

ARCHETYPE GAME



BENEFITS

Energizes. Helps students discriminate between different roles and when to use them in life. Develops personal awareness.

TIME

15 to 20 minutes

ACTIVITY

Students spread out around the room, each in a squatting position.

Then, on a slow count to 4, they grow into a statue that represents a specific archetype or character, such as a king or queen. (See list below.) Then, with music playing, ask the students to move the way their archetype or character would move. When you say “Freeze,” all students stop and squat again. Start over with a different archetype.

Students must give each other space when they come to a squatting position. No touching, running, or talking is allowed. Any student who breaks the rules must sit out for one archetype before rejoining the game.

VARIATIONS & INTEGRATION

Before the students start, ask them to pay attention to which archetypes are easy or natural for them and which are uncomfortable to act out. After playing, ask students to share which characters were their favorites. Ask them to brainstorm when we need to use each archetype and when a particular one might be dangerous (e.g., Kind and Friendly when around strangers) or get them in trouble (e.g., The Trickster when company comes over for dinner).

Allow students to be the archetypes or characters in a novel or story, or have them share the parts of themselves they use in football, dancing, snowboarding, or other favorite activities.

See illustrative story on page 145.

Some Archetypes

- The Trickster—the sneaky self
- The Warrior—the fierce one
- Prince or Princess—connecting with our sense of pride and elegance
- Wise King or Queen—stepping into responsibility
- Monster—our scary self
- Angel—our kind and giving self
- The Content One—feeling satisfied with who we are and our own personal gifts
- Kind and Friendly One—our social self
- Bear or the Hermit in the Cave—taking time to be alone
- Peaceful One—the quiet, contemplative self
- Clown—our silly self
- Courageous Explorer—facing adversity

TRICKSTER



BENEFITS

Helps students identify the trickster in themselves and develop this aspect of the personality in ways that are useful or otherwise positive. Develops personal awareness. Especially helpful for children who tend to get in trouble and have thus developed a negative perception of the part of themselves that likes to be sneaky or playful.

TIME

10 to 15 minutes

ACTIVITY

Students sit in a chair or lie on the floor. Practice a breathing activity to help them ground and turn their awareness inside. It is helpful to play some “sneaky,” suspenseful, or quiet music.

Slowly read the sentences to them on the Trickster Archetype Worksheet, opposite, pausing long enough for them to process the ideas that come into their minds. After reading, ask students to open their eyes and fill out the page. This should be done without talking. Ask students to share their responses.

VARIATIONS & INTEGRATION

Combine this activity with a story of Coyote, Crow, or another traditional trickster. These can be found in various collections of myths and legends.

Combine with the Archetype Game (p. 105), allowing students to “be” their trickster self.

TRICKSTER ARCHETYPE WORKSHEET

Think of a time it was fun to be sneaky.

How did you move?

When is it helpful to be sneaky?

When does it get you in trouble?

How do you breathe when you are sneaking?

Can you think of an animal that is sneaky?

Are there times when being sneaky can keep you safe?

Draw a picture of a time when it was fun to be sneaky: