



## LJPedia @ Home

Greetings!

Whether you are a parent, student, or educator, our LJPedia (*get it? LJP + encyclopedia!*) @ Home has a whole bunch of fun theatre games and exercises that are easily played in person with your family, or virtually with your classmates and friends online. These are the same exercises that we use to build ensemble and acting skills in our classrooms for kids and adults!

We hope you enjoy being creative and we would love to hear about your theatre experiences at home or see you performing! Send any feedback or questions to [education@ljp.org](mailto:education@ljp.org).

Sincerely,

Bridget Cavaiola

*Interim Director of Education and Outreach*

Hannah Reinert

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### 1 MINUTE LIFE STORY

Objective(s)	<ul style="list-style-type: none"> <li>• To physically tell your life story in one minute</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Miming</li> <li>• Bold, strong choices</li> <li>• Specificity</li> <li>• Silent communication</li> <li>• Observation</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. This activity can be done one-by-one in front of a group or in pairs. The instructions are written as if done in partners.</li> <li>2. Each leader must decide what they are going to present to the other as their life story. They should only have about a minute or so to decide, but it does not have to be complete. It can be simply a moment or a collection of them.</li> <li>3. PARTNER A begins when the leader says "Go." They have one minute to silently tell their life story to their partner using only their body/physicality. When the minute is over, PARTNER B has a minute to tell theirs.</li> <li>4. Have the partners discuss what they saw in each other's life story &amp; what they believe it was/was communicated. You can also discuss as a group what kind of physicality was helpful in communicating the story versus when it was difficult to understand &amp; how this can be applied to our performances.</li> </ol>

### ABC MEMORY

Objective(s)	<ul style="list-style-type: none"> <li>• To remember the order of the objects</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Memory</li> <li>• Focus</li> <li>• Staying in the moment</li> <li>• Listening</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. Players start by sitting in a circle.</li> <li>2. PERSON A starts by saying, "I am going to the store &amp; I am going to buy..." They will then name an object that starts with the letter "A."</li> <li>3. PERSON B sitting to the right will then repeat what A just said, "I am going to the store &amp; I am going to buy..." Then he/she will say the object that A said, &amp; then add on with their own object that starts with the next letter in the alphabet.</li> <li>4. This will continue until it comes to someone that cannot remember the order of the objects. That person is then out.</li> <li>5. This game will continue until no one can remember the order.</li> </ol>

### ADD AN ACTION

Objective(s)	<ul style="list-style-type: none"> <li>• To “yes, and” the previous player so that the audience guesses what object is being used</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Pantomime</li> <li>• Yes, and...</li> <li>• Specificity</li> <li>• Creativity</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. Players split into two teams &amp; switch between being the audience &amp; performers.</li> <li>2. The performing team determines what they are creating without telling the audience.</li> <li>3. One player at a time steps onstage &amp; demonstrates an action with the object. The second player enters &amp; adds to the reality of it by doing a second action.</li> <li>4. This continues until all the players have gone &amp; the object is guessed.</li> </ol>

## THE BENCH

Objective(s)	<ul style="list-style-type: none"> <li>• To get someone to leave the bench</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Creativity</li> <li>• Bold, strong choices</li> <li>• Specificity</li> <li>• Character development</li> <li>• Yes, and...</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>• 2 chairs/blocks</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Set up the 2 chairs like a bench &amp; have all participants form a single-file line, but still able to see the bench.</li> <li>2. One student begins on the bench &amp; the next comes up &amp; gives them a reason to leave it.</li> <li>3. The student sitting “yes, and’s” the reason by reacting according to the reason &amp; their character, &amp; leaving the bench.</li> <li>4. The second student now sits on the bench &amp; it continues.</li> </ol>

### BLIND CARS

Objective(s)	<ul style="list-style-type: none"> <li>• To guide the blind cars around the room without crashing</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Trust</li> <li>• Focus</li> <li>• Ensemble building</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. Students pair up. One is the DRIVER &amp; one is the CAR.</li> <li>2. The DRIVER stands behind the CAR, who closes their eyes. The DRIVER guides the CAR by tapping them with the following directions:              Head – go forward              Right shoulder – turn right              Left shoulder – turn left              Middle of the back – reverse              No tapping – stop!</li> <li>3. The CAR is always responsible for the speed! After a few minutes, switch roles.</li> <li>4. To make it more difficult, increase the cars into a bus of 4. Same instructions, but the directions must pass from the DRIVER through each part of the bus to the front.</li> </ol>

### CATEGORIES #1

Objective(s)	<ul style="list-style-type: none"> <li>• To maintain the rhythm while keeping the category traveling around the circle as long as possible</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Focus</li> <li>• Following impulses</li> <li>• Concentration</li> <li>• Thinking on your feet</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. All players sit in a circle &amp; begin a 2-beat rhythm (i.e. clap-snap or slap legs-clap).</li> <li>2. One person says, in rhythm, "I-am-thinking-of-...", whatever the category is, &amp; then says something that fits the category. On the second beat after the first person, the second person says something that fits the category, &amp; so on.</li> <li>3. If a player waits more than one beat to say something or repeats a word, they are out. The last player left wins. Example: <ul style="list-style-type: none"> <li>• "I-am-thinking-of-kinds-of-fruits" (clap) "Apple"</li> <li>• (Clap) "Orange"</li> <li>• (Clap) "Strawberries"</li> <li>• (Clap) "Banana"</li> <li>• (Clap) "Watermelon"</li> </ul> </li> </ol>

## CLIMATE CHANGE

Objective(s)	<ul style="list-style-type: none"> <li>• To perform the scene while adapting to the new weather/climate</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Yes, and...</li> <li>• Improvisation</li> <li>• Physical expression</li> <li>• Adaptability</li> <li>• Listening</li> <li>• Pantomime</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. This exercise can be done with a scene that students are already working on, a new one, an improvised scene or a blank scene.</li> <li>2. The students begin the scene as normal, but when they are a few lines in the facilitator calls "Freeze" &amp; names a certain type of weather, climate, or temperature before calling "Go." At that point, students continue the scene, but are experiencing that weather during it.</li> <li>3. The facilitator can change the climate at any point by calling the same commands throughout. Encourage the students to use their experience with the climate in the scene instead of considering it annoying or solely focusing on it.</li> </ol>



### COMPLETE THE IMAGE

Objective(s)	<ul style="list-style-type: none"> <li>• To use creativity to create a story for the image</li> <li>• To use the language of pictures/images to look at what's present for us</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Specificity</li> <li>• Bold, strong choices</li> <li>• Yes, and...</li> <li>• Physicality/physical expression</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. The facilitator (could also be a student) begins by entering the center of the space, making a shape with their body, &amp; asking, "What do you see?"</li> <li>2. The group can respond with whatever they truthfully see. There are no right &amp; wrong answers – the point is that it's correct because it is what YOU see. Even if the facilitator enters with a completely different idea, it does not matter because the point is for the group to access all of their creative ideas.</li> <li>3. Each person can have the opportunity to make a shape. These shapes/images our bodies make can show us how we feel or think, without ever necessarily telling anyone else what it is.</li> <li>4. Develop this exercise further by allowing another student to add onto whatever shape is already there. Ask what they see in this before asking the original shape to step away, leaving what was added. What do they see in this?</li> <li>5. This exercise can continue until the facilitator is ready to move on or, specifically, until a theme emerges that connects to the workshop/class theme.</li> </ol> <p>**See Dynamic Image for a continuation of this exercise</p>

**DR. KNOW-IT-ALL**

Objective(s)	<ul style="list-style-type: none"> <li>• To answer audience questions one word at a time</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Yes, and...</li> <li>• Creativity</li> <li>• Instinct</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. Four players stand onstage &amp; link arms.</li> <li>2. The facilitator takes questions from the audience regarding anything.</li> <li>3. The players (together as Dr. Know-It-All) must answer the questions one word at a time, &amp; then bow as a unit after every completed answer.</li> </ol>

## THE FINGER GAME

Objective(s)	<ul style="list-style-type: none"> <li>• To keep each specific body part moving while adding more movements</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Specificity</li> <li>• Concentration</li> <li>• Energy</li> <li>• Body warm-up</li> <li>• Physical awareness</li> <li>• Multitasking</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. Ask students to find their own space in the room where they are spread out.</li> <li>2. Give them the instructions to lift their right arm in the air &amp; wiggle the thumb on their right hand.</li> <li>3. Once they are all doing the movement, add the next instruction, &amp; so on.</li> <li>4. The instructions include (any movement can be added or skipped): <ul style="list-style-type: none"> <li>Shake your left hand</li> <li>Move your elbows up &amp; down</li> <li>Wiggle the fingers on your left hand</li> <li>Bend your knees back &amp; forth</li> <li>Nod your head up &amp; down</li> <li>Bounce on your feet from one foot to the other</li> <li>Sing "I'm a Little Teapot"</li> </ul> </li> <li>5. Once they are doing all of the above, slowly take away movements one at a time in reverse order until they are once again just standing in their space.</li> </ol>

### FORTUNATELY/UNFORTUNATELY

Objective(s)	<ul style="list-style-type: none"> <li>• To go around the circle telling a complete story</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Storytelling</li> <li>• Yes, and...</li> <li>• Improvisation</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. All players sit in a circle.</li> <li>2. The leader begins telling a story with one sentence.</li> <li>3. The next person in the circle continues the story, but they must begin their sentence with "Fortunately..." The next sentence by the next player must begin with "Unfortunately..."</li> <li>4. These two beginnings continue to alternate around the circle until the last person finishes the story with their sentence.</li> <li>5. Focus on maintaining a story line that makes sense with a beginning, middle, &amp; end, even though they have the first word of their sentence. It is all about yes, and-ing the previous person – not contradicting them, but finding a way to further develop the story based on what you have already been given.</li> </ol>

**GOOD, BAD, WORST**

Objective(s)	<ul style="list-style-type: none"> <li>• To give good, bad, &amp; the worst advice, respectively</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Bold, strong choices</li> <li>• Instinct</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. 3 players are onstage as the facilitator asks for questions from the audience.</li> <li>2. Each player responds with good (legitimate), bad (good intention but misguided), &amp; the worst advice (totally off the wall), in order.</li> </ol>

### THE GREAT GAME OF POWER

Objective(s)	<ul style="list-style-type: none"> <li>• To place the object or yourself in the image as the thing with the greatest power</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Individuality</li> <li>• Practicing silence</li> <li>• Physicality</li> <li>• Instinct</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>• 6 chairs</li> <li>• 1 table</li> <li>• 1 bottle/other object</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Place the materials in the space. Ask the participants to take turns arranging the objects with the goal of making one of the chairs the most powerful object in the image.</li> <li>2. Allow many people to do this, &amp; then ask participants to rearrange the objects into the one image that resonates the most with them.</li> <li>3. Next, they place themselves in the image, taking up the position of greatest power. This should be done individually at first, then as a group, with each new person coming in trying to assume the highest degree of power.</li> <li>4. Afterwards, discuss with the group the different ways people perceive &amp; negotiate power. Allow this to be a learning opportunity for them regarding power &amp; the way people think &amp; perceive things.</li> </ol>

### HOT SEAT

Objective(s)	<ul style="list-style-type: none"> <li>• (Audience) To guess what character the person in the HOT SEAT is</li> <li>• (Hot Seat) To communicate to the audience what character they are by answering their questions</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Character development</li> <li>• Patience</li> <li>• Teamwork</li> <li>• Improvisation</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>• 1 chair</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. One volunteer comes onstage &amp; assumes a character (someone everyone in the room would know).</li> <li>2. The rest of the group asks them questions to learn who the person in the chair is. That person must answer all of the questions in character without saying who they are.</li> <li>3. When someone in the audience thinks they know who the character is, they can raise their hand &amp; guess. If they are right, they can take over in the hot seat &amp;, if they are wrong, the game continues.</li> </ol>

### HOW DO YOU FEEL?

Objective(s)	<ul style="list-style-type: none"> <li>• To say the same word in an energetic, unique way</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Bold, strong choices</li> <li>• Energy building</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. All participants stand in a circle.</li> <li>2. The leader chooses an active word (angry, shy, what, hey there, etc.) &amp; says it to the person to their right. That person then says the word to the player on their right in a different way. This continues around the circle until the entire group has gone.</li> <li>3. Tell the students to focus on infusing the words with energy &amp; thinking abstractly. The goal is to be creative &amp; play with identity by shaping the commands to the player's unique point of view.</li> </ol>



### I AM A TREE

Objective(s)	<ul style="list-style-type: none"> <li>• To continue the improvisational tableaux fluidly</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Specificity</li> <li>• Creativity</li> <li>• Yes, and...</li> <li>• Physicality</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. 1 student begins by making a tree onstage &amp; saying, "I am a tree."</li> <li>2. 3 more students then add to this, one at a time, stating, "I am a ____" (i.e. hammock under the tree → the kid laying in the hammock → the grass under the hammock).</li> <li>3. Once the tableau is formed, the first person says who will stay up there by saying "The <u>(hammock)</u> remains up." The other 3 students join the audience.</li> <li>4. The cycle repeats until, eventually the final tableau returns to "I am a tree."</li> </ol>

### I GOT YOU A GIFT

Objective(s)	<ul style="list-style-type: none"> <li>• To pantomime a gift as specifically as possible so that the group understands what it is</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Pantomime</li> <li>• Focus</li> <li>• Attention to detail</li> <li>• Specificity</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. One player stands in front of the group &amp; pulls a "gift" out of a box.</li> <li>2. He/she pantomimes what the gift is with imagination, specificity, creativity, &amp; detail.</li> <li>3. When someone thinks that they know what the object is, they stand &amp; say "Hey, I like your _____!"</li> <li>4. Player one then gives the other person a gift &amp; the process is repeated.</li> </ol>

### LOOK, SHAPE, TAKE

Objective(s)	<ul style="list-style-type: none"> <li>• To be unique &amp; specific in expressing your reaction to an object</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Bold, strong choices</li> <li>• Specificity</li> <li>• Listening</li> <li>• Clowning</li> <li>• Physical expression</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>• Folder (or any object that can be easily seen by the group &amp; carried while walking)</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. All players walk around the room.</li> <li>2. The leader carries the folder, yells "Freeze!" at some point, &amp; informs the group what the folder is (i.e. a murder scene, Justin Bieber, a chocolate cake).</li> <li>3. After saying what it is, the leader says, "Look!" At this point, all the players silently look at the object &amp; react to it only through facial expression.</li> <li>4. The leader next says, "Shape!" The group silently uses their whole body to react specifically to the body while maintaining the facial expression.</li> <li>5. The leader says, "Take!" The group, remaining in the body positions &amp; facial expressions, looks out to the audience to show them their full reaction.</li> <li>6. The leader then says, "Go!" &amp; the group continues to walk as they did in the beginning.</li> <li>7. Each moment should be one specific movement &amp; then the freeze in that position until the next command is called. The key is using specificity &amp; creativity to create an exaggerated, but truthful reaction.</li> </ol>

### MASK MAKER

Objective(s)	<ul style="list-style-type: none"> <li>• To use pantomime &amp; explore facial expressions</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Pantomime</li> <li>• Facial expressiveness</li> <li>• Bold, strong choices</li> <li>• Creativity</li> <li>• Specificity</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. All participants sit in a circle.</li> <li>2. The facilitator gives a certain emotion/mental state (i.e. confused, devastated, ecstatic, etc.) to the group, &amp; each student takes a turn putting on a "mask" (exaggerated facial expression) before handing it onto the next student.</li> <li>3. Each time it is put on, the mask should be a different version of the word given by the facilitator.</li> </ol>

## ONE WORD STORY

Objective(s)	<ul style="list-style-type: none"> <li>• To tell a story one word at a time</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Storytelling</li> <li>• Impulse</li> <li>• Listening</li> <li>• Yes, and...</li> <li>• Characters &amp; conflict</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. All members of the ensemble sit in a circle.</li> <li>2. Each player goes down the line telling a story only by saying 1 word at a time. Students must keep in mind a beginning, middle, &amp; end, characters &amp; conflict, &amp; resolution.</li> <li>3. The story can be fun, silly, &amp; anything can happen, but it should maintain the structure of a story &amp; make sense. Remind students that each word should be a “yes, and...,” building on the words already said &amp; connecting thoughts to create a cohesive, flowing story.</li> <li>4. They story will end when the last two words are “The End.”</li> <li>5. If students are struggling with connecting the words as thoughts, ask them to repeat the previous words said before adding on their own until the sentence is finished. Then start a new repetition &amp; continuation with the first word of the next sentence. All of the sentences are still part of one story, but this will help them with forming a better flow &amp; story that makes sense.</li> <li>6. Instead of going around the circle, the story can also be told by tossing a ball around the circle. Whoever has the ball adds a word before tossing it to someone else.</li> </ol>

## PARTY PLANNING

Objective(s)	<ul style="list-style-type: none"> <li>• To successfully plan a party with your partner</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Yes, and...</li> <li>• Listening</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. Students pair up. This can also be done as a group in a circle.</li> <li>2. The partners must plan a party one sentence at a time, but each response must first begin with "yes, but..."</li> <li>3. Give them a time limit (approximately 1 minute), &amp; when time is up, tell them to restart. This time, however, they can only respond with "yes, and..."</li> <li>4. After the second round is over, ask them what the difference between the two rounds was &amp; discuss why "yes, and..." is a better option when working with others versus "yes, but..."</li> </ol>

## PEOPLE PICTURES

Objective(s)	<ul style="list-style-type: none"> <li>• To use pictures as inspiration for creating characters &amp; interacting with others as those characters</li> <li>• To try &amp; determine which picture each participant used for their inspiration after interacting with them</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Bold, strong choices</li> <li>• Creativity</li> <li>• Character building</li> <li>• Improvisation</li> <li>• Instinct</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>• Pictures of people (same # as participants)             <ul style="list-style-type: none"> <li>○ Can be cut out of magazines, printed, etc.</li> <li>○ Try to get a strong variety (age, race, attractiveness, etc.)</li> <li>○ No recognizable faces!</li> <li>○ The more interesting the setting &amp; appearance, the better</li> </ul> </li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Participants spread themselves out in the room &amp; the leader passes out a picture to each person. Participants should not let anyone else (even the leader) see their picture.</li> <li>2. Everyone has 3 minutes to look at the picture &amp; become the person in that picture (personality, age, what kind of life they lead, etc.). They should create a story for this person, including a voice, mannerisms, &amp; attitude, based on all the details of the picture. They should not talk to each other during this time.</li> <li>3. After the 3 minutes, all of the characters attend a party together. Participants hand in their pictures &amp; as soon as they do, they become the character.</li> <li>4. During the 5-10 minute party, participants should try to talk to everyone &amp; remember things about the other characters.</li> </ol> <p style="text-align: right;"><i>(continues on next page)</i></p>

5. After the party, the characters are discarded & the leader shows all the pictures that were handed out. The group is asked to identify which character was inspired by which picture. Don't reveal this step ahead of time, as they may be tempted to try & "win" by fooling people with a completely different character.
6. The group should discuss their reactions to all of the pictures, especially their own, & how everyone developed their characters.



### THE QUESTION GAME

Objective(s)	<ul style="list-style-type: none"> <li>• To successfully communicate &amp; have a conversation speaking only with questions</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Attention to detail</li> <li>• Thinking on your feet</li> <li>• Focus</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. The group comes up with a scenario for PLAYER A &amp; PLAYER B.</li> <li>2. A &amp; B need to improvise a scene with the information they are given &amp; have a conversation but are only allowed to ask questions.</li> <li>3. When either A or B says something that is not a question, they are out of the game.</li> <li>4. A new player is chosen to take their place &amp; the two are given a brand-new scenario to work with.</li> </ol>

### SHAKE DOWN

Objective(s)	<ul style="list-style-type: none"> <li>• To stay with the whole group &amp; keep the energy building</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Body warm-up</li> <li>• Build energy</li> <li>• Isolate specific body parts</li> <li>• Using your voice</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. Everyone stands in a circle.</li> <li>2. Starting with the right arm, shake it energetically, counting down loudly "10, 9, 8, 7, etc."</li> <li>3. Then immediately repeat with the left arm, right leg, &amp; then left leg.</li> <li>4. Immediately go back to the right arm &amp; repeat, but counting down from 9.</li> <li>5. Repeat until down to 1 for each arm &amp; leg.</li> <li>6. Shake out the entire body with a loud sound.</li> </ol>

### SOUND COLLAGE

Objective(s)	<ul style="list-style-type: none"> <li>• To use solely sounds to create an environment</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Vocal expressivity</li> <li>• Listening</li> <li>• Ensemble building</li> <li>• Concentration</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. All participants sit in a circle &amp; close their eyes/turn off the light.</li> <li>2. Choose a place or event to create through sound &amp; ask students to listen to each other &amp; make sounds when they are appropriate.</li> <li>3. Ask them to begin by making any sounds they feel are fitting in communicating the environment/event. It should continue until the facilitator feels everyone has been listening &amp; they are all working together.</li> <li>4. Examples of environments: a jungle at night, a voyage on stormy seas, a county fair, etc.</li> </ol>

## STATUS

Objective(s)	<ul style="list-style-type: none"> <li>• To guess what your card is</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Ensemble</li> <li>• Risk-taking</li> <li>• Improvisation</li> <li>• Listening</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>• A deck of playing cards (with joker)</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. A group of players (typically around 4) grab a card from a deck of playing cards without looking &amp; puts it on their forehead facing out so everyone can see it except that player.</li> <li>2. A suggestion is given for a location of where all the players are (i.e. 10-year high school reunion, construction site, etc.).</li> <li>3. The players then act the scene by giving hints to the other players of what status they are. Then range is as follows: lowest number is the lower status &amp; highest number is higher status. Lowest to highest status is as follows: Joker, 2, 3, ..., 10, J, Q, K, Ace.</li> <li>4. After the scene is played out for 10 minutes, the players must place themselves in a line of status of where they think they belong.</li> </ol>

### STREAM OF CONCIIOUSNESS

Objective(s)	<ul style="list-style-type: none"> <li>• To maintain the flow of the game</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Instinct</li> <li>• Ensemble building</li> <li>• Listening</li> <li>• Releasing inhibitions</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. All participants sit in a circle.</li> <li>2. Someone (A) begins by saying the first word that comes to their mind. The next person (B) does the same thing. The group then repeats the two words as a compound word &amp; sings, "Do, do, doo."</li> <li>3. B then says the first thing that comes to their mind, followed by C doing the same &amp; the group again singing. This continues until everyone has had an opportunity to say the first &amp; second word.</li> </ol>

### TAXI CAB

Objective(s)	<ul style="list-style-type: none"> <li>• To stay in character</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Character development</li> <li>• Commitment</li> <li>• Working together</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>• 2 chairs/blocks</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Set up 2 chairs side by side on the stage to be the taxi cab.</li> <li>2. The driver's side of the taxi is PLAYER A, &amp; the passenger side is PLAYER B.</li> <li>3. A begins as the cab driver &amp; waits for B to enter.</li> <li>4. B enters the cab establishing a specific character with a distinct personality trait.</li> <li>5. A must take on the character of B &amp; the two must continue with the scene until the instructor yells "taxi!"</li> <li>6. A must quickly come up with a reason as to why they need to leave the cab &amp; will exit the scene.</li> <li>7. B moves over to take the place of A &amp; becomes the new taxi cab driver.</li> <li>8. PLAYER C, with a different personality, enters the scene &amp; the game continues.</li> </ol>

**THIS IS A...**

Objective(s)	<ul style="list-style-type: none"> <li>• To pass the object(s) around the circle without stopping or breaking the rhythm of the script</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Focus</li> <li>• Concentration</li> <li>• Ensemble building</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>• 1-2 syllable objects (same number as participants) (i.e. pen, book, marker, etc.)</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. All participants sit in a circle.</li> <li>2. One person (GIVER) has a watch (or other object) that they will hand over to the person on their right (RECEIVER) once the lines are completed.</li> <li>3. The first round, the watch is passed from one person to the next, following the below script, until the watch is back at the beginning.</li> <li>4. Once everyone knows the lines exactly as written &amp; is comfortable with the rhythm, the group can try 2 objects, then 3, &amp; so on. The person with the watch again passes it to the right, but the person to the left of them hands them a pen (or other object) <b>AT THE SAME TIME</b> that they are handing over the watch. This means that the person with the watch is saying both parts of the script – GIVER’s &amp; RECEIVER’s.</li> </ol> <p style="text-align: right;"><i>(continues on next page)</i></p>

**First Round:**

GIVER (offering watch)      RECEIVER

This is a watch.

A what?

A watch.

A what?

A watch.

Oh, a watch. (takes watch)

**Multiple Objects:**

GIVER                      G&R                      RECEIVER

This is a pen. →      This is a watch. →

←A what?                      ←A what?

A pen. →                      A watch. →

←A what?                      ←A what?

A pen. →                      A watch. →

←Oh, a pen.                      ←Oh, a watch.

**Note:** It's best to not add another object until the group has successfully completed a circle with the number before. Some participants will catch on faster than others, & may become frustrated with those who are struggling. If this is the case, take a break & stay positive! It may help to have the lines written on a large piece of paper for visual learners, &/or to demonstrate with an assistant or two if you have them.



### THREE CHANGES

Objective(s)	<ul style="list-style-type: none"> <li>• To correctly guess what three things the other person changed</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Focus</li> <li>• Attention to detail</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. The group splits into partners.</li> <li>2. The two observe each other, memorizing their currently appearance. They then turn their backs to each other &amp; change three things about themselves.</li> <li>3. They then face each other &amp; guess the three things.</li> </ol>

### THREE MINUTE MOVIE

Objective(s)	<ul style="list-style-type: none"> <li>• To tell the plot of a movie in 3 minutes</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Creativity</li> <li>• Collaboration</li> <li>• Physical &amp; vocal expressivity</li> <li>• Character development</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. Split the group into small groups &amp; give each a well-known movie title.</li> <li>2. Each group has to perform the entire plot of the movie in three minutes. Give them a little bit of time to prepare &amp; then have all the groups perform for the others &amp; see if they can guess the title.</li> </ol>

### THUMPER

Objective(s)	<ul style="list-style-type: none"> <li>• To maintain the rhythm, even if there is a mistake, &amp; keep passing the gestures back &amp; forth</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Focus</li> <li>• Concentration</li> <li>• Ensemble building</li> <li>• Specificity</li> <li>• Thinking on your feet</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. All players sit in a circle.</li> <li>2. Each person creates a simple gesture that is specific &amp; their own (the gesture could also be associated with an animal if it is easier to think of or remember). They share these one by one with the rest of the group.</li> <li>3. Once everyone is familiar with each other's gesture, the group starts a rhythm of "bum bum bam," by hitting their thighs twice then one clap.</li> <li>4. When the beat has started &amp; everyone is together, PERSON A begins by performing their gesture on the first clap, then another person's (PERSON B's) gesture on the next clap.</li> <li>5. B then performs their gesture on the following clap, &amp; another person's on the clap after. This continues until everyone has had a turn &amp; the leader is ready to move on.</li> </ol>

### WHAT I DO FOR A LIVING

Objective(s)	<ul style="list-style-type: none"> <li>• To guess the occupation of each actor</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Physical expression</li> <li>• Non-verbal communication</li> <li>• Specificity</li> <li>• Creativity</li> <li>• Focus</li> <li>• Improvisation</li> <li>• Bold, strong choices</li> </ul>
Materials Needed	<ul style="list-style-type: none"> <li>• 5 chairs/blocks</li> </ul>
Instructions	<ol style="list-style-type: none"> <li>1. Arrange 5 chairs in a row &amp; have an actor sit in each.</li> <li>2. Each student chooses an occupation &amp; begins to “wait for the bus” in their seat.</li> <li>3. As they wait, they should silently deepen the physicalization of their character’s occupation.</li> <li>4. The audience has to guess what occupation each student had.</li> </ol>

### WORDS TABLEAUX

Objective(s)	<ul style="list-style-type: none"> <li>• To create a physical representation of abstract ideas</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Physical expressiveness</li> <li>• Bold, strong choices</li> <li>• Collaboration</li> <li>• Specificity</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. Separate the group into 4 or 5 smaller groups. Assign each group an abstract word (i.e. love, secret, joy, wonder, beginning, heroic, etc.) to turn into a physical picture with the bodies.</li> <li>2. Give them a few minutes to talk it over &amp; decide what their tableau is.</li> <li>3. Each group has a turn to pose for the rest of the class as they guess the word. For example, joy can be a birthday party, a mother with her new baby, a graduation, a runner at the finish line, etc.</li> </ol>

**YES, LETS!**

Objective(s)	<ul style="list-style-type: none"> <li>• To accept &amp; carry out each activity</li> </ul>
Skill Set Used	<ul style="list-style-type: none"> <li>• Energy warm-up</li> <li>• Improvisation</li> <li>• Ensemble</li> <li>• Bold, strong choices</li> <li>• Creativity</li> <li>• Yes, and...</li> </ul>
Materials Needed	None
Instructions	<ol style="list-style-type: none"> <li>1. PERSON A (or the leader) yells out, "Hey! Let's (insert activity)!" It can be anything from "Let's go to the moon" to "Let's walk our dogs!"</li> <li>2. All the other players then simultaneously say "YES, LET'S!"</li> <li>3. Then, everybody starts acting out their own version of that activity until another person decides to start a new activity.</li> <li>4. The game should flow well, each person taking the initiative to keep the ball rolling. Each activity should only be done for about 20-30 seconds.</li> </ol>

## CONTENTLESS SCENES

Contentless scenes are short, general scenes that at first seem to be about nothing. It is the job of the actors to decide what they are about & the details of the scene. When giving out blank scenes, pair up the students & ask them to decide who will be A & who will be B. It is best if lines are memorized (if so, it should be exact memorization – no paraphrasing), but they can be performed with the script in hand. The students begin by simply reading through the scene with very basic or no expression. The next read-through, they can experiment with line readings. For a third read-through, experiment again, but differently. Allow them a few minutes to make decisions about who, what, where, when, & why of their scene (C.R.O.W.) & a little time to rehearse. Each pair presents their scene. When discussing the scenes afterwards with the group, ask them about the story, & then facilitate a discussion about how the it was told, the choices made by the pair, & constructive criticism for a revision. The scenes can be revised, rehearsed, & presented multiple times. The following are some examples of scenes for your use:

### #1

A: Shoot.  
 B: Oh.  
 A: Oh no.  
 B: Can you uh...  
 A: No, here – use this.  
 B: Come on.  
 A: I told you to be careful.  
 B: I was – it just happened.  
 A: There. Let me see.  
 B: Oh. Where are you going?  
 A: For help.  
 B: And leave me here, you can't leave me here.  
 A: You stay here. I'm off to get help.  
 B: No, no, please one more time. Try it again.  
 A: Stay here I'll be right back.  
 B: Ah.

### #2

A: Hi!  
 B: Hello.  
 A: How's everything?  
 B: Fine, I guess.  
 A: Do you know what time it is?  
 B: No. Not exactly.  
 A: Don't you have a watch?  
 B: Not on me.  
 A: Well!  
 B: Well what?  
 A: What did you do last night?  
 B: What do you mean?  
 A: What did you do last night?  
 B: Nothing!  
 A: Nothing?  
 B: I said nothing.  
 A: Sorry I asked.  
 B: That's alright.

**#3**

A: What is that?  
B: What?  
A: That!  
B: This?  
A: Yes.  
B: This is something special.  
A: Wow. I wish I had one.  
B: Well find your own.  
A: Where would I look?  
B: Up there.  
A: Up where?  
B: Up there.  
A: Oh, I see.  
B: Can you see it yet?  
A: Yes.  
B: This has been a good day.  
A: I agree.

**#4**

A: This is the worst.  
B: Mmm I know.  
A: There.  
B: Happy?  
A: I am now. Yes.  
B: Good. Are you done?  
A: Okay now. Your turn.  
B: Okay. No, this is the worst.  
A: Mmm I know.  
B: There.  
A: Are you done?  
B: Yes.  
A: Good. I thought you said you were done.

**#5**

A: What are you doing?  
B: Can't you tell?  
A: Well, I think so, but...  
B: It should be obvious.  
A: You shouldn't.  
B: I know.  
A: I mean, I really wish you wouldn't.  
B: You should have thought of that.  
A: Is this because of what I did?  
B: Partly yes, mostly no.  
A: Can I make it up to you somehow?  
B: I very much doubt it.  
A: Stop doing that & really listen to me.  
B: You don't recognize "no," do you?  
A: I just asked you to listen.  
B: I said "no," that's it.

**#6**

A: Hello?  
B: Hello!  
A: Have we met before?  
B: Yes, I believe we have.  
A: How are you doing?  
B: I'm doing great. And yourself?  
A: Couldn't be better!  
B: That's good.  
A: It's not true.  
B: I'm sorry.  
A: It's okay. It was good to see you.  
B: We should hang out sometime.  
A: Yes, that would be nice.  
B: Good-bye.



**#7**

A: Help me.  
B: I can't.  
A: I'm sorry.  
B: It's all your fault.  
A: Stop it.  
B: Make me.  
A: What are you doing?  
B: What does it look like?  
A: It's time to go.  
B: Not yet.  
A: I need you.  
B: Just a minute.

**#8**

A: Hey.  
B: Hello.  
A: Do you want a mint?  
B: No thanks.  
A: Sure.  
B: Wait, why?  
A: No special reason.  
B: Oh.  
A: Want one?  
B: Okay, thanks.  
A: Thank you.

**#9**

A: Can you believe that?  
B: No.  
A: What are we going to do?  
B: We?  
A: This is really big.  
B: We can manage it.  
A: Got any ideas?  
B: Yes. But don't tell anyone.

**#10**

A: We've been walking all day!  
B: Don't you think I know that?  
A: But where are we going?  
B: Where we always go.  
A: I wish we were there already.  
B: Do you remember last time?  
A: Yeah, that was fun.  
B: How long ago was that?  
A: I don't remember.  
B: Me neither.  
A: Well, we've still got a long way.  
B: We should keep going.

**#11**

A: Where did it come from?  
B: They sent it.  
A: Was it expensive?  
B: Just look at it.  
A: Why would anyone give this up?  
B: Maybe they forgot it.  
A: Did you hear that?  
B: Do you think they want it back?  
A: We should hide it just in case.  
B: I have an idea.  
A: Not another one.  
B: No, listen to me, this one is great!  
A: Too late! They're here!