrives, circle up. Do 5 Big breaths together for focus and some light stretching.

Ex. Reach up to the sky, bring your hands down to the floor. Make a huge X with your body, made a small ball with your body.

Intro and Discussion (10 - 15 MINUTES)

Discussion

It's our last day and we're going to show each other a few things that we made and reflect on what we've done. Let's remember a few things we've done together.

Gallery Walk

Lay out the mural and have the students walk around it

- *We will be using this mural as a backdrop for our performances. Let's fill in the blanks, see what's missing, see what colors we can add and write messages to our friends.*
- *Make sure the lyrics to Senorita Mariposa are on the MURAL.*

Warm Up (15 MINUTES)

Game

Have the students vote on a game that they would like to play as a warm up

- Atoms, Freeze Dance, I Am A Tree, What Are You Doing?

Collective Story

- Sitting in a circle, students will tell a story, one sentence at a time. Have a TA start it off and pass it around the circle.

- **Ex.** One morning the sun rose.... / The window was open.../ In the city of _____ an ice cream man got his cart ready for the day.

Building a Performance (40 MINUTES)

As a large group, have students recall what we covered during the week. Talk about what activities we did and what they remember. **Ex.** *The story of our names, Family Tableau or Home Memory, Community Scenes and Butterfly Journey or story of migration.*

- Split the students into four groups and assign each group one of the above themes or topics.
- Encourage students to use their imaginations, voices and bodies to collaborate on creating **new** scenes to show at the end of the class.
 - Remind students of all the tools and skills they learned over the course of the week: You can use Spanish and English to tell a story, you can use a narrator and tell stories using your bodies and still images called tableaus, you can use the mural or drawings to illustrate a point.
- Give groups 30 minutes to create and rehearse their pieces.

Note: If you have the numbers, assign a TA to each group to help guide their creative process. If your class is mostly younger students, don't stress about having them remember everything they do in their performance. If it is just an active imagination play time for them, that's great too!

Break (10 MINUTES)

Quick wiggle / bathroom / snack break

Present Pieces (20 MINUTES)

- Hang up the Mural on the back wall of the space
- Begin with everyone singing Senorita Mariposa
- Have each group show what they made (based on their theme/topic)

Note: we find that it is important to not make this feel like a final draft of a show. There's no need for this "performance" to feel like one.

Reflect (20 MINUTES)

- What does Latinidad mean to you? What did you learn about yourself or someone else? What will you take with you? What do you know now, that you maybe didn't know before?

Final Check Out

- Place the group mural in the center of the circle. Go around the circle and have students reflect on what they **see** on the MURAL and what it makes them **feel**.
- What is one thing you appreciate about yourself this week and what is one thing you appreciate about this camp? (Something or someone that you appreciate).