



**JUNIOR / INTERMEDIATE SCHOOL  
EXERCISES COLLECTION**

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## **PART A**

### **WORKSHOP WARMUPS / FINISHING**

#### **1. Line Ups**

**Purpose:** A quick and easy way to get participants working together, as well as learning things about one another.

**Directions:**

1. Organize participants into groups of 8 to 15.
2. Instruct them that this is a group competition in which instructions will be given for groups to line up in a particular way.
3. Each group should get in line as quickly as possible with all members clapping when line up is achieved.
4. Do a practice round asking them to line up by height and clap when finished.
5. Options for line up: By shoe size / number of siblings you have / youngest to oldest / alphabetically by first name / by birth date

**Notes:** Keep it fun. Impose restrictions like no talking when organizing line up. Use activity to break up long session.

## 2. In Shape

**Purpose:** Get participants working together.

- Directions:**
1. Organize participants into groups of 12 to 20.
  2. Explain that this is a competition in which each group will be asked to form a shape.
  3. When the group has achieved the shape they clap their hands in unison; they will receive one point.
  4. Groups practice by forming a circle and a square.
  5. When ready, leader calls out various shapes in succession.
  6. The object is for one group to win three points (number can vary)

**Notes:** Use simple shapes and report when playing the game.  
Suggested shapes: rectangle, Square, Oval, Triangle, Circle, Parallelogram

### 3. Mix, Mingle & Grab!

**Purpose:** An active game that is excellent for mixing people, introducing physical contact, and creating random groups.

**Directions:** Leader calls any number, for e.g. 8. The group must immediately get into groups of 8. As the group focus the members put their arms around each other to make a tight circle. Call another number etc.

**Notes:** It is fun to call the member of the whole group at the end so that everyone is included in a tight circle.

## 4. Squirrels in the Trees

**Purpose:** Intense activity ice breaker used to channel energy.

- Directions:**
1. Participants stand in groups of 3. A, B, and C. A and B stand facing each other and hold hands to form the hollow trunk of a “tree”. C is the ‘squirrel’ who gets into the tree by ducking under A’s and B’s arms and standing between them.
  2. ‘Trees’ take up positions spread out around room. ‘Squirrels’ move about.
  3. At a sudden signal which means danger, like a barking dog, or “Go!” the squirrels must rush into a hollow tree.
  4. The same tree must not be used more than once by any squirrel.

**Notes:** Lots of fun.

## **PART B**

### **BUILDING TRUST AND IMAGINATION IN GROUPS**

#### **5. Shapes: Numbers**

**Purpose:** To motivate uninhibited physical contact and imaginative use of the Body.

**Directions:**

1. Working individually, choose a number and draw it in the air – very large, very small. Trace it on the ground with your toe. Walk it on the floor.
2. Working individually, use your whole body to become the shape of numbers called by the leader. Call easy numbers like 1 and 7, then try 3.
3. In pairs work together to make the shape of a number. Try 11, 8, 4, 12.

## 6. Basic Mirror Work

**Purpose:** Developing concentration and empathy between partners.

**Directions:** Session 1: Working in pairs facing one another, Partner A lists his/her hands forward and moves arms slowly and smoothly. As partner A moves Partner B 'mirrors' the actions. Eye focus should be on each other's faces not on hands. Change over so Partner B is the leader.

Session 2: Same as Session 1, but add feelings such as happy, sad, angry, thoughtful, tired, anxious etc.

Session 3: A teaches B a short sequence by repeating the same simple pattern of movements until B is familiar with it and neither partner is leading or following. At a signal both partners close eyes but continue the movement. After a few seconds leader calls "freeze and eyes open" Are there partners still together? (variation involved partners turning back to back at signal and turning to face one another again).

Session 4: Working in a group of five, one person faces the others who stand in line as a set of mirrors, end person mirroring the one person facing them all. The leader teaches a sequence by repetition, when he/she is satisfied that the sequence is learnt, he/she moves to one end of the line to become a 'mirror' person in line, and the 'mirror' person at the opposite end takes his/her place as leader and slowly changes the movement sequence once in position. All participants take turns leading.

**Notes:** Variations involve partners revolving and adding a third person; traveling around the room or working to music.

## 7. Machines

**Purpose:** To develop physical cooperation between participants.

**Directions:**

1. Individually, participants make any noise a machine might make.
2. Add a repeated mechanical action to fit the noise. Participants are encouraged to use their whole body not just arms and legs.
3. Participants pair up and demonstrate their noise and action to their partners.
4. Partners link their noise and actions so they become adjacent parts of the same machine. Partners are encouraged to make modifications to combine in interesting ways.
5. The original pair now works with another pair to form a larger machine.
6. Participants move into groups of eight, making amendments to original actions and sounds. Practice until your machine is running smoothly.
7. Groups demonstrate their machines to one another

**Notes:** Variations include a 'conductor' varying the level of sound; one person is taken out of a machine and replaced with another.

Once group is used to machine making, leader can assign machines with a specific purpose e.g. coffee maker, computer, ice cream machine, car etc.

## 8. Sculpting

**Purpose:** To develop sensitive touch and trust between partners.

**Directions:**

1. Participants are asked to pick a partner (naming A & B), and staying near one another, walk randomly in the space. One person is picked to be the 'model' and does not have a partner.
2. Leader calls freeze. The 'model' remains frozen and working in pairs, A sculpts B to copy the model.
3. Once the leader is satisfied with all the sculptures all freeze, a new model is chosen, and the participants return to walking.
4. Repeat process with B sculpting A.
5. Now working in groups of five – one sculptor and four pieces to sculpt – the leader asks each group to produce a series of 'stills' of one action, e.g. an athlete on his marks and beginning to run.
6. Other possible actions include putting on a coat, playing tennis, fishing etc.

**Notes:**

## **PART C**

### **BUILDING OBSERVATION SKILLS**

#### **9. Partner Descriptions**

**Purpose:** To develop observation skills

**Directions:**

1. Working in pairs participants stand facing one another.
2. Partners study each other in details – clothes, colour of eyes, jewellery etc.
3. Partners turn back to back and take turns asking each other questions about each other's details.
4. Partners turn back to face one other and study each other's details again.
5. One partner turns away and makes one alteration to their clothes etc.
6. Partner turns back to face his/her partner who must now name what changed.
7. Partners take turns making alterations.

**Notes:** A variation on this exercise involves partners describing one another without the help of asking questions.

## 10. Who Started It?

**Purpose:** To demonstrate that everyone is responsible to some extent for group behaviour.

**Directions:**

1. Participants stand in circle, leader starts things off by pointing at someone else in circle.
2. Person receiving the point must pass the point on to another – you cannot point back to the person who pointed at you. Finish when everyone has had a turn receiving and giving a point.
3. Everyone must now study closely the person they just pointed at. That person is the **ROLE MODEL**.
4. Participants now have one task: are to watch their **ROLE MODELS** closely and copy those people's actions. If the **ROLE MODEL** does anything – coughs, laughs, raises a hand, anything at all – the participant repeats that motion once.
5. On a command the group is to stand as still as possible for 3 to 5 minutes.

**Notes:** Suggested debrief questions: What just happened?  
How many don't know who started some of the movements?  
How does this exercise model what your group does in real life?

Note: After standing for 3 to five minutes, the first step of pointing at another person can be done again with the addition of moving to the person you point at – in essence a point and go wrap up.

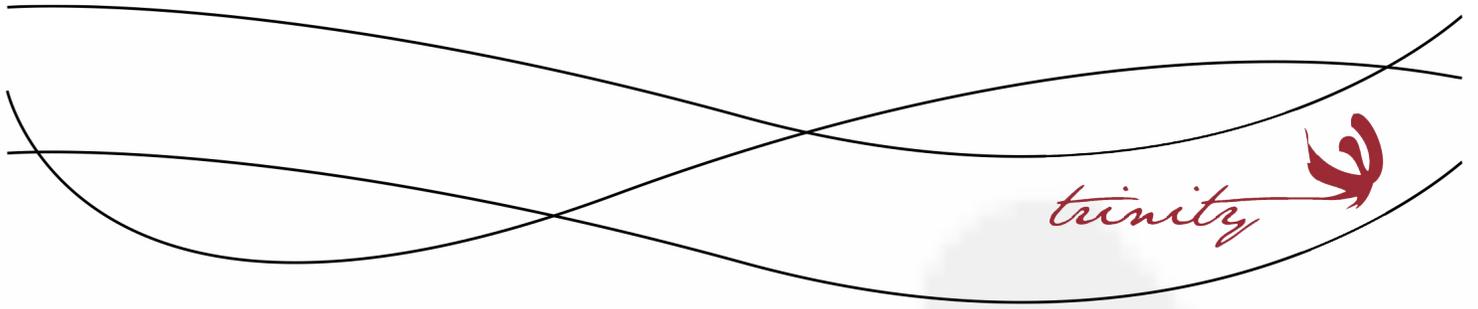
## 11. Circle Changes

**Purpose:** To develop concentration and empathy between partners.

**Directions:**

1. Participants stand in a circle
2. One person is sent outside the circle while the remaining participants choose a leader.
3. The leader begins a simple repetitive movement that everyone in the circle copies.
4. The 'outsider' is brought back to the circle, standing either inside or outside the circle, and must guess who is changing the movement.

**Notes:** Participants while following the leader's changes must not look directly at the leader for any length of time.



**NOTES**

