

## *Appendix (Games)*

- i. Who Am I?
  - This is a very simple get to know you game. Play some music as everyone walks randomly around the room. When the music stops, everyone has to find a partner and tell them one thing about themselves. Do this for several rounds. Make you to stress the importance of having a new partner each time.
  
- ii. Walk Around (Greetings)
  - Students walk randomly around the room. Get them to continue walking and greet each other. Get them to do it silently, then with different gestures and phrases.
  
- iii. Name Action Circle
  - Everyone stand in a circle. The person who starts, comes up with an action to go with their name. They do that action with their name. The next person say's the person's name before them and then their own name and action. This is the same for each person after, as they must repeat the name and action of everyone before them. After each new addition the whole circle says each name and does the actions together.
  
- iv. Blind Walks
  - Get all of the students in a circle. Choose one to walk eyes closed across the circle, with that person depending on the rest of the class to stop them when they get to the other side. Do this again with two people, three, and four. Get everyone to walk across the circle with his or her eyes open. Choose one person to close his or her eyes as everyone walks again. They need to trust the class to stop them at the other side. Do this again with two.
  - Get students into partners and have one lead the other around the room while the other's eyes are closed. They must reassure them that the "blind" person that they can

trust the leading person. Do this with placing obstacles. Do it with the person coaching from the side.

v. Labyrinth

- In a circle, someone must start by saying another person's name. Then that person says another's, and so on. Everyone needs to remember the order that they say the names in, as the pattern will be repeated. Once the group is comfortable with this pattern, add a new level. This time, throw a ball in a different pattern, which everyone also has to remember. Once they are comfortable with that, get them to put the levels together.

vi. Hunter/Hunted

- Students get into partners. One person goes up and starts to describe a creature that they are looking to hunt with specific detail. The other person comes from behind and must mimic all of the traits that the hunter is describing. Can be serious or funny.

vii. Martha

- Martha is all about adding to a scene. Everyone stands in a circle. Someone walks in and states that they are something (a tree, for example). One at a time everyone joins, saying that they are something in relation to the first item. It all has to make sense. Once everyone is in, give yourselves a round of applause and go again.

viii. Character Emotions

- Students will get slips of paper one at a time to act out different emotions. Start with six students. The rest will guess the emotions. Whoever gets the emotion correct will come up to choose a new one.

ix. Do What, Where?

- This is a game to get students used to the areas on the stage. It's kind of like Simon says, but the "it" person can insert his or her own name. Their job is to give some sort

of an action and a stage location for the people playing to go to. For example, I might say “Miss P says, jump up and down on upstage right”. If they go to the wrong location or do the wrong action they are out and become “eyes” to assist the “it” person.

x. Get There

- This is very similar to the last game, but the “it” person just calls out stage locations for players to get to. The last person to that location is out and becomes eyes for the “it” person.

xi. Hats and Wigs

- This game requires a few costume resources. Get each student to blindly grab a hat or wig out of the trunk or bag that they are in. They must then all find their own spot in the room and close their eyes. Get them to imagine the character that wears that wig/hat. Get them to change their posture/body to create that character. Get them to think about the characters voice. Give them a simple phrase to say out loud as that character (E.g. The quick brown fox jumped dover the fence). Then, get them to open their eyes and interact with each other.

xii. Party Guests

- In this game, you will need to choose about three people to be “it” get them to leave the room and think of a character to be. It can be a person, like “Batman” or something simpler, like “A Mailman”. The rest of the class must mingle as though they are at a party. One at a time the “it” people come in. Guests can ask them questions to try and guess who they were while still maintaining the “party” atmosphere.

xiii. Space Jump

- Get the students into groups of four. They will go up in front of the class one at a time. The first person in the group is given a selected location and they need to start a scene in that location. When the teacher yells “space

jump”, the first person freezes and the second person jump in starting a new scene. They must start their scene with the body position of the frozen person and include that person in their scene. The same thing happens as the third and fourth people are added.

xiv. Twizzle

- Everyone must start in a circle and walk all in the same direction. When the teacher yells “freeze”, everyone freezes. When the teacher yells “jump”, everyone must do a 180-degree jump and freeze. When the teacher yells “turn”, everyone must turn into the middle of the circle and freeze. When the teacher yells “twizzle” everyone must attempt a 360-degree spin and freeze. If anyone doesn’t stay frozen, they yare out and become “eyes” to help the “it” person.

xv. Change Three Things

- Get three people to be it and leave the room. The rest of the class must set up a frozen picture with levels. The three people come in and have one minute to study the picture. Then they leave and the picture people change three things about the picture. Once they have done that, the “it” people need to come in and guess the changes. They typically get three strikes before the changes are revealed to them.

xvi. Atom

- Get all of the students to walk around the room. When you call out a number, everyone needs to try and get in groups of that number. A variation is to call out a number and a body part ( then they have to touch with that body part). For example, three thumbs, and everyone would have to get in groups of three and be touching thumbs. People who don’t get into groups first and are out can come to the side and watch.

xvii. Moving Picture

- This game works the exact same as Martha, only the students should be put into groups of 4/5. Once they are in their frozen scene, the teacher calls “moving picture” and everyone has to make the picture come to life.

xviii. Things

- This is a game to do with character development. Each student must write down the name of his or her character. Then they must choose 1 distinct physical trait their character will have, 1 personality trait they will have, and 1 vocal trait they will have. They then need to walk onstage, one at a time and introduce themselves as their character and say one fun fact about them.

xix. Prui

- Students all close their eyes and the teacher walks around and taps the “it” person on the back. When the teacher says “go”, the it person opens their eyes and doesn’t move or talk. Everyone else keeps their eyes closed, walking around the room. When they come in contact with someone else, they say “Pru?” and anyone who is not it will say “Pru” back. The “it” person will say nothing. If you ask “Pru?” and are met with no response, open your eyes and stand beside the person who is it, and you become an extension of them. This goes on until everyone has found Prui.

xx. 1-2-3

- This is a fun introductory warm-up and concentration game. You can begin sitting down or standing up. In pairs, face each other. Start counting from one to three between yourselves, over and over. Once you get the hang of that part you are ready for the next stage. Instead of saying the number “one”, you should clap your hands – but you would still say “two” and “three” aloud.

Once everyone has mastered that, the next step is that instead of saying “three”, that person should bend their knees. You should still clap your hands for the number “one”. After this is

mastered, get the pairs to come up with their own movement for “two”.

A: “One” (Claps hands)

B: “Two”

A: “Three” (Bends knees)

B: “One” (Claps hands)

A: “Two”

B: “Three” (Bends knees)

xxii. Count to 20

– This is one of the simplest, yet most challenging drama games. Sit or stand in a circle. The idea is for the group to count to twenty, one person saying one number at a time. Anybody can start the count. Then a different person says the next number – but if two or more people happen to speak at the same time, counting must start again from the beginning. It is possible to get to twenty if everybody really concentrates – but try and be relaxed as well.

- Try doing it with and without eye contact
- Other variations you can try include members of the group facing outwards and closing their eyes (difficult!) or counting back from twenty to one.

xxiii. Follow Your Nose

– A movement exercise for the whole group. Move around the room, filling up the space, changing pace, changing direction, being aware of other people but not touching them. Now become aware of your nose. Let your nose lead you around the room. Follow it wherever it goes!

Develop this by focusing on different parts of the body, so that participants begin to discover new ways of moving. Very useful for dance or physical theatre, or simply for discovering movement ideas for characters. Try being led by your stomach, your little toe, your knee, your back and so on.

xxiv. One Word At A Time

– In a circle, the story is started, with each person in turn adding one word. It usually starts with ‘Once – upon – a –

time'. The idea is to keep your thoughts free flowing, so that you don't try to guess what is coming or force the story in a particular direction. It is not always easy to maintain a logical flow for the story, although it is always amusing. If the group is too large, break into smaller groups.

- Another variation is to throw or roll a ball around the circle in any order.
- Add your word as you pass the ball to the next person. This ensures that people are more attentive; although you should make sure everyone is included.

#### xxv. Sculptor/Sculpted

– In pairs, one person (A) is the sculptor and the other (B) is the block of clay. 'B' begins by standing in a neutral position; the sculptor slowly moves 'B's body into a new position according to the theme that is being explored. Ideally this is done without talking so that all communication is through body-language. Facial expressions can be shown by the sculptor for the statue to copy.

Many themes can be explored using this popular technique and some examples are listed below. Once the statues are made, an 'exhibition' can be held so that the sculptors walk around and look at each other's creations. After this they can swap over. Sculpting can also be done by small groups, with one person being molded by the others until they reach consensus.

- Remember that it is difficult to hold a physical position for a long period, so give a time-limit.
- You may like to give the sculptors paper and pen so that they can write a title or caption for their masterpiece and put it in front of the statue.

#### **Useful themes include:**

Emotions

Animals

Hobbies

Occupations

Characters from a story

Modern art  
A moment from history  
Greek Gods and Goddesses

xxvi. Ten Second Object

– This is a very popular drama game and a useful technique, which can be developed easily towards improvisation or physical theatre. It's also highly accessible and great fun! Divide everyone into small groups (4–6). Call out the name of an object and all the groups have to make the shape of that object out of their own bodies, joining together in different ways while you count down slowly from ten to zero. Usually every group will find a different way of forming the object. Examples could be: a car, a fried breakfast, a clock, a washing machine, a fire.