Mr. MacBean

Lethbridge Collegiate Institute

1701 5th Avenue South, Lethbridge AB



**Orientation & Improvisation Unit**

Grade 9

Improvisation

Drama 9

September 6th – 23rd

(13.5 school days)

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:

Orientation is invaluable to any undertaking in a drama classroom. While other classes may get by without student cohesion or trust, work in the dramatic arts necessitates trust, confidence, and freedom from judgment. A solid Orientation unit paves the way for group work, trust in fellow students, and trust in the teacher. Orientation can be easily paired with Improvisation, 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.

This unit ends with a theatre sports show and tournament. 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 few lessons which focus on building and accepting, in line with SLO 17, which says students will “demonstrate the ability to accept, advance, offer or block”. The next lessons 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.

Orientation/Improv Unit Overview:

Lesson 0:

**TSW receive the course outline and reflect on the activities of the day.**

Introduction, agenda, course outline, fruit basket, reflection.

OBSERVATION.

Lesson 1:

**TSW Demonstrate the ability to follow rules, exhibit control and concentration.**

Rules, Regulations and routines, Name game in circle, Partner Introductions, Atom, Blob.

*Orientation (Junior High) 1,4,9.*

CHECKLIST, OBSERVATION.

Lesson 2:

**TSW Exhibit trust through a series of blind walks, and escapes.**

Milling control, stop freeze + variations, blind walks, escape + variations.

*Orientation (Junior High), 2,13,20.*

CHECKLIST, OBSERVATION. QUIZ

Lesson 3: (Friday)

**TSW Demonstrate the ability to concentrate and control movement.**

Clothing/room characteristics, change something portrait, Who started the motion, Mirror images, puppet master.

*Orientation (Junior High), 9. 19.*

CHECKLIST, OBSERVATION, QUIZ ON DEFINITIONS FROM LAST CLASS.

Lesson 4:

**TSW Create a story through a sequence of tableaux.**

Freeze and justify, clay sculpture, statue museum, take three tableau. Follow me? freeze?

*Orientation (Junior High), 11, 21.*

CHECKLIST, OBSERVATION

Lesson 5:

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

Zombie name game, walk and greet, zucchini, block/accept, wimp/build, scenes.

*Orientation (Junior High), 5,14.*

CHECKLIST, OBSERVATION, QUIZ ON TABLEAUX AND BLOCKING.

Lesson 6:

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

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

*Orientation (Junior High), 18, 19.*

CHECKLIST, OBSERVATION.

Lesson 7:

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

Chair tagging name game, walk like someone in a (genre), yes let’s, Hollywood director.

*Orientation (Junior High), 11, 21.*

CHECKLIST, OBSERVATION, QUIZ?

Lesson 8: (Friday)

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

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

*Orientation (Junior High), 7, 10, 12.*

CHECKLIST, OBSERVATION, QUIZ?

Lesson 9:

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

Move around room like a…, status competition, interact with others with quirks, party quirks game, student discussion and critical analysis.

*Orientation (Junior High), 8, 23, 16.*

CHECKLIST, OBSERVATION.

Lesson 10:

**TSW Create and Perform the game “Two Line Vocabulary”.**

Poems out of stickers, discussion about working in limitations, Two Line Vocab game.

*Orientation (Junior High), 22, 8, 18.*

CHECKLIST, OBSERVATION, QUIZ.

Lesson 11:

**TSW Create and Perform one improvised scene with Theatre Sport rules.**

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

*Orientation (Junior High) 21, 22.*

CHECKLIST, OBSERVATION,

Lesson 12:

**TSW Create and Perform a dress theatre sports show with Theatre Sport rules.**

Recap all games, teach theatre sports rules, play games with rules.

*Orientation (Junior High) Recap 4, 8, 11, 15, 17, 19, 24, 26.*

CHECKLIST, OBSERVATION, QUIZ ON THEATRE SPORTS RULES.

Lesson 13: (Friday)

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

Reminder of games and rules, Perform tournament show.

*Orientation (Junior High) Recap 4, 8, 11, 15, 17, 19, 24, 26.*

CHECKLIST, RUBRIC FOR PERFORMANCE.

Sample Lesson Plans:

**Lesson 1:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Title/Focus** | **Course Outline** | **Date** | September 6th, 2016 |
| **Subject/Grade Level** | Grade 9 | **Time Duration** | 30 Minutes |
| **Unit** | Orientation | **Teacher** | Mr. MacBean |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | | | | | | |
| **General Learning Outcomes:** |  | | | | | |
| **Specific Learning Outcomes:** |  | | | | | |
| **LEARNING OBJECTIVES PEAK AND SKILLS TO ACHIEVE** | | | | | | |
| **Students will:**   1. **Demonstrate the ability to follow rules.** 2. **Become familiar with class routines** | | | | **Students will: Review the course outline and discuss it.** | | |
| **ASSESSMENTS** | | | | | | |
| **Observations:** | | | * Are the students following the rules? Can they be controlled with simple commands? Are they concentrating? | | | |
| **Key Questions**: | | |  | | | |
| **Products/Performances:** | | | * Student discussion. | | | |
| **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** * **Course outlines for all students.** | |
| **PROCEDURE** | | | | | | |
| ***Prior to lesson*** | | Get there early to write welcome and agenda on board and greet students coming in individually. Have course outlines ready. | | | | |
| **Introduction** | | | | | | **Time** |
| ***Attention Grabber*** | | Circle sit. Short introduction of myself. | | | | 1 |
| ***Expectations for Learning and Behaviour*** | | Respect for the classroom environment (physical and non-physical) and everyone in it (physically and non-physically). | | | |  |
| ***Assessment of Prior Knowledge*** | |  | | | |  |
| ***Advance Organizer/Agenda*** | | Go over day’s agenda on board. | | | | 5 |
| ***Transition to Body*** | | Hand out outlines. | | | | 7 |
| **Body** | | | | | | **Time** |
| ***Learning Activity #1*** | | **Course Outline:**  Go through with students reading, active questions. End with asking for any questions. | | | | 8 |
| *Teacher Notes: Assessments/ Differentiation* | | How do the students feel about reading? Are they paying attention? | | | |  |
| ***Learning Activity #2*** | | **Fruit Basket:**  Students except for one are given one of three fruits, apples, bananas, oranges. | | | | 20 |
| *Teacher Notes: Assessments/ Differentiation* | | How do the students feel about reading? Are they paying attention? | | | |  |
| **Closure** | | | | | | **Time** |
| ***Consolidation of Learning:*** | | | What is the purpose of going over a course outline? (direction, rules) What about playing fruit basket? (fun, team building) | | | 25 |
| ***Feedback From Students:*** | | | Talk to me about… (John style) | | | 27 |
| ***Feedback To Students*** | | | Thanks for your hard work, great job. Be specific. | | | 28 |
| ***Transition To Next Lesson*** | | | Next class we will start with introductions. Free to go when the bell rings. | | | 29 |

|  |  |
| --- | --- |
| **Sponge Activity/Activities** | More time on fruit basket. |

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

**Lesson 2:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Title/Focus** | **Introductions, Rules, and Reflection** | **Date** | September 7th, 2016 |
| **Subject/Grade Level** | Grade 9 | **Time Duration** | 72 Minutes |
| **Unit** | Orientation & Improvisation | **Teacher** | Mr. MacBean |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | | | | | | |
| **General Learning Outcomes:** | **1. To acquire knowledge of self and others through participation in and reflection on dramatic experience.** | | | | | |
| **Specific Learning Outcomes:** | Junior High Orientation: 1 – Respond to classroom rules, procedures and routines. 4 – Respond appropriately to established control signals. 9 – Focus concentration on one task at a time. | | | | | |
| **LEARNING OBJECTIVES PEAK AND SKILLS TO ACHIEVE** | | | | | | |
| **Students will:**   1. **Demonstrate the ability to follow rules.** 2. **Exhibit control, concentration and reflection.** | | | | **Students will: Perform “blob tag” and reflect on it as an analogy of dramatic art.**  **Skills:**   1. Rules in place 2. Control and concentration 3. Ability to work co-operatively with peers. | | |
| **ASSESSMENTS** | | | | | | |
| **Observations:** | | | * Are the students following the rules? Can they be controlled with simple commands? Are they concentrating? | | | |
| **Key Questions**: | | | * How does this game compare to putting on a play? How were you able to have success? | | | |
| **Products/Performances:** | | | * Student discussion, participation in games. | | | |
| **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** * **Course outlines for all students.** | |
| **PROCEDURE** | | | | | | |
| ***Prior to lesson*** | | Get there early to write outline on board and greet students coming in individually. Have course outlines ready. | | | | |
| **Introduction** | | | | | | **Time** |
| ***Attention Grabber*** | | Circle sit. Short introduction of myself. Question for me, and I get to ask one back, if large amounts of students scrap this in favour of partner introductions. | | | | 1 |
| ***Expectations for Learning and Behaviour*** | | Respect for the classroom environment (physical and non-physical) and everyone in it (physically and non-physically). All rules boil down to these two. Think of some examples. | | | | 10 |
| ***Assessment of Prior Knowledge*** | | How many of you have taken a drama class before? Who has taken one here? Regardless you are all welcome. | | | | 15 |
| ***Advance Organizer/Agenda*** | | Go over day’s agenda on board. | | | | 19 |
| ***Transition to Body*** | | Walk. | | | | 20 |
| **Body** | | | | | | **Time** |
| ***Learning Activity #1*** | | **Walk Progression:**  Walk and greet, walk and high five, shake hands, offer compliment. | | | | 20 |
| *Teacher Notes: Assessments/ Differentiation* | | How are the students interacting? How freely do they talk/touch etc. | | | |  |
| ***Learning Activity #2*** | | **Neighbor name game:**  Circle up holding hands, pull out and drop. Learn name of people beside you. Test and switch. Gradually add people. At end do everyone with a partner beside you. Reflect on the challenge. | | | | 25 |
| *Teacher Notes: Assessments/ Differentiation* | | Do they all try to remember each other’s names? | | | |  |
| ***Learning Activity #3*** | | **Atom:**  Students move about the room, joining groups of number selected. Eventually end with two, group selection for next activity. | | | | 35 |
| *Teacher Notes: Assessments/ Differentiation* | | Are students comfortable joining groups? | | | |  |
| ***Learning Activity #4*** | | **Partner introductions:**  A’s and B’s. Ask three questions. Name, Passion, and question of your choice. Switch and present. | | | | 40 |
| *Teacher Notes: Assessments/ Differentiation* | | Do students listen to the other students during presentation? | | | |  |
| ***Learning Activity #4*** | | **Blob Tag:**  Students play a round of blob tag, Reflect on the nature of PLAY, (why are plays called plays?) working together, objective, obstacle, motivation and tactics. | | | | 50 |
| *Teacher Notes: Assessments/ Differentiation* | | Do students play well together? Are they insightful about the nature of drama shown by the game? | | | |  |
| **Closure** | | | | | | **Time** |
| ***Consolidation of Learning:*** | | | Quizzes described. Write out an example on the board. | | | 65 |
| ***Feedback From Students:*** | | | Elicit responses of what we learned today. | | | 70 |
| ***Feedback To Students*** | | | Thanks for your hard work, great job. Be specific. | | | 71 |
| ***Transition To Next Lesson*** | | | Next class we will start with a short quiz. See you tomorrow! | | | 72 |

|  |  |
| --- | --- |
| **Sponge Activity/Activities** | More time on games. |

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

Assessments:

Assessments for this unit include:

1. Quizzes, to be administered on material from the preceding day. These will be used as study notes for the final exam.
2. A rubric for the final performance of the three shows.
3. In class projects tied to the various performances. (e.g. a playwriting project for the grade 11 students)
4. A daily checklist, modified for each objective.

Entrance Quiz Example From Lesson Four:

MCj02389650000[1]

Entrance Questions

**Topic**: Improvisation Foundations NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Teacher: Mr. MacBean

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2. What is the opposite of “Wimping”? Give an example. ( /2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**:** September 8th Mr. MacBean

**Universal Checklist**:

Course: Drama 9

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 N = No. Mark refers to quiz for that day.

Materials:

* Clear Space
* Video projection/display
* Chairs
* 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

Resources Distributing Centre.

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.