

SHADOW PERSONA



Use this activity to help students explore their imaginations and step into the shoes of a creative alter ego, or “shadow persona,” inspired by their own visual art.

Materials Needed: copies of the **Crown Me Creativity Page**, markers, scissors, flashlights, blank wall, whiteboard or light-colored sheet, speaker or music device

1. Begin by asking students to complete the **Crown Me Creativity Page** (p. 27). Once done, let them know that, in this activity, they’re going to wear their unique crowns proudly and imagine the character or persona it represents.
2. Invite students to close their eyes and imagine the “shadow persona” their crown might belong to. Ask questions like: *What’s your persona’s name? Where do they come from? What is their special power or strength? What makes them unique or royal in their own way?*
3. Guide students to explore how their shadow persona might move by asking: *Do they walk tall and proud, or are their movements soft and mysterious? How does their persona sit, gesture or greet others?* Encourage students to experiment with different movements, gestures and postures.
4. Have students hold their crowns to their heads with their hands, or they can choose to attach them to pencils or dowel rods. Grab some flashlights and invite students to project their crown’s opulence—literally! Now that they’ve found their persona’s identity and way(s) of moving, encourage students to practice their movements, this time using shadow and light! Shine your flashlight onto a wall or sheet and, one by one, invite each student to stand in front of it so that their shadow, and their crown’s shadow, is projected. Invite students to play with the ways their shadow persona reacts to and with the light. **Hint:** See the images on page 15 for inspiration!
5. Ask students to explore their persona’s voice with questions like: *Is it loud and commanding? Soft and whispery? Do they have an accent or a unique way of speaking?* Have students practice introducing their persona to a partner using their voice and movement.
6. Create a runway in the classroom by using tape, chairs or other materials to define a pathway leading to the shadow projection wall or screen. Position the light source at the end of the runway so students’ shadows are projected clearly as they walk. Invite students to rehearse how their persona would move confidently down the runway, incorporating everything they’ve discovered about their character.
7. One by one, students take their turn on the shadow runway, showing off their persona’s unique movements, gestures and voice. Encourage the rest of the class to cheer each participant on, celebrating their creativity and individuality.



Reflection Questions:

What inspired your shadow persona?

How did it feel to embody a character? What did you discover about expressing yourself through movement and voice?

If you could bring one trait or quality of your shadow persona into your everyday life, what would it be and why?

