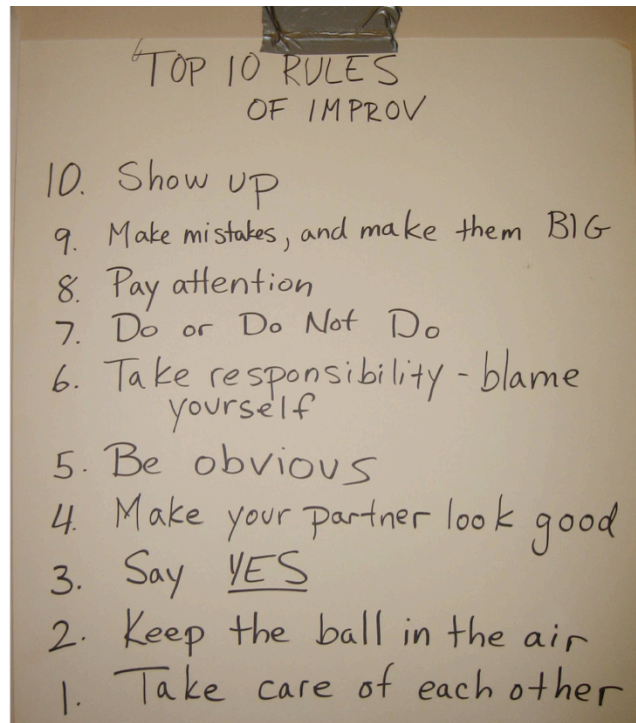


IMPROV GAMES



Ball games (Ball, Zip Zap Zop, First Letter Last Letter, Arithmetic)

Purposes: make mistakes, pay attention, say yes, keep the ball in the air, make the ensemble look good, being present

Circus Bow

Purposes: focus on taking risks as a positive thing, and making mistakes is no big deal

Pass the Clap

Purposes: being in synch, everyone listening and following the line of argumentation

Magic Clay & Giving Gifts

Purposes: giving and receiving, "yes, and...", trusting in the creative process

Go

Purposes: paying attention

123 Clap Stomp Jump (in pairs)

Purposes: paying attention, making mistakes

Ball Games



Ball games

Purposes: make mistakes, pay attention, say yes, keep the ball in the air, make the ensemble look good, being present

Zip Zap Zop (in curriculum)

Instructions: Stand in a circle. Each person makes a verbal offer to another person by throwing an invisible ball to someone, saying zip, zap, or zop (one each, in that order).

The catcher then becomes the thrower and sends the next word to someone else in the circle. Play continues in any order.

Alphabet Circle

Instructions: Great warm-up game to sharpen concentration. Everyone in a circle.

One player starts by throwing an `A` to another player. That player throws as fast as possible a `B` to someone else. And so on.

If you work with a large group, you can divide them into 2 circles, call `em Team Gold and Team Silver, and time how fast they can get to `Z`.

Variations

Any player has the option to change the sequence from A-Z to 1-10 and vice versa.

Time it. Or change to 1-10

Gift Giving



Generative Games

Purpose: making offers, accepting offers regardless of their clarity, making your partner and the ensemble look good, saying yes

Magic Clay

Instructions:

A piece of magic invisible clay is passed around the circle. Each person molds the clay into a new object. Because of the magical properties of the clay, it can grow and shrink in size, shape, and texture to become anything the sculptor desires. This object is then passed to the next person who accepts it as it comes to them. They then begin the process of molding - reshaping the current object as they need to create their own object.

Gift Giving

Instructions:

Partners stand facing each other with a huge closet of unlimited gifts behind them. One player offers their partner a gift from the closet by handing them a gift wrapped in a box. This gift can be of any dimension, and the exchange gives an offer of size, weight, and/or shape.

The receiver then opens the gift and names the present by thanking the giver (ex. Thank you for this grapefruit) as they pick up and handle the gift.

Generativity



Generativity Games

Purposes: being present, generate ideas, make mistakes

Translate Gibberish

Instructions: This is best played with an odd number of players. Everyone in a circle. The first player gives a gibberish word to her right neighbor, who translates the word. The next player provides the next gibberish word, and so on.

Variations

The receiver can provide both the translation, and a new gibberish word.

You may want to add the origin of the language along with the translation.

Notes

Any gibberish word might be translated as `banana` of course, but that is not the idea of the exercise. For your translation, use the first thing that comes to mind. You may be inspired by the whole sound of the word (it might sound like something `known`), or parts of the word (only the vowels, or only the consonants), or by the intonation of the `giver`, or even by her expression or body language.

Try gibberish in different `languages` or `accents`. Also known as **Gibberish Dictionary**.

Circus Bow



Circus Bow

Purposes: Taking risks is a positive thing, and mistakes is no big dea.

Instructions:

A circus bow can be used at any point in any improv game, or during math activities. We borrow from the circus tradition when a mistake is made. Instead of grimacing and shrinking uncomfortably, when we make a mistake, we throw our hands in the air, and proudly proclaim “I failed!”, “I make a mistake!”, or simply “Woo hoo!”.

Clap, Stomp, Jump

Instructions:

Everyone gets a partner to work with to verbally repeat patterns of numbers and gestures.

Round 1: With a partner repeat aloud the counting sequence 1, 2, 3, 1, 2, 3 ... Take turns with each person saying only one number in the sequence at a time.

Round 2: Repeat the exercise substituting clapping your hands for saying the number 1.

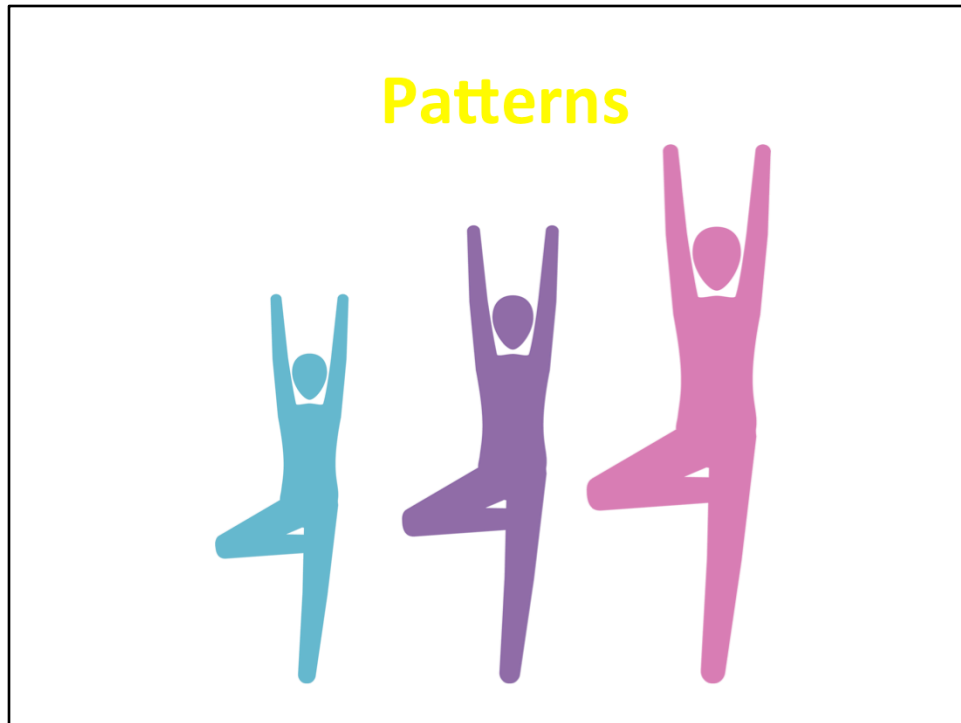
<clap>, 2, 3, <clap>, 2, 3, ...

Round 3: Repeat again substituting stomping a foot for saying 2. <clap>, <stomp>, 3, <clap>,

<stomp>, 3, ...

Round 4: Repeat once more substituting a small jump (or hop) for saying 3. <clap>, <stomp>,

<jump>, ...



Pattern Game

Purposes: being present, generate ideas, make mistakes

Pattern dance [Carrie Lobman, unscripted learning]

Stand in circle.

First do an AABB pattern (you can make a movement, make a sound for the first ABB, then the fourth person follow suit with what the first person did).

Second round, do ABC or AAB, or ABCC, pattern.

Third round, no pattern stated, it self-generates. [see how that goes]

Yes, and...



“Yes, and...” games

Purposes: Learning the how to be receptive and take an offer.

School Trip Planning

Instructions:

Pairs of students come to the front of the room to plan a school trip.

One person is given the role of idea generator in each round of the game, suggesting new ideas to kick off the planning process.

The other person then responds, within given constraints for each round, as they help plan.

Round 1: Each response to the new ideas must be a sentence beginning with the word No.

Round 2: A final trip idea is planned and the response to new ideas is now Yes, And...

May I come over

Instructions:

Everyone is arranged into a circle. One person, Mary, asks of another “Joe, may I come over?” to which Joe replies, “Yes”. Waiting until she gets the “yes” from Joe, Mary then crosses the circle to take Joe’s place. Before Mary arrives, Joe finds another person and asks, “Susan, may I come over?” when Susan says “yes”, Joe starts to cross to take her place just in time for Mary to move into his former spot in

Story Building



Story building

Purposes: Co-creation of a story, making connections and justifying, building on ideas

Word at a time story

Instructions:

Participants stand in a circle. The goal is to tell a story (make a sentence) collectively. The first person starts the sentence by saying one word. The next person adds another word that would make sense given the first word, and so on, until a story has emerged. When the end is evident, the last person says “period.”

String of pearls

Instructions:

A story is told in seven lines, each line added one at a time as people fill in the spots in a lineup. The first person is asked to give the first line of a story that has never been told and stand on one end of a line. A second person stands at the other end of the line and says the final line of a totally unrelated story. A third person stands somewhere between them and gives a middle line of another story unrelated to the first two.

Each person now says their line in order from first to final telling a, now, three-line story. A fourth person then adds another line attempting to fill in the gaps to make a single, unified story and the story is told again with each person saying their own line

I am a Tree



Freeze tag

Instructions:

Two participants create a scene, spontaneously. When another participant sees an opening, she yells “freeze”, and the first two actors, stop and maintain whatever position they were in when they heard “freeze.” The entering participant taps one of the original pair, and enters the scene in the same position as the outgoing person. This new actor will start a whole new story, using her starting positions, and the initial actor plays along with the new story.

I am a Tree

Instructions:

Students will build a three-person still-life scene.

Stand in a circle. Students jump in spontaneously.

The first student takes the pose of an object and declares what they are, for example, I am a tree.

The second student comes in and adds something to the scene, declaring what they are, for example, I am a bird.

The third student comes in and adds the final piece to the scene, declaring what they are, for example, I am a squirrel.

The class applauds the scene, and the stage is cleared for the next one.

Story Spine

- Once upon a time...
- Every day...
- But one day...
- Because of that...
- Because of that...
- Because of that...
- Until finally...
- Ever since that day...
- The moral of the story is...

Story Spine

Instructions:

The story spine is an eight-line story form that gives a framework to tell stories with a group. It can be used in many contexts, but in this case we used it to tell stories.

Once upon a time...

Every day...

But one day...

Because of that...

Because of that...

Because of that...

Until finally...

Ever since that day...

The moral of the story is...

In a circle, one person starts by reading the first line and finishing it as a single and simple (not run-on) sentence.

The person next to them then reads the next line of the spine and finishes that sentence.

After 8 people, the story has been told and the 9th person can add a moral to the story that sums up the main theme.

Play 2-3 times around the circle.

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