



Bigfoot
Arts Education



BIGFOOT **GAMES** **BOOKLET**

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CHAPTER 1:

WARM UP AND ENERGISING GAMES



Warm up games are a vital part of drama. It is so important to make sure that a group are physically and mentally ready to engage in a drama lesson. The tools that participants will need in drama are their voices and their bodies, therefore it is essential to make sure that they are warmed up and ready to work. The following games will help achieve this.

FRUIT SALAD

NAME	Fruit Salad
OBJECTIVES	<ul style="list-style-type: none"> • Physical Warm Up • To mix up a group so that they are sitting next to different people • Energising
POSITIONING	<ul style="list-style-type: none"> • A large circle of chairs
RULES	<ul style="list-style-type: none"> • Chairs are placed in a circle. There should be the same number of chairs as participants and no spare chairs. • Participants sit on the chairs and the facilitator goes around the circle name each participant in turn, APPLE, ORANGE, BANANA etc. • The facilitator or a chosen participant should stand in the centre of the circle and call out either APPLE, ORANGE or BANANA. If APPLE is called out, then all of those participants who were given the name APPLE must leave their chair and find a different one in the circle. • If FRUIT SALAD is called out then all participants must swap chairs. • The person who doesn't manage to find a chair becomes the person in the middle and the game begins again. • None of the players are allowed to either return to the same chair they left, neither are they allowed to move to a chair directly next to them.
VARIATIONS	<ul style="list-style-type: none"> • Try the same exercise but change the theme of 'fruit' to anything that could be relevant to your class' learning at the time. Eg: names of historic figures, scientific elements. • 'Anybody who..' This variation of the game, again follows the same rules but instead the person in the middle calls out 'anybody who..' [has brown hair] [is wearing red] etc.
GROUP	<p>Age 4 upwards Great game to mix up a class of chatty participants.</p>



KABISH KABOO

NAME	Kabish Kaboo
OBJECTIVES	<ul style="list-style-type: none"> • Team Work • Physical and vocal warm up • Motor neuron skills • Communication
POSITIONING	<ul style="list-style-type: none"> • Two lines on either side of the room facing each other
RULES	<ul style="list-style-type: none"> • Split the group into 1's and 2's. 1's stand at one end of room and 2's at the other. Both groups face each other. • One group is the island of 'Kabish', one group is the island of Kaboo. • Leader explains there are three characters; 'Giants', 'Wizards' and 'Gnomes'. Giants go "Fee, Fi, Fo Fum", Wizards go "Zap!" and Gnomes go "Mee, mee, mee, mee" (Show appropriate action) • Leader explains that Giants catch Wizards, Wizards catch Gnomes and Gnomes catch Giants. • Each team decides what character they want to be together. • Once they have decided both teams walk into the middle and say "Kibbish Kaboo" three times and then make the sound and position of their character. • The team that has won (e.g. their character catches the other teams character) chases the other team back and if they catch (touch on the back) one of them then they become a member of their team until all of the participants are members of the same team. • If both teams are the same character then everyone has to walk back to their places and say "mutter, mutter, mutter".
VARIATIONS	<ul style="list-style-type: none"> • Literacy: Using different characters from a book eg: Harry Potter, Voldemort and Snape. • History: Using historical people or groups of people • Science: Food Chains, Eco Issues • PSHE: Bullying
GROUP	Suitable for KS1, 2,3 and 4 (Age 4 upwards)

ZOMBIE TAG

NAME	Zombie Tag
OBJECTIVES	<ul style="list-style-type: none"> • Physical warm up • Teamwork • To help a new group learn each other's names • Focus
POSITIONING	<ul style="list-style-type: none"> • This game can be played in a large open space either spread out across the room or in a circle.
RULES	<ul style="list-style-type: none"> • Every participant has three lives. • When you are 'on' your hand must be up in the air. • To try and tag someone you must go towards a person. • That person must shout someone else's name in the room playing the game to save themselves from getting tagged. • The name that was called is now 'on' and the same action is repeated. • If you are tagged you are 'on' and you lose a life. If you are tagged three times then you have lost all of your lives and you are out.
VARIATIONS	<ul style="list-style-type: none"> • This game can be adapted by playing out the same rules but in a circle rather than around the room. In this version of the game the person who is being walked towards must get eye contact with someone else in the circle and that person must acknowledge that they have gained eye contact by saying their name. The tagger stays 'on' until they manage to tag someone. • The tagger can walk across the circle in character as a zombie to add an element of drama to the game
GROUP	KS 2, 3 and 4



STOP, GO

NAME	STOP, GO
OBJECTIVES	<ul style="list-style-type: none"> • Physical warm up • Motor-neuron skills
POSITIONING	<ul style="list-style-type: none"> • This game should be played in an open space with the group spread out across the room in their own space.
RULES	<ul style="list-style-type: none"> • Ask the participants to walk around the space and tell them that they must follow the instructions of the facilitator. • They should try and fill all the empty spaces in the room and should avoid walking in a circle and try and change direction regularly. • The instructions are: Stop, Go, Jump and Clap • Explain that the instructions have been reversed. • Stop=Go • Go=Stop • Jump=Clap • Clap=Jump. • Try and catch the participants out. If you want you can play it so when a participant makes a mistake they are out. • You can add as many instructions as you like to make it more complicated!
VARIATIONS	<ul style="list-style-type: none"> • Could be adapted to work with different environments ie: participants can pick a certain action or sound that goes with a certain environment or place.
GROUP	KS1 upwards



INSTRUCTIONS

NAME	Instructions
OBJECTIVES	<ul style="list-style-type: none">• Physical warm up• Learning behaviour signals
POSITIONING	<ul style="list-style-type: none">• Walking around the space
RULES	<ul style="list-style-type: none">• Group move around the space• Call: Collect (any body part), Response: Participants have to “collect” said body part by touching them.• Call: Theatre, Response: Be an audience.• Call: Clear, Response: Clear Space.• Call: Stick to... (a colour), Response: stick a body part to said colour.• Call: Freeze, Response: Freeze• Call Circle, Response: Get into a circle
VARIATIONS	<ul style="list-style-type: none">• Can add any instructions.
GROUP	KS1 upwards



FUNKY CHICKEN

NAME	Funky Chicken
OBJECTIVES	<ul style="list-style-type: none">• Physical Warm up• To energise the group
POSITIONING	<ul style="list-style-type: none">• In a circle or standing in their own space - an ideal classroom warm up.
RULES	<ul style="list-style-type: none">• Have the group stand in a circle.• Shake each limb as fast as possible 16 times (right and left legs and arms) then 8 times, then 4, then 2 times then once each before shouting 'FUNKY CHICKEN'
VARIATIONS	<ul style="list-style-type: none">• Start at any number• Shake any limb• Shout anything at the end – perhaps something personal to the group
GROUP	Age 5 upwards



SPLAT!

NAME	Splat!
OBJECTIVES	<ul style="list-style-type: none"> • Physical warm up • Energy • Motor neuron skills
POSITIONING	<ul style="list-style-type: none"> • In a circle
RULES	<ul style="list-style-type: none"> • One person should stand in the middle of the circle of participants. • If they mime throwing a pie at someone along with shouting the word 'Splat!', the victim should duck and the two people either side of the victim should mime throwing pies at each other. • Whoever is the slowest takes the place of the person in the middle (or you can play that they are out) • If you play that the slowest gets out then when there are only two participants left they should have a battle. • Stand them back to back in the middle of the room. The facilitator will call out words beginning with 'S' and with every word the participants should take one step forward. When they hear the word 'Splat' it is a race to see who can turn and splat the other person the quickest.
VARIATIONS	<ul style="list-style-type: none"> • The game is also known as 'BANG' in which the participants make a gun shape with their hands and shoot each other.
GROUP	<p>KS1 upwards This game is great to play with a group who are not either not involved or not focussed in a lesson'</p>

PRISONER AND GUARDS

NAME	Prisoner and Guards
OBJECTIVES	<ul style="list-style-type: none"> • Team Work • To explore the notion of 'status' • Physical warm up • Energy
POSITIONING	<ul style="list-style-type: none"> • In a circle. • Participants should be one behind the other within the circle, essentially creating one inner circle and one outer circle.
RULES	<ul style="list-style-type: none"> • The participants should get into partners and number themselves 1 or 2. • 1s kneel on the floor or sit on a chair and 2s stand behind them. • They should all be in a circle • When a participant is catches the eye of someone else in the circle he/she must try and escape their guard. Number 2s must try and stop their partners from moving by touching their shoulders.
VARIATIONS	<ul style="list-style-type: none"> • Can be adapted to any theme or character and used to explore status
GROUP	KS2, 3 and 4

CANVAS

NAME	Canvas
OBJECTIVES	<ul style="list-style-type: none">• Physical warm up• Imagination• To gather information
POSITIONING	<ul style="list-style-type: none">• Participants to stand in their own space around the room.
RULES	<ul style="list-style-type: none">• Ask the participants if they know what a 'Canvas' is and if someone knows get them to tell the class. If not you tell them.• Everyone has a pot of blue, red, green and yellow paint pot lined up in front of each participant.• Tell the participants that they have two minutes to draw a picture of the facilitator's choice.• One paint brush at a time and you must not mix the colours.• After the 2 minutes are up ask each participant to describe their picture.
VARIATIONS	<ul style="list-style-type: none">• Could draw anything specifically topical at the time for the class.
GROUP	Age 4 upwards

4 WALLS/ 4 CORNERS

NAME	4 Walls/ 4 Corners
OBJECTIVES	<ul style="list-style-type: none">• Physical warm up• To introduce a group to a certain topic or theme• To familiarise a group with a space
POSITIONING	<ul style="list-style-type: none">• An open space with 4 empty corners
RULES	<ul style="list-style-type: none">• Come up with or ask the participants to come up with 4 different environments and an action and a sound to go with that environment.• Assign each wall to one of the 4 environments chosen.• Shout out each environment in turn and have the participants go to the assigned wall/corner for that environment and perform the sound and the movement.
VARIATIONS	<ul style="list-style-type: none">• Different countries, habitats, transport etc• Places they feel most comfortable.
GROUP	Key Stage 2 upwards Great game to play with a new group to help them feel more comfortable by familiarising them with the new space.



ZIP, ZAP, BOING

NAME	Zip, Zap, Boing
OBJECTIVES	<ul style="list-style-type: none">• To energise a group• Ice breaker• Physical warm up
POSITIONING	<ul style="list-style-type: none">• The group should be in a circle.
RULES	<ul style="list-style-type: none">• First movement is 'Zip' Participants must clap their hands and turn to the person next to them quickly and say 'zip' to pass the zip around the circle. A 'zip' can only go to the person next to you.• 'Zap's' can be sent across the circle by pushing your arms out in front of you towards the person you wish to pass it to.• 'Boing' can bounce back a zip or a zap back onto the person who gave it to you.• You are only allowed 4 'boing' in a row before you have to move on.
VARIATIONS	<ul style="list-style-type: none">• You can add so many different movements and rules to this game depending on the group.• You could also theme it ie: Eastenders theme 'ave it, RICKY and Get aata my pub!
GROUP	KS2 Upwards

GO!

NAME	Go!
OBJECTIVES	<ul style="list-style-type: none">• Hand, eye coordination• Physical Warm up• Team work
POSITIONING	<ul style="list-style-type: none">• This game is best played in a large open space. The group should be in a circle with one person at a time in the middle.
RULES	<ul style="list-style-type: none">• One participant should stand in the middle of the circle with a soft ball.• They should begin throwing the ball to different people in the circle.• When another participant shouts 'GO' they must take the place of the person in the middle without the ball being caught by the first middle participant and passed to them, dropped on the floor, essentially with no change to the pace of the ball being thrown and received.• This should continue until everyone in the class has had at least one go at taking over in the middle.
VARIATIONS	<ul style="list-style-type: none">• Another, similar game to play with a ball is volleyball.• The idea of this game is to try and keep the ball in the air by hitting it upwards in turn and to count how many hits the group can get before it drops to the floor.• If a group is particularly good at this, you can add a rule by which one a participant has hit the ball they must exit the circle. This way, it eventually leaves only a few people to keep the ball up and provides a clear end point.• When everyone has hit it the group have successfully completed the task!
GROUP	This game is better for older years. 11 upwards.



STUCK IN THE MUD

NAME	Stuck in the Mud
OBJECTIVES	<ul style="list-style-type: none">• Team Work• Energy• Physical warm up
POSITIONING	<ul style="list-style-type: none">• Should be played in a large open space.
RULES	<ul style="list-style-type: none">• One participant should volunteer to be the tagger.• The tagger should chase the rest of the participants around the room and try and tap them gently to tag them.• If they are successful that participant must stand still with their arms and legs wide.• Free members of the group must climb in between the stuck participants legs to free them
VARIATIONS	<ul style="list-style-type: none">• This game can be adapted to simple 'tag' where the tagger constantly changes depending on who was touched last by the current tagger.
GROUP	Age 4 upwards



KEEPER OF THE KEYS

NAME	Keeper of the keys
OBJECTIVES	<ul style="list-style-type: none"> • Warm up • Focus
POSITIONING	<ul style="list-style-type: none"> • The group should be in a seated circle, on the floor or on chairs.
RULES	<ul style="list-style-type: none"> • The facilitator should ask the group for one volunteer. • That volunteer should be blindfolded and lead carefully into the centre of the circle where they should lie down. • The Facilitator will place a set of keys next to the ‘keeper’ in the centre of the circle. • Silently, the facilitator will go around the circle and tap one participant on the shoulder. • That person should make their way over to the keys as quietly as possible to try and pick them up and return with them to their place in the circle without the ‘keeper’ hearing them. If they succeed, they have won the game. • If the keeper thinks that they hear someone approaching they must point in the direction they think the sound was coming from. • If they manage to point directly at the person trying to steal the keys, then they have won the game.
VARIATIONS	<ul style="list-style-type: none"> • This game can also be known as ‘The bear and the honeypot’. • The game can be varied to particular stories that the class may be studying at the time.
GROUP	Age 4 upwards

FOLLOW THE LEADER

NAME	Follow the Leader
OBJECTIVES	<ul style="list-style-type: none"> • To Initiate the Facilitator as a leader. • Focus • Physical warm up
POSITIONING	<ul style="list-style-type: none"> • This game works best in a circle. • Could also be played in a classroom setting with participants behind their desks and teacher at the front of the class.
RULES	<ul style="list-style-type: none"> • The facilitator should tell the class that they are going to act out a series of movements and actions and the class should copy them. • Go around the circle so that every participant has had an action copied by the group.
VARIATIONS	<ul style="list-style-type: none"> • As the facilitator, have a go at not giving instructions and just start the movements and see if the class cottons on to copy. This is a great way to initiate status as a facilitator. • Have one participant exit the space and pick someone in the circle to be the leader. When the first participant re-enters the space the class should already be moving in unison following the leader's movement and. The participant should stand in the middle of the circle and try and guess who is leading the actions.
GROUP	<p>This is an excellent game for all ages. Early years upwards. Great to gain the control and focus of a class from the beginning of the session.</p> <p>Also good for an SEN group or a group without a common language.</p>

GRANDMA'S FOOTSTEPS

NAME	Grandma's Footsteps
OBJECTIVES	<ul style="list-style-type: none"> • Physical warm up • Focus
POSITIONING	<ul style="list-style-type: none"> • This game should be played in a large open space. • The class should be lined up on one side of the room.
RULES	<ul style="list-style-type: none"> • Ask the participants for a volunteer and ask that person to stand on one side of the room facing the wall. This person is Grandma. • Ask the rest of the group to line up on the other side of the room facing the same way as the Grandma. • When the Grandma has their back to the class, the group must try and sneak up to Grandma. • If Grandma hears any sounds, he/she must turn around. • When Grandma is facing the class, the group must freeze in their tracks and stay as still as possible. • If Grandma sees anyone moving, he/she can send said person back to the start. • The first person to get to Grandma wins the game and can take over as Grandma.
VARIATIONS	<ul style="list-style-type: none"> • N/A
GROUP	Age 4 upwards

PASS THE MASK

NAME	Pass the Mask
OBJECTIVES	<ul style="list-style-type: none"> • Physical warm up • Energy • To introduce certain drama techniques.
POSITIONING	<ul style="list-style-type: none"> • Circle
RULES	<ul style="list-style-type: none"> • The facilitator should start. Mime putting on a mask and take on a facial expression of your choice. • Encourage the class to be as silly as possible with their facial expressions and remind them they should be warming up the muscles in their face. • Then mime removing the mask and passing it to the next person in the circle. • They should mime putting on the mask and take on the facial expression of the previous person. • Then they should wipe their face and go into a neutral facial expression before repeating the process from the beginning.
VARIATIONS	<ul style="list-style-type: none"> • Great for introducing mime and mask work – Commedia Del Arte.
GROUP	<p>Age 7 upwards (Pass the Clap for early years – where the children should pass a clap around the circle trying to keep the volume and pace the same)</p>

WHAT'S THE TIME MR WOLF?

NAME	What's the time Mr Wolf?
OBJECTIVES	<ul style="list-style-type: none"> • Physical Warm up • Energy
POSITIONING	<ul style="list-style-type: none"> • In a large open space with the group lined up on one side of the room facing one participant on the other side of the room
RULES	<ul style="list-style-type: none"> • One participant is chosen to be Mr Wolf. Mr Wolf stands at the opposite end of the playing field from the other players, facing away from them. • All players except for Mr Wolf chant in unison "What's the time, Mr Wolf?", and Mr Wolf will answer in one of the two ways: Mr Wolf may call a clock time (e.g 3 o'clock). • The other players will then take that many steps out loud as they go (One, two, three). Then they ask the question again. • Mr Wolf may call "Dinner Time!" Then Mr Wolf will turn and chase the other players back to their starting point. If Mr Wolf successfully tags a player, that player becomes the new Mr Wolf for the next round.
VARIATIONS	<ul style="list-style-type: none"> • N/A
GROUP	Age 4 upwards

BLOOD POTATO

NAME	Blood Potato
OBJECTIVES	<ul style="list-style-type: none">• Focus• Physical warm up
POSITIONING	<ul style="list-style-type: none">• Large open space• Walking around the space
RULES	<ul style="list-style-type: none">• Ask the group to shut their eyes. Tell them that if they do not feel a tap on their shoulder then they are a potato. If they do, they have been chosen to be the murder.• Then instruct the group to walk around the space carefully with their eyes shut.• When they meet someone they must whisper 'potato' to them. If the other person says 'potato' back then they can carry on their way.• If the person they meet whispers 'blood' then the potato must die a loud and dramatic death and step to the side of the room.
VARIATIONS	<ul style="list-style-type: none">• See 'Wink Murder' for a similar game with a different set up.
GROUP	KS3 upwards.



WINK MURDER

NAME	Wink Murder
OBJECTIVES	<ul style="list-style-type: none"> • Team Work • Drama skills • Focus
POSITIONING	<ul style="list-style-type: none"> • Large circle, sitting down or standing
RULES	<ul style="list-style-type: none"> • Ask for one volunteer to leave the room. They will be the detective. • While they are out of the room, pick one person in the circle to be the murderer. • When the detective comes back into the room they should stand in the middle of the circle and try and detect who the murder is. • The murderer can kill people by winking at them. Encourage dramatic deaths! • The detective gets three guesses. • If the detective catches them or guesses who it is correctly then they are the winner. • If the murderer manages to kill the entire group before the detective can catch them, then the murderer wins.
VARIATIONS	<ul style="list-style-type: none"> • You can play this game with the entire class as detectives. • To do it this way, get the class to close their eyes and tap one person on the shoulder. That person is the murderer. • They can kill people by winking at them. • If someone thinks they know who it is they must put their hand up. If they get it wrong they must die.
GROUP	KS1 upwards

21

NAME	21
OBJECTIVES	<ul style="list-style-type: none">• Motor Neuron Skills• Team Work
POSITIONING	<ul style="list-style-type: none">• Circle standing up.
RULES	<ul style="list-style-type: none">• The group counts up to 21, each member saying up to three numbers at a time.• The person who has to say 21 is out and must sit down• Continue this until there is only one person left. They are the winner.
VARIATIONS	N/A
GROUP	KS2 upwards



GOOD'AY BOB!

NAME	Good'ay Bob!
OBJECTIVES	<ul style="list-style-type: none"> • Vocal warm up • Motor Neuron Skills • Tongue twister
POSITIONING	<ul style="list-style-type: none"> • In a circle.
RULES	<ul style="list-style-type: none"> • Everyone in the circle starts off with the name Bob. • First person in the circle turns to the person next to them and they have this exchange in an Australian accent: First person: Good'ay Bob Second person: Good'ay Bob First person: Say good'ay to Bob, Bob. • This exchange should continue around the circle until someone makes a mistake. They then become Bruce. So the exchange changes. Good'ay Bruce, Good'ay Bob Say Good'ay to Bob, Bruce. • If Bruce gets it wrong again they become Sheila and so the exchange changes once more. • If Sheila gets it wrong one more time, they are out.
VARIATIONS	<ul style="list-style-type: none"> • Could change the names.
GROUP	Depending on the group, could be suitable for KS2 upwards.

DRIVING A CAR

NAME	Driving a Car
OBJECTIVES	<ul style="list-style-type: none">• Trust
POSITIONING	<ul style="list-style-type: none">• In pairs around the room.
RULES	<ul style="list-style-type: none">• In partners. One is the driver and one is the car. The person playing the car closes their eyes and the driver acts as their guide. The driver gives the car instructions without speaking:• Tap on back: Move forward• Tap on left shoulder: move left• Tap on right shoulder: Move right• Tap on both shoulders: Stop• Then swap over roles
VARIATIONS	<ul style="list-style-type: none">• Could be operating any vehicle.• Could set up an obstacle course or a maze to make it more difficult.
GROUP	KS1 upwards



THE BEAN GAME

NAME	The Bean Game
OBJECTIVES	<ul style="list-style-type: none">• Warm Up
POSITIONING	<ul style="list-style-type: none">• Around the space
RULES	<ul style="list-style-type: none">• Create actions to go with each bean and ask the participants to act out the relevant action to the bean that is shouted out by the facilitator.• Runner beans – Run on the spot• Broad beans – Go to the side of the room.• Baked beans – lie on the floor• Jelly beans – walk like your legs are made of Jelly• French beans – Make French noises• Kidney beans – Jump• Chilli beans – Walk like you are on hot coals
VARIATIONS	<ul style="list-style-type: none">• Add any beans you want to and change the actions to anything.
GROUP	Age 4 upwards



7 UP

NAME	7 Up
OBJECTIVES	<ul style="list-style-type: none">• Focus• Motor Neuron Skills
POSITIONING	<ul style="list-style-type: none">• In a circle
RULES	<ul style="list-style-type: none">• Someone starts counting by saying '1' and placing one hand across their chest onto their shoulder. This is the direction the counting will go around the circle.• Someone can change the direction by placing their opposite hand across their chest.• When the group gets to 7, that person must put their hand above their head and point in the direction they want the new set to start.• Increase the speed as you go on.• If a participant makes a mistake, they are out.
VARIATIONS	N/A
GROUP	KS2 Upwards



IN THE RIVER, ON THE BANK.

NAME	In the river, on the bank.
OBJECTIVES	<ul style="list-style-type: none"> • Warm up • Motor Neuron skills • Focus
POSITIONING	<ul style="list-style-type: none"> • In two vertical lines with a meter in between them. All participants facing the front.
RULES	<ul style="list-style-type: none"> • The facilitator should stand at the front of the two lines and call out two instructions that the participants should react to. • 'In the river' – the participants should step to the side towards the other line as if stepping into a river. • 'On the bank' – The participants should step back to their original starting position. • The facilitator should confuse them by changing the instructions so that they don't make sense ie: ON the river, IN the bank. • If a participant moves at the wrong time then they are out.
VARIATIONS	N/A
GROUP	KS2 upwards

HONEY, I LOVE YOU BUT I JUST CAN'T SMILE.

NAME	Honey, I love you but I just can't smile.
OBJECTIVES	<ul style="list-style-type: none">• Ice Breaker
POSITIONING	<ul style="list-style-type: none">• Circle
RULES	<ul style="list-style-type: none">• Pick someone in the circle. They must turn to the person next to them and say 'Honey I love you' in the most extravagant and extreme way they can think of. The aim is to make the person laugh.• The person must try and reply with 'I love you too, Honey, but I just can't smile' without laughing or smiling.
VARIATIONS	N/A
GROUP	KS1 upwards



CHAPTER 2:

GETTING TO KNOW YOU



The following games are a great way to break the ice amongst a new group. Not knowing your peer's names can be a barrier in a group of people working so closely together. These games will allow participants to learn each other's names in a fun, non-pressured way. This is to ultimately create a positive environment in which creative work can be produced by the group to their best possible standard.

NAME AND LINKING LETTER

NAME	Name and Linking Letter
OBJECTIVES	<ul style="list-style-type: none">• To introduce yourself to the rest of the group and to help the group remember everyone's name.
POSITIONING	<ul style="list-style-type: none">• Circle
RULES	<ul style="list-style-type: none">• Each person chooses an action-word to go with their name (e.g., "Swimming Sam"), then show the action to the group who should repeat both the action and the name.
VARIATIONS	<ul style="list-style-type: none">• Could add any type of word of your choice ie: animal or describing word etc..• could get the group to go around and say all of the people's names and linking words before they say their own to increase the challenge and help them learn each other's names.
GROUP	KS2 Upwards Could work for earlier years as long as the additional word is easy.



ROOTS

NAME	Roots
OBJECTIVES	<ul style="list-style-type: none"> • Motor Neuron Skills • Focus • Names
POSITIONING	<ul style="list-style-type: none"> • Circle
RULES	<ul style="list-style-type: none"> • First, get all participants to raise their arms in the air. Pick one person to say the name of someone else in the circle, then that person should say someone else's name and so on until everyone's name has been said. Once your name has been said put your arm down. You cannot be called again. Get the group to repeat the same sequence over a few times until they are confident they remember the order. • Then, pick someone different and tell them to repeat the exercise, but this time to walk towards someone in the circle. They must pick someone different from the first sequence. • Again, get the group to repeat the sequence a few times until they are confident they know the order. • Get them to do both the sequences at the same time. • If they find it easy then add a third sequence. Pick someone else in the circle to start this one and give them a small soft ball to throw to someone different in the circle and so on until everyone has received and thrown the ball. Get them to once again repeat the sequence until they are confident they know the order. • Put all three sequences together and see how long they can keep all three going!
VARIATIONS	<ul style="list-style-type: none"> • Could add more sequences!
GROUP	KS3 Upwards

RHYTHM NAME GAME

NAME	Rhythm name game
OBJECTIVES	<ul style="list-style-type: none">• Names• Rhythm• Motor neuron skills
POSITIONING	<ul style="list-style-type: none">• Circle• Sitting down
RULES	<ul style="list-style-type: none">• Introduce the group to the rhythm. You can decide on the initial speed - slap on the knees into a clap and then click, click with each hand. Keep this up for 30 seconds or so, so the group can get used to it.• Then show them that on the first click you say your own name and on the second click you say someone else's name in the circle. Then that person must immediately on the next set of clicks say their own name and again someone else's name in the circle and so on.
VARIATIONS	<ul style="list-style-type: none">• Speed up and slow down the rhythm.
GROUP	KS2 Upwards



3 THINGS

NAME	3 things
OBJECTIVES	<ul style="list-style-type: none">• Getting to know class members• Listening skills• Communication
POSITIONING	<ul style="list-style-type: none">• In Pairs
RULES	<ul style="list-style-type: none">• Each person should reveal to their partner three things about themselves.• Two things must be true and one must be a lie.• After they have had some time to do this, pick a few pairs to reveal their partners facts about themselves. Then open up the question of which one is a lie to the rest of the group and decide together.• After the group has decided which one is a lie, the person must reveal the truth.
VARIATIONS	N/A
GROUP	KS1 Upwards



NAME AND GESTURE

NAME	Name and Gesture
OBJECTIVES	<ul style="list-style-type: none">• Physical Warm up• Names
POSITIONING	<ul style="list-style-type: none">• Circle
RULES	<ul style="list-style-type: none">• One at a time, each person steps forward and says their name with an action that matches their mood or personality.• The whole group copies each person's name and action.
VARIATIONS	<ul style="list-style-type: none">• The action could be themed to a topic the group are exploring.• Play with volume to encourage the group to focus more and respond accordingly.
GROUP	Early Years Upwards



CHAPTER 3:

VOCAL WARM UPS



THE PENGUIN SONG

NAME	WORDS	ACTIONS
<p>The Penguin Song</p>	<p>Have you ever had a penguin round for tea? Take a look at me, a penguin you will see. Penguins pay attention! Penguins begin! Right arm.</p> <p>Verse 2 Add left arm</p> <p>Verse 3 Add Right leg</p> <p>Verse 4 Add Left Leg</p> <p>Verse 5 Turn around</p> <p>Verse 6 Tongues out</p> <p>Verse 7 Sit down!</p>	<p>Stamp foot and stand to attention Salute Hit right arm against right leg to the beat</p> <p>Repeat actions for every verse Hit right arm and left arm against legs</p> <p>keeping leg straight, move it up and down</p> <p>Alternate moving right and left leg up and down</p> <p>Turn around</p> <p>Stick tongue out</p> <p>Sit down</p>



LITTLE RABBIT

NAME	WORDS	ACTIONS
Little Rabbit	In a cottage in a wood A little old man by the window stood He saw a rabbit hopping by Come knocking on his door 'Help me, help me! The rabbit said The farmer wants to shoot me dead! Come little rabbit, stay with me And happy we will be	Draw cottage and tree in the air Place hand on forehead above eyes Make hopping movements with hands Mime knocking Outstretch arms Mime farmer with a pistol using hands Beckoning gesture with arm Mime cuddling a rabbit



THE PONY SONG

NAME	WORDS	ACTIONS
<p>The Pony Song</p> <p>The group should stand in a large circle. One volunteer should gallop around the inside of that circle while the class sings:</p>	<p>[NAME] is riding on her/his pony [NAME] is riding on her/his pony [NAME] is riding on her/his pony On her/his big fat pony</p> <p>‘Front to front to front, my baby’ Back to back to back, my baby’ Side to side to side, my baby’ On her/his fat pony’</p> <p>Repeat verse and chorus until everyone in the group is galloping around.</p>	<p>One volunteer gallops around the inside of the circle. It is their name that should be used in the song. Pick someone else in the circle and stand in front of them. Both people pulse Chest’s face to face Repeat, but facing away from each other) Repeat but standing next to each other)</p> <p>Both first volunteer and the person who they stood in front of gallops around the circle together for the next verse. When it gets to the chorus this time both must pick someone different to stand in front of and do the actions with. The song must be repeated until everyone is galloping around together.</p>



COUNTING UP AND DOWN THE SCALES

NAME	WORDS	ACTIONS
Counting up and down the Scales	1, 1,2,1 1,2,3,2,1 1,2,3,4,2,3,2,1 1,2,3,4,5,4,3,2,1 1,2,3,4,5,6,5,4,3,2,1 1,2,3,4,5,6,7,6,5,4,3,2,1 8 8,7,8 8,7,6,7,8 8,7,6,5,6,7,8 8,7,6,5,4,5,6,7,8 8,7,6,5,4,3,4,5,6,7,8 8,7,6,5,4,3,2,3,4,5,6,7,8 8,7,6,5,4,3,2,1,2,3,4,5,6,7,8	



PROPER CUP OF COFFEE

NAME	WORDS	ACTIONS
Proper cup of Coffee	All I want is a proper cup of coffee In a proper copper coffee pot. I may be off my dot, But I want a cup of coffee in a proper coffee pot. Tin coffee pots and iron coffee pots They're no good to me, no Sir! If I can't have a proper cup of coffee in a proper coffee pot Then I'll have a cup of tea!	Slap thigh on 'no, Sir!'



I LIKE THE FLOWERS

NAME	WORDS	ACTIONS
I like the Flowers	I like the flowers I like the daffodils I like the mountains I like the rolling hills And I like the fireside when the lights are low Singing a doo wop a doo wop a doo wop a doo wop a doo	Left arm under elbow of right arm. Right arm straight up like a stem droop the hand join tips of fingers to make a triangle mime rolling hills with hand Wave hands facing outwards from side to side Sway side to side whilst clicking fingers



TONGUE TWISTERS

Tongue Twisters are generally a sentence or a phrase that is difficult to pronounce, particularly when said quickly. They are a great way to warm a group's vocal chords and mouths, preparing them for drama or theatre. They help encourage diction which is a very important drama technique. But they also generate focus amongst a group as they concentrate on getting it right. Below are a list of examples:

- A good cook could cook as much cookies as a good cook who could cook cookies
- I saw a saw that could out saw any other saw I ever saw.
- Betty Botter bought some butter, but she said “this butter’s bitter! But a bit of better butter will but make my butter better” So she bought some better butter, better than the bitter butter, and it made her butter better so ‘twas better Betty Botter bought a bit of better butter!
- A big bug bit the little beetle but the little beetle bit the big bug back.
- Red lorry yellow lorry red lorry yellow lorry
- bubble bobble, bubble bobble, bubble bobble
- A sailor went to sea sea sea To see, what he could see see see. And all that he could see see see Was the bottom of the deep blue sea, sea, sea.
- She sells sea shells on the sea shore she sells sea shells no more
- Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair, FuzzyWuzzy wasn't very fuzzy... was he?
- Peter Piper picked a peck of pickled peppers, if Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?
- A proper cup of coffee in a proper copper coffee pot.
- She slit the sheet. The sheet she slit. And on a slitted sheet she sit.
- Many women, many women, many women, many women, many women, many women, many women etc.



CHAPTER 4:

TEAM BUILDING



Team building is an extremely important skill, not only for drama but also for everyday life. Drama games are a great way to improve these skills. The games in this chapter encourage participants to communicate with others to problem solve.

IN LINE

NAME	In Line
OBJECTIVES	<ul style="list-style-type: none">• Team building• Communication
POSITIONING	<ul style="list-style-type: none">• Horizontal line
RULES	<ul style="list-style-type: none">• Instruct the group to get in order of something of your choice in a certain amount of time.• EG: Birthday, hair colour – light to dark.
VARIATIONS	<ul style="list-style-type: none">• Can add the extra challenge of no talking.
GROUP	KS1 upwards



KNOTS

NAME	Knots
OBJECTIVES	<ul style="list-style-type: none">• Team Building• Communication• Problem solving
POSITIONING	<ul style="list-style-type: none">• Circle holding hands
RULES	<ul style="list-style-type: none">• Get the group into a tight circle, shoulder to shoulder.• Tell each person to take the hands of two different people in the circle that aren't next to them.• They must then try and un-tangle themselves without letting go of each other's hands to get back into a circle. They may change their grip to make it more comfortable but they must not let go of their hands to make it easier.
VARIATIONS	<ul style="list-style-type: none">• Could add the extra challenge of no talking
GROUP	KS2 upwards

THE EMPTY CHAIR GAME

NAME	The empty chair game
OBJECTIVES	<ul style="list-style-type: none"> • Teamwork • Communication • Motor neuron skills
POSITIONING	<ul style="list-style-type: none"> • Chairs spread out randomly across the space. • There should be the same amount of chairs as participants.
RULES	<ul style="list-style-type: none"> • All participants should sit on a chair around the space. • There should be one empty chair. • One participant should be 'it'. Their job is to try and sit down on a chair. • The job of the rest of the group is to stop them from sitting down. • They must do this by changing the chair that is empty to be the one furthest away from the person that is 'it' by physically swapping chairs strategically. • If 'it' person manages to sit on a chair they are the winner and the person who left the chair empty takes over as 'it' • 'it' must never run or walk obviously quickly to get to a chair – could make them walk with their knees together to make it harder for them to walk quickly.
VARIATIONS	N/A
GROUP	KS2 upwards

POINTS OF CONTACT

NAME	Points of contact
OBJECTIVES	<ul style="list-style-type: none">• Team work• Physical warm up• Communication
POSITIONING	<ul style="list-style-type: none">• Around the space
RULES	<ul style="list-style-type: none">• Leader calls out number and participants need to have that many points of contact with the floor (as a group)
VARIATIONS	<ul style="list-style-type: none">• Could call out shapes or objects and ask the participants to create those shapes or objects as a group.• Could also change it so that they are making contact with other participants EG: '5 knees' – participants have to connect 5 knees together.
GROUP	KS1 upwards

CROSSING THE SWAMP

NAME	Crossing the swamp
OBJECTIVES	<ul style="list-style-type: none">• Teamwork• Problem Solving
POSITIONING	<ul style="list-style-type: none">• Small groups at one end of a room.
RULES	<ul style="list-style-type: none">• Everyone group has to cross the 'swamp'• Can only get across by using the chairs• If anyone touches the floor the group has to go back to the start• Chairs cannot be left behind• First team to get across without touching the floor wins
VARIATIONS	<ul style="list-style-type: none">• Could change the location ie: shark infested water.• Could use soft mats instead of chairs if available.
GROUP	KS2



SCHOOL OF FISH

NAME	School of Fish
OBJECTIVES	<ul style="list-style-type: none">• Team work• Coordination
POSITIONING	<ul style="list-style-type: none">• In a tight group around the space.
RULES	<ul style="list-style-type: none">• Whole group forms tight group or 'clump'• There is no designated leader• The group should move around the space as one unit.
VARIATIONS	<ul style="list-style-type: none">• Explain that there is no designated leader but as the group moves around the space a leader should emerge organically and the group copies that person exactly.
GROUP	KS1 upwards



CHAPTER 5:

ESTABLISHING FACTS AND INFORMATION



Games are a brilliant way to help participants learn facts and take in information in a fun less pressured environment. In addition, the repetitive nature of games helps drum the information into their heads without having to physically sit down and learn facts. Below are some games that can be used to gather information and establish facts.

THE MAGIC BOX

NAME	The Magic Box
OBJECTIVES	<ul style="list-style-type: none"> • To gather information surrounding a certain topic • Physical warm up • Imagination
POSITIONING	<ul style="list-style-type: none"> • Pairs in their own space in a room.
RULES	<ul style="list-style-type: none"> • Explain that there is a large imaginary box in between the pair. • EXAMPLE: In the box there are lots of things that the participants have desire more than anything in the world. • In turn and at a quick pace, they must pull something out and tell their partner what it is. • Encourage the fast pace by telling the class that the more they pull out the more they get to keep.
VARIATIONS	<ul style="list-style-type: none"> • This game is great to use to get the participants brainstorming about a certain topic. • Word tennis – word association game on one topic. • Add adjectives and nouns to describe the objet – Literacy.
GROUP	KS1 upwards



THE NOUNS GAME

NAME	The Nouns game
OBJECTIVES	<ul style="list-style-type: none"> • Literacy – Nouns • Story telling • Imagination
POSITIONING	<ul style="list-style-type: none"> • Pairs – great classroom game
RULES	<ul style="list-style-type: none"> • Label each other A and B with the pairs. • Instruct partner A to start telling a story (if they are stuck give them a story to tell ie: little red riding hood/ their journey to school that morning) • Partner B's job is to say random nouns (naming words) to their partner while they are telling the story and partner A must include those nouns into their story.
VARIATIONS	<ul style="list-style-type: none"> • Can tell the class to tell specific stories and incorporate in the nouns without moving away from the storyline too much.
GROUP	KS1



THE MAGIC CALCULATOR/ DICTIONARY

NAME	The Magic Calculator/ Dictionary
OBJECTIVES	<ul style="list-style-type: none">• Focus• Teamwork• Spelling• Times tables
POSITIONING	<ul style="list-style-type: none">• Circle facing either inwards or outwards.
RULES	<ul style="list-style-type: none">• Class stands in a circle (can either face inwards or outwards)• The aim of the game is to get the class to count up to 10 (any number).• Only one person can say a number at once.• If two people overlap then they must go back to the beginning.
VARIATIONS	<ul style="list-style-type: none">• This game is also fantastic for spelling. Play by exactly the same rules but have the class spell a word letter by letter.• Also great to do it with times tables.• Both variations are played with the same rules as the original.
GROUP	KS1 upwards



BUS STOP/ ALPHABET GAME

NAME	Bus Stop/ Alphabet game
OBJECTIVES	<ul style="list-style-type: none">• Sentence structure• Drama skills
POSITIONING	<ul style="list-style-type: none">• Audience End on.
RULES	<ul style="list-style-type: none">• 2 participants stand together at a bus stop.• They begin to have a conversation.• The first sentence must start with the letter A, the second sentence must start with the letter B and so on all the way through the alphabet.• Perhaps a good idea to brainstorm a few ideas of different words they could use before starting the game and avoiding the participants getting stuck.
VARIATIONS	<ul style="list-style-type: none">• Change the location to anything.
GROUP	KS2 upwards



BUS STOP/ ALPHABET GAME

NAME	Grab the Hat! (Object)
OBJECTIVES	<ul style="list-style-type: none"> • Physical Warm up • Mental warm up • To engage a group with a certain topic
POSITIONING	<ul style="list-style-type: none"> • The group should in two equal lines facing each other on either side of the room.
RULES	<ul style="list-style-type: none"> • Facilitator must split the group into two groups with as equal members as possible, and line them up in parallel horizontal lines on opposite sides of the room. • The next step is to number each group from 1 up to the maximum number in the group (ie if there were 10 participants in each group they would be numbered from 1 to 10) Each number should ideally be standing opposite the same number in the other team. • The object (hat) could be placed in the centre of the room in between the two lines or the facilitator could hold it out in front of them. • When a number is called by the facilitator both of those numbers must try and get the object first. • Once the object is picked up the other person is free to try and tag the person with the object. If the person manages to get home (back to their place) with the object then their team gets a point. If they however, get tagged by the other team member before they can get home then the opposing team gets a point.
VARIATIONS	<ul style="list-style-type: none"> • This game is great to do with timelines – ie if every participant is given a date and the facilitator shouts out events. The answers must run for the object. Another great idea is to shout out maths equations and the answers have to run for the object.
GROUP	KS2 upwards

CHAPTER 6:

INTRODUCTION TO IMPROVISATION



Improvisation is a key skill to learn when studying theatre. However, it also subtly teaches a variety of everyday life skills. Improvisation requires those participating to listen, agree and cooperate with others. It is also a fantastic tool to use to encourage a person to widen their imagination which is what makes it accessible for all age ranges. Overtime, it has the power to build the confidence of those participating and bring a group together. Improv can also be comedic which can lighten the mood amongst a group and help build up an element of trust amongst the participants.

WHAT ARE YOU DOING?

NAME	What are you doing?
OBJECTIVES	<ul style="list-style-type: none">• To encourage imagination• To get individuals to physically act out an action• Build a scene
POSITIONING	<ul style="list-style-type: none">• In a circle
RULES	<ul style="list-style-type: none">• One member of the group should enter the circle and act out an action through mime. Ie: brushing teeth, cleaning the floor, brushing hair.• Everyone else in the circle other than the person who is due to enter the circle next can contribute to the scene.• After an appropriate amount of time has been allowed for the scene to develop the next person in the circle can ask the person in the middle 'What are you doing?'• The actor must answer with an action completely different to what he/she is actually doing. The other person must then enter the circle and begin acting out the new action. Everyone must go back to their places before contributing to the scene once more.• This process should be repeated until everyone has had a go.
VARIATIONS	<ul style="list-style-type: none">• Add an object that must be used in the improvisation as anything other than what it actually is ie: a chair.
GROUP	KS2 upwards.



PARK BENCH

NAME	Park Bench
OBJECTIVES	<ul style="list-style-type: none">• Adding objectives to scenes.• To play with a more open ended improvisation
POSITIONING	<ul style="list-style-type: none">• Two actors, one chair.
RULES	<ul style="list-style-type: none">• Actor A sits on the chair. Actor B's aim is to try and get Actor A off said chair without physically removing them. Make it very clear that they cannot push or lift Actor A off the chair.
VARIATIONS	<ul style="list-style-type: none">• Add specific scenarios to the scenes or certain character traits to the characters to give the exercise more purpose.• Add a status element to the game by having the actors pick a playing card before they go in and respond to the number on the card.
GROUP	Better for older years. KS3 upwards.



THE BIG PICTURE

NAME	The Big Picture
OBJECTIVES	<ul style="list-style-type: none"> • To introduce physical theatre to a group. • Team work.
POSITIONING	<ul style="list-style-type: none"> • Could have the group end on, or in a circle with the performance space in the middle. • Large open space.
RULES	<ul style="list-style-type: none"> • Give the group a scenario or a piece of equipment ie: a machine. • Ask the group to build a still image of this picture • Each member of the group should enter performance space one by one and add themselves to the picture.
VARIATIONS	<ul style="list-style-type: none"> • You could adapt it to make it a moving picture, having the participants enter with an action and a sound. • This game can also be played where the facilitator splits the group in half and asks one group to create a still image all together of a scenario in 10 second while the other group face away. After the 10 seconds are up the group should freeze in their image and the other group can look at it for 10 seconds before having to recreate it themselves.
GROUP	KS2 Upwards



EXCUSES

NAME	Excuses
OBJECTIVES	<ul style="list-style-type: none">• To improve improvisation skills by encouraging the group to make their intentions clearer.
POSITIONING	<ul style="list-style-type: none">• Large open space.
RULES	<ul style="list-style-type: none">• One person goes out of the room.• The facilitators gives the class a scenario that the group must convey to the person out of the room when they return without directly telling them• It's good to have the person who is entering the scene to be significant ie: A hero or someone who everyone hates.
VARIATIONS	<ul style="list-style-type: none">• The situation can be changed every time or made more specific to a topic the group may be studying at the time.
GROUP	KS2 Upwards



FREEZE

NAME	Freeze
OBJECTIVES	<ul style="list-style-type: none"> • To introduce the idea of improvising a scene • To get the class to accept and go with ideas. • To get a class used to creating scenarios and characters 'off the cuff'
POSITIONING	<ul style="list-style-type: none"> • Large open space • Group can either be in a circle with the action taking place in the middle or End on.
RULES	<ul style="list-style-type: none"> • The facilitator should ask the class for 2-4 volunteers to act out a scenario suggested by the rest of the class. • After an appropriate amount of time has been left for the scene to develop, members of the group can shout 'freeze' at which point the actors should 'freeze' and that person can take the position and this replacing them in the scene and starting a new scene. • Try and encourage the group for the physical positions they take over to influence the next scene. • The rest of the actors should react to the scenario the new actor has brought to the stage and leave the old scene behind.
VARIATIONS	<ul style="list-style-type: none"> • Could add a theme to the scenes
GROUP	KS2 Upwards

HE SAYS

NAME	He says
OBJECTIVES	<ul style="list-style-type: none">• Physical warm up• To encourage a group to start thinking about how to make a scene more interesting.• To encourage the group to start accepting and going with ideas in improvisation.• To add comedy to improvisations
POSITIONING	<ul style="list-style-type: none">• A pair exercise
RULES	<ul style="list-style-type: none">• Person A says a sentence that may be heard in a certain place ie: Train station – ‘I need a train ticket’• Person B is to add the narration beginning with ‘he says’ on to every sentence to try and make the scene as unusual as possible ie: ‘He says lying on the floor’
VARIATIONS	<ul style="list-style-type: none">• Could be done as a group exercise. Three people act out a scene and their partners could add narration to every sentence to create a completely crazy scene.• Also can be played as ‘inner voices’ the narrators can be the inner voices of the actors. The actors can hear their inner voices but not each others.
GROUP	KS2 Upwards



SCULPTURES

NAME	Sculptures
OBJECTIVES	<ul style="list-style-type: none"> • Body language and facial expression. • To introduce the group to certain characters.
POSITIONING	<ul style="list-style-type: none"> • Group into pairs.
RULES	<ul style="list-style-type: none"> • Within the pairs, label each person A and B. • Person A is the first sculptor. Person B is the model and must stand in a loose neutral position. • Person A must gently move parts of person B's body or gently tap the body part they want moving and explain it verbally. • Facilitator can give them a time limit and ask that the person freeze in their position after they have counted down from 10. • The facilitator could go around the room and compliment some good uses of body language and facial expression. • Then have the pair swap roles and repeat exercise.
VARIATIONS	<ul style="list-style-type: none"> • Can be used to introduce particular characters from stories a class may be studying at the time.
GROUP	Age 4 and upwards

I OPEN THE DOOR AND..

NAME	I open the door and..
OBJECTIVES	<ul style="list-style-type: none">• Physical warm up• To physically and verbally introduce a group into improvising a story• To encourage the group to start saying yes to ideas in improvisation.
POSITIONING	<ul style="list-style-type: none">• Pairs. Each pair should have their own space in the room.
RULES	<ul style="list-style-type: none">• Ask each pairs to stand together with their arms linked in a space in the room.• Partner A begins by saying 'I open the door and..' and finishing the sentence. Partner B responds and together the pair build a story.• Instruct the pairs to act out their journey physically as well as verbally.
VARIATIONS	<ul style="list-style-type: none">• 'I am Walking..' Facilitator gives groups a second part of a sentence, which could follow the phrase 'I am walking...'. Each group prepares a freeze frame of that sentence and the rest of the group has to guess what the phrase could be.• Both of these games can be adapted to any topic that may be relevant to the class at the time.
GROUP	KS2 upwards



YES, LETS!

NAME	Yes, Lets!
OBJECTIVES	<ul style="list-style-type: none">• Physical warm up• To physically and verbally introduce a group into improvising a story• To encourage the group to start saying accepting ideas and going with them in improvisation.
POSITIONING	<ul style="list-style-type: none">• Large open space.
RULES	<ul style="list-style-type: none">• The facilitator or members of the group can call out instructions one by one.• The rest of the class must respond to the suggestions with 'Yes, Lets' and then every participant must act out carrying out that instruction.
VARIATIONS	<ul style="list-style-type: none">• Instructions could be varied for certain topics relevant to the group at the time.
GROUP	Better for KS2 upwards but could be played with a younger group.



MIRRORS

NAME	Mirrors
OBJECTIVES	<ul style="list-style-type: none">• Focus• Team Work• Physical Warm up
POSITIONING	<ul style="list-style-type: none">• Participants should be in pairs in their own space around the room
RULES	<ul style="list-style-type: none">• Get your group into pairs and instruct them to stand opposite each other about a metre apart.• Label each pair member A and B.• A is instructed to start moving very slowly and B must mirror A's movements• Swap over so both participants get a go at leading.• Then ask the pair to keep mirroring each other's movements without a leader.
VARIATIONS	<ul style="list-style-type: none">• Ask them to move around the room.
GROUP	KS2 upwards

ONE WORD STORY

NAME	One word Story
OBJECTIVES	<ul style="list-style-type: none">• Storytelling.
POSITIONING	<ul style="list-style-type: none">• Circle
RULES	<ul style="list-style-type: none">• The group are going to tell a story using one word at a time.• Each member of the group should contribute one word.• The story should not end in the middle of a sentence.• Encourage the group to think about a beginning, middle and an end.
VARIATIONS	<ul style="list-style-type: none">• Could get the group to tell a specific story.• Could get them to add punctuation to build literacy skills.
GROUP	Age 4 upwards.



LEVELS

NAME	Levels
OBJECTIVES	<ul style="list-style-type: none">• To introduce using levels in scenes
POSITIONING	<ul style="list-style-type: none">• A group of 4 performing in the middle of a circle or End on.
RULES	<ul style="list-style-type: none">• Facilitator asks the group to suggest a place and people (e.g.characters)• Facilitator asks for 4 volunteers to improvise a scene based around the information• However, the test is that at all times there must be someone sitting, someone standing, someone lying on the floor and someone kneeling.
VARIATIONS	N/A
GROUP	KS2 upwards



PASS THE OBJECT

NAME	Pass the Object
OBJECTIVES	<ul style="list-style-type: none">• Imagination• Miming• Reacting
POSITIONING	<ul style="list-style-type: none">• In a circle
RULES	<ul style="list-style-type: none">• Start off passing an object to someone else in the circle• It can be anything but you react accordingly to make it clear to the other person what it is (e.g. stroking a kitten you are holding)• The next person must receive the object as it was given to them and then transform it into something else as they walk across to someone else, showing through miming the object and their reaction to it.• Keep this going until everyone has had a go.
VARIATIONS	<ul style="list-style-type: none">• Objects could relate to a specific topic.
GROUP	KS1 upwards



HOW I GOT HERE

NAME	How I got here
OBJECTIVES	<ul style="list-style-type: none">• Imagination• Storytelling
POSITIONING	<ul style="list-style-type: none">• In a circle
RULES	<ul style="list-style-type: none">• Ask for a participant to volunteer to tell the story of how they got to school that morning.• The only rule is they must not tell the group what actually happened on their journey to school ie. Must not tell the truth!• Encourage them to make up an extravagant and exciting story.• Get everyone in the circle to have a go.
VARIATIONS	<ul style="list-style-type: none">• Could give the participants something that they must include in their story.
GROUP	KS1 upwards



MANTRA

NAME	How I got here
OBJECTIVES	<ul style="list-style-type: none">• To introduce comedy to scenes.• Characterisation
POSITIONING	<ul style="list-style-type: none">• In pairs or small groups.
RULES	<ul style="list-style-type: none">• Do an improvisation based on a theme in pairs or small groups.• Each person should have a rule governed by other people's actions• For example, if your partner blinks you have to scream or if your partner starts walking you have to sneeze etc...• The rest of the group then have to work out what your partner's rule or mantra is.
VARIATIONS	<ul style="list-style-type: none">• Vary the themes for the improvisation
GROUP	KS3 upwards



CHAPTER 7:

COOL DOWN AND REFLECTION



Cool down is really important at the end of a practical session like Drama. This is not only because participants have been physically moving around but also because it allows time for reflection. It is incredibly valuable for participants to reflect on the work they have just produced and what they have learnt as a result. They are much more likely to remember what they have learnt if they are given significant time to reflect on it.

RAINFOREST

NAME	Rainforest
OBJECTIVES	<ul style="list-style-type: none">• Cool down• Introduction to sound-scapes.• Focus
POSITIONING	<ul style="list-style-type: none">• Very tight circle, sitting on the floor.
RULES	<ul style="list-style-type: none">• Introduce the group to three sounds and actions• 1) rub hands 2) tap knees 3) click fingers• Ask the group to close their eyes and go around and tap each person on the shoulder one by one. Go round the circle four times tapping the participants each time.• First time = participants should do the first sound, second time = Second sound and the third time = Third sound. The fourth and final time the participants should go silent.
VARIATIONS	<ul style="list-style-type: none">• Could do any three sounds to go with any place or habitat.
GROUP	Age 4 upwards.



2 MINUTES

NAME	2 Minutes
OBJECTIVES	<ul style="list-style-type: none">• Cool down• Awareness
POSITIONING	<ul style="list-style-type: none">• Large open space with the group spread out amongst that space.
RULES	<ul style="list-style-type: none">• Ask the group to stand in a neutral position on their own in the space.• Then tell them to close their eyes.• When they think that two minutes have passed tell them to put their hand in the air but stay completely still with their eyes still closed.• They can open their eyes on the your instructions after everyone has put their hands up.• Take a note of who got the closest to two minutes.
VARIATIONS	<ul style="list-style-type: none">• To make this exercise slightly more physical, have the group walk in slow motion across the room in exactly two minutes.• Again, take note who manages to do it closest to the 2 minute mark.• Could even have slow motion races.
GROUP	KS2 Upwards



CHINESE WHISPERS

NAME	Chinese Whispers
OBJECTIVES	<ul style="list-style-type: none"> • Cool down • Diction • Communication
POSITIONING	<ul style="list-style-type: none"> • Circle, sitting on the floor.
RULES	<ul style="list-style-type: none"> • Whisper a sentence to the participant next to you. • Try and be as clear as possible. • Get the next person to pass on the sentence as they heard it to the next person in the circle. • When it gets back to the beginning, get the participant to say the sentence out loud as they heard it. Then reveal what it was originally.
VARIATIONS	<ul style="list-style-type: none"> • Could write down a number of sentences, serious or silly, on slips of paper and get a participant to pick one. That is the sentence they should start the game with.
GROUP	Age 4 upwards.



CHECK IN/ CHECK OUT

NAME	Check in/ check out
OBJECTIVES	<ul style="list-style-type: none">• To see if the session has had an impact on the participant's mood.• Reflect on the session• Cool down.
POSITIONING	<ul style="list-style-type: none">• Circle, sitting on the floor.
RULES	<ul style="list-style-type: none">• At the beginning of the session, go around the group and ask them to say a number between one and 10 that reflects how they are feeling.• 1 being the worst and 10 being the best.• Ask them to give one reason why they are feeling the way they are.• Repeat this exercise at the end of the session.• Ask the participants to this time give a reason why it has changed or stayed the same.
VARIATIONS	N/A
GROUP	Age 4 upwards.



PARTS OF THE BODY

NAME	Parts of the body
OBJECTIVES	<ul style="list-style-type: none"> • Cool down • Reflection • To assess how well the learning objectives have been achieved.
POSITIONING	<ul style="list-style-type: none"> • Participants should either sit or lie down in their own space in the room.
RULES	<ul style="list-style-type: none"> • Ask the participants in whatever position you choose to have them in to keep their eyes closed. • Instruct the participants to touch certain parts of their body if they agree with the statement being made by the facilitator. I.e: Put your hands on your head if you feel you have learnt something today.
VARIATIONS	<ul style="list-style-type: none"> • Ask any question – good to ask questions that allow you to see if you have achieved your objectives.
GROUP	Age 4 upwards.

MY FAVOURITE MOMENT

NAME	My favourite Moment
OBJECTIVES	<ul style="list-style-type: none">• Reflection
POSITIONING	<ul style="list-style-type: none">• This game should take place in the same space that the session took place in.
RULES	<ul style="list-style-type: none">• Ask participants to return to the place in the room where they had their favourite moment in the lesson/day.• Then ask them to return to the place where they had their most uncomfortable moment.• The moment they learnt the most.• Go around the room and ask a few people what their moment was and why.
VARIATIONS	<ul style="list-style-type: none">• Add as many questions as you like.
GROUP	KS1 upwards



CONSCIENCE ALLY

NAME	Conscience Ally
OBJECTIVES	<ul style="list-style-type: none">• To reflect on the session• To explore emotions and ideas.
POSITIONING	<ul style="list-style-type: none">• In two horizontal lines facing each other with a gap big enough for someone to walk down between them.
RULES	<ul style="list-style-type: none">• Ask the participants questions about the session ie: what they enjoyed most, what they didn't like, what they learnt and what they would like to learn more of.• The participants should answer these questions quietly as the facilitator walks down the 'alley' so only the facilitator can hear.
VARIATIONS	<ul style="list-style-type: none">• This game is also great to explore emotions of certain characters.• If you are exploring a character in a story you could walk down the ally and ask how that character might be feeling at a certain moment.• The participants should repeat an emotion in a whispered tone as the character walks past them.
GROUP	KS2 upwards



WAKE UP!

NAME	Wake up!
OBJECTIVES	<ul style="list-style-type: none">• Cool down
POSITIONING	<ul style="list-style-type: none">• Large open space with the group spread out amongst that space.
RULES	<ul style="list-style-type: none">• All children lie on the floor with their eyes closed• Facilitator taps one child on the shoulder and they get up• In silence they tap another child on the shoulder• This is repeated until all the children are standing• In silence the facilitator leads the children out of the room
VARIATIONS	<ul style="list-style-type: none">• Could all get up as a certain character they have been studying, or say something that they have learnt before tapping someone else.
GROUP	Age 4 upwards



FINGER DANCE

NAME	Finger Dance
OBJECTIVES	<ul style="list-style-type: none">• Cool down• Focus
POSITIONING	<ul style="list-style-type: none">• Circle
RULES	<ul style="list-style-type: none">• This game must be completed in complete silence.• Each participant does a little dance with their finger and then passes it on to the next person.• The next person copies them for a bit before making up their own finger dance and passing it on to the next person.
VARIATIONS	<ul style="list-style-type: none">• Could use any body part.
GROUP	Age 4 upwards



SLEEPING LIONS

NAME	Finger Dance
OBJECTIVES	<ul style="list-style-type: none">• Cool down• Focus
POSITIONING	<ul style="list-style-type: none">• Spread out across the space lying down.
RULES	<ul style="list-style-type: none">• The participants should lie down in their own space in the room and pretend to be asleep.• If the facilitator sees any of them moving, they are out.
VARIATIONS	N/A
GROUP	Age 4 upwards



BIGFOOT DRAMA GAMES AND EXERCISE DAY

WITH CAROLINA GIAMMETTA-CORDES

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