



As promised, I'm not letting you go away empty handed. Following on from the topics discussed in the blog itself, in this resource you'll find activities for fun & play, collaboration and self exploration.

1. Fun & Play

Walk Like A...

Have your class sit in front of you whilst you walk up and down impersonating a monkey, let's say. (Anything obvious to start will do.)

Invite your class to identify who or what you were walking as. How did they know? Together, highlight the differences you made with your body to portray a monkey. Hunched shoulders, bent knees, heavy, hanging arms.

Ask students to find their own space in the room. On your instruction, they are to walk around the space as the character/animal you state.

Pause the class from time to time to highlight any particularly good or interesting interpretations. Again, invite children to identify the differences made in the body.

This activity is great for simply getting the creative juices going and as a fun introduction to a session.

Animals are a great choice for younger students to experiment with, whilst older students in KS2 could use this to explore emotions, characters from a story or people from a certain time period.





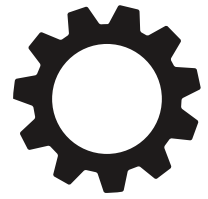
Building Statues

Ask students to find their own space and sit down.



Explain that you will call out a character and then count down from 5. As you count, students are to grow from a crouched position into a statue of the character you called. By the time you get to 1, all students should be frozen!

Encourage and highlight differences in the body, as well as facial expressions. (Statues mid-action tend to work best.)



This activity is great for focusing on slightly smaller changes to the body, refining aspects and making particular choices. It's also almost always a giggle to simply try and hold a pose!

A lovely way to share children's ideas and interpretations is to split your group in half. Have half performing, and half watching as an audience. Invite the audience to suggest reasons why they like some of the statues, highlighting what their peers have done in order to make their statue effective.

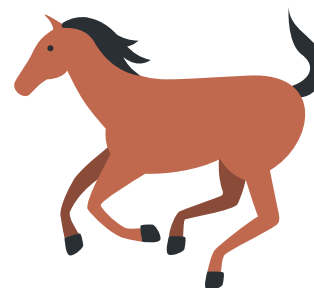




Yee Haw! (KS2)

This is a game for creating and building energy. Children are stood in a circle. If required, establish children's left and right before beginning.

- Demonstrate a lasso action above your head before pointing and swinging both arms to the person on your left as you call out Yee-haw! in your finest cowboy voice. Have everyone practice this altogether at the same time first.
- Once perfected, each student passes this action in the same way to the person on their left, one-by-one, around the circle until it makes its way back to you.
- Then, introduce a move to the right. Pull out some imaginary braces with your thumbs as you call out Hoe down to the person on your right. Again, practice altogether simultaneously first if need be, before sending it around the circle.
- This action can now reverse the direction of a Yee-haw! And vice versa.
- Starting slowly, begin to practice sending these two actions around the circle in their respective directions. Anyone is free to change direction at any time, so long as they perform the correct move.
- The aim is to get the actions moving swiftly around the circle with no hesitations or errors. Really encourage focus but most importantly big actions and big voices! (Think Woody and Jessie from Disney's Toy Story.)
- Once you're in full swing, introduce a final instruction 'Barn dance!' This requires everyone to safely find a new place in the circle (not the one immediately next to them!) thus creating a new circle.
- On arriving in the new circle, call out the name of a student for them to start passing a Yee-haw! or a Hoe down! again immediately.



3. Self-exploration

Changing Chairs

Chairs aren't necessarily required for this game, as it can take many different formats. However, I will explain its original format for the purposes of this resource, and because the name sounds cooler as such.

Students are sat on chairs in a circle. You will stand either in the middle (more fun!) or on the outskirts of the circle.

Tell students they are not allowed to speak during this activity, they are only to listen and respond accordingly.

Read or call out statements inviting students to 'Change chairs if...' and have a list of ideas ready for things you think your students can do, like or dislike, have or want etc.

Eg. Change chairs if you like pizza.

All students who like pizza are then safely, but swiftly, to stand up, cross the circle and sit in a different chair of someone who also likes pizza. (Encourage students to cross the circle and not simply sit in the nearest empty chair.)

Repeat and continue this process with a list of other statements:

Change chairs if...

...your favourite colour is blue.

...you have a sister.

...you like football.

...you're wearing red.

...you can do a cartwheel.

...you like Science.

...you read a book before bed last night.

The statements can be as fun or as serious as you like!

