



Kinesthetic and Theatre Activities to Promote Creative Thinking

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Students are standing in a circle. Teacher says: „*Change the places if...*“

- You are wearing...
- You have blue eyes...
- You have a cat...
- You can speak French...



1-2-3-4

1 = clap

2 = jump

3 = turn around

4 = walk

Make an object with your body

- Divide everyone into small groups (4-6). Call out the name of an object and all the groups have to make the shape of that object out of their own bodies, joining together in different ways while you count down slowly from ten to zero.
- Example: peacock, car, clock, fire, castle, camel, bridge,...

Find 3 differences

- Players stand in two rows facing each other. Each person observes the person standing opposite her, noting the particulars of what the person is wearing. Both rows then turn their backs and everyone makes three changes to their appearance (moving a ring, unbuttoning a button, etc.). Players then face each other again and try to identify the changes.

Conversation with alphabet

A: *Anyone seen my cat?*

B: *Black one, with funny eyes?*

A: *Can't say I remember.*

B: *Don't tell me you've forgotten what it looks like?*

A: *Every cat looks the same to me.*

B: *Fortunately, I found one yesterday.*

A: **G**

B: **H**

A: **I**

B: **J**

A: **K**

B: **L**

A: **M**

B: **N**

Sculptor and his clay

- In pairs, one person (A) is the sculptor and the other (B) is the block of clay. 'B' begins by standing in a neutral position; the sculptor slowly moves 'B's body into a new position according to the theme that is being explored. Ideally this is done without talking so that all communication is through body-language. Facial expressions can be shown by the sculptor for the statue to copy.
- Examples: emotions (sad, happy, angry, excited etc.), animals, jobs

Sound picture

- The leader or one member of the group acts as conductor, whilst the rest of the group are the ‘orchestra’. Using their voices (and body percussion if appropriate!), the group „paints“ a sound picture of a particular theme
- Example: the seaside, a city, a jungle, a rainforest, a beach, a cinema.

Live painting

- Teacher says: „I am a lake“ and act out „a lake“.
- All students try to join him:
 - „I am a fish“
 - „I am a fisherman“
 - „I am water“
 - „I am a plastic bag floating in the water...“

Machines



True and false

The Little Red Riding Hood had an apple and a cake in her basket!

No, she had an avocado and an orange in her basket!

No, she had...

Pass a sound/object

- Players stand in a circle. The director whispers an object to 1 person (sand, ice, puppies, apple, etc). This person then hands the object to someone else, shows it, does something with it, etc.

What is next?

- Teacher starts doing an action. Anybody can stop her by a bell (or any other sound). He/she stays in a position where she was. Some else takes her place and tries to recreate the particular action in different activity (the further the better).
- It goes like that until everybody in the group played at least once.

Why shall we do such activities in a class?

- To warm up, as an motivation or introduction
- To (re)gain childrens` attention
- To get to know each other
- To bring the group together, to socialize
- To practice concentration
- To practice improvisation
- To practice problem-solving
- To practice communicative skills
- To encourage divergent and creative thinking
- To have fun, enjoy and relax

Honey Walk

- Actors walk in place. The audience calls out different things to walk through: snow, ice, mud, honey, cotton, etc...

Resources

- <https://dramaresource.com/sculptor-and-statue/>
- <http://serendipstudio.org/oneworld/>