

DRAWDOWN

ACT UP!

DRAWDOWN SOLUTIONS

Body Outlining

DRAWDOWN ACT UP!

'Drawdown' carbon to reverse global warming

'Act Up' through interactive games and skits to activate top solutions

Learn the science behind the solutions and how to activate these in your daily life

The creation of this curriculum has been funded in part through Inside the Greenhouse project at CU Boulder



University of Colorado
Boulder



Masking Tape Body Outlining

Thinking about our relationship with the Natural World through the Body

This activity guides students in working in groups to outline each other's bodies on a wall using colored masking tape while posing creatively. Then students are asked to augment their outline to make themselves part of the natural world by adding a tail, wings, or branches. The process is embodied and stretches the imagination in considering one's connection to the natural world, beyond the human experience. The resulting art installation enlivens a public space within your school or community and engages all who pass in a visual conversation. This is a fun group exercise that accomplishes many things.

- Encourages students to expand their expressive range
- Gets a group of people working together to be physically expressive
- Supports team work and collaboration
- Creates a temporary artistic exhibit within a hallway, classroom, or wall with masking tape which does not damage paint or wall finishing

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- Can convert an ordinary space into an extraordinary place
- Supports individual consideration of connection to the natural world
- Supports visual communication that is open and playful
- A way for students to envision themselves as a part of nature, rather than having dominion over nature

Amount of time required: 40-60 minutes (depending on how many people are in each group. If only two to a group, less time required, having more rolls of masking tape helps the exercise take less time too) Be sure to leave time for students to critically reflect on the experience and the resulting art installation together.

Supplies Needed: Multiple rolls of masking tape in various colors—ideal to have at least one roll for each group of two to three students.

*Before beginning, identify an appropriate space for this exercise that is (mostly) free of other posters or bulletin boards and where the outlines can be left for about a week. Consider a public space that gets a lot of traffic to maximize the impact of this activity. Decide whether or not you want students to extend their outlines onto the floor where it meets the wall (by sitting on the floor).

Instructions for Body Outlining Activity

1. In groups of two to three students, ask them to take turns outlining each other in an expansive pose. Challenge them to reach beyond their usual expansive range. Have the other students outline them on the wall, extending on to the floor if allowed. Students could also be in a corner with half of their body on one wall and half on the other. Remind students to press down on the masking tape so it stays firmly adhered to the wall.
2. Once everyone has their outline completed, instruct them to enhance their own outline in a way that makes them a part of the natural world, whatever that means to them. They might add wings, horns, claws, hair, scales, leaves, flowers, fins, or a tail.

Be sure to take photos of the process and the product to share and celebrate the effort

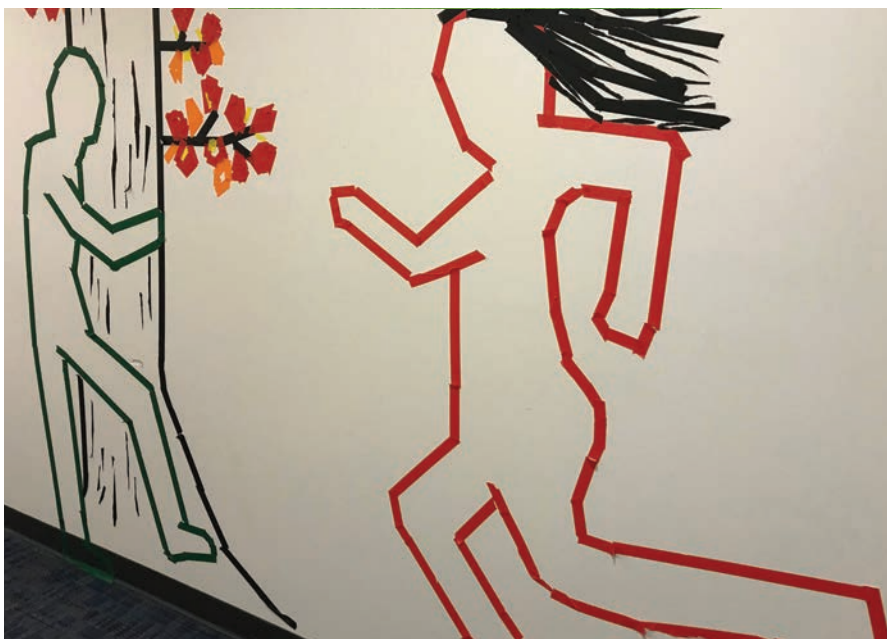


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Optional Discussion Questions

- Describe what it was like to transform your human form into a different sort of creature.
- Did anything surprise you about your own experience?
- What do you think of this experience now that you see your body outline in an environment with everyone else's?
- What happened among our group when we created this group art project?
- In what other ways are you connected to the natural world? What is required for that connection to be nurtured? Preserved? Protected? What threatens it? What beckons it out? What nurtures it? How important is it to you? How often do you consider it?
- How do you physically experience your relationship to the natural world through your pets? Your yard or nearby park?
- How would you describe your relationship with the natural world? Can you describe its value to you? How you feel about it?



Optional Short Reading to Enhance Critical Engagement

Consider sharing this theoretical writing with your students either before or after they do this activity. If students are too young to understand this writing, consider conveying an age-appropriate introduction to this way of thinking of human's place within the natural world.

Posthumanism is a philosophical stance that decenters the notion of human beings as the primary objects with ability and authority inside an ecology (Nayar 2014, Herbrechter 2013, Braidotti 2013, Wolfe 2010). Posthumanism is one way of understanding the shift from a human-centered understanding of the world to a relational and ecological perspective. Posthumanists try to figure out ways to understand the ability of human beings without human beings always dominating over the rest. Hayles (1999) explains, "it [posthumanism] signals instead the end of a certain conception of the human, a conception that may have applied, at best, to that fraction of humanity who had wealth, power, and leisure to conceptualize themselves as autonomous beings exercising their will



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through individual agency and choice” (286). Instead human beings are considered equal contributors with(in) ecologies, along with a plenitude of other actors: animals, organisms, objects, machines, processes, and technologies have equal potential for agency.

from Will Lewis. *Performing Posthuman Spectatorship: Contemporary Technogenesis and Experimental Architectures of Exchange* 2018, page 21.

Also cited:

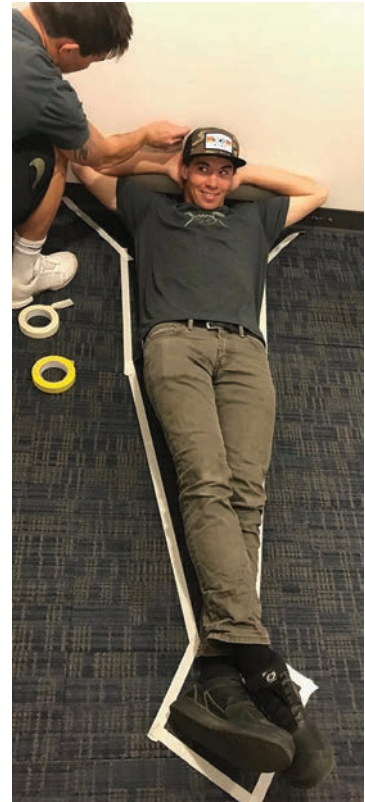
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