

BORDERS & BRIDGES

Objectives

- Students will be introduced to the concept of borders and bridges
- Students will interact with their classmates
- Students will reflect on the ideas of crossing and creating borders found in the play

Materials needed

- Large open space

Activity

The play *Alma* by Benjamin Benne largely deals with the subject of immigration and citizenship and nationality and the threat of family separation. For many people who live in this country, they had to cross some sort of border to enter. Many left loved ones behind on the other side of the border that they crossed. Borders require some way to cross over them. This can be a literal bridge (especially if the border is a waterway) or it can be some sort of legal document like a passport or “green card.”

1. Invite the students to find themselves in groups of three. One person will be the “border” and two will be the “bridge.”
2. Borders will stand tall with their arms spread out to their sides. Bridges will stand on either side of the border facing each other with their arms connected across the border.
3. Say “border” and all the borders will need to find a different bridge to go under.
4. Say “bridge” and all the bridges will need to separate and find a different border with different partners.
5. Say “run” and everyone separates and finds a new group of three to create a border and bridge. Borders become bridges and bridges become borders, as possible.
6. Play the game and repeat as needed.
7. Reflect: What do borders keep out? What do borders keep in? What borders have your families crossed? What borders have you crossed or need to cross?

In the play *Alma*, pay attention to how borders are referred to and used. What borders do the characters of *Alma* and *Angel* have to cross? What borders do they create?