



ARTS INTEGRATION AT HOME

TWO BY THREE BY BRADFORD

Through these arts integration activities we want to offer a few simple, creative, educational, and arts-based ways to spice up your distance learning. The directions for the activity are shared in two ways - for caregivers/teachers and for kids who can read so they can do the activity independently. Have fun, and feel free to share what you do with us.

Tips for how to utilize these strategies:

- Use this strategy today, or print it out for a later date.
- Feel free to use a strategy more than once. Repetition will help students become familiar with the directions and then be able to take more ownership of sharing what they know through the activity.
- Play them for fun - you don't have to stick to talking about school information.

TWO BY THREE BY BRADFORD

Two by Three by Bradford allows students to practice focus, listening, and awareness starting with the simple act of counting to three. This activity comes from theatre practitioner Augusto Boal, who invented and used theatre games as forms of activism in Brazil in the mid 1900s. In the introduction to these activities, in his book; *Games for Actors and Non-Actors*, Boal writes, "In the body's battle with the world, the senses suffer. And we start to feel very little of what we touch, to listen to very little of what we hear and to see very little of what we look at" (49). He goes on to share how his theatre games are created to allow participants to use their bodies in ways unique to daily patterns to heighten their awareness of themselves and the world around them.

Two by Three by Bradford was created by [Augusto Boal](#). You can see a longer description of the activity in the link below from the [Drama-Based Instruction](#) website created by Drama for Schools at The University of Texas at Austin.

Two by Three by Bradford: <https://dbp.theatredance.utexas.edu/content/two-three-bradford>

These activities are curated by Sarah Coleman, Portland Ovations' Director of Engagement/School Programs. Sarah is a theatre educator, an arts integration specialist, and a former classroom teacher who has taught students in grades K - college as well as led professional development workshops for teachers around the country for over 15 years.





ARTS INTEGRATION AT HOME

TWO BY THREE BY BRADFORD

DIRECTIONS FOR CAREGIVERS/TEACHERS

This activity is played in pairs. Stand across from your kid and decide who will be Person A and who will be Person B. First, starting with Person A, count back and forth from 1 to 3, alternating who says which number.

Person A says 'One', Person B says 'Two,' A says 'Three,' B says 'One,' A says 'Two,' B says 'Three' and so on.

Do this for a minute or so and then pause. Next, instead of saying "One," Person A will create a concise sound and movement to replace the "One." Person A teaches the sound and movement to Person B. Then, add it into the sequence.

Person A does the sound/movement, Person B says 'Two,' A says 'Three,' B does the sound/movement, A says 'Two,' B says 'Three' and so on.

Next, instead of saying 'Two,' Person B will create a concise sound and movement to replace the "Two." Try the sequence again - this time with two sound/movements and the number "Three." Finally, working together Person A and B create a concise sound and movement to replace 'Three.' Now, try the sequence again, this time with three sound/movements. until you've used all of the statements.

Then What?

- Use the same structure, but count to 5 or 7, or a higher odd number. How many sound/movements can you create and keep straight?
- Add a theme or topic to focus the sound and movements. For sounds, you could focus on animal sounds or low pitched sounds. For movements, you could focus on animals, or pick an adjective to inspire movement.

Tips!

- Make sure that both players can do the sound/movement safely and successfully.
- If you have multiple pairs, make sure they each create their own sound/movements
- You can play as a group of three; but make sure you count to an even number. Otherwise everyone will always have the same number each time.

Follow up Questions

1. What did it feel like to answer a question with your body as opposed to your voice?
2. What discussions did the activity help you to have?

Follow up questions allow kids to practice [reflection and metacognition](#) (thinking about one's thinking) both of which are key parts of effective learning.





ARTS INTEGRATION AT HOME

TWO BY THREE BY BRADFORD

DIRECTIONS FOR KIDS

This activity, Two by Three by Bradford, challenges you to count to three. How hard can it be?

How to do this activity

1. This activity is played in pairs. Stand across from your partner and decide who will be Person A and who will be Person B.
2. Starting with Person A, count back and forth from 1 to 3, alternating who says which number.
 - *Person A says 'One', Person B says 'Two,' A says 'Three,' B says 'One,' A says 'Two,' B says 'Three' and so on.*
3. Do this for a minute or so and then pause.
4. Next, instead of saying "One," Person A will create a sound and movement to replace the "One." Then, Person A teaches the sound and movement to Person B.
5. Then, replace "One" with the new sound and movement.
 - *Person A does the sound/movement, Person B says 'Two,' A says 'Three,' B does the sound/movement, A says 'Two,' B says 'Three' and so on.*
6. Next, instead of saying 'Two,' Person B will create a sound and movement to replace the "Two." Try the sequence again - this time with two sound/movements and the number "Three."
7. Finally, working together Person A and B create sound and movement to replace "Three." Now, try the sequence again, this time with three sound/movements.

Then What?

- Use the same structure, but count to 5 or 7, or a higher odd number. How many sound/movements can you create and keep straight?
- Add a theme or topic to focus the sound and movements. For sounds, you could focus on animal sounds or low pitched sounds. For movements, you could focus on animals, or pick an adjective to inspire movement.
- If you have 4 people or more, see which group can go the longest during each round without mixing up the order.

After you have played a few rounds, think about and answer these questions.

1. What was easy about this activity? What was challenging?

2. How did you work together with your partner? How did you support each other?

