Mr. MacBean

Winston Churchill High School

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**Theatre Sports Unit**

Grade 10

Improvisation

Drama 10

March 8th – 16th

Table of Contents:

1. Rationale……………………………………………………………………………...……………3
2. Unit Objective and Skills Required…………………………………………………...…4
3. Unit overview…………………………………………………………………………………….5
4. Sample Lessons………………………………………………………………………………….6
5. Assessments…………………………………………………………………………………….10
6. Materials…………………………………………………………………………………………13
7. Bibliography……………………………………………………………………………………13
8. Games Appendix………………………………………………………………………………14

Rationale:

Improvisation is an indispensible tool both academically and in society, as it prepares students to react quickly in stressful situations creatively and collectively. As Improvisation requires a giving and accepting approach, it necessitates positive group interaction in the pursuit of shared goals. As students learn to rely on one another, they increase attention and listening skills, and become more trusting citizens.

While theatre sports may appear competitive, the reliance on one’s team fosters cooperation and support in a joyful yet challenging manner. The games themselves allow students to act out roles and thereby explore life in a safe and natural manner, while challenging students cognitively. Finally, improvisation is a creative art form. As such, it encourages students to see the world not as it is, but as it could be, and then build that world.

Unit Objective and Skills Required:

At the end of this unit, the students will create and preform improvised scenes in a Theatre Sports format for a small school audience. In order to achieve this goal, there are four skills which must be taught to ensure success. They include:

1. Knowledge of Theatre Sports rules and format as well as the rules for the implementation of a number of improvisation games.
2. Trust amongst students and comfort working with peers.
3. Heightened attention and listening skills.
4. Spontaneity and adaptivity.

Success in this is built first by fostering trust and comfort amongst students. This will be taught in the first lesson which focuses on building and accepting, in line with SLO 17, which says students will “demonstrate the ability to accept, advance, offer or block”. Next, lessons 3 and 4 focus on heightened attention and listening, as well as speaking with games that necessitate hearing and adapting to others. SLOs 4, 8, and 24 speak to this, on the topics of awareness, spontaneity, and vocal characterization respectively. Lessons 5 and 6 focus on spontaneity and adaptivity with the games “space jump” and “party quirks”, but also a focus on the elements of a good scene are explored. SLOs 11, 19, and 26 are addressed here, namely story elements, entrances and exits, and body language respectively. Finally, lessons 7 and 8 attend to the first skill, being knowledgeable of rules and format, as these lessons include recaps of the games and teaching on how to run a theatre sports tournament.

Theatre Sports Unit Overview:

Lesson 1:

**TSW Create and Preform improvised scenes with no blocking or wimping.**

Name plus movement, walk and greet, zucchini, block/accept, wimp/build, scenes

*Improvisation (Senior High) 17.*

CHECKLIST, OBSERVATION.

Lesson 2:

**TSW Create and Preform the game “Hollywood Director”.**

Zombie name game, blind lead, walk like someone in a (genre), yes let’s, Hollywood director

*Improvisation (Senior High) 15.*

CHECKLIST, QUIZ ON PREVIOUS CLASS

Lesson 3:

**TSW Create and Preform the game “Questions only”.**

One word at a time, Woosh, Unison Jumping, questions only game.

*Improvisation (Senior High) 4, 8.*

CHECKLIST, QUIZ ON PREVIOUS CLASS

Lesson 4:

**TSW Create and Preform the game “Foreign Movie”.**

Circle, Jump Turn Twizzle, Pass the sound, Foreign Movie game.

*Improvisation (Senior High) 4, 24.*

CHECKLIST, QUIZ ON PREVIOUS CLASS

Lesson 5:

**TSW Create and Preform the game “Space Jump”.**

Follow me, instant tableau, freeze, space jump game.

*Improvisation (Senior High) 26.*

CHECKLIST, QUIZ ON PREVIOUS CLASS

Lesson 6:

**TSW Create and Preform the game “Party Quirks”.**

Move around room like a…, Machine game, party quirks game

*Improvisation (Senior High) 11, 19.*

CHECKLIST, QUIZ ON PREVIOUS CLASS

Lesson 7:

**TSW Create and Preform one improvised scenes with Theatre Sport rules.**

Recap all games, teach theatre sports rules, play one game with rules

*Improvisation (Senior High) Recap 4, 8, 11, 15, 17, 19, 24, 26.*

CHECKLIST, QUIZ ON PREVIOUS CLASS

Lesson 8:

**TSW Create and Preform a Theatre Sports tournament show.**

Reminder of games and rules, Perform tournament show.

*Improvisation (Senior High) Recap 4, 8, 11, 15, 17, 19, 24, 26.*

CHECKLIST, QUIZ ON PREVIOUS CLASS, RUBRIC FOR PERFORMANCE

Sample Lesson Plans:

**Lesson 1:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Title/Focus** | **Accepting and Building** | **Date** | March 8th, 2016 |
| **Subject/Grade Level** | Grade 10 | **Time Duration** | 40 Minutes |
| **Unit** | Improvisation | **Teacher** | Mr. MacBean |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | | | | | | |
| **General Learning Outcomes:** | **2. To develop competency in communication skills through participation in and exploration of various dramatic disciplines.** | | | | | |
| **Specific Learning Outcomes:** | Senior High Improv - 17. Demonstrate the ability to **accept, advance, offer,** or **block** thought and action, quickly and effectively. | | | | | |
| **LEARNING OBJECTIVES PEAK AND SKILLS TO ACHIEVE** | | | | | | |
| **Students will:**   1. **Create and preform improvised scenes with no blocking or wimping.** | | | | **Students will: Create and preform improvised scenes with no blocking or wimping.**  **Skills:**   1. Knowledge of block/accept, wimp/build 2. Trust and comfort 3. Ability to share in communication | | |
| **ASSESSMENTS** | | | | | | |
| **Observations:** | | | * Did the students create a scene with no blocking/wimping? Do the students appear to trust each other and can talk with each other? | | | |
| **Key Questions**: | | | * How does it feel to be in an accept/build scene? How about a block/wimp scene? | | | |
| **Products/Performances:** | | | * No wimp/block improvised scene | | | |
| **LEARNING RESOURCES CONSULTED** | | | | | **MATERIALS AND EQUIPMENT** | |
| * Alberta Program of studies: <http://education.alberta.ca/media/313001/jhdram.pdf> * Drama Teacher Resource Manual * Improvisation: Learning through drama | | | | | * **Clear class space** | |
| **PROCEDURE** | | | | | | |
| ***Prior to lesson*** | | Get there early to write outline on board and greet students coming in individually. | | | | |
| **Introduction** | | | | | | **Time** |
| ***Attention Grabber*** | | Circle sit. | | | | 1 |
| ***Assessment of Prior Knowledge*** | | Who has done/seen improv? What about Theatre Sports? What does the word improvisation mean for those who have not seen it? | | | | 4 |
| ***Expectations for Learning and Behaviour*** | | Respect for the classroom environment and everyone in it. | | | | 5 |
| ***Advance Organizer/Agenda*** | | Go through agenda quickly, explain end goal of unit superficially. | | | | 7 |
| ***Transition to Body*** | | Walk. | | | | 7 |
| **Body** | | | | | | **Time** |
| ***Learning Activity #1*** | | **Walk Progression:**  Walk and greet, walk and high five, shake hands, offer compliment. | | | | 10 |
| *Teacher Notes: Assessments/ Differentiation* | | How are the students interacting? How freely do they talk/touch etc. | | | |  |
| ***Learning Activity #2*** | | **Name plus movement:**  Circle up holding hands, then drop. Students repeat name and movement of each person in the circle. | | | | 17 |
| *Teacher Notes: Assessments/ Differentiation* | | Can the students be silly in front of each other? Do they all try to remember each name? | | | |  |
| ***Learning Activity #3*** | | **Zucchini**:  Walk, circle, partner. Front, back, side zucchini. Talk about metaphors. | | | | 25 |
| *Teacher Notes: Assessments/ Differentiation* | | Do students understand concept of trust? | | | |  |
| ***Learning Activity #4*** | | **Block/accept Wimp/Build:**  Demo before each one. A’s offer, B’s say no. Switch and repeat. New partners, only accept. Repeat with A and B. Likewise for Wimping, and building. | | | | 35 |
| *Teacher Notes: Assessments/ Differentiation* | | Did all the students complete a scene without blocking/wimping? | | | |  |
| **Closure** | | | | | | **Time** |
| ***Consolidation of Learning:*** | | | Circle sit. Talk about importance of accepting and building for improv. What about life? | | | 37 |
| ***Feedback From Students:*** | | | Did you enjoy this? What was valuable? | | | 38 |
| ***Feedback To Students*** | | | Thanks for your hard work, great job. | | | 38 |
| ***Transition To Next Lesson*** | | | Next class we will start with a short quiz, repeat every class. Give example of questions. | | | 40 |

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| **Sponge Activity/Activities** | More time on scenes. |

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| **Reflections from the lesson** |  |

**Lesson 2:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Title/Focus** | **Lesson 2 - Hollywood Director** | **Date** | March 9th, 2016 |
| **Subject/Grade Level** | Grade 10 | **Time Duration** | 40 Minutes |
| **Unit** | Improvisation | **Teacher** | Mr. MacBean |

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| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | | | | | | |
| **General Learning Outcomes:** | **2. To develop competency in communication skills through participation in and exploration of various dramatic disciplines.** | | | | | |
| **Specific Learning Outcomes:** | Senior High Improv - 15. Initiate a dramatic situation in response to a given stimulus. | | | | | |
| **LEARNING OBJECTIVES PEAK AND SKILLS TO ACHIEVE** | | | | | | |
| **Students will:**   1. **Create and preform the game “Hollywood Director”.** | | | | **Students will: Create and preform the game “Hollywood Director”.**  **Skills:**   1. Knowledge of game rules 2. Knowledge of genre 3. Trust and comfort | | |
| **ASSESSMENTS** | | | | | | |
| **Observations:** | | | * Are the students continuing to accept and build? Do they appear to grasp the concept of the game? | | | |
| **Key Questions**: | | | * When someone gives you a prompt or restriction by the game, does that make it harder or easier? How so? | | | |
| **Products/Performances:** | | | * Hollywood director improvised scene, quiz | | | |
| **LEARNING RESOURCES CONSULTED** | | | | | **MATERIALS AND EQUIPMENT** | |
| * Alberta Program of studies: <http://education.alberta.ca/media/313001/jhdram.pdf> * Drama Teacher Resource Manual * Improvisation: Learning through drama | | | | | * **Clear class space** * **Entrance Quizzes** * **Video projector or crowding around a laptop.** | |
| **PROCEDURE** | | | | | | |
| ***Prior to lesson*** | | Get there early to write outline on board and greet students coming in individually. | | | | |
| **Introduction** | | | | | | **Time** |
| ***Attention Grabber*** | | Circle sit. Show clip from “Who’s line” on Hollywood performer. | | | | 5 |
| ***Assessment of Prior Knowledge*** | | What are improv games? Has anyone seen Who’s line or a live improv show? | | | | 6 |
| ***Expectations for Learning and Behaviour*** | | Respect for the classroom environment and everyone in it. | | | |  |
| ***Advance Organizer/Agenda*** | | Go through agenda quickly. | | | | 7 |
| ***Transition to Body*** | | Quiz with puzzle on the back for early finishers, 5 mins max. Then Walk. | | | | 10 |
| **Body** | | | | | | **Time** |
| ***Learning Activity #1*** | | **Zombie name game:**  Circle arms and drop. One student is a zombie, when he/she hears a name he/she walks slowly to that person, who must make eye contact with someone in the circle. The person who has made eye contact saves them by naming another name. Increase difficulty by increasing zombie speed or number. When someone ‘dies’ they become the zombie. | | | | 15 |
| *Teacher Notes: Assessments/ Differentiation* | | Do student know each other’s names? Are they working together? | | | |  |
| ***Learning Activity #2*** | | **Blind lead:**  Walk, partner walk, one lead, switch leads. Hand on shoulder lead, switch. Eyes closed hand on shoulder lead. Switch. Directing with hand outstretched. Add obstacles, objective one side to the other. If time allows, just voice. | | | | 20 |
| *Teacher Notes: Assessments/ Differentiation* | | Do the students trust each other? Do they listen to instructions? | | | |  |
| ***Learning Activity #3*** | | **Walk like someone in a (genre)**:  Walk, walk like genre. (western, mystery, martial arts movie) | | | | 23 |
| *Teacher Notes: Assessments/ Differentiation* | | Does the idea of genre spread through the group? | | | |  |
| ***Learning Activity #4*** | | **Yes let’s:**  Everyone in a row, one person makes an offer, all must do it. Build a story. | | | | 27 |
| *Teacher Notes: Assessments/ Differentiation* | | Are all students accepting prompts from others? | | | |  |
| ***Learning Activity #5*** | | **Hollywood Director:**  4 students in a scene. Three start, make a scene with a prompt. Director comes in and tells them to do it again with a different genre, models it and leaves. Repeat scene with new prompt. | | | | 37 |
| *Teacher Notes: Assessments/ Differentiation* | | Are all students accepting prompts from the director? | | | |  |
| **Closure** | | | | | | **Time** |
| ***Consolidation of Learning:*** | | | Circle sit. Talk about prompts. When someone gives you a prompt or restriction by the game, does that make it harder or easier? How so? | | | 38 |
| ***Feedback From Students:*** | | | Did you enjoy this? What was valuable? | | | 38 |
| ***Feedback To Students*** | | | Thanks for your hard work, great job. | | | 38 |
| ***Transition To Next Lesson*** | | | Next class we will start with a short quiz. Give example of questions. | | | 40 |

|  |  |
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| **Sponge Activity/Activities** | More time on scenes. |

|  |  |
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| **Reflections from the lesson** |  |

Assessments:

Assessments for this unit include:

1. Daily quizzes, to be administered on material from the preceding day.
2. A rubric for the final performance of the theatre sports tournament.
3. A daily checklist, modified for each objective.

Entrance Quiz Example From Lesson Two:

MCj02389650000[1]

Entrance Quiz

**Topic**: Improvisation Foundations Name (first & last):

Total ( /6) Date: March 9th, 2016

Teacher: Mr. MacBean

1. What is the opposite of “Blocking”? Give an example. ( /2)

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3. What effect does “Blocking” or “Wimping” have on a scene? Explain. ( /2)

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Final Project Rubric**:**

**Student Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task** Theatre Sports Tournament \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level**  **Criteria** | **Excellent** | **Proficient** | **Adequate** | **Limited\*** | **Insufficient/**  **Blank\*** |
| Knowledge of Theatre Sports and game rules and format. | Clear knowledge of rules and format is evident. | Effective knowledge of rules and format is shown. | Cursory knowledge of rules and format demonstrated | Substandard knowledge of rules and format revealed. | No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task. |
| Ability to effectively work with peers. | Overwhelmingly demonstration of the ability to work well with peers is shown. | Strong ability to work with peers is evident. | Acceptable levels of peer engagement abilities are evident. | Inadequate levels of peer connection are demonstrated. |
| Demonstrates Listening and attention. | Unquestionable attention and listening are evident. | Meaningful attention and listening to peers is clear. | Intermittent attention and listening to fellow performers shown. | Little attention or listening shown to others in scenes. |
| Reacts spontaneously and accepts and builds on offers from scene partners. | Adeptly accepts offers quickly and builds upon them. | Astutely accepts offers in a timely manner and usually builds upon them. | Generally accepts peers offers in an acceptable time frame and sometimes builds upon them. | Rarely accepts peers offers in a timely fashion or builds on them. |

* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

Date**:** March 8th Mr. MacBean

**Universal Checklist**:

Course: Drama 10

Outcome: Did the students create and preform improvised scenes with no blocking or wimping?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Albany  Mark: | Colt  Mark: | Hunter  Mark: | Miles  Mark: | Otis  Mark: | Lilou  Mark: |
| Birdie  Mark: | **Corin**  **Mark:** | **Dolly**  **Mark:** | **Finola**  **Mark:** | **Fox**  **Mark:** | **Taja**  **Mark:** |
| Franny  Mark: | **Ryder**  **Mark:** | **Nico**  **Mark:** | **King**  **Mark:** | **Finn**  **Mark:** | **Lazaro**  **Mark:** |
| Dexton  Mark: | **Vita**  **Mark:** | **Dillon**  **Mark:** | **Zane**  **Mark:** | **Truth**  **Mark:** | **Saffron**  **Mark:** |
| Trudy  Mark: | **Finn**  **Mark:** | **Colt**  **Mark:** | **Rhett**  **Mark:** | **Carmelata**  **Mark:** | **Shane**  **Mark:** |

4 = Exceeding 3 = Achieving 2 = Developing 1 = Beginning **OR** Y = Yes, meeting outcome N = No, not meeting

Materials:

* Clear Space
* Video projection/display
* Chairs for audience on last day
* Horn and basket for last day

Bibliography:

Alberta Education. (1989) *Alberta Program of studies*. Edmonton, AB:

Alberta Education. (1989) *Drama Teacher Resource Manual*. Edmonton, AB: Learning

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Booth, D. W., & Lundy C. J. (1985). *Improvisation: Learning through drama.* Don Mills,ON:

Harcourt Brace Jovanovich Canada Inc.

Johnstone, K. (1979) *International Theatre Sports Institute.* Retrived from

http://www.keithjohnstone.com/theatresports-institute/

Appendix of Games:

**Zucchinis:**

Get students to wander around room and find a partners. With their partner they will get close enough for toes to touch facing each other, grab hands, and lean back as far as can keeping balance (Front Zucchini). Finding a new partner facing opposite ways put sides of feet together, again join hands and lean to side as far as can while keeping balance (Side Zucchini). Find a new partners and lean against each other’s back with arms linked. Try to sit down and come back up again without loosing balance (Back Zucchini). Get students to repeat all Zucchinis with small groups of 3 to 4.

**Walks:**

Walk about the room;

* + Regular
  + With Hi – Fives
  + With Double Hi-Fives
  + Making eye contact
  + Greet people you make eye contact with
  + Handshakes
  + Postured walks: Good posture, sloppy posture, like a Queen, like the Grinch, like you stubbed your toe
  + Stomps: one foot, both feet, counter point with one foot
  + Do-Se-Do: As you pass somebody, do-se-do with them

**Zombie Name Game:**

One student is a zombie, when he/she hears a name he/she walks slowly to that person, who must make eye contact with someone in the circle. The person who has made eye contact saves them by naming another name. Increase difficulty by increasing zombie speed or number. When someone ‘dies’ they become the zombie.

**Blind Lead:**

Students walk around the room, take turns leading. Then lead with arm on shoulder. Add closing of eyes, then directing with just the blind person’s outstretched hand. Add obstacles, and try with just voice guidance.

**Hollywood director:**

When the game begins, three of the actors begin acting out the scenario without using one of the topic prompts. After a minute, the fourth actor (playing the director) interrupts by yelling "Cut!". The director then presents one of the topic prompts as a style for the scene to be redone with. The director, while explaining the style, should demonstrate an example of it.

**Questions only:**

Students are divided into two groups and line up.  The first student in each line must have a fluid conversation using only questions.  If a student says something not in a question form, they go to the back of the line and activity continues until one team has gone through whole line.

**One word story:**

Students make stories speaking only one word at a time. Mess ups are usually overlooked, but can be cause for starting over.

**Jump Turn Twizzle**

In circle, walking

Actions:

* + Freeze
  + Turn (Turn 90\* to center of circle; freeze)
  + Jump (jump and turn 180\*; freeze)
  + Twizzle (jump and turn 360\*; freeze)
  + Double Twizzle (Jump and turn around twice (720\*) *can be done in increments*; freeze)
  + Add in small compliments with the greetings *Provide examples: “You have a nice smile,” personality, appearance, something they do or have done. Stress that it’s positive.*
  + Reducing the space they can walk in. “There is room enough for everyone.”

**Whoosh:**

All participants stand in a circle. One person starts by miming handing a ball to his neighbour, while saying “whoosh!”. This motion continues around the circle at a fast pace, in the same direction. The action is modified by two categories: movement modifiers and movement pauses.

**Space Jump:**

One member of the group begins a 1-person scene. After a short time, another member of the group yells “freeze!” and joins the original person in a new, unrelated 2-person scene. After a few minutes, a third person yells “freeze” and joins. This continues with new scenes after each freeze, until the final member of the group joins. After a few moments of play, the last person on finds a reason to leave, and the scene reverts back to the previous scene, only moved forward in time. The person who entered in that scene then finds a reason to leave, and the scene reverts again. This continues until only the original person is left, who then ends the scene and the game.

**Movement Machine:**

Students are in small groups (3-5) and choose a machine to create with their bodies.  Groups present and audience has to guess what it is.  Extension: Groups have to create a machine that would be found in a factory, whose finished product is a cardboard box.  Extension: Whole class comes together to make a complex machine (ie car).

**Party Guests:**

Each student receives a slip of paper with a noun and one with an adjective, this is the character they have to create.  The instructor announces that they are all invited to a party.  One by one, students enter the party and interact with their host in their character.  The host has to try and guess which character each student is.