

**LAUGHTER
AND PLAY**

**GAMES AND CREATIVE EXERCISES FOR
ADOLESCENTS IN CRISIS SETTINGS**

Licencing

This work: [Laughter and Play: Games and creative exercises for adolescents in crisis settings](#), is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>.



You are free to:

SHARE— copy and redistribute the material in any medium or format

ADAPT— remix, transform, and build upon the material

Attribution

You must give appropriate credit, provide a link to the license, and indicate if changes were made.

You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

Non-Commercial

You may not use the material for commercial purposes.

ShareAlike

If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.

Photo credits:

Cover page, page 4, 5, 7 and 8: © Plan International

Page 9: © Alex Hinchcliffe, Clowns without Borders Sweden

Page 13: © Sofi Lundin, Clowns without Borders Sweden

www.clownswithoutborders.org.uk

www.clownerutangranser.se

www.plan-international.org

INTRODUCTION

Clowns without Borders (CWB) and Plan International have a global partnership for collaboration in supporting children and adolescents in crisis settings through play and creative arts. CWB is dedicated to sharing emotional relief, laughter and play with children and communities in crisis around the world. Play is fundamental to a child's social, emotional, physical and cognitive development and overall wellbeing, and we've seen first-hand how laughter brings communities together. Amid the complexities of humanitarian crisis and disaster, opportunities to engage in play and laughter are often limited. CWB aims to bring them back. The methodology found in this resource is one way to achieve this.

The [Laughter and Play manual](#) has been developed by Clowns Without Borders Sweden in collaboration with Plan International. The games and exercises in this manual have been created and curated specifically for adolescent girls and boys between the ages of 10 and 19 years, who are living in emergency and protracted crisis settings. This manual is designed to be used alongside Plan International's [Life Skills for Adolescents in Crisis Settings](#) package but it can also be used as a stand-alone resource for group-based activities in safe spaces, youth groups and broader adolescent programmes.

This manual has been created and developed by Clowns without Borders Sweden. This manual is inspired by the *Learning Through Laughter & Play Cookbook*, a concept by Annabel Morgan and Edward Morgan.

Special thanks to:

- Kajsa Englund and Camilla Rud, CWB Sweden (content development)
- Annabel Morgan, Samantha Holdsworth, CWB UK and CWB South Africa (content development support)
- Lotte Claessens and Anna Belt, Plan International (concept and development)
- Edward Morgan (design)
- Alžběta Koždoňová, Laetitia Sanchez and Anna Brown (proofreading)

Extra special thanks to the adolescents who continue to inspire us every day and to all Plan International staff members in Bangladesh, Central African Republic, Cameroon, Niger and Nigeria who tested all the games and shared their creativity with us.



CONTENTS

Welcome, facilitator!

How to use this manual

6

6

Part One – For the facilitator

7

Learning through laughter and play

8

The playful facilitator

9

Learning from adolescents

10

Creating a safe space

11

Practical facilitation tips

12

Part Two – Games and creative exercises

13

Opening and closing

15

Introductions

28

Energisers

38



WELCOME, FACILITATOR!

How to use this manual

This manual is for you, the facilitator!

It is divided into two parts:

Part One: explores the essential elements of creative play with adolescents and provides guidance to you as a facilitator.

Part Two: includes a selection of games and creative exercises that are specifically selected for adolescents.

The games and activities

The games and activities have been selected with and by adolescents and facilitators in crisis settings. This manual covers all games and creative exercises that are part of Plan International's [Life Skills for Adolescents in Crisis Settings](#) package.

All games and exercises are explained in four basic steps. Throughout the manual, the following icons are used to help you to facilitate the games and exercises:



“Circle Up” means that everyone, including the facilitator, stands in a circle to start the game. The power of a circle is that everyone feels equal and is seen.



Extra tips for the facilitator to create variations to the game or exercise.



Bring out the clown in everyone by adding a “fun” element to the game. Be silly and celebrate mistakes!



PART ONE: FOR THE FACILITATOR

LEARNING THROUGH LAUGHTER AND PLAY

Play is the language of children and adolescents

Creativity helps adolescents to develop, communicate and understand the world.
Play and laughter also help adolescents to overcome stressful situations.

Laughter and play...

- help adolescents to communicate and express themselves;
- strengthen self-esteem;
- provide physical, mental and emotional relief;
- build trust and a sense of safety;
- increase the ability to learn;
- create a sense of belonging.

All children and adolescents have the right to play, to feel safe, and to be seen and heard.

Being “seriously playful” will build trust and respect between facilitators and adolescents.

If adolescents are having fun, they will be more motivated to open up and learn new things.
Adolescents are also excellent motivators for their peers to change behaviour, so positive experiences from the sessions can have a big ripple effect!



LEARNING FROM ADOLESCENTS

**We can learn a lot from adolescents.
They are exceptional creators and innovators.**

Adolescents are naturally:

open

resilient

curious

playful

imaginative

spontaneous

loving

energetic

honest

creative

Adolescents have the right and ability to make their own choices and decisions. We can empower adolescents by inviting them to choose what they want to play and by supporting them to participate and lead in games and other creative exercises.



THE PLAYFUL FACILITATOR

Be active

Actively participate and have fun too!

Be positive

Say yes. Celebrate mistakes!

Be prepared

Take time before the session to prepare and afterwards to reflect.

Be fair

Encourage everyone equally and listen to all voices, including the quiet ones. Support adolescent girls to equally participate.

Be approachable

Have positive, open body language. Smile, make eye contact (if appropriate), and use a kind, clear and playful voice.

Be flexible

Have a plan but be open to changing it according to what the group needs.

Be curious

Ask questions and listen to the answers. Keep learning about the group.

Be humble

Adolescents have a lot to teach us too!

Be patient

If at first you don't succeed or you make a mistake, keep trying. Failure is the first attempt in learning.

Be kind to yourself

Breathe deeply, have a rest and take care of yourself too.



Be a role model

Adolescents are good at copying behaviour. Set them a great example to follow.

CREATING A SAFE SPACE

It is important to create a safe space when you facilitate group-based activities, games and creative exercises with adolescents. A safe space must be physically safe, but also emotionally safe for both the participants and facilitator to fully participate and have fun! Here are a few tips on how to create a safe space:

Time management

Have a clear schedule. Start and end on time.

Share expectations

In the welcome circle, let participants know what to expect.

Ground rules

Agree on ground rules and stick to them.

Circle up

Use the power of the circle where everyone feels equal and is seen.

Positive communication

Avoid negative or judgmental language, and find positive, simple and direct ways of communicating.

Ask open questions

Encourage honesty and assure adolescents that there is no right and wrong answer – show this by accepting their points of view. Be honest and acknowledge when you do not know something.

Keep it simple

Use simple language that can be easily understood by all participants.

Safety first

Always make sure the space is safe, clear and clean.

Maintain structure

Follow the session structure with adolescents to establish a sense of routine and discipline. Have consistent routines like a welcome and closing game or exercise, or a group ritual at the end of every session.

PRACTICAL FACILITATION TIPS

When do we use an energiser?

How do you get the group's attention without shouting?

How can we make a smooth transition between different activities?

Here are some practical tips for facilitating games and creative exercises with adolescents:

Creating groups

- Create groups of adolescents who are close in age. Do not mix 10-year-olds and 19-year-olds in one group. Have separate groups for younger adolescents (10 to 14 years) and for older adolescents (15 to 19 years).
- Consider working with groups of adolescents with the same characteristics who may require specific support or services, for example, adolescent girls or young mothers.

Transitions

- Use a game to prepare for the next activity. For example, the song “Rain on the Mountain” makes the group move around the space. End the game with an instruction that suits the next activity, for example: “stand in a circle”, “stand in a line” or “form pairs”.

Selecting games

- Before starting a group conversation, play a **calm game** that requires concentration in order to bring down the energy level and increase the focus of participants.
- Before and after more sensitive activities, such as a conversation on sexuality education, which may make adolescents nervous or giggly, select a **high-energy game** so that adolescents can release tension and relax.
- Select or adapt games based on the **theme** of your activity or session. For example, in a life skills session about managing strong emotions, the game “guess the emotion” can be a fun warm-up or energiser.
- **Introduction** games can help adolescents to feel safe in the group. When we know each other's name, it becomes more comfortable to share things with each other.

Attention

- Hearing your own name activates your brain. Calling someone by their name is not only an easy way to get their attention but it is also a way of recognising and connecting with their presence. Treat adolescents' names with care.
- Get the group's attention by simply starting a game, for example “Ram Sam Sam”.



PART TWO: GAMES AND CREATIVE EXERCISES

GAMES & CREATIVE EXERCISES

OPENING & CLOSING

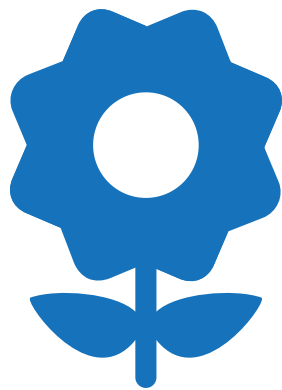
- 
- CIRCLE OF PRAISE
 - ENERGY METER
 - FOLLOW THE WAVE
 - LOTUS FLOWER
 - PASS THE PULSE
 - THUMBS UP, THUMBS DOWN
 - DEEP BREATHING
 - LISTENING TO SOUNDS
 - THE WAVE
 - HAND HEAD HEART
 - PRAISING CHAIR
 - SPECIAL CLAP

INTRODUCTIONS

- 
- MAKING CONNECTIONS
 - ABBA NAME GAME
 - BODY WRITING
 - MRS TAP
 - NAME & BALL
 - NAME IMPULSE
 - NAME & MOVEMENT
 - PEEK-A-WHO?
 - MIX & MATCH

ENERGISERS

- 
- 1, 2, 3 RED LIGHT
 - BANANAS OF THE WORLD
 - CAT & MOUSE
 - COUNT TO 7
 - CRAZY CHICKEN
 - GUESS THE EMOTION
 - HI HO HA
 - MIRRORS
 - RAIN ON THE MOUNTAIN
 - RAM SAM SAM
 - ROCKET
 - SECRET LEADER
 - THE CONDUCTOR
 - YES, LET'S
 - ZIP BOING POW
 - SMALL STICK BALANCE



OPENING & CLOSING



CIRCLE OF PRAISE

CIRCLE UP

Everyone sits in a circle.

The circle of praise is about giving and receiving compliments.



REFLECT

A compliment can be something the other person is good at doing. It can be a strength, quality or characteristic you appreciate in a person.

Everyone thinks about a compliment for their neighbours on both sides.



PRAISE

Everyone turns to their left neighbour to give them a compliment. Take a minute to let the compliment sink in.

Turn to the neighbour on the other side and repeat.



CELEBRATE

Finish with a big clap for everyone!



REMEMBER

Guide participants to notice how they feel when they receive the compliment.



ENERGY METER

CIRCLE UP

Everyone will show how energetic they feel, using body language.



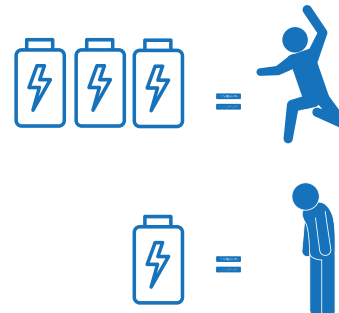
DEMONSTRATE

Those with a lot of energy may show this by jumping or shaking their body.
Those with less energy may move slowly or lower down to the floor.



REFLECT

Participants close their eyes, take a deep breath in and out, and notice how they are feeling.



SHARE

On the count of three, everyone opens their eyes and shows their energy level!

1, 2, 3!!



VARIATION

Use only facial expression to show the level of energy.

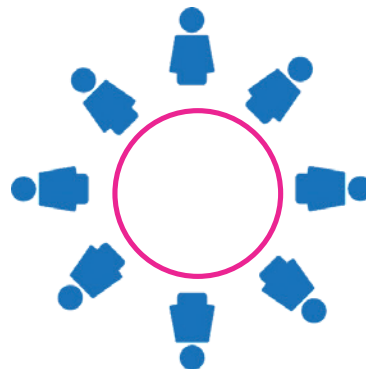


FOLLOW THE WAVE

CIRCLE UP

Everyone sits in a circle.

Tie a piece of rope so it forms a circle.
Everyone in the circle holds onto the rope with both hands.



DEMONSTRATE

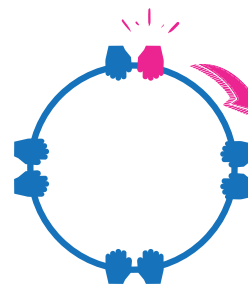
Participants must hold the rope still, until they feel a movement.

When participants feel the rope move up or down on one side, they pass on the "wave" to the other side.

START THE WAVE

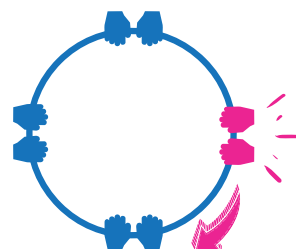
Everyone closes their eyes.

The facilitator starts the "wave" by pulling one of their hands up or down. Participants follow the movement.



PLAY AGAIN

Invite someone else to start the wave.



VARIATION

If feeling the wave is difficult with eyes closed, practise first with eyes open.

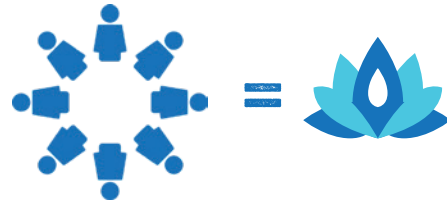


LOTUS FLOWER

CIRCLE UP

Everyone sits in a circle with their legs stretched out.

Participants imagine that together they form a flower.



DEMONSTRATE

"What does a flower do in the morning?"
Stretch back and lift arms to **OPEN** the flower.

"What does a flower do at night?" Lower arms, bend back and head forwards to **CLOSE** the flower.



OPEN

PRACTICE

Participants close their eyes and imagine being a flower in the day (open) and at night (close).

Practise a few times.



CLOSED

REFLECT & SHARE

Participants close their eyes, take a deep breath in and out, and notice how they are feeling.

On the count of three, everyone opens their eyes and shows if they feel like and **OPEN** or a **CLOSED** flower!



VARIATION

Instead of sitting down, participants stand and use their whole body for the movement.



PASS THE PULSE

CIRCLE UP

Everyone stands in a circle, holding hands.



THE PULSE

The facilitator begins a "pulse" by lightly squeezing the hand of one of their neighbours.

Once that person feels the pulse, they squeeze the hand of their other neighbour, and so on.



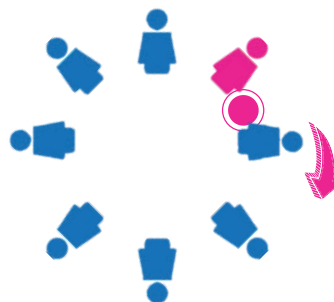
PASS THE PULSE

Continue until the pulse returns back to the facilitator.



PLAY AGAIN

Invite someone else to start the pulse.
Try it with your eyes closed.



REMEMBER

Remind everyone to be gentle. Make sure everyone is standing next to someone whom they are comfortable holding hands with.

TRY STARTING THE PULSE IN BOTH DIRECTIONS AT THE SAME TIME.





THUMBS UP, THUMBS DOWN

CIRCLE UP

Participants express how they feel using their thumbs.

Thumbs up means "I'm doing well" and thumbs down means "I'm struggling", or anything in between.

DEMONSTRATE

Thumbs up means "I'm doing well" and Thumbs down means "I'm struggling".

They can choose Thumbs up, Thumbs down or anything in between.

REFLECT

Participants close their eyes, take a deep breath in and out, and notice how they feel right now.

There is no "right" or "wrong" feeling.

SHARE

On the count of three, everyone opens their eyes and shows how they feel using their thumb!

Take a moment to look around without speaking.



VARIATION

For more privacy, ask participants to keep their eyes closed.



1, 2, 3 ...





DEEP BREATHING

CIRCLE UP

Everyone sits or stands in a circle.

Participants place one hand on their belly and one on their chest and observe their own breathing.



BREATHE IN

Say: "Breathe in deeply and slowly through your nose, feel the belly expand".

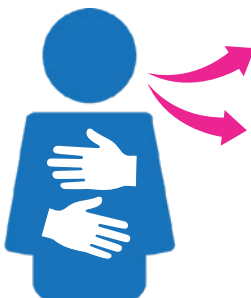
"Hold your breath for 1... 2... 3 seconds."



BREATHE OUT

"...and breathe out deeply and slowly through your mouth, empty the belly and lungs."

"Hold for 1... 2... 3 seconds."



REPEAT

Repeat a few times.

VARIATION

Let participants lie down on the ground if they prefer.



LISTENING TO SOUNDS

CIRCLE UP

Everyone sits or lies down in a comfortable position.



LISTEN

Say: "You may close your eyes".

Say: "Let's be still and listen to the sounds around us... you may count how many sounds you hear".

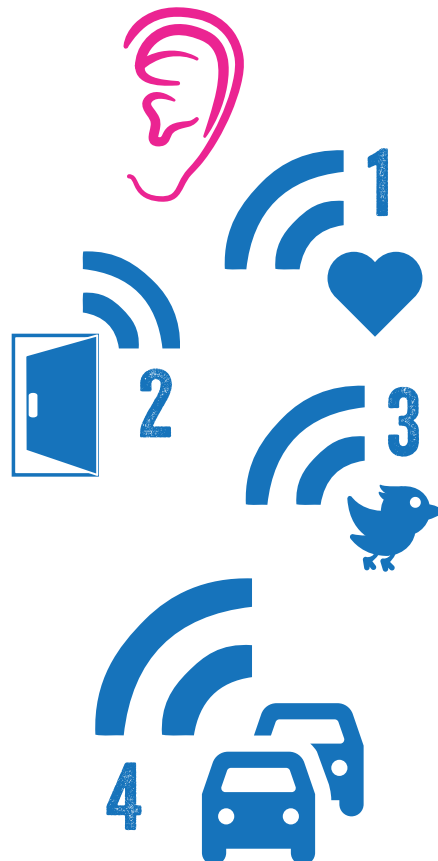
SHARE

Participants share which sounds they heard.



REMEMBER

Make sure this exercise is done in a safe space where the group does not get interrupted.





THE WAVE

CIRCLE UP

Everyone stands close to each other in a circle.

HAND POSITIONS

Everyone raises their right arm up in the air.

Everyone stretches their left arm forward into the circle.

CONNECT

Participants lower their right arm across their body, to take the left hand of the neighbour to their left.

Their neighbour to their left does the same with their neighbour. Go around the circle until everyone is connected.

TURN

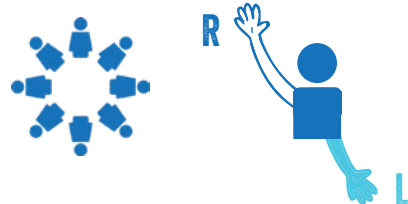
Everyone raises their right hand up, lifting the left hand of the neighbour to their left and turn around to face the outside of the circle.

Say together: "Goodbye" or "See you next time"!



REMEMBER

Let participants practice slowly gently the first time.





HAND HEAD HEART

**ASK THE GROUP OPEN QUESTIONS
AT THE END OF THE ACTIVITY OR
SESSION:**



HAND

**What happened in the session?
What did you notice?**



HEAD

What did you learn in this session?



HEART

**What did you feel during the
session?
How do you feel now?**



PRAISING CHAIR

CIRCLE UP

Everyone sits in a circle.

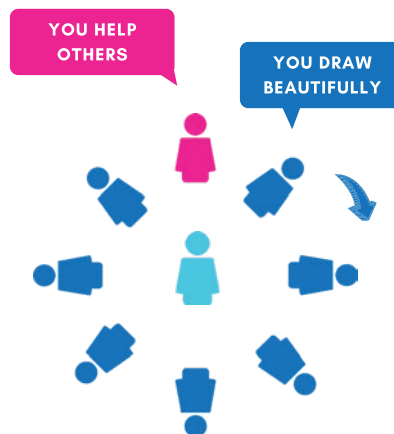
The praising chair is about giving and receiving compliments.



REFLECT

A compliment can be something the other person is good at doing.

It can be a strength, quality or characteristic you appreciate in a person.



ONE BY ONE

One person sits in the middle of the circle.

One by one, the other participants say something positive about the person in the middle.

CELEBRATE

Continue until everyone has been on the praising chair.

End with a big applause for everyone!



VARIATION

Write down all the qualities on a piece of paper for each person to take home.



SPECIAL CLAP

1 CLAP

Say: "One clap for me"

The group claps one time.



ONE CLAP
FOR ME



2 CLAPS

Say: "Two claps for you".

Everyone claps twice.

TWO CLAPS
FOR YOU



3 X 3 CLAPS

Say: "Three claps for us".

Everyone claps three times x 3!

THREE CLAPS
FOR US

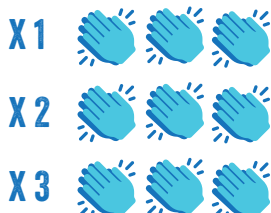


AGAIN, AGAIN

Say: "Again, again!"

Everyone claps three times x 3!

AGAIN, AGAIN!



REMEMBER

Let participants take turns in being the caller.

CHANGE THE SPEED AND
INTENSITY OF THE CALL
AND THE CLAPPING.





INTRODUCTIONS



MAKING CONNECTIONS



CIRCLE UP

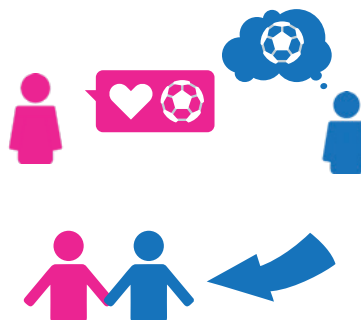
One person starts by sharing something about themselves. For example: "I like playing football".



CONNECT

When someone from the rest of the group hears something they have in common with this person, they can step forward and link elbows with them.

Be quick, as only one person can link elbows to make a connection.



KEEP CONNECTING

The second person then shares something about themselves to the larger group, to attract a new person to link elbows with them, and so on.



EVERYONE CONNECTED

Continue the process of sharing and linking until everyone is connected.

To complete the circle, the last person must find something in common with the first person.



VARIATION

Use a rope to link people if they are not comfortable linking elbows.

ENCOURAGE PARTICIPANTS TO SHARE FUNNY THINGS ABOUT THEMSELVES.





ABBA NAME GAME



GROUPS OF FOUR

Participants form groups of four.

The groups imagine that they are a music band.



NAME YOUR BAND

Each group invents a name for their band, made up of the first letters of the group member's names.

Just like ABBA's band members:
Agnetha, Björn, Benny and Anni-Frid
(A-B-B-A)



BAND NAME



PRESENT YOUR BAND

Each group prepares a song or dance to present their band name to the rest of the group.

The rest of the group are the "audience" and clap along with the song or dance.



CELEBRATE

After the performance, the rest of the group as "audience" claps as if it were the best show they have ever seen.

Continue until all groups have presented themselves.



VARIATION

Introduce different "genres" for the music groups and use different clapping beats!

ENCOURAGE PARTICIPANTS TO BE AS SILLY OR AS CRAZY AS THEY WANT WHEN THEY PERFORM.





BODY WRITING

CIRCLE UP

The facilitator starts by saying their own name out loud.

Then, without speaking, the facilitator "writes" their name by moving their body in the shape of each letter.



EVERYBODY WRITES

Everyone writes their own name with their body.

Encourage participants to use different parts of their bodies.



MEET & GREET

Participants walk around in the space to meet each other.

When two people meet, they greet each other by writing their name with their body.



VARIATION

Participants introduce themselves in small groups to the rest of the group.

ENCOURAGE PARTICIPANTS TO EXPERIMENT WITH FUNNY MOVEMENTS, USING ALL BODY PARTS.





MRS TAP

CIRCLE UP

The facilitator starts by saying: "I am Mrs Tap" and taps the shoulder of one of their neighbours.

DEMONSTRATE

The person who was "tapped" must say the name of someone else in the circle.

The person whose name was called, taps the shoulder of one of their neighbours, etc.

KEEP GOING

Continue playing until everyone has been tapped.

PLAY AGAIN

Start again. This time, when someone makes a mistake, they must leave the circle.

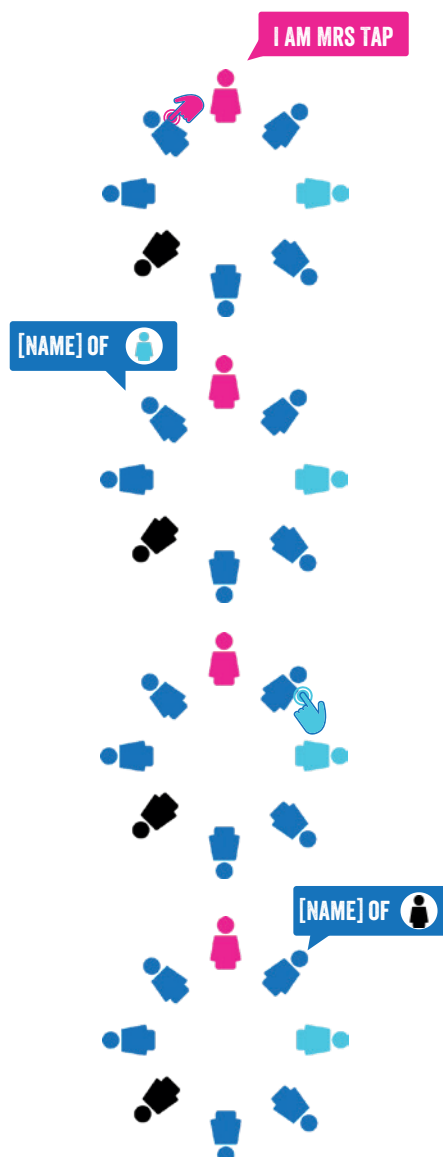
Continue until there are only two people left in the circle.



VARIATION

Invite two people to start as MRS TAP at the same time.

THOSE WHO HAVE LEFT THE GAME, ARE ON THE OUTSIDE OF THE CIRCLE, TAPPING AND SAYING PEOPLE'S NAMES AT RANDOM IN AN ATTEMPT TO CONFUSE PLAYERS.





NAME & BALL



CIRCLE UP

The facilitator holds the ball and says their own name out loud.

Then, they pass the ball to someone else in the circle.



EVERYBODY PLAYS

The new person holding the ball says their name, before passing the ball to next person.

Play until everyone has received the ball at least once.

[MY NAME]



PRACTICE

Start the game again. This time, say the name of the person you throw the ball to.

The new person holding the ball says the name of the person they throw the ball to.

[NAME] OF



PLAY AGAIN

When the ball drops, celebrate the mistake as a group by making a cheering sound or movement!



REMEMBER

Make eye contact before passing the ball to someone else!

PLAY THE GAME FASTER AND FASTER,
OR ADD MORE BALLS TO THE GAME, OR
PLAY THE GAME WHILE WALKING
AROUND THE SPACE.





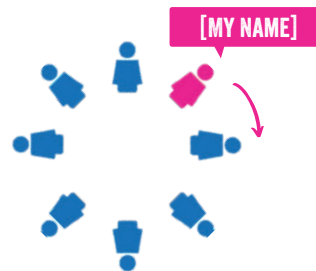
NAME IMPULSE



CIRCLE UP

The facilitator starts by saying their own name out loud.

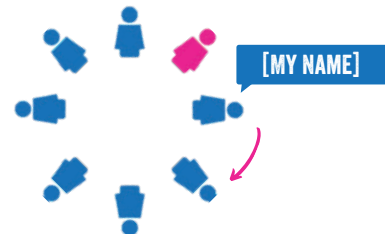
Go around the circle until everyone has said their name.



FASTER & FASTER

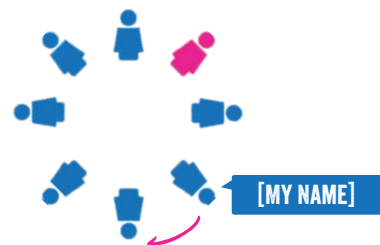
Go around the circle again, this time a bit faster.

Repeat a few times, each time a bit faster.



CHANGE DIRECTION

Go around the circle again, this time in the opposite direction.



COMPETITION

Use a stopwatch to time how long it takes to go round the circle in each direction.



REMEMBER

Participants cannot speak at the same time!

PLAY THE GAME IN BOTH DIRECTIONS
AT THE SAME TIME TO SEE WHICH ONE
GOES FASTER!



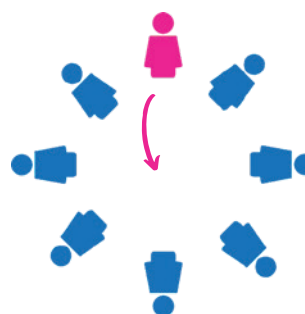


NAME & MOVEMENT

CIRCLE UP

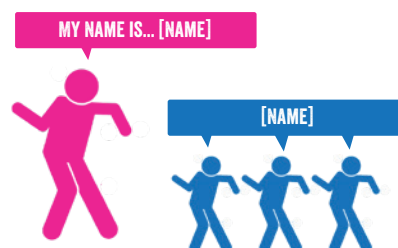
The facilitator starts by saying their own name out loud.

At the same time, the facilitator steps into the circle and makes a movement.



EVERYBODY REPEATS

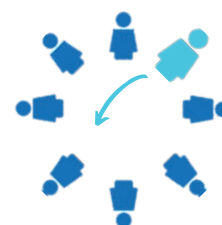
The whole group steps into the circle, repeats back the name and movement.



KEEP GOING

The next person in the circle says their name and shows their movement and the whole group repeats this back.

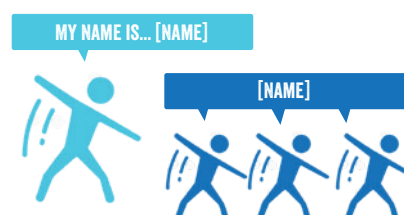
Go around the circle until everyone has introduced themselves.



PLAY AGAIN

Play again. This time, everyone makes bigger, louder or faster movements.

Play again. This time, everyone makes smaller, quieter or slower movements.



REMEMBER

Encourage participants to say their names clearly and use unique movements.

MAKE THE MOVEMENT OF YOUR FAVOURITE ANIMAL, OR SOMETHING THAT STARTS WITH THE SAME LETTER AS YOUR NAME.





PEAK-A-WHO?

TWO TEAMS

Each team sits behind one side of a big sheet or tarp, so that they are out of the view of the other side.

One person from each side sits in front, facing the sheet.

NAME QUICKLY

When the sheet is lowered, the team that says the name of the person on the opposite side first, gets that player on their team.

ON THE SAME SIDE

The game ends when everyone is on the same side.



REMEMBER

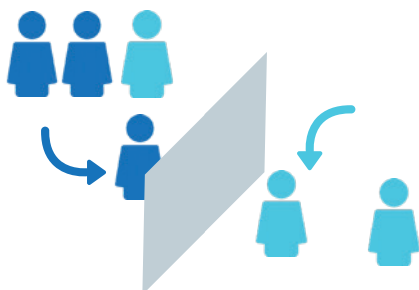
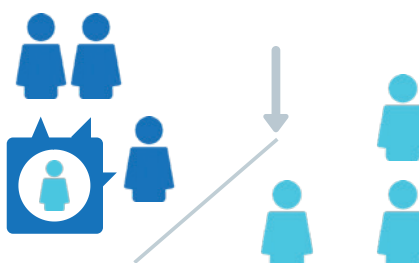
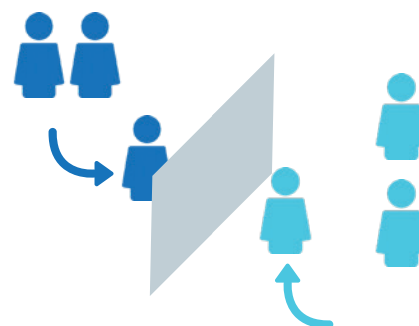
Celebrate mistakes in a fun and inclusive way!



TEAM 1



TEAM 2



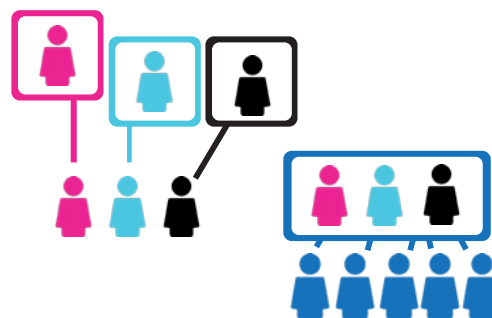


MIX & MATCH

LINE UP

Three people stand in line and say their name.

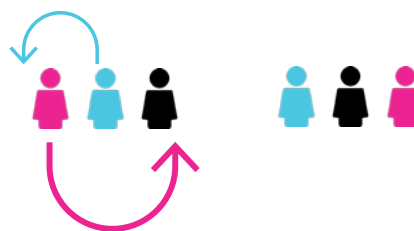
The group repeats their names.



MIX UP

The three people "mix up" by changing the order in which they stand.

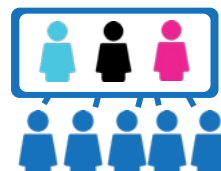
The group say the three names in the new order.



ADD THREE PEOPLE

Three more people join the line. Now, all six people say their name.

Then, they mix up and the rest of the group say the six names in the new order.



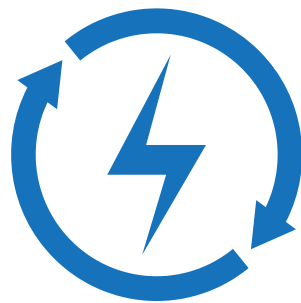
KEEP ADDING

Keep adding three people to the line, until all participants are part of the line.



REMEMBER

Encourage participants to say their names clearly



ENERGISERS



1, 2, 3, RED LIGHT



ONE CALLER

One participant is the **CALLER** who stands facing the wall, turned away from the others.

The rest of the group stands at the other end of the space.



TOUCH THE WALL

The **CALLER** says "1, 2, 3, Red Light" after which they turn around.

The others try to reach the wall before the **CALLER** turns around. They cannot be seen while moving.



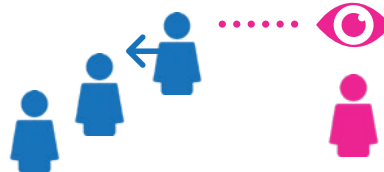
1, 2, 3, RED LIGHT



PLAY

Whoever is seen when the **CALLER** turns around has to return to the starting point.

The first person to reach the **CALLER**, becomes the next **CALLER**.



PLAY AGAIN

Play the game with different **CALLERS**.



REMEMBER

Make sure the space is clean and safe for participants to run in.

THE GROUP MOVES IN A FUNNY WAY: IN SLOW MOTION, ON HANDS AND KNEES OR WHILE PRETENDING TO BE MONKEYS.





BANANAS OF THE WORLD

PLAY WITH WORDS

Everyone stands in a large circle. The facilitator starts by saying three words: "Pick, Peel, Chop".

The group repeats these words back.



YOU SING, THEY SING

Bananas of the world unite!

Pick banana, Pick pick banana

Peel banana, Peel peel banana;

Chop banana, Chop chop banana

Mash banana, Mash mash banana

Eat banana, Eat eat banana;

Ooh banana, Ooh ooh banana;

Go banana, Go go banana!

Bananas of the world unite!

Pick banana, Pick pick banana

Peel banana, Peel peel banana;

Chop banana, Chop chop banana

Mash banana, Mash mash banana

Eat banana, Eat eat banana;

Ooh banana, Ooh ooh banana;

Go banana, Go go banana!

ADD FUN ACTIONS

Add movements by pretending to pick, peel, chop, mash and eat bananas as you sing.

Pretend to have stomach pain when singing "Ooh banana!".

SING TOGETHER

Sing the song together a few times.

+ VARIATION

Participants develop their own songs with movements and teach each other!

EXAGGERATE YOUR MOVEMENTS AND FACIAL EXPRESSIONS.



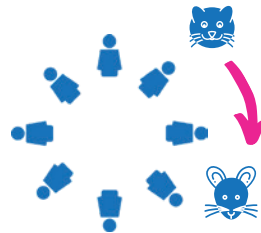


CAT & MOUSE

CIRCLE UP

The facilitator has two objects which represent a CAT and a MOUSE who will chase each other around the circle.

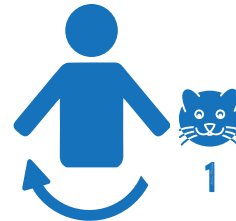
For example, use a pen as the MOUSE and a water bottle as the CAT.



EXPLAIN

The MOUSE object has to be moved around each person's body twice before it can be passed on to the next person.

The CAT has to be moved around each person one time before it can be passed on to the next person.



PLAY

Start with the MOUSE.

After 30 seconds bring the CAT into the game to chase after the MOUSE.



CELEBRATE FAILURE

When the CAT catches the MOUSE, celebrate the catch!



REMEMBER

Practise first with the MOUSE and then with the CAT, before bringing both into the game.

PARTICIPANTS MAKE CAT AND MOUSE SOUNDS WHILE PASSING THE OBJECTS AROUND THEIR BODY.





COUNT TO 7

CIRCLE UP

The facilitator starts the count to 7 by saying: "1". The next person in the circle says "2", etc. up to 7.

The next person starts again at 1, etc.



7 = SOUND

This time, the person who says "7" can pick any number between 1 and 7 and replace it with a sound (or action) for example a clap.

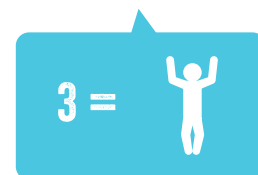
Continue to play, and replace the selected number with the new sound or action.



MORE SOUNDS

The person who counts "7" gets to replace another number with another sound or action.

Continue until all numbers have been replaced by sounds or actions.



TRY TO REACH 7

When someone makes a mistake, the game starts over and the next person has to start from 1 (or the sound or action that belongs to "1").

Participants cannot help each other to remember the sounds or actions.



REMEMBER

Remember to celebrate mistakes all together in a fun and inclusive way!

ENCOURAGE PARTICIPANTS TO PICK FUN SOUNDS AND ACTIONS, FOR EXAMPLE AN ANIMAL SOUND OR A SILLY GESTURE.



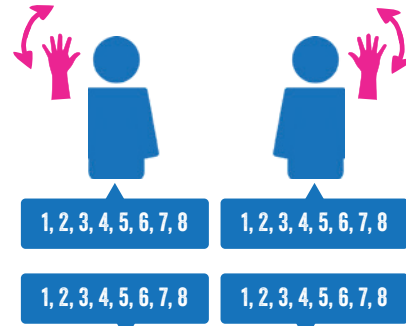


CRAZY CHICKEN

RIGHT HAND, LEFT HAND

Everyone raises their right hand up in the air eight times while counting aloud to 8.

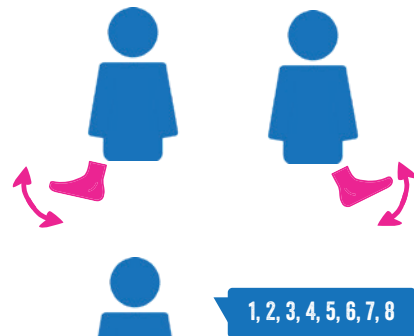
Repeat with the left hand.



RIGHT FOOT, LEFT FOOT

Shake the right leg and foot while counting aloud to 8. Repeat with left foot.

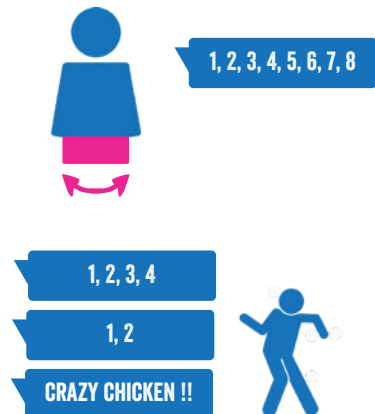
Shake the hips while counting aloud to 8.



COUNTDOWN TO 1

Repeat all movements, but now counting up to 4.

Repeat all movements, counting up to 2.



CRAZY CHICKEN

Repeat all movements, counting up to 1. After the last "1" everyone shouts "CRAZY CHICKEN!!!"

Everyone freestyles and does their crazy chicken dance.

+ REMEMBER

Let participants take turns in leading the game.

THE GROUP COUNTS AS LOUD AND AS FAST AS THEY CAN. WHO CAN BE THE CRAZIEST CHICKEN?



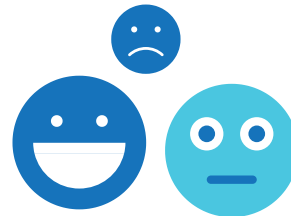


GUESS THE EMOTION

EMOTIONS

Participants share examples of different emotions they know.

The group practises expressing each emotion using only body language.



TWO TEAMS

Divide the group into two teams that go to opposite ends of the space.

Each team secretly agrees on an emotion.



FREEZE!

Two teams stand in front of each other. On the count of three, the first team shows their emotion using body language.

The other team tries to guess the emotion.



1, 2, 3 ...

PLAY AGAIN

On the count of three, the second team shows their emotion. The first team tries to guess the emotion.

Play again with different emotions.



1, 2, 3 ...



VARIATION

Let participants develop their own "emotion cards" to play with.

ASK TEAMS TO ADD SOUNDS AND MOVEMENTS TO THEIR EMOTIONS.





HI HO HA

CIRCLE UP

The facilitator starts by saying three words: "Hi, Ho, Ha" and the group repeats.

Add movements: HI (Clap hands), HO (arms up), HA (arms crossed).

HI!

The facilitator claps their hands, while saying "HI!" and pointing at another player in the circle.

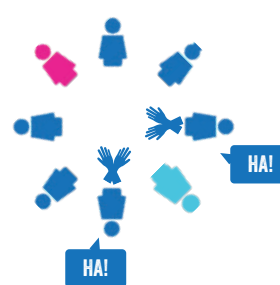
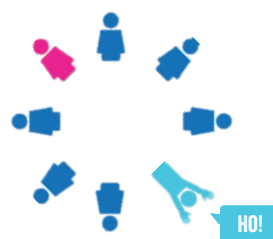
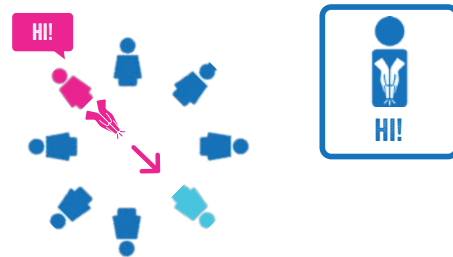
HO!

The person pointed at, immediately raises their hands above their head and says "HO!".

HA!

The two people standing on both sides of the person who said "HO" put their arms in front of them and say "HA!"

The person who said "HO" continues and points at someone else in the circle and says "HI!" etc.



VARIATION

Use this game to practise learning about different emotions.

PLAY THE GAME IN DIFFERENT TONES OF VOICE E.G. DIFFERENT EMOTIONS, HIGH/LOW, SLOW/FAST, ETC.





MIRRORS

IN PAIRS

Participants form pairs and stand facing each other.

Decide who is person A and person B.

MIRROR

A does an action and B exactly copies these movements as if they were a mirror.

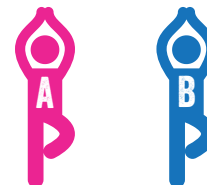
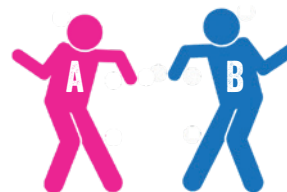
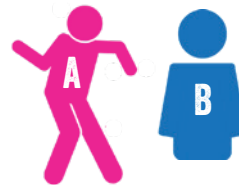
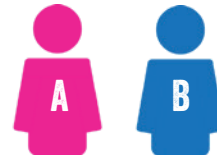
CHANGE

Swap roles. B does actions and A mirrors.

PLAY AGAIN

Play again. This time pairs do not choose who starts, but they follow each other without speaking.

MIRROR



VARIATION

Use this game to explore and challenge assumed gender roles.

ASK PAIRS TO DO ACTIONS RELATED TO THEIR MORNING ROUTINE.





RAIN ON THE MOUNTAIN

CALL & RESPONSE

The leader calls: "Rain on the mountain".

The group responds: "Run, run, run!"



PRACTISE

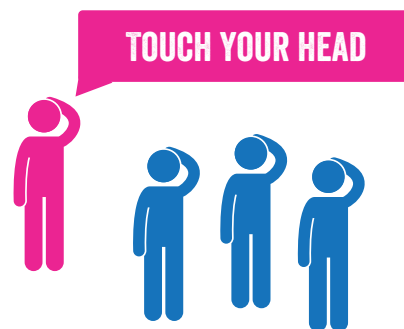
The group uses the whole space to run around in.

The leader calls and the group responds.

VARY INSTRUCTIONS

The leader adds a variation: "Rain on the mountain. Touch your toes."

The group responds by touching their toes.



PLAY AGAIN

Continue with the call and response, and keep adding variations: "form groups of three", "touch something blue", etc.

After a few rounds, choose a new CALLER.



+ VARIATION

End the last variation by forming groups, to continue with another group activity.

CHANGE THE SPEED, VOLUME OR TONE OF VOICE OF THE CALL AND RESPONSE OR ADD FUNNY INSTRUCTIONS LIKE "MOVE YOUR NOSE".





RAM SAM SAM



PLAY WITH WORDS & SOUNDS

Sing: "AH RAM, SAM SAM, RAM SAM SAM".

Repeat a few times with the group.



SING TOGETHER

Ah Ram Sam Sam

Ah Ram Sam Sam

Guli Guli Guli Guli Ram Sam Sam

Ah Ram Sam Sam

Ah Ram Sam Sam

Guli Guli Guli Guli Ram Sam Sam

A Rafiq

A Rafiq

Guli Guli Guli Guli Ram Sam Sam

Ah Ram Sam Sam

Ah Ram Sam Sam

Guli Guli Guli Guli Ram Sam Sam

Ah Ram Sam Sam

Ah Ram Sam Sam

Guli Guli Guli Guli Ram Sam Sam

A Rafiq

A Rafiq

Guli Guli Guli Guli Ram Sam Sam



ADD FUN ACTIONS

Add movements to the song.

Let participants suggest movements.



TOGETHER

Sing the song together with the movements.



VARIATION

Let participants invent new words and movements to the same rhythm.

SING THE SONG FASTER AND FASTER
AND THEN IN SLOW MOTION.





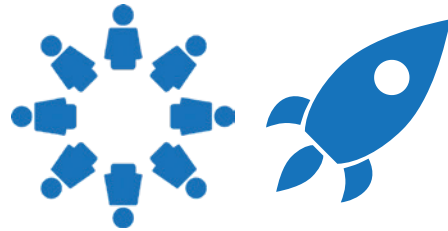
ROCKET



CIRCLE UP

The facilitator asks the group if they know what a "ROCKET" is?

Participants imagine that they together form a ROCKET that is taking off soon..!



CLAP

The facilitator starts clapping slowly and softly.

The group follows.



STAMP

The facilitator starts stamping their feet and the group follows.

Gradually increase the tempo and volume of the clapping and stamping.



TAKE OFF!

Bring the clapping and stamping to a climax and make a whooshing sound.

Everyone jumps in the air and says "WOOO!" as the rocket takes off.



VARIATION

Let participants invent objects to launch.

LAUNCH THE ROCKET USING FUNNY SOUNDS OR NOISES, SUCH AS LAUGHING.



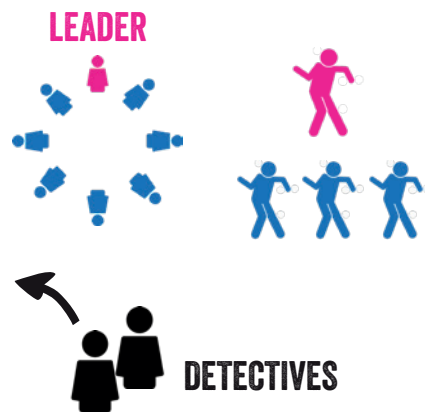


SECRET LEADER

CIRCLE UP

The leader starts by making slow movements, taking different poses.

Participants follow the leader and make the same movements.



DETECTIVES

Two participants volunteer to be detectives and leave the room briefly.

CHOOSE THE LEADER

Choose a new leader in the circle.

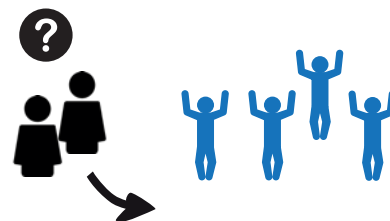
The new leader starts making slow movements while the rest of the group copies them.



GUESS THE LEADER

The detectives come back into the circle and need to find out who the "secret leader" is.

They have three guesses to reveal the "secret leader".



+ REMEMBER

Encourage the detectives to work out a strategy during this game.

ENCOURAGE THE SECRET LEADER TO MAKE FUNNY MOVEMENTS AND TO CHANGE OFTEN.





THE CONDUCTOR

SMALL GROUPS

Participants form groups of 4 to 5.

Each group is a musical instrument and creates their own sound.

SHARE

Circle up and invite each group to share their sound.

The instruments together will form an orchestra.

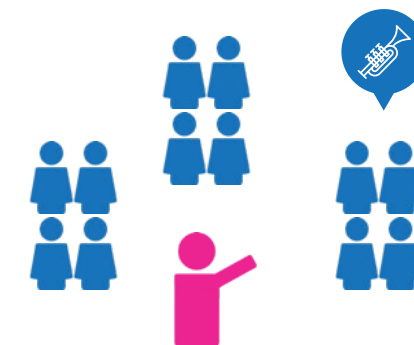
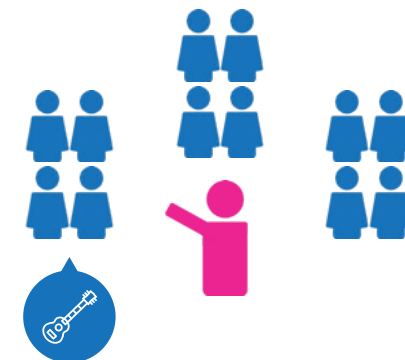
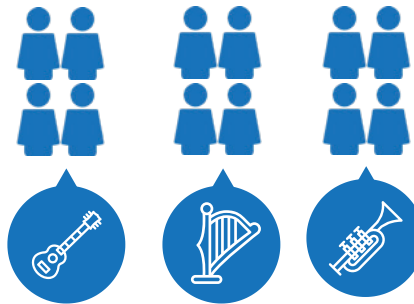
THE CONDUCTOR

When the conductor points at a group, they make their sound.

The body language of the conductor determines the tempo, volume and duration of the sounds.

NEW CONDUCTOR

Choose a new conductor to direct the orchestra and play again!



REMEMBER

Let different participants experience the role of conductor.

CREATE A HILARIOUS ORCHESTRA WITH OTHER SOUNDS, FOR EXAMPLE ANIMALS OR EMOTIONS.





YES LET'S



CALL & RESPONSE

The leader calls: "Let's play a game".

The group responds: "Yes, let's!"



LET'S PLAY A GAME

YES, LET'S!



MOVEMENT

The group uses the whole space to run around in.

The leader calls "Let's jump" and the group responds by jumping.



LET'S JUMP

YES, LET'S!



ACTIONS

Repeat with new actions: Let's say hello! Let's stand on one leg! Let's touch the wall!

The group responds with "Yes, let's!" and does the action.



LET'S STAND ON ONE LEG

YES, LET'S!



PLAY AGAIN

Swap roles and let another participant be the leader.



REMEMBER

Let different participants experience the role of the leader.

MAKE SILLY SUGGESTIONS LIKE "LET'S SWIM TO THE SHOPS" OR "LET'S PUT OUR CLOTHES ON BACKWARDS."





ZIP BOING POW

CIRCLE UP

The facilitator starts by saying three words: "ZIP, BOING, POW".

The group repeats the words.

ZIP

The facilitator claps their hands, while saying "ZIP" and pointing at one of their neighbours.

The person pointed at, turns to their other neighbour, claps their hands and says "ZIP". Go around the circle in this way.

BOING

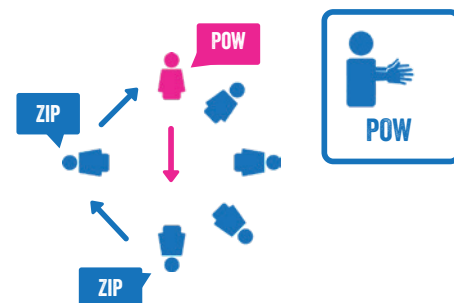
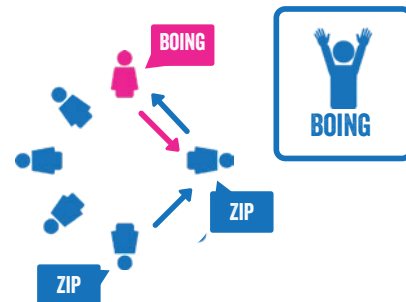
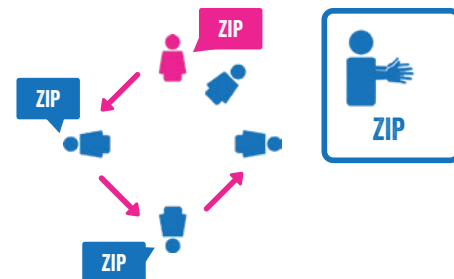
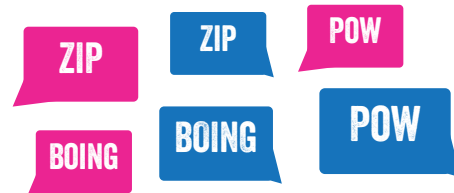
When it is the facilitator's turn, they say "BOING" while raising their hands above their heads.

BOING sends the movement back to where it came from. Continue playing with ZIP and BOING.

POW

When the facilitators turn again, they introduce "POW" by clapping their hands and pointing at another player across the circle.

Continue the game with ZIP, BOING and POW. Go faster and faster.



 **REMEMBER**
Celebrate failure!

**CHOOSE NEW FUNNY ACTIONS TO
REPLACE ZIP, BOING AND POW.**



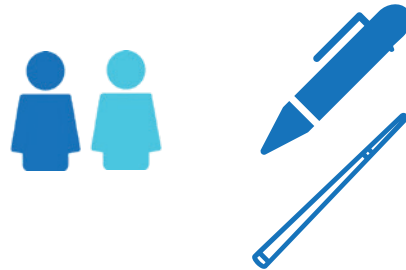


SMALL STICK BALANCE

PAIR UP

Each pair has a pen or small stick.

Participants may touch the object with just one index finger.



PRACTISE

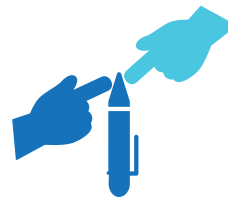
The pairs must work together to balance the object between their fingers.

They can practice by moving the object slowly up and down.



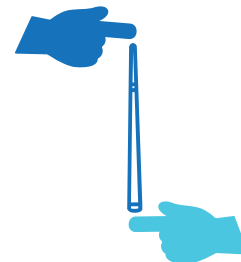
MOVE AROUND

Pairs walk around the space together while balancing their object.



ADD TASKS

Pairs stand up and sit down again or make a small jump together.



REMEMBER

If the stick falls, encourage the participants to try again.

ADD FUNNY INSTRUCTIONS LIKE "MOVE YOUR NOSE", "SING A SONG WHILE MOVING AROUND", "BEHAVE LIKE A LION" ETC.

