



BLOCK 1 THEATRE GAMES

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BLOCK INTRODUCTION

This manual is a part of the Diploma Programme in Theatre Arts (DTH). There are five courses in this programme of which one is theoretical and four are practical. The Course we are going to discuss here is a practical course in which we will try to learn some Theatre Games.

There are forty-four Theatre Games in this manual. These are primarily designed to allow the learners to get rid of their inhibitions and encourage them to jump into the art of performance and also create a sense of group work which is the essence of any theatre work.

The learners are expected to carry these games at their study centers under the supervision of Academic Counsellors. At the end of each game, it is advised to discuss the process, procedure and the outcomes of each game. It is also advised to practice the games which need more practice and understanding until each game is understood by learner both in terms of its purpose and procedure.

You have to write down your observations at the end of each game in the manual and if you create any new game in the process share it with us. We welcome you all to the wonderful and fascinating world of theatre. All the best.



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GAME NO. 1 WHAT ARE YOU DOING?

Structure

- 1.0 Objectives
- 1.1 Process
- 1.2 Minimum Learner
- 1.3 Duration
- 1.4 Properties Requirement
- 1.5 Variation
- 1.6 Key Words

1.0 OBJECTIVES

After doing this game, you will be able to:

- 1. Respond spontaneously & build confidence.

1.1 PROCESS

- 1. Learners spread out in the room. Move freely jumping walking dancing around energetically.
- 2. When the facilitator says 'Stop', you all should freeze in the position you are in and then justify that position, i.e., kicking a ball, picking a stone, playing hockey etc.

1.2 MINIMUM LEARNERS

1 or more

1.3 DURATION

5-10 minutes.

1.4 PROPERTIES REQUIREMENT

None

1.5 VARIATION

Variation if any:

1.6 KEY WORDS

Properties:

Also known as prop. All small and large movable items used on stage or set, distinct from scenery, costumes and electrical equipments. Properties used by actors are known as hand properties.

GAME NO. 2 SECURE HANDS

Structure

- 2.0 Objectives
- 2.1 Process
- 2.2 Minimum Learners
- 2.3 Duration
- 2.4 Properties Requirement
- 2.5 Variation
- 2.6 Key Words

2.0 OBJECTIVES

After doing this game, you will be able to:

- Build Trust & Team work.
- Build trust and confidence between your team.
- Develop understanding and works as a team.

2.1 PROCESS

1. Group of six or seven learners are selected having approximately same height and weight.
2. Selected learners stand in a circle.
3. One learner stands in the center of the circle firmly. The other Learners provide support by putting two hands on the learner standing in center.
4. The learner standing in the center stands straight keeping his/her body rigid and eyes closed.
5. This learner gently leans backwards and is then passed around and across the circle.
6. After a while, the group gently brings the center learners body back to a central, upright position.

2.2 MINIMUM LEARNERS

6 or more

2.3 DURATION

8-10 minutes.

2.4 PROPERTIES REQUIREMENT

None

2.5 VARIATION

2.6 KEY WORDS

Trust Game: it's a kind of theatre game. Which is used by a director to develop trust within artists in a theatre group.



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GAME NO. 3 TOUCHING THE BACK

Structure

- 3.0 Objectives
- 3.1 Process
- 3.2 Minimum Learners
- 3.3 Duration
- 3.4 Properties Requirement
- 3.5 Variation
- 3.6 Key Words

3.0 OBJECTIVES

After doing this game, you will be able to:

- Build trust in your group.
- Work as a team.
- Develop the skill of connecting with and responding to the co-actor.

3.1 PROCESS

1. Learners are advised to sit on the floor back to back touching each other's back.
2. Try to stand with the support of each other's back.
3. Once the learners stand, facilitator asks them to sit down supporting each other.

3.2 MINIMUM LEARNERS

2 or more

3.3 DURATION

5-10 minutes

3.4 PROPERTIES REQUIREMENT

None

3.5 VARIATION

Variation if any:

3.6 KEY WORDS

Co-actor: Stage actor who is playing the role with another actor.

GAME NO. 4 BLIND FALL

Structure

- 4.0 Objectives
- 4.1 Process
- 4.2 Minimum Learners
- 4.3 Duration
- 4.4 Properties Requirement
- 4.5 Variation
- 4.6 Key Words

4.0 OBJECTIVES

After doing this game, you will be able to:

- Build trust between co-actors.
- Team work and work in a team and develop co-ordination.

4.1 PROCESS

1. Divide the learners into approximately the same size (body structure).
2. Learner will stand toe to toe facing each other, holding their hands and lean back, balancing one another and slowly stepping outwards.
3. Ensure that weight is taken evenly.

4.2 MINIMUM LEARNERS

10 or more

4.3 DURATION

10 minutes

4.4 PROPERTIES REQUIREMENT

None

4.5 VARIATION

4.6 KEY WORDS

GAME NO. 5 LIFT UP

Structure

- 5.0 Objectives
- 5.1 Process
- 5.2 Minimum Learners
- 5.3 Duration
- 5.4 Properties Requirement
- 5.5 Variation
- 5.6 Key Words

5.0 OBJECTIVES

After doing this game, you will be able to:

- Build trust among co-actors.
 - Work as a team.
2. Develop co-ordination.

5.1 PROCESS

1. One Learner lies on the floor and keeps his or her body rigid.
2. Six or seven learner lifts that learner above their heads.
3. Game is continued till everyone experiences the lift.

Note: Ensure safety while trying this game.

5.2 MINIMUM LEARNERS

5 or more

5.3 DURATION

10 minutes

5.4 PROPERTIES REQUIREMENT

None

5.5 VARIATION

Variation if any:

5.6 KEY WORDS

GAME NO. 6 OCCUPY THE TABLE

Structure

6.0 Objectives

6.1 Process

6.2 Minimum Learners

6.3 Duration

6.4 Properties Requirement

6.5 Variation

6.6 Key Words

6.0 OBJECTIVES

After doing this game, you will be able to:

1. Develop spontaneity.
2. Feel Motivated for Taking initiatives

6.1 PROCESS

1. Learners stand around the table/chair.
2. Objective is not to leave the table vacant.
3. One learner will jump or sit on table/chair and say one line and come back.
4. Another learner swiftly goes and says the line linked to the previous Learners line.
5. Continues till all the learners are done saying their lines.

6.2 MINIMUM LEARNERS

5 or more

6.3 DURATION

Depends upon the number of learners

6.4 PROPERTIES REQUIREMENT

Table, chair

6.5 VARIATION

Variation if any:

6.6 KEY WORDS

GAME NO. 7 CATCH LIFE

Structure

- 7.0 Objectives
- 7.1 Process
- 7.2 Minimum Learners
- 7.3 Duration
- 7.4 Properties Requirement
- 7.5 Variation
- 7.6 Key Words

7.0 OBJECTIVES

After doing this game, you will be able to:

- Get familiar with new environment.
- Enhance Concentration.

7.1 PROCESS

1. Learners stand in a theatre circle.
2. First of all one learner takes his/her name and throws the ball towards other learner.
3. Now that learner who received the ball will take his/her name and throw towards other learner and same will be done by the other learners.
4. When everybody gets familiar with each other's name then learners have to catch the ball when his/her name is called.

Note: motivation is catching the life.

7.2 MINIMUM LEARNERS

5 or more

7.3 DURATION

10-15 minutes.

7.4 PROPERTIES REQUIREMENT

One big size ball.

7.5 VARIATION

Variation] if any:

7.6 KEY WORDS

GAME NO. 8 DIALOGUE IN RHYTHM

Structure

- 8.0 Objectives
- 8.1 Process
- 8.2 Minimum Learners
- 8.3 Duration
- 8.4 Properties Requirement
- 8.5 Variation
- 8.6 Key Words

8.0 OBJECTIVES

After doing this game, you will be able to:

- Respond spontaneously & build confidence.
- Work in a team and develop coordination.

8.1 PROCESS

1. Learners are divided into two groups, each with a leader.
2. Both teams compete with each other.
3. When one team leader asks any question to the opposite team, rest of the member of that team will repeat the same question in a rhythm asked by the leader.
4. Now the second group leader reply to the first leader. Rest of the member of the second team will repeat the same reply in rhythm. E.g. If a leader from team 'A' asks 'who are you', rest member of team 'A' will repeat 'who are you' in a rhythm.
5. Now leader from team 'B' replies 'I am the king', the members of team 'B' will repeat 'I am the king' in rhythm.

8.2 MINIMUM LEARNERS

8 or more

8.3 DURATION

10-15 minutes.

8.4 PROPERTIES REQUIREMENT

None

8.5 VARIATION

8.6 KEY WORDS

Rhythm: the measured flow of words and phrases in verse or prose as determined by the relation of long and short or stressed and unstressed syllables.



GAME NO. 9 THAT'S NOT WHAT I DID

Structure

- 9.0 Objectives
- 9.1 Process
- 9.2 Minimum Learners
- 9.3 Duration
- 9.4 Properties Requirement
- 9.5 Variation
- 9.6 Key Words

9.0 OBJECTIVES

After doing this game, you will be able to:

- Develop communication skill.
- Enhance observation skill.

9.1 PROCESS

1. Learners stand in a straight line facing in the same direction.
2. The first Learner starts by making a gesture, for example starting a Bike may be with a little sound.
3. Next learner will turn towards him/her to observe the gesture and turn to show it to next learner. Then tries to do exactly the same.
4. This will continue till the last learner performs the gesture.
5. The first learner then shows what the gesture and sound was originally performed.
6. The facilitator can ask the learner to figure out where the gesture began to change.

9.2 MINIMUM LEARNER

8 or more

9.3 DURATION

5-8 minutes.

9.4 PROPERTIES REQUIREMENT

None

9.5 VARIATION

9.6 KEY WORDS

Gesture: In acting gesture is defined as a sign that communicates a character's action, state of mind and relationship with other characters to an audience.



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GAME NO. 10 WHO IS THE CHOSEN ONE?

Structure

- 10.0 Objectives
- 10.1 Process
- 10.2 Minimum Learner
- 10.3 Duration
- 10.4 Properties Requirement
- 10.5 Variation
- 10.6 Key Words

10.0 OBJECTIVES

After doing this game, you will be able to:

- Develop observation and sensory skills.

10.1 PROCESS

1. There should be no talking until the game is over. The group sits or stands in a circle and closes their eyes.
2. The leader tells them that one learner will be selected by a tap on the shoulder.
3. The Facilitator walks around the whole circle, and then asks the group to open their eyes.
4. The group members must look around and try to guess who was chosen. They are asked to remember who they decided upon but not to reveal it at this point.
5. The game is repeated. The Facilitator asks them to look around, on the count of three, point at the learner they thought was chosen first time. Everybody points.
6. Now, they do the same again for the second time.
7. Members are asked why they choose a particular learner, for example, the body language of that learner.
8. Then they are asked to put up their hands if they were touched the first time.

They discover that no one was touched the first time. They are asked to do the same for the second time. The group discover that they were all touched the second time.

10.2 MINIMUM LEARNER

5 or more

10.3 DURATION

10 minutes

10.4 PROPERTIES REQUIREMENT

None

10.5 VARIATION

10.6 KEY WORDS



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GAME NO. 11 DOING SOMETHING SAYING SOMETHING

Structure

- 11.0 Objectives
- 11.1 Process
- 11.2 Minimum Learners
- 11.3 Duration
- 11.4 Properties Requirement
- 11.5 Variation
- 11.6 Key Words

11.0 OBJECTIVES

After doing this game, you will be able to:

- Act on impulse.
- Develop Concentration skill.

11.1 PROCESS

1. Learners stand in a circle.
2. The first learner 'A' starts miming an activity, such as eating an apple.
3. The learner to their left 'B' says "What are you doing?"
4. 'A' keeps miming and at the same time says the name of a different activity. For example, if 'A' was miming eating an apple, he/she could say "playing the football". 'B' then starts playing the football. A stops their mime.
5. Now the third learner C asks B, "What are you doing?" B keeps playing the football and names a different activity, which C must mime, and so it goes on.
6. There should be no repetition and no similar activities. For example if you are miming playing cricket you cannot say, "Playing hockey".
7. Equally you should not name an activity that looks like the one you are actually doing.

11.2 MINIMUM LEARNER

2 or more

11.3 DURATION

Depends upon the number of the learners.

11.4 PROPERTIES REQUIREMENT

None

11.5 VARIATION

11.6 KEY WORDS

Miming (Mime): The art of portraying a character or a story solely by means of body movement (as by realistic and symbolic gestures).



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GAME NO. 12 MAKING A SHAPE

Structure

- 12.0 Objectives
- 12.1 Process
- 12.2 Minimum Learners
- 12.3 Duration
- 12.4 Properties Requirement
- 12.5 Variation
- 12.6 Key Words

12.0 OBJECTIVES

After doing this game, you will be able to:

- Develop coordination.
- Show your presence and react spontaneously.
- Use body to create shapes and objects.

12.1 PROCESS

1. Facilitator divides all the learners into the pair.
2. All the pairs move around the room filing up the space, keep changing pace, move in different directions, and move without touching others.
3. Facilitator keep the instructions like make a shape of square, triangle, numbers, alphabets etc.
4. Pairs will create the designs using their body.

12.2 MINIMUM LEARNERS

2 or more

12.3 DURATION

5-10 Mininuts

12.4 PROPERTIES REQUIREMENT

None

12.5 VARIATION

Variation if any:

12.6 KEY WORDS

GAME NO. 13 IDENTIFY THE LINE

Structure

- 13.0 Objectives
- 13.1 Process
- 13.2 Minimum Learners
- 13.3 Duration
- 13.4 Properties Requirement
- 13.5 Variation
- 13.6 Key Words

13.0 OBJECTIVES

After doing this game, you will be able to:

- Develop Observation skill.
- Enhance Concentration.
- Identify various voices.

13.1 PROCESS

1. The learners are advised to divide into two groups.
2. Each group makes a discussion and decides a sentence/slogan. E.g. one group may take “Jai jawan jai kisan” and second group may take “Aaram haram hai” etc.
3. Now both the group stands in front of each other.
4. When facilitator signals, both the group will start speaking their lines at same time and same volume.
5. At the same time learner should also listen and try to identify other team’s sentence/slogan.
6. The team who identifies the sentence/slogan first will be the winner.

13.2 MINIMUM LEARNER

12-30

13.3 DURATION

5-10 Mininuts

13.4 PROPERTIES REQUIREMENT

None

13.5 VARIATION

13.6 KEY WORDS



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GAME NO. 14 GUESS THE LEADER

Structure

- 14.0 Objectives
- 14.1 Process
- 14.2 Minimum Learners
- 14.3 Duration
- 14.4 Properties Requirement
- 14.5 Variation
- 14.6 Key Words

14.0 OBJECTIVES

After doing this game, you will be able to:

- Develop observation skills.

14.1 PROCESS

- 1 All the learners sit in a theatre circle
- 2 One learner will sit in the centre.
- 3 The learner sitting in the centre closes his/her eyes, and the rest of the group quietly chooses a leader.
- 4 The player sitting in the centre opens his/her eyes and tries to guess the leader by actions.
- 5 The entire group follows the leader, in everything he/she does.
- 6 As soon as the player sitting in the centre discovers who the leader is –the game is over.
- 7 Movements should be clear, not too fast, and Group should follow the leader quickly.

14.2 MINIMUM LEARNERS

5 or more

14.3 DURATION

5-10 Mininuts

14.4 PROPERTIES REQUIREMENT

None

14.5 VARIATION

14.6 KEY WORDS



GAME NO. 15 I AM NOT A GHOST

Structure

- 15.0 Objectives
- 15.1 Process
- 15.2 Minimum Learners
- 15.3 Duration
- 15.4 Properties Requirement
- 15.5 Variation
- 15.6 Key Words

15.0 OBJECTIVES

After doing this game, you will be able to:

- Build self confidence.
- Explore the self.

15.1 PROCESS

1. Learners are advised to stand in a circle.
2. Facilitator asks them to be relaxed and look down.
3. Facilitator counts “1, 2, 3...” and so on. In between he/she calls “look.”
4. On “look” everyone must look up and directly at someone in the circle.
5. If the learner you are looking is not looking at you that mean you are safe.
6. If that learner is also looking at you too, you both must scream “Aaa!” and fall down and you both are out.
7. On the next round the game will start with remaining learners.
8. Play until there is only one learner remaining or all are out.

15.2 MINIMUM LEARNERS

8 or more

15.3 DURATION

10 Minutes or more.

15.4 PROPERTIES REQUIREMENT

None

15.5 VARIATION

15.6 KEY WORDS



GAME NO. 16 PASS THE FEELINGS

Structure

- 16.0 Objectives
- 16.1 Process
- 16.2 Minimum Learners
- 16.3 Duration
- 16.4 Properties Requirement
- 16.5 Variation
- 16.6 Key Words

16.0 OBJECTIVES

After doing this game, you will be able to:

- Explore the self for emotional content.
- Build self confidence.
- Enhance observation skills.

16.1 PROCESS

1. The whole group should stand in a circle.
2. One learner in the circle begins by turning to the learner on his/her right and making a face.
3. The next learner then makes another face and passes it to the learner next to him/her, and so on.
4. The expressions should not be copied, but variations of a theme to be explored—such as each one thinking of a different emotional or funny face.

16.2 MINIMUM LEARNERS

2 or more

16.3 DURATION

5Minutes.

16.4 PROPERTIES REQUIREMENT

None

16.5 VARIATION

16.6 KEY WORDS

Expression: A facial expression conveys an emotion that tells us about the character and the way they react to the situation.



GAME NO. 17 TRY TO BE DIFFERENT

Structure

- 17.0 Objectives
- 17.1 Process
- 17.2 Minimum Learners
- 17.3 Duration
- 17.4 Properties Requirement
- 17.5 Variation
- 17.6 Key Words

17.0 OBJECTIVES

- After doing this game, you will be able to:
- Enhance observations skills.

17.1 PROCESS

1. Learners stand in a circle. Each learner chooses one learner in the circle to secretly watch.
2. Everyone closes their eyes and make a pose.
3. On the count of three everyone opens their eyes and begins to copy the learner they selected to observe.

Continue till the whole team comes to the point where everybody is in the same pose.

17.2 MINIMUM LEARNERS

5 or more

17.3 DURATION

5Minutes.

17.4 PROPERTIES REQUIREMENT

None.

17.5 VARIATION

Variation if any:

17.6 KEY WORDS

GAME NO. 18 TALK TO THE BALL

Structure

- 18.0 Objectives
- 18.1 Process
- 18.2 Minimum Learners
- 18.3 Duration
- 18.4 Properties Requirement
- 18.5 Variation
- 18.6 Key Words

18.0 OBJECTIVES

After doing this game, you will be able to:

- Project your voice.
- Expand your voice limitations.

18.1 PROCESS

1. Place the balls one after the other at various distance.
2. Learner looks directly at the first Ball and says any sentence or any line from their drama script.
3. Learner says the exact same lines to the second ball in different volume of the voice.
4. Now address the third ball with the same lines, obviously the projection of the voice will be louder in comparison to the previous attempts.
5. This is the best way to learn the voice projection and to address the first three rows, the middle rows, and the back rows of the theater.

Note: Try to hold the emotion, it should not be affected while changing the projection volume.

18.2 MINIMUM LEARNERS

5 or more

18.3 DURATION

5Minutes.

18.4 PROPERTIES REQUIREMENT

Three Balls.

18.5 VARIATION

18.6 KEY WORDS

Voice projection: In theatre, voice projection is the strength of dialogue delivery whereby the voice is used loudly and clearly.



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GAME NO. 19 WE ARE ANIMALS

Structure

19.0 Objectives

19.1 Process

19.2 Minimum Learners

19.3 Duration

19.4 Properties Requirement

19.5 Variation

19.6 Key Words

19.0 OBJECTIVES

After doing this game, you will be able to:

- Respond spontaneously & build self confidence.

19.1 PROCESS

1. Facilitator makes the pair.
2. Facilitator separates the pair and asks them to move around filling up the space.
3. The Facilitator calls out a phrase and the players must find their partner and create the scene. Like:
 - Dog in the canal: One learner stands with their feet apart and the dog lies down.
 - Ant on the table: One learner gets down on the knees like a table and the Ant sits gently on the table.

19.2 MINIMUM LEARNERS

2 or more

19.3 DURATION

5 Minutes.

19.4 PROPERTIES REQUIREMENT

None.

19.5 VARIATION

Variation if any:

19.6 KEY WORDS

GAME NO. 20 CREATE A CHARACTER

Structure

- 20.0 Objectives
- 20.1 Process
- 20.2 Minimum Learners
- 20.3 Duration
- 20.4 Properties Requirement
- 20.5 Variation
- 20.6 Key Words

20.0 OBJECTIVES

After doing this game, you will be able to:

- Enhance creativity.

20.1 PROCESS

1. Place the Properties in a bag.
2. Now learner will pick 2-3 prop from bag. They can take few minutes to create the character and came up with the performance.

20.2 MINIMUM LEARNERS

1 or more

20.3 DURATION

Depends upon the number of the learners.

20.4 PROPERTIES REQUIREMENT

Wig, Sticks, Toys, Stationeries, Newspaper etc.

20.5 VARIATION

VARIATIONS:

This can be planned with the group.

Variation if any:

20.6 KEY WORDS

GAME NO. 21 THE HITCH

Structure

- 21.0 Objectives
- 21.1 Process
- 21.2 Minimum Learners
- 21.3 Duration
- 21.4 Properties Requirement
- 21.5 Variation
- 21.6 Key Words

21.0 OBJECTIVES

After doing this game, you will be able to:

- Enhance observation skill.

21.1 PROCESS

1. One player takes on the role as the Driver.
2. Second Learner takes the lift as some Character.
3. Driver Observes and adopts the same Character.
4. As each new Learner boards the car they must adopt his/her characteristics, whenever the cab driver is talking to anyone of the passengers, they all must copy the characteristic, accent, body language etc. of the passenger.
5. When all the seats are filled the driver moves out and the one behind him becomes the driver.
6. The driver can become the character.

21.2 MINIMUM LEARNER

Four or more.

21.3 DURATION

5 minutes.

21.4 PROPERTIES REQUIREMENT

3 Chairs.

21.5 VARIATION

Variation if any:

21.6 KEY WORDS

Observation - The act of watching somebody/something carefully.

Concentration - The act of giving your attention to single object or activity.

Group Work - Two or more individuals assembled together to do something in common.



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GAME NO. 22 CHANGE THE CHANNEL

Structure

- 22.0 Objectives
- 22.1 Process
- 22.2 Minimum Learners
- 22.3 Duration
- 22.4 Properties Requirement
- 22.5 Variation
- 22.6 Key Words

22.0 OBJECTIVES

After doing this game, you will be able to:

- Enhance the sense of spontaneity.
- Build self confidence.

22.1 PROCESS

1. Learners stand in a circle.
2. The Facilitator assign the Channel/Show to every learner and they have to come up as Host/Anchor of any Hindi News Channel, Business News, Travel Show, Game Show, a Weather Report, a Sports Program, a Cookery Show, and Movie Channel and Cartoon Channel.
3. When Facilitator calls the name of program the Learner will Start Speaking as per the channel assigned.

22.2 MINIMUM LEARNERS

One or more

22.3 DURATION

3-5 minutes.

22.4 PROPERTIES REQUIREMENT

None.

22.5 VARIATION

Variation if any: On call the show can be shifted to the other format. For example, from a News Channel to a Cartoon Channel and so on.

22.6 KEY WORDS

Spontaneity.
Confidence.
Imagination.

GAME NO. 23 ANTAAKSHARI

Structure

- 23.0 Objectives
- 23.1 Process
- 23.2 Minimum Learners
- 23.3 Duration
- 23.4 Properties Requirement
- 23.5 Variation
- 23.6 Key Words

23.0 OBJECTIVES

After doing this game, you will be able to:

- Enhance attentiveness and spontaneity.

23.1 PROCESS

1. Learners will sit in a theatre circle.
2. The first learner will say a word e.g. 'Apple'.
3. Then other learner next to him/her will say the word 'Elephant' following the last Alphabet 'e' from the 'Apple'.
4. Next may say 'Tree' and so on depending upon the numbers of learners.
5. After all learners create words, then the next task would be to create a story using these words and perform it.

23.2 MINIMUM LEARNERS

Five or more

23.3 DURATION

5-10 minutes.

23.4 PROPERTIES REQUIREMENT

None.

23.5 VARIATION

Variation: Different groups can be formed depending upon the numbers of the learners. Each group is assigned with a role to develop. For example, one group will create

story, other groups will work on Gesture/movements/sound etc. Finally create a performance.

23.6 KEY WORDS

- Sense of Presence - The sense of being in a particular place or time period.
- Spontaneity - To act/react naturally and sincerely.
- Imagination - The ability to create mental picture and ideas.
- Group Work - Students work together in groups to complete the task by sharing knowledge and skills.



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GAME NO. 24 MAN MACHINE

Structure

- 24.0 Objectives
- 24.1 Process
- 24.2 Minimum Learners
- 24.3 Duration
- 24.4 Properties Requirement
- 24.5 Variation
- 24.6 Key Words

24.0 OBJECTIVES

After doing this game, you will be able to:

- Enhance Creativity.
- Develop Observation Skill.
- Develop coordination skill and work as a team.

24.1 PROCESS

1. Facilitator will ask all the learners imagine themselves as a tool of a big Machine.
2. One learner starts a mechanical movement with sound imagining as a tool in a machine.
3. Other participates will start imagine the corresponding tool and attach themselves to the first learner as a tool adding complementary movement and sound.
4. The rest of the learners will join one by one by observing the scenario will add himself/herself as another complimentary tool and so on.
5. Finally once all the learners join and an imaginary machine will be created with movement and corresponding sound.

24.2 MINIMUM LEARNERS

Five or more.

24.3 DURATION

5-8 minutes.

24.4 PROPERTIES REQUIREMENT

None.

24.5 VARIATION

Different names can be given to machines and the learners can create the machines. For example, Love Machine, Hate Machine, Machine India and so on.

24.6 KEY WORDS

- Creativity - The ability to make new things using skill or imagination
- Observation Skills. - The ability to use all five of your senses to recognize, analyze and recall your surroundings.
- Team Coordination - Is a process that involves the use of strategies and patterns of behaviour aimed to integrate actions, knowledge and goals of interdependent members in order to achieve common goals.



GAME NO. 25 EMOTIONAL SEED

Structure

- 25.0 Objectives
- 25.1 Process
- 25.2 Minimum Learners
- 25.3 Duration
- 25.4 Properties Requirement
- 25.5 Variation
- 25.6 Key Words

25.0 OBJECTIVES

After doing this game, you will be able to:

- Create movement for expressing Emotion.
- Create movement for different expressions.

25.1 PROCESS

1. Learners can sit where ever they please.
2. Each learner is instructed to imagine themselves as a piece of seed.
3. The floor on they stand is imagined as a big pan, and the pan is getting heated slowly.
4. As the pan gets hotter, the seed starts to pop by jumping up.
5. The instruction would be like each seed will be given a expression like happy seed, sad seed, angry seed etc.
6. All the learners will follow the instructions.

25.2 MINIMUM LEARNERS

One or more.

25.3 DURATION

5-8 minutes.

25.4 PROPERTIES REQUIREMENT

None.

25.5 VARIATION

Learners can speed up their movement at different speeds.

Learners can also form different groups depending upon their emotions like happy, sad and angry and so on.

25.6 KEY WORDS

Imagination - Imagination

Group Work - Group work



GAME NO. 26 PEHACHAAN KAUN

Structure

- 26.0 Objectives
- 26.1 Process
- 26.2 Minimum Learners
- 26.3 Duration
- 26.4 Properties Requirement
- 26.5 Variation
- 26.6 Key Words

26.0 OBJECTIVES

After doing this game, you will be able to:

- Understand the sense of presence.
- Develop the skills of Concentration.
- Use all the Senses.

26.1 PROCESS

1. Facilitator divides the learners into the pair.
2. Each pair decides their sounds signals.
3. Facilitator ask them to move around the room, filling up the space, keep changing pace, move in different directions, move without touching others.
4. When learners are scattered away from their partner.
5. Facilitator then instructs the learner to stop, without opening their eyes.
6. On a given call each learner will try to move by making sounds to find their partner by hearing and producing the sound signals at the same time.

26.2 MINIMUM LEARNERS

Five or more.

26.3 DURATION

5-10 minutes.

26.4 PROPERTIES REQUIREMENT

None.

26.5 VARIATION

26.6 KEY WORDS

- Sense of Sight - Ability to perceive things around us through eyes.
- Sense of Hearing - Hearing, or auditory perception is the ability to perceive sounds by detecting vibrations.
- Sense of Touch - Allows us to gather information about the people and things in the world around us. Pressure, temperature, vibration and other sensations are all part of the touch sense and all attributed to different receptors in the skin.



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GAME NO. 27 HANDS AND LEGS- UP AND DOWN

Structure

- 27.0 Objectives
- 27.1 Process
- 27.2 Minimum Learner,
- 27.3 Duration
- 27.4 Properties Requirement
- 27.5 Variation
- 27.6 Key Words

27.0 OBJECTIVES

After doing this game, you will be able to:

- Identify different body postures.
- Enhance the sense of being present and react spontaneously.
- Increase the power of Imagination.

27.1 PROCESS

1. Facilitator divides all the learners into the pair.
2. Learners move around in the room, filling up the space, keep changing pace, move in different directions, and move without touching others.
3. Learners follow the instruction given by facilitator like one leg and two hands touch the floor, no legs no hands, no legs and one hand touch the floor.
4. Learners will explore the use of hands and legs as per the commands.

27.2 MINIMUM LEARNERS

Two or more

27.3 DURATION

5-10 minutes.

27.4 PROPERTIES REQUIREMENT

None.

27.5 VARIATION

The Number of group members can be varied. For example, from two to three, three to four and so on.

27.6 KEY WORDS

Body Movement - is the change in the Position of a body part with respect to the whole body. In the non verbal performance style body movements and posture patterns are incorporated.

Spontaneity.

Imagination.



GAME NO. 28 SCULPTOR & STATUE

Structure

- 28.0 Objectives
- 28.1 Process
- 28.2 Minimum Learners
- 28.3 Duration
- 28.4 Properties Requirement
- 28.5 Variation
- 28.6 Key Words

28.0 OBJECTIVES

After doing this game, you will be able to:

- Develop coordination skill.
- Develop spontaneity.
- Develop the skill of connecting with and responding to the co-actor.

28.1 PROCESS

1. The learner stand in pairs distributed over a hall, (each pair should have enough space to do some physical movement)
2. Each pair has an 'A' and 'B'.
3. When the facilitator signals, all 'A's in the pair become a sculptor while the 'B's become the statue.
4. The sculptor now uses his/her creativity and sculpts the other player (physically moving and creating this player) to form various creative/imaginative or expressive poses, while the player who is being the statue completely follows the instructions given.
5. This continues for five minutes until the facilitator signals to change roles. Once the signal is received the players interchange their roles of sculptor and statue and the repeat the same exercise.
6. The facilitator can choose to change the partners after every cycle of role exchange to encourage maximum interaction among individuals.

28.2 MINIMUM LEARNERS

Two or more. It is important to have an even number of learners.

28.3 DURATION

10 to 20 minutes.

28.4 PROPERTIES REQUIREMENT

None.

28.5 VARIATION

28.6 KEY WORDS

Imagination.

Spontaneity.

Group coordination.



GAME NO. 29. MATCH THE CLAP

Structure

- 29.0 Objectives
- 29.1 Process
- 29.2 Minimum Learners
- 29.3 Duration
- 29.4 Properties Requirement
- 29.5 Variation
- 29.6 Key Words

29.0 OBJECTIVES

After doing this game, you will be able to:

- Work in coordination in the group.
- Enhance Concentration.

29.1 PROCESS

1. Everyone stands in a circle
2. The facilitator signals one of the learners to begin.
3. The learner begins by first clapping once to his left and then to his right.
4. Now, the game is that while the first learner is clapping to his right, the learner standing on his right also has to clap exactly at the same time. The two claps should be so much in sync that only one sound is heard.
5. After matching the clap with the 1st learner, the 2nd learner now claps to his right, this learner too has to concentrate and sync the clap with the 2nd learner and so on and so forth.
6. If any learner fails to sync the clap with the learner standing next to him/her the entire group has to begin again.
7. The game gets completed when the clap has been passed around the entire circle at least three times.

29.2 MINIMUM LEARNERS

Enough to form a circle

29.3 DURATION

30 minutes

29.4 PROPERTIES REQUIREMENT

None.

29.5 VARIATION

29.6 KEY WORDS

Group coordination.

Concentration.

Rhythm.



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GAME NO. 30 THE GAME OF STATUS

Structure

- 30.0 Objectives
- 30.1 Process
- 30.2 Minimum Learners
- 30.3 Duration
- 30.4 Properties Requirement
- 30.5 Variation
- 30.6 Key Words

30.0 OBJECTIVES

After doing this game, you will be able to:

- Understand the body language of status.
- Explore the psychological world.
- Explore the possibilities of physical implementation of the oppressor & oppresses.

30.1 PROCESS

1. The group is divided into two circles, the inner circle and the outer circle, both with the same number of learners.
2. The outer circle shall remain static, while the inner circle shall move one place after every turn.
3. When the facilitator claps once, the learner in the outer circle freeze in any posture (either signifying the posture of an oppressor or an oppressed).
4. When the facilitator claps twice, the learner in the inner circle take a freeze pose adjacent to each learner in the outer circle as if to complete a story.
5. The facilitator then observes all the pairs, if each one of them is sending across a clear message or story, the facilitator claps thrice and the inner circle moves by one learner (thus changing partners) and the game continues the same way. In case the facilitator is not satisfied he can pause for a while and ask other learner to add what's missing in that particular pair.

30.2 MINIMUM LEARNERS

Minimum two to maximum any number.

30.3 DURATION

20 minutes (depending upon the no of learner)

30.4 PROPERTIES REQUIREMENT

None.

30.5 VARIATION

30.6 KEY WORDS

Status - The positions of an individual in relation to others, especially in regard to social or professional standing.

Oppression - is when a person or group of people who have Power use it in a way that is not fair, unjust or cruel.



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GAME NO. 31 THE GAME OF NUMBERS

Structure

- 31.0 Objectives
- 31.1 Process
- 31.2 Minimum Learners
- 31.3 Duration
- 31.4 Properties Requirement
- 31.5 Variation
- 31.6 Key Words

31.0 OBJECTIVES

After doing this game, you will be able to:

- Develop interaction skill.
- Develop coordination skill.
- Develop a sense of team work.

31.1 PROCESS

1. The group stands in a hall until the facilitator signals them to start walking.
2. The players start walking randomly.
3. The facilitator suddenly calls out any number between one to ten.
4. As soon as a number is called the players rush to stand in groups of that many number of players each. For e.g. If the facilitator calls out '3' all the players rush to stand in groups of '3' each.
5. The players who are left or are not standing in a group of three are asked to sit down by the facilitator. They can join when this game is over and a second round is played.
6. The three learner who remain in the game till the very end are declared as winners.
The facilitator can choose to start the game all over again with everybody joining to play once again.

31.2 MINIMUM LEARNERS

Ten or more.

31.3 DURATION

10 to 15 minutes

31.4 PROPERTIES REQUIREMENT

None.

31.5 VARIATION

31.6 KEY WORDS

Interaction - is a kind of action that occurs as two or more people/objects have an effect upon one another through communication.

Coordination.

Team Work.



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GAME NO. 32 STATUS PICTURES

Structure

- 32.0 Objectives
- 32.1 Process
- 32.2 Minimum Learners
- 32.3 Duration
- 32.4 Properties Requirement
- 32.5 Variation
- 32.6 Key Words

32.0 OBJECTIVES

After doing this game, you will be able to:

- Understand the individual dynamics
- Develop the perspectives of power.
- Enhance Co- actor improvisation.
- Build up spontaneity.

32.1 PROCESS

1. Everyone chooses a partner. Each pair has an 'A' & 'B'.
2. Everyone spreads out together with their pairs, uniformly in the room, in a manner where each pair can see every other pair in the room.
3. The facilitator gives all pairs a number by which they would be represented for the entire game.
4. Now, the facilitator calls out a number assigned to any pair and ads 'A' or 'B' after that. This indicates that, that particular pair has to play.

For e.g. the facilitator calls out, 'Pair 4-A' this would mean that while all the others are watching. Pair 4 needs to be ready, and almost immediately the partner 'A' has to freeze in a pose that somehow communication his/her status (as dominating or dominated), as soon as 'A' freezes, 'B' almost instantaneously freezes in a pose that and completes the picture together with 'A'. Once they both freeze in their respective poses, the remaining group describe the incident taking place as well as both A & B respective characters. After corrects if any, the instructor calls the next pair and so on.

32.2 MINIMUM LEARNERS

Two plus and learners need to be in pairs.

32.3 DURATION

30 to 45 minutes

32.4 PROPERTIES REQUIREMENT

None.

32.5 VARIATION

Variation if any:

32.6 KEY WORDS

Individual dynamics - Individual having positive attitude and approach.

Perspectives of power - Power is the capacity of an individual to influence the actions, belief or conduct of others. The concept of power is placed in perspective as it relates to management needs, and ideas are discussed for managing and controlling power for the benefits.

Improvisation

Spontaneity

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GAME NO. 33 LEARN AND SHARE SPACE

Structure

- 33.0 Objectives
- 33.1 Process
- 33.2 Minimum Leame
- 33.3 Duration
- 33.4 Properties Requirement
- 33.5 Variation
- 33.6 Key Words

33.0 OBJECTIVES

After doing this game, you will be able to:

- Understand the individual dynamics and perspectives of power.
- Enhance Co- actor improvisation.
- Build up spontaneity.

33.1 PROCESS

1. Learners will spread out in a space.
2. They begin to explore the space individually.
3. Gradually, they move in to connection and move together.
4. The learners might move apart while somehow staying in contact through eye-contact or rhythm.
5. Gradually they can connect together and formulate a group sculpture based on a theme.

33.2 MINIMUM LEARNERS

Four or more.

33.3 DURATION

20 to 30 minutes

33.4 PROPERTIES REQUIREMENT

None.

33.5 VARIATION

Variation if any:

33.6 KEY WORDS

Spontaneity.

Improvisation - is a very spontaneous performance without specific or scripted preparation, using whatever is available.

Imagination.

Note to the facilitator:

It is to be observed very carefully that the entire exercise is done in complete silence and total focus. Also, it needs to be noted that the learner should maintain their flow of movements in the exercise. It should not be broken anywhere.



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GAME NO. 34 FREEZE FREEZE.....

FREEZE

Structure

- 34.0 Objectives
- 34.1 Process
- 34.2 Minimum Learner
- 34.3 Duration
- 34.4 Properties Requirement
- 34.5 Variation
- 34.6 Key Words

34.0 OBJECTIVES

After doing this game, you will be able to:

- Develop spontaneity.
- Encourage co-actor and show presence of mind.
- Enhance creativity and imagination skills.

34.1 PROCESS

1. Facilitator distribute the group into pairs, where each pair includes A & B respectively.
2. Signals to begin, the first pair walks up to a designated performance area/stage.
3. When the facilitator calls out 'A', the player 'A' spontaneously jumps into any dramatic pose within five seconds and freezes in that pose.
4. Now the facilitator calls out 'B' and the player 'B' has no more than 5 seconds to quickly jump into any dramatic pose freeze that compliments or narrates a story when put along the freeze of 'A'.
5. The group then shares various interpretations they can derive from the combined freeze of both A & B.
6. Finally, the facilitator commands 'release' and both A & B release from their freezes respectively. They now share what was the initial idea that inspired them to take their freeze poses respectively.
7. The facilitator then calls out another pair to take the stage and proceed in a similar fashion.

34.2 MINIMUM LEARNERS

Two. It important to have an even number of players.

34.3 DURATION

10 to 30 minutes

34.4 PROPERTIES REQUIREMENT

None.

34.5 VARIATION

34.6 KEY WORDS

Spontaneity

Presence of mind - is the ability to make good decisions and to act quickly and calmly in a difficult situation.

Creativity.

Imagination.



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GAME NO. 35 CHANGE PLACE-S

Structure

- 35.0 Objectives
- 35.1 Process
- 35.2 Minimum Learners
- 35.3 Duration
- 35.4 Properties Requirement
- 35.5 Variation
- 35.6 Key Words

35.0 OBJECTIVES

After doing this game, you should be able to:

- Develop concentration skill.
- Develop listening skills.
- Develop spontaneity.

35.1 PROCESS

1. Everyone sits on chairs arranged in a circle, facing each other.
2. The facilitator begins by saying, ‘ change places if...’ (he/ she can add anything that the learner would relate to) for example ‘ change places if you are a boy’ or ‘change places if you have brown hair’ or ‘change places if you are wearing blue on you? After each phrase, the learner with that respective quality quickly gets up and exchanges his/her seat.
3. The facilitator can keep a common phrase like ‘ ALL CHANGE’ for all to change their seats.

35.2 MINIMUM LEARNERS

Six and more.

35.3 DURATION

30 minutes

35.4 PROPERTIES REQUIREMENT

None.

35.5 VARIATION

Variation: The facilitator can take a chair away, so that the learner left standing can become the caller for that particular turn.

35.6 KEY WORDS

Concentration.

Listening skills - is the ability to accurately receive and interpret messages in the communication process.

Spontaneity.



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GAME NO. 36 CHINESE WHISPER

Structure

- 36.0 Objectives
- 36.1 Process
- 36.2 Minimum Learners
- 36.3 Duration
- 36.4 Properties Requirement
- 36.5 Variation
- 36.6 Key Words

36.0 OBJECTIVES

After doing this game, you will be able to:

- Create fun and activity in a new group.
- Encourage interactivity and a sense of belonging to the team.

36.1 PROCESS

1. The learner sit in a circle
2. When the facilitator instructs the game begins by one of learners whispering a phrase (7 -10 words) into the ear of the learner sitting on his/her right.
3. This learner now passes on the same message/phrase to the player sitting right to him/her and the process continues till all the players in the circle have participated in passing on the message they have received.
4. The last learner in the circle now gets up and speaks out loud the message that has been passed onto him. Most probably the phrase by now has undergone quite a many transformation and has become into a completely different phrase from the original.
5. The first learner then shares what the phrase was originally. Quite often this leads to the class breaking into laughter. The facilitator may choose to play another round this time choosing a new learner to start the game.

Note: The Facilitator can ask the learner to figure out where did the message begin to change.

36.2 MINIMUM LEARNER

Five and more.

36.3 DURATION

5 to 10 minutes

36.4 PROPERTIES REQUIREMENT

None.

36.5 VARIATION

36.6 KEY WORDS

Concentration.

Group work.



GAME NO. 37 PASS THE ACTION

Structure

- 37.0 Objectives
- 37.1 Process
- 37.2 Minimum Learners
- 37.3 Duration
- 37.4 Properties Requirement
- 37.5 Variation
- 37.6 Key Words

37.0 OBJECTIVES

After doing this game, you will be able to:

- Develop a keen observing power.
- Develop the concentration skills.
- Encourage dropping inhibition and be comfortable with one's own body in a group.
- Coordinate with the group.

37.1 PROCESS

1. Learner stand in a circle.
2. One learner does an Action.
3. The action is then repeated by the learner on the right and so on.
4. Each action therefore travels in a circle.
5. Gradually new actions are added and several actions simultaneously co-exist in the circle.
6. The facilitator can play some music to add fun in the background.
7. An action is changed once it completes the entire circle.
8. This game can continue as long as the facilitator thinks appropriate, or until each learner standing in the circle has added one action.

37.2 MINIMUM LEARNERS

Ten and more.

37.3 DURATION

15 to 20 minutes

37.4 PROPERTIES REQUIREMENT

None.

37.5 VARIATION

A learner calls out his/her name and accompanied by an action. This is then followed by the entire circle. This continues until each learner has spoken his/her name with an action and is repeated by the entire circle.

37.6 KEY WORDS

Observation

Concentration.

Coordination.



GAME NO. 38 GROUP IN MOTION

Structure

- 38.0 Objectives
- 38.1 Process
- 38.2 Minimum Learners
- 38.3 Duration
- 38.4 Properties Requirement
- 38.5 Variation
- 38.6 Key Words

38.0 OBJECTIVES

After doing this game, you will be able to:

- Create a Group Synergy.
- Develop Group Cohesion.

38.1 PROCESS

1. Learners stand in groups of four to eight holding each others hands in a circle.
2. The facilitator now asks them to create a common sound and movement with both feet on floor.
3. Now, the facilitator instructs them to create another sound and movement with one foot of the ground.
4. Next, the learners are asked to repeat the exercise, moving forward and backwards.
5. The exercise is then followed by a group discussion where the facilitator asks learners questions like, 'Did one learner start the motion or did it occur, spontaneously in the group?' 'Was everyone comfortable with the sound & motion', 'did anyone want to do something else?' 'How did it feel to cooperate with the whole group?' etc.

38.2 MINIMUM LEARNERS

Four and more

38.3 DURATION

20 to 30 minutes

38.4 PROPERTIES REQUIREMENT

None.

38.5 VARIATION

This game is basic level to understand each individual's current perspective in group dynamics. Once the basic level is done, the facilitator can now add another level to the game, by increasing the duration of the exercise. Now the learners shall continue the same making a uniform sound and footsteps, and keep changing it for as long as they require to get the entire team into synchronization.

38.6 KEY WORDS

Group synergy - is a process that occurs when a group, by acting in concert, achieves an outcome that is superior to what would be achieved by the most capable member. Often summarized as "the whole is greater than the sum of the parts" or " $2+2=5$ ".

Group cohesion - Group cohesiveness is the ability to think and act 'as one' if the group is physically together or not.



GAME NO. 39 WHO AM I?

Structure

- 39.0 Objectives
- 39.1 Process
- 39.2 Minimum Learners
- 39.3 Duration
- 39.4 Properties Requirement
- 39.5 Variation
- 39.6 Key Words

39.0 OBJECTIVES

After doing this game, you will be able to:

- Build communication skills.
- Encourage individual self-expression in a group.

39.1 PROCESS

1. Each learner has a piece of paper pinned or taped to their backs, with a character written on it. For example, a Bird, Tree, Sun, Galaxy or Ocean etc. (keep in mind, the more challenging the characters will be, the more interesting and fun would be the game, so avoid easy & generic characters like- fish, dog, cat and other such characters).
2. Now, when the facilitator signals each learner walks randomly in the room and questions everyone, he /she encounters, 'Who am I'?
3. The other learners can enact to communicate what is written at the back of the other learner, while the learner needs to guess.
4. As soon as the facilitator claps the learners need to change their position and ask someone else. As and how the learners keep guessing their correct character they get to rest.

39.2 MINIMUM LEARNERS

Six and more.

39.3 DURATION

20 to 30 minutes

39.4 PROPERTIES REQUIREMENT

Paper, Pen, Double side tape for each learner.

39.5 VARIATION

The facilitator can increase the number of objects written at the back of each learner, and thus each learner has to first figure out all the names. Once everyone figures out the names written behind their backs, they can start another round.

39.6 KEY WORDS

Communication Skills - are the abilities you use when giving and receiving different kinds of information. This involves absorbing, sharing and understanding information presented.

Self-Expression - is the expression of ones own personality, feeling, thoughts, ideas opinions, traits. It reflects in conversations, behaviour, art, music, dance and writing etc.



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GAME NO. 40 MEMORY GAME

Structure

- 40.0 Objectives
- 40.1 Process
- 40.2 Minimum Learners
- 40.3 Duration
- 40.4 Properties Requirement
- 40.5 Variation
- 40.6 Key Words

40.0 OBJECTIVES

After doing this game, you will be able to:

- Develop memory skills and a fun in an interactive way.

40.1 PROCESS

1. Players stand in a circle.
2. One player begins the game by loudly speaking out any random word.
3. The player standing right to him then repeats this word and adds another word (unrelated) to it.
4. The third player repeats the first two words in order and adds another word that is again unrelated with the previous two.
5. Thus, the game keeps proceeding until someone forgets a word in the order or the order of the words itself. The player who forgets or makes a mistake is then asked to step out and can join only in the next game.
6. The game resumes with the remaining players. It continues till only two player remains, who is then declared to be the winner or the “Memory king /Queen”

For example, Neha says- Apple

Abhay (standing right to her) speaks – Apple Sun

Uday (standing right to Abhay) speaks- Apple Sun coffee & so on and so forth.

40.2 MINIMUM LEARNERS

Five and more.

40.3 DURATION

15 to 20 minutes

40.4 PROPERTIES REQUIREMENT

None.

40.5 VARIATION

40.6 KEY WORDS

Memory Skills - is an ability to remember, and to learn something is to be able to remember it. Their many ways like, brain games, puzzles, exercises, rehearsal etc. which help in improving memory memory skills.

Group interaction - The process by which three or more members of a group exchange verbal and non verbal messages in an attempt to influence one another.



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GAME NO. 41 DOG AND THE BONE

Structure

- 41.0 Objectives
- 41.1 Process
- 41.2 Minimum Learners
- 41.3 Duration
- 41.4 Properties Requirement
- 41.5 Variation
- 41.6 Key Words

41.0 OBJECTIVES

After doing this game, you will be able to:

- Encourage team work, with fun and some physical activities.

41.1 PROCESS

1. The group is divided in two teams.
2. Each team appoints a number to team player. For example, Teams A & B have learners
Numbered from 1 to 10 {depending upon the total no. of the players}
3. Both teams stand in a line facing each other.
4. The facilitator drops a handkerchief/ Bottle right in the middle of the two lines. The facilitator then calls out any no: from the numbers assigned to the team players. For example if the facilitator calls out number '5', then players assigned as number '5' in both teams A & B respectively shall run and come to the center where the bottle (or handkerchief) is placed, and take three circles around it.
5. The team member who picks up the object in the center and returns to his /her team, scores a point for his/her team. However, if while returning, the other learner (in this case the other no.5) manages to touch the player carrying the bottle/ handkerchief before he/she manages to reach his team, the point goes to the other team.
6. In the end the team with maximum points win.

41.2 MINIMUM LEARNERS

Eight and more. It is important to have even number of learners.

41.3 DURATION

15 to 25 minutes

41.4 PROPERTIES REQUIREMENT

None.

41.5 VARIATION

41.6 KEY WORDS

Team Work.



GAME NO. 42 TOM SAY

Structure

- 42.0 Objectives
- 42.1 Process
- 42.2 Minimum Learners
- 42.3 Duration
- 42.4 Properties Requirement
- 42.5 Variation
- 42.6 Key Words

42.0 OBJECTIVES

After doing this game, you will be able to:

- Enhance Co-ordination skill.
- Improve Concentration.
- Enhance the sense of being in the present.

42.1 PROCESS

1. The group of players stand randomly in a hall.
2. The facilitator gives them any command, and the entire group has to follow that command, provided the facilitator has included 'Tom says' while giving the command.

If the players follow any command that does not follow 'Tom say...' they will have to sit on the sides till the game completion for this turn. For example, if the facilitator says, 'Tom says walk', 'Tom says dance', 'Tom says sing' etc. However, if the facilitator says, 'Run' or 'Sit' and certain learner, still follow the command, they will have to discontinue the game and observe for this cycle. The facilitator can have fun while giving commands. The last three players who continue to be in the game till the very end win.

42.2 MINIMUM LEARNERS

Six and more.

42.3 DURATION

15 to 25 minutes

42.4 PROPERTIES REQUIREMENT

None.

42.5 VARIATION

Variation if any:

42.6 KEY WORDS

Concentration

Coordination.



GAME NO. 43 COUNT TILL 20

Structure

- 43.0 Objectives
- 43.1 Process
- 43.2 Minimum Learners
- 43.3 Duration
- 43.4 Properties Requirement
- 43.5 Variation
- 43.6 Key Words

43.0 OBJECTIVES

After doing this game, you will be able to:

- Enhance concentration & observation skills.
- Build team spirit & develop group dynamics of any group.

43.1 PROCESS

1. The players sit in a circle
2. One of them begins by saying aloud number : '1'
3. Now any other player sitting anywhere in the group can call out the next number in series (in this case number 2).
4. The task of the group is to complete all counts till 20.

The challenge is that only one learner should speak one number if two players together speak out the same number the whole group has to start again.

Please note: The facilitator will not be allocating any order of the players for speaking the numbers. The fun and learning of the game is in the randomness, intuition and power of observing of the team as a whole.

43.2 MINIMUM LEARNERS

Eight and more.

43.3 DURATION

10 to 30 minutes

43.4 PROPERTIES REQUIREMENT

None.

43.5 VARIATION

The facilitator can divide the class into two groups and make both play separately, simultaneously. Whichever group first completes till 20 then becomes the winner.

43.6 KEY WORDS

Concentration.

Coordination.



GAME NO. 44 NAME GAME

Structure

- 44.0 Objectives
- 44.1 Process
- 44.2 Minimum Learners
- 44.3 Duration
- 44.4 Properties Requirement
- 44.5 Variation
- 44.6 Key Words

44.0 OBJECTIVES

After doing this game, you will be able to:

- Encourage interaction in a new group by the means of fun.
- Get acquainted with entire group's names. This exercise can also be used as a physical warm-up before starting a session, especially if the group is new.

44.1 PROCESS

1. The group stands in a circle with a minimum of one arms distance from those standing on their left & right.
2. All the learners call out their names one after the other for all to hear and memorize.
3. The facilitator picks one learners who will begin the game.
4. This learner then calls out the name of any other learners in the circle and runs towards him/her.
5. The learner whose name has been called out, now has to act fast. He/She has to call out another learner the name of (can be anyone except the one who has called his/her name right before) and run towards that particular learner. All this needs to be done before the learner who has called his name initially, reaches the spot where he/she is standing.

For example, If Abhay calls out Neha's name and is running towards her, Neha needs to call out Rahul's name from the group and run towards that learner before Abhay reaches the spot in the circle where Neha is standing.

6. If the learner who has called out a specific name and is running towards that learner reaches him while that learner is still in his place or thinking, he will be eliminated from the game for that cycle. For example, If Abhay calls out 'Neha' and runs towards her and reaches her before she is able to call out any name, she will have to leave the circle.

7. Similarly, if a learner calls out a name of any learner and starts running towards another learner instead of the one he has called, this learner shall also have to leave the circle.
8. The game continues till there are only three players left. They then become the winners and the facilitator can choose to play another round with the group.

44.2 MINIMUM LEARNERS

Five and more.

44.3 DURATION

10 to 15 minutes (depending upon the number of learners)

44.4 PROPERTIES REQUIREMENT

None.

44.5 VARIATION

Variation if any:

44.6 KEY WORDS

Group interaction - The process by which three or more members of a group exchange verbal and nonverbal messages in an attempt to influence one another.

Warm up - Any activity either physical or mental undertaken before a performance or practice.