

## **As my advanced students, you can help our new kids out!**

A huge part of your Measurement Topic scores for this class is leadership, and today, I need your help getting these kids out of their shells. We will break up into four groups so students feel less “on the spot,” and I’d like you to help lead the following activities, in the order given.

At the end of the day, we’ll do some character study to continue work on our monologues.

### **Energy Circle**

Your entire group will stand in a circle. Decide who will start. He will clap at the person to his right who will try to clap at the exact same time. The second person will then turn to his right and “pass” the clap to the next person, who will again try to clap at the exact same time. Start slow. Except for the first and last people, everyone will clap once to the left and once to the right.

The primary objective is to clap at the exact same time as the person passing it to you. Once this is mastered, the objective changes to increasing the speed while maintaining the rhythm. Keep going around and around the circle until the leader stops you.

### **The Mirror**

In groups of two, each of you will stand facing his or her partner. Decide who will be “A” and who will be “B.” “A” will start by slowly moving as though looking into a mirror while “B” duplicates the movement as though he or she is the mirror. After about a minute, switch.

## **Charades**

Each student will write down the titles of five different movies on five different pieces of paper and fold them. Divide into two teams, and put your movie titles in front of the other team. Students will take turns acting out the movie titles for their team to guess in a minute or less.

There are visual cues for charades, such as:

- holding up a finger for each word in the title and
- tapping one's forearm once for each syllable in the word.
- Tugging your ear means "sounds like," and
- tapping your nose means "that's right."
- No talking is allowed.

## **And...action!**

One student will pantomime an action, such as brushing your teeth. Then another student will approach him/her and asks, "What are you doing?" The first student can respond saying *anything* except what he is actually doing (for example, "washing my car."). The second student must then immediately begin miming washing a car, or whatever action was mentioned. The first student then sits down, and the second student must continue to mime washing a car until another student asks, "What are you doing," and the cycle continues until all have gone at least once.

## **Improv with Lines**

Take a stack of the improvisation lines and practice them as duet improv scenes with your group, for two minutes each. Everyone needs to try it at least once.