



# ARTS INTEGRATION AT HOME

## *WHEN I SAY ONE*

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.

### **WHEN I SAY ONE**

“When I Say One” asks you to get up, move, and be in the moment. Actors use this activity as a warm up for their bodies, voices, and minds. It is also an activity that helps to build ensemble. Working together, as an ensemble, is an important part of creating performance and by playing activities together artists build shared, and joyful experiences. This activity is especially good before something that requires energy and focus. Each time you play, add a new command or two and see how many everyone can remember.

I learned **When I Say One** from Lauria Magovern and Psalmayene 24 at Arena Stage in Washington, D.C. You can see another 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

When I Say One: <https://dbp.theatredance.utexas.edu/content/when-i-say-one>

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.





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## *WHEN I SAY ONE*

### DIRECTIONS FOR CAREGIVERS/TEACHERS

Find a space where you and the student(s) can walk around. Keep walking the entire activity. Practice each of the call and responses.

Call: When I say “one” you

Response: [clap]

Call: When I say “two” you

Response: [snap] *\*if student(s) can't snap then they can hit both hands on the sides of their hips/legs*

Call: When I say “three” you

Response: [stomp foot]

Call: When I say “four” you

Response: [jump, turning 180 degrees]

Call: When I say “I am” you say

Response: an Artist!

After students have learned all the calls/responses, the caller only needs to say the number (not the “when I say” part). Following a few rounds, start to mix up when you say a call and when you say a response. For example, if you [snap], players would then say “two” or if you say “an Artist!”, they would say “I am!”

### Then what?

- Switch up the caller.
- Have the kid(s) come up with their own calls and responses. Anything works - as long as each is a sound or word.
- Connect the calls to something students might be learning. This works best with sets of facts. For example, a number and its factors.

Call: When I say “15”, you say

Response: 3

Or, a state and its capital.

Call: When I say Maine, you say

Response: Augusta

- Create a piece of music together. The caller acts as the conductor, saying each call or response creating patterns. They can also use the pace and level of their voice to direct how fast/slow and loud/soft the players should give their responses.

### Tips!

- Keep walking the entire time, and remind players to not just walk in a circle. By continuing to walk it creates an additional task to think about and complete and therefore challenges the students’ attention and focus.

### Follow up Questions

1. What was challenging about this activity? What was easy?
2. How did you feel before the activity? How do you feel after?

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



