

# **Albert & Friends Instant Circus Games**

**X**

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# Introduction

At Albert & Friends Instant Circus we believe that play is one of the most powerful learning tools. This is why we use games to teach everything, from life skills to walking on stilts. One of the main reasons we use games is because it includes children in the learning process in a truly active way. At A&FIC we believe if a child is included as an active participant in the learning process they not only learn a skill, but how to learn. And what better way to achieve this than through play.

## Games Layout

**Method:** Here is where we explain how to set up the game.

**Objective:** Here is where we explain what the child is aiming to achieve within the game.

**Outcome:** Here is where we list what we are trying to help the child achieve through engagement with this game. We have written these into six clear categories with the definitions we will be using below.

**Leads To:** Sometimes the game is played to prepare a young person to proceed onto a different skill, in this circumstance we have written it in this section.

## Outcomes

**Body Awareness:** The ability to control the body to an effective degree to bring about a number of different physical activities.

**Hand Eye Co-ordination:** The ability of the eyes to direct the hands in the accomplishment of a given task, such as handwriting or catching a ball.

**Self Esteem:** Self esteem is a confidence in our ability to think, to cope with the basic challenges of life and confidence in our right to be successful and happy.

**Teamwork:** The ability to work collaboratively within a group to achieve a goal.

**Rhythm:** An understanding of and an ability to repeat a regular pattern of movement or sound.

**Creative Thinking:** Any imaginative activity fashioned so as to produce outcomes that are both original and of value.

# General Physical Intelligence

## Blind Ninja

**Method:** Make a circle. Place two young people in the middle and blindfold them, they are now blind ninjas. Place two newspaper or foam swords within the circle, Spin the two ninjas so they are disorientated. The ninjas must find a sword and touch their opponent with it. The young people standing in a circle must look after the ninjas and guide them back in to the middle if they stray out of the circle.

**Objective:** To strike your opponent before being struck.

**Outcomes:** Creative Thinking, Teamwork, Self Esteem, Body Awareness, Hand Eye Co-ordination.

## Points of Contact

**Method:** Split them into groups. Say a number, this is the number of points of contact they are allowed with the floor. Start simple, e.g. if it is a group of four start with eight points of contact and build up to only one or 30.

**Objectives:** To work as a team to achieve the points of contact required.

**Outcomes:** Communication, Teamwork, Self Esteem, Body Awareness, Creative Thinking

## Alphabet Game

**Method:** Ask each child to choose a letter and then make it with their body. They must then team up with other participants and make words.

**Objective:** To contort your body to clearly show a letter of the alphabet then to work as a team to make a word.

**Outcomes:** Creative Thinking, Teamwork, Self Esteem, Body Awareness.

## Sleeping Lions

**Method:** Get the young people to lie down on their backs. They must remain completely still while you try to make them move. If they

move or make a noise they are out and then must try to get others out, no physical contact is allowed.

**Objective:** To remain motionless until you are the last one left lying down.

**Outcomes:** Body Awareness, Creative Thinking

**For Teamwork:** They must all lie still while you count to 5,10 or 20 depending on the age of the group. Everytime there is a movement or sound you start again.

## Stop Game

**Method:** Get the group to walk around the room balancing the space as they go. Then ask them to stop walking together without talking or gesturing. This can start as a gradual stop but eventually must be an immediate stop all together.

**Objective:** To start and stop as a team without any communication.

**Outcomes:** Teamwork, Creative Thinking, Body Awareness, Rhythm.

## Shape Game

**Method:** Split the young people into groups. Ask them as a group to make shapes. Start off simple; a square, a circle, letters, numbers, then increase to a cube, a flower, a car with moving parts etc. Give extra praise for creativity as well as accuracy.

**Objective:** To work as a team to make the most imaginative and accurate shape possible.

**Outcomes:** Creative Thinking, Teamwork, Self Esteem, Body Awareness.

## Swedish Jumping Game

**Method:** All the young people must begin in contact with whoever is 'on'. The group can only move through jumping and can only jump when the person who is 'on' jumps. The person who is 'on' must touch a person to get them out. You are also out if you jump when the person who is 'on' doesn't.

**Objective:** To evade the person who is 'on' until you are the only one left.

**Outcomes:** Creative Thinking, Body Awareness, Rhythm

# Equilibre

## Bean Bag Battle

**Method:** Young people must balance a beanbag on their head. You then start knocking the beanbags off their heads. Once this happens to a young person they must freeze until someone with a beanbag still on their head comes and picks it up for them.

**Objectives:** To keep your beanbag on your head and to work as a team to ensure that you keep as many beanbags on heads as possible.

**Outcomes:** Team work, Body Awareness, Hand Eye Co-ordination, Self Esteem

**Leads To:** Stilts, Ball walking, tightrope

## Heel Walking Beanbag

**Method:** All young people must play Bean Bag Battle but whilst walking on heels

**Objective:** The object of the game is for the group to work together to keep as many bean bags on heads as possible at all times. Also to engage the muscles memory to learn the balance for walking on stilts.

**Outcomes:** Team work, Body Awareness, Hand Eye Co-ordination, Self Esteem

**Leads to:** Stilts

## Stacking

**Method:** Stack as many manipulation elements on young people. Spinning plates, bean bags, flower sticks etc. and on as many parts of body as possible, head, shoulders, hands etc. Then the young person must do this whilst balancing on equipment or performing a routine.

**Objective:** To keep all of the stacks balanced throughout the different activities.

**Outcomes:** Creative Thinking, Body Awareness, Self Esteem

**Leads to:** Stilts, Ball walking, tightrope

## Stilt Obstacle Course

**Method:** You set out an obstacle course of manipulation equipment e.g. stepping over stacks, slaloming through clubs, turning round inside hoops, stepping in and out of rings etc. Contestants can complete the task on or off equipment. Time them with penalties for mistakes.

**Objective:** To complete the obstacle course in the quickest possible time whilst maintaining balance

**Outcomes:** Creative Thinking, Body Awareness, Rhythm, Self Esteem

## Stilt Football

**Method:** Place enough young people on stilts to have a game of football. Choose two teams of equal skill level place a football in the middle and play.

**Objectives:** To work as a team to score the most amount of goals and to concede the least.

**Outcomes:** Creative Thinking, Teamwork, Body Awareness, Rhythm, Hand Eye Co-ordination, Self Esteem,

## Islands

**Method:** Participants must be on stilts. Place hoops, rings or ropes out on the floor. Each circle is an island. When you say go they have a set time to get into and stay within an island, make the time shorter each time or remove an island each time. The teacher is a Monster who will catch them if they are late or step out of an island.

**Objective:** For all the young people to work together to avoid being caught by the monster

**Outcomes:** Teamwork, Creative Thinking, Body Awareness, Rhythm, Self Esteem,

## Earthquake

**Method:** (mainly for under 12) Participants must survive different levels of earthquake on the ball without falling off or touching the floor. Level 1 lying stomach down on the ball, you then shake and spin the ball as if there is an earthquake. If they survive this proceed to level 2, on their hands and knees, then to level 3 standing, level 4 stepping as if the ball is covered in lava and you cannot put one foot on for too long. Any levels from here on in can be challenges such as jumping asteroids, walking forwards away from lava etc.

**Objectives:** To keep your balance and progress through all levels of the earthquake challenge.

**Outcomes:** Creative Thinking, Body Awareness, Rhythm, Hand Eye Co-ordination, Self Esteem

## Ball Battles

**Method:** Split a group of young people into two, line them up in front of a ball each. Each team tries to win points by battling against each other with different challenges. No physical contact is allowed. Develop the difficulty as skill increases e.g. longest balancing sitting, longest on hands and knees, on stomach, walking, doing a dance etc.

**Objective:** To work as a team to earn the most points and beat the room records.

**Outcome:** Teamwork, Body Awareness, Creative Thinking, Self Esteem, Rhythm

## Story Balance

**Method:** Place a child on any balance equipment (ball or rolla bolla are best) and create a world. For example on the rolla bolla they are at sea, encourage them to see birds, fish, whales etc. As each new creature comes a new balance style is required, a large whale will make a big wave which will knock the rolla bolla from side to side etc.

**Objective:** To engage imaginatively and pleasurably with a physical activity.

**Outcomes:** Creative Thinking, Self Esteem, Body Awareness, Rhythm

## Tightrope Battles

**Method:** Place two young people on the tightrope and time who can stay up the longest. No physical contact is allowed. Once skill level increases set challenges to complete e.g. walking forward, crouching down, lying down etc.

**Objective:** To stay on longer than your opponent and to beat the room records.

**Outcome:** Body Awareness, Creative Thinking, Self Esteem,

## Challenge Day

**Method:** Set out various different bits of equipment e.g. Unicycle, Ball, Tightrope and the Rolla Bolla. Decide challenges for each piece of equipment depending on the skill level e.g. ride 4 feet on the unicycle, 10 seconds balancing on the ball, 7 seconds on one foot on the tightrope and 15 seconds on the rolla bolla. The participants must then achieve all the challenges before the end of the session.

**Objective:** To engage with each piece of equipment to achieve all the challenges.

**Outcome:** Creative Thinking, Teamwork, Self Esteem, Body Awareness, Hand Eye Co-ordination, Rhythm

## Missions

**Method:** Set out all equipment in an obstacle course. E.g. walk across the tightrope, then swing on a rope onto a crashmat, then jump on the trampete up onto a platform. Create a story that the young people must engage with imaginatively and as a team. Change skill level to match the age range.

**Objective:** To engage imaginatively and pleasurably with a physical activity.

**Outcomes:** Creative Thinking, Teamwork, Self Esteem, Body Awareness, Hand Eye Co-ordination, Rhythm

## Counting Game

**Method:** The young people must lie on their backs on the floor and attempt to count together to 10, 15, 20 depending on their age/ability. If two people speak at the same time they must start counting again from 1.

**Objective:** To get all the way to 10, 15 or 20 with no mistakes.



**Outcomes:** Teamwork, Creative thinking, Rhythm

## **Snakes**

**Method:** Start with one person on their bellies and with everyone in contact with this one person. The snake is the person on their belly and can only move on their belly, they must catch all others by hadding them. When you are caught you become a snake and must work with other snakes until there are no humans left.

**Objective:** To be the last human alive

**Outcomes:** Creative Thinking, Teamwork, Body Awareness

**Developments:** Put handicaps on the humans, they can only hop, jump, pigeon walk etc.

## **Spiders:**

**Method:** Start with one person sat on their bums and with everyone in contact with this one person. This is the spider, they can only move on their hands and feet with their belly facing the ceiling. When you are caught you become a spider and must work with other spiders until there are no humans left.

**Objectives:** To be the last human alive.

**Outcomes:** Creative Thinking, Teamwork, Body Awareness.

**Developments:** Put handicaps on the humans.

# Manipulation

## Plate Challenge

**Method:** Depending on the age or skill level, every young person must be spinning or balancing a plate on a finger. You then ask for a series of tasks to be performed. E.g. sit down, stand up, lie down, stand up, pass the plate around head, belly, through legs etc.

**Objective:** To keep the plate spinning and balanced through all of the tasks

**Outcomes:** Body Awareness, Hand Eye Co-ordination, Self Esteem, Creative Thinking

## Stick Contact

**Method:** Split the group into pairs with one stick for each pair. The pairs push either end of their stick with a finger each, this pressure must keep the finger balanced between you. Ask the pairs to perform various tasks, then get either partner to lead and create their own movements.

**Objective:** To keep your stick balanced whilst performing a range of different physical activities.

**Outcomes:** Hand Eye Co-ordination, Body Awareness, Teamwork, Creative Thinking, Self Esteem

**Developments:** Ask the pairs to team up with another pair. Keep multiplying the groups until you have a large circle of sticks performing all sorts of physical activities. Now play the same game but on equipment.

## Bean Bag Challenge

**Method:** Every young person must throw a bean bag in the air and catch it. You then ask for a series of tasks to be achieved each time the bag is in the air. E.G. as many claps as possible, turn around, touch the floor, sit down and stand up etc.

**Objective:** To throw the bean bag in the air perform the required task and to catch the bean bag.

**Outcomes:** Hand Eye Co-ordination, Body Awareness, Creative Thinking, Self Esteem, Rhythm

## Hula Hoop Challenge

**Method:** Every child must be hoola hooping. You then ask for a series of tasks to be performed. E.g. Turn around, walk forward, kneel down, catch a bean bag etc.

**Objective:** To keep the hoola hoop spinning through all of the required tasks.

**Outcomes:** Body Awareness, Rhythm, Self Esteem

## Circle and Cross

**Method:** With your right hand draw a circle in the air, then draw a cross with the left. Now attempt to draw both at the same time

**Objective:** To draw a perfect circle and cross at the same time.

**Outcome:** Hand Eye Co-ordination, Creative Thinking

## Mexican Wave

**Method:** Place the young people in a circle. You then pass an action round the circle like a Mexican wave, concentrating on specifics. E.g. hand on head, hand on ear, one foot up, head to side. Then move on to passing two actions round the circle, concentrating on the specifics of the sequence. E.g. Right arm up and left arm up, right foot in and left foot in etc.

**Objective:** To observe the sequences correctly and to pass them round the group in rhythm and without mistakes

**Outcomes:** Hand Eye Co-ordination, Body Awareness, Rhythm, Teamwork

## Juggling Butchers Picnic

**Method:** Every young person must be juggling, if they cannot juggle they can balance or spin a plate. They then have to try and stop each other from juggling. The only rule is no physical contact another person.

**Objective:** To be the last person juggling.

**Outcome:** Creative Thinking, Self Esteem, Rhythm, Hand Eye Co-ordination, Body Awareness

## H.O.R.S.E.

**Method:** Split the young people into pairs with the same equipment for each pair. They take it in turns to show a trick which their partner has to replicate. Each time a partner fails to replicate a trick exactly they get a letter until one of the partners has all the letters to the word HORSE.

**Objective:** To successfully replicate all tricks shown by your partner to avoid receiving letters.

**Outcome:** Creative Thinking, Hand Eye Co-ordination, Body Awareness

## What can you juggle?

**Method:** Begin with all young people juggling three balls. Then ask them to replace one ball with one accessory of clothing, a shoe, a hat, a wallet etc. Ask them to keep replacing juggling balls with objects until they are juggling totally different objects.

**Objective:** To successfully juggle all new objects.

**Outcomes:** Creative Thinking, Hand Eye Co-ordination, Rhythm

## Doubles

**Method:** Stand the young people in two lines facing each other. Give them all either a bean bag/ring/club depending on skill level. Partner yourself with one child and begin demonstrating a passing sequence that all partners must learn and perform. E.g. pass under the leg, turn round and pass, pass and clap, catch and pose etc. Ask the young people to create their own ending.

**Objective:** To learn and perform a passing sequence with a partner

**Outcomes:** Teamwork, Rhythm, Creative Thinking, Hand Eye Co-ordination, Self Esteem

## Ultimate Confusion

**Method:** Place the young people in a circle. Pass a bean bag round in a specific order that must be remembered, calling names as you throw. Ask them to remember who passed it to them and who

they pass to. Once this is perfected various developments can take place:

- Add in several bean bags
- have one colour for going forwards and one for going backwards
- have them doing all of the above whilst walking/running around the room
- have them singing a song at the same time etc.

**Objective:** To complete all developments of the game whilst not dropping a bean bag and maintaining the correct order.

**Outcome:** Teamwork, Rhythm, Creative Thinking, Hand Eye Co-ordination, Body Awareness

## Keepy Uppy

**Method:** The group must work together to keep hitting a ball up in the air. You cannot catch the ball and you cannot hit it twice in a row. Count each touch to measure progress. All members of the group must touch the ball.

**Objective:** To keep the ball up in the air for the most amount of touches possible.

**Outcomes:** Team Work, Creative Thinking, Hand Eye Co-ordination, Body Awareness, Self Esteem, Rhythm

## Keepy Uppy Obstacle

**Method:** Whilst playing Keepy-Uppy you must complete an obstacle course. E.g. travel from one side of the room to the other, travel through a slalom of cones, up stairs and back again etc.

**Objective:** To complete the obstacle courses whilst keeping the ball in the air

**Outcome:** Teamwork, Creative Thinking, Hand Eye Co-ordination, Body Awareness, Self Esteem, Rhythm

## Circle Dive

**Method:** Set out a circle large enough for the group to stand inside it. They must keep a ball up in the air as a group. Each time a young person touches the ball they must leave the circle until there is only one person left. Once the final person hits the ball everyone may re-enter the circle and start again.

**Objective:** To see how many times you can empty and refill the circle of people without letting the ball hit the floor.

**Outcomes:** Team Work, Rhythm, Creative Thinking, Body Awareness, Hand Eye Co-ordination, Self Esteem

# Aerial

## Twister

**Method:** Attach coloured silks or fabric to different parts of the trapeze. Call out colour combinations with different parts of the body e.g. Right hand red, left foot yellow.

**Objective:** The young people must complete all colour/body combinations without falling.

**Outcomes:** Creative Thinking, Body Awareness, Self Esteem, Hand Eye Co-ordination, Self Esteem

## Stop Game

**Method:** Use an aerial instruction book, flip the pages until the young person shouts stop. Whatever page you land on they must learn and complete this move.

**Objective:** To learn and complete a new move

**Outcomes:** Body Awareness, Self Esteem

## Rhythms Routines

**Method:** Develop a very basic routine that is easy and repeatable. Perform the routine once just on a technical level. Now ask them to repeat it but with a different quality of movement, weightless and graceful, erratic and stop start, weighty and slow motion etc. To make this easy include these qualities of movement as part of the warm up so the young person understands the request.

**Objective:** To complete a basic routine under the constraints of different rhythms and qualities of movement.

**Outcomes:** Body Awareness, Creative Thinking, Rhythm, Hand Eye Co-ordination, Self Esteem

## Animals

**Method:** Develop a very basic routine that is easy and repeatable. Perform the routine once just on a technical level. Now ask them to repeat it but as different animals, monkey, swan etc. Increase technical ability depending on the individual

**Objective:** To complete a basic routine as different animals in the most creative way possible.

**Outcomes:** Body Awareness, Creative Thinking, Rhythm, Hand Eye Co-ordination, Self Esteem

## **Copy, Mirror, Compliment**

**Method:** The instructor forms a position with their body, the young people must copy, mirror or compliment that position on a piece of aerial equipment. To copy they must do as you do, right arm copies right arm, right leg copies right leg etc. To mirror they must do as they see, right arm copies left arm, right leg copies left leg etc. To compliment they must create a version of what they see that is similar but new and complimentary.

**Objective:** To successfully complete all of the proposed positions under the different constraints of copying, mirroring and complimenting.

**Outcomes:** Body Awareness, Creative Thinking, Rhythm, Hand Eye Co-ordination, Self Esteem

## **Variants in Pairs**

**Method:** Put the young people in pairs. They take in turns to show a move, the partner must then show a complimentary variant of the move that has just been done.

**Objective:** To begin creating moves and develop a thinking outside the box attitude to learning trapeze

**Outcomes:** Teamwork, Body Awareness, Creative Thinking, Rhythm, Hand Eye Co-ordination, Self Esteem

## **Follow the leader**

**Method:** All of the young people perform a move that the rest of the group must copy. If the rest of the group don't know it then the leader must talk through instructions. Pay attention to different levels of confidence and skill.

**Objective:** To peer learn, through observation and explanation, a move from every student.

**Outcomes:** Body Awareness, Teamwork, Creative Thinking, Rhythm, Hand Eye Co-ordination, Self Esteem



## Music Freestyle

**Method:** For advanced students. Have a minimum of three different pieces of music with clearly different energy and tempo. Ask the student to improvise routines or repeat old routines matching quality of movement with the different songs. Change the music with a different energy and tempo, ask them to react and change, both with technique and quality of movement.

**Objective:** To complement technique and quality of movement through the introduction of musical impulses.

**Outcomes:** Creative Thinking, Body Awareness, Hand Eye Co-ordination, Self Esteem, Rhythm

## Creation Space

**Method:** Ask the young people to create two new moves or shapes on the trapeze. If they are beginners emphasise it can be both simple and easy but must be shapes they enjoy. Once they have made two ask for two more. Push for a minimum of four or six. Then ask them to link all of the new moves together in a routine

**Objective:** To create a routine of entirely young people designed moves.

**Outcomes:** Creative Thinking, Body Awareness, Hand Eye Co-ordination, Self Esteem, Rhythm

# Acrobatics

## Lumberjack Pull

**Method:** Partners stand feet apart with right toes touching and holding right wrist to right wrist. They cannot touch the floor or move their feet from their starting positions.

**Objective:** To push or pull your partner off balance.

**Outcomes:** Creative Thinking, Body Awareness, Hand Eye Co-ordination

**Leads to:** Acro-balance

## Backwards Sumo

**Method:** Partners stand back to back. On a signal both individuals attempt to push their partners past a certain point.

**Objective:** To push your partner back past a designated point.

**Outcomes:** Body Awareness

## Spiders

**Method:** Start with one person sat on their bums and with everyone in contact with this one person. This is the spider, they can only move on their hands and feet with their belly facing the ceiling. When you are caught you become a spider and must work with other spiders until there are no humans left.

**Objectives:** To be the last human alive.

**Outcomes:** Creative Thinking, Body Awareness,

**Leads to:** Warms up arms, wrists and chore in order to do basic tumbling or handstand

## Falling, Farting, Flying

**Method:** Begin with one of the following and keep introducing until you are playing with all three variants at the same time. Falling: whenever somebody says falling they must count to 5 then put their arms out and fall backwards, the group must work to catch them. Flying: whenever somebody says flying they must count to 5 then fall forwards and the group must work to pick them up

and fly them forwards then place them back down. Farting: whenever somebody says farting they must count to 5 and the group must then get as far away from them as possible. Special attention must be paid to safety.

**Objectives:** To work as a group to ensure everybody is safe and protected and whenever somebody falls, flies or farts they are supported by the group.

**Outcomes:** Teamwork, Creative Thinking, Body Awareness, Hand Eye Co-ordination, Self Esteem

**Leads to:** Prepares young people for the trust required for Pyramids or Acrobalance

## Pyramid Prowess

**Method:** The young people must be able to build a basic pyramid before playing this game. Split the group into a minimum of two groups. Then set them any of the following challenges, which group can make a pyramid fastest, which can make a pyramid stand for the longest, which can make a new pyramid and which can make it the most creative, who can tell a story with 3 different pyramids.

**Objectives:** To work as a team to achieve the different pyramid challenges set.

**Outcomes:** Teamwork, Creative Thinking, Self Esteem, Body Awareness, Hand Eye Co-ordination

## Ankle/knee had

**Method:** Split the group into pairs. They begin on all fours and score a point every time they touch their opponents knee or ankle.

**Objectives:** To score more points than your partner within the time limit.

**Outcomes:** Body Awareness, Creative Thinking, Hand Eye Co-ordination

## Danielle Madness

**Method:** You gather a group into as small a circle as possible. Choose a codeword together chocolate, banana etc. On the count of three you get the young people to run around as fast as they can making as much noise as they can and on the code word they have to get back into the circle as quickly as possible. You can then pick more code-words which provoke different reactions, e.g. chocolate and you freeze, ice-cream and you make a shape, toilet and you run in slow motion etc.

**Objective:** To move as a group from complete chaos to an organized activity with concentration and precision and to enjoy silliness.

**Outcomes:** Creative Thinking, Teamwork, Body Awareness, Rhythm

## **Equilibrium Leans**

**Method:** Split the group into pairs. They must conduct the following balances between them maintaining their bodies completely straight. Toe to toe they must hold onto each others wrists and lean back, side by side holding closest wrists they must take their outside feet off the floor and lean to the side, facing each other they must push against each others hands and walk their feet away as far as possible, back to back they must walk their feet as far away as possible maintaining contact with their upper back.

**Objectives:** To complete all of the balances within your partners

**Outcomes:** Teamwork, Self Esteem, Body Awareness, Hand Eye Coordination

# Performance

## Chair Applause

**Method:** The group walk around a chair. One by one they all stand up on the chair and receive the furious applause of the entire group.

**Objective:** To understand and become comfortable with the sensation of applause.

**Outcomes:** Self Esteem, Creative Thinking, Teamwork

## Bus Ride

**Method:** One young person sits at the front of a bench they are the bus driver. Every other young person comes on the bus in a clear and extreme emotional state. If one came on crying the driver and whoever else is on the bus now cries with them, if they come on laughing the whole bus load start laughing with them and so it goes.

**Objective:** To work together being as ridiculous, playful and extreme with emotional states.

**Outcomes:** Self Esteem, Teamwork, Creative Thinking

## Introductions

**Method:** Ask the group to introduce four objects e.g. 'the broccoli, the chocolate, the cheese, the cauliflower'. They must introduce the 1<sup>st</sup> object as if it were on the floor, and each object is higher and higher until they are introducing something above their heads. With each object they must get louder and louder and bigger and bigger with their gestures. Once they are confident and loud, change the words to 'the incredible, the magnificent, the fantastic, US!'

**Objective:** To work as a group to gain the confidence required to give yourself a loud, bold and positive introduction.

**Outcomes:** Self Esteem, Creative Thinking, Body Awareness, Teamwork

## What are you doing?

**Method:** Put the group in a circle. One young person enters the centre and begins performing a clear physical action. Once the action is clear and established the next young person enters and asks “what are you doing?” the first person must lie and say a completely new and opposite action which the person asking the question must begin performing. You continue until all have had a go

**Objectives:** To engage playfully, physically and imaginatively with somebody else’s creative impulse. To propose silly and enjoyable ideas for others to perform.

**Outcomes:** Self Esteem, Creative Thinking, Body Awareness, Teamwork

## Yes!!! And...

**Method:** The group are now a chorus of optimists. Whatever one of the young people suggests they must reply “yes!!” As loudly and enthusiastically as possible and then begin doing whatever is suggested. Then another young person will say “and we are....” And they will add on the next suggestion to which everyone will reply “Yes!!!” and begin doing it. Start the group doing small simple actions like walking, running, waiting for a bus and build up to bigger more ridiculous actions such as flying, on the bottom of the ocean etc.

**Objectives:** To support each other within a group by engaging physically and positively with each others suggestion.

**Outcomes:** Self Esteem, Teamwork, Creative Thinking, Body Awareness

## Monsters

**Method:** The group sit in a circle. Demonstrate how to enter the middle as a monster. A monster can be any shape, size, character and rhythm. You enter the circle and try and be as ridiculous as possible, show that it is safe to be really big, bold and silly. Then move towards a young person as your monster and this young person must then become your monster and take your place. Once they have come into the middle as your monster they must then relax, make their own monster and then swap places with somebody else. Keep swapping through until everybody has had a go.

**Objectives:** To engage physically and enjoyably with being a monster.

**Outcomes:** Self Esteem, Creative Thinking, Teamwork

