ULTIMATE DRAMA AND IMPROV CURRICULUM

VERSION 2

45 modular one-hour classes | 405 exercises | Ages 6-8

VARIED WARM-UPS
Movement, voice, focus, and imagination are mixed.

CONNECTED ARC
Every warm-up prepares the class challenge.

FULL COVERAGE
All 405 exercises appear exactly once.

A boredom-audited, play-based, inclusive teaching bank designed for modular use.

Critical Audit: What Version 1 Still Got Wrong

Version 1 corrected random numerical grouping, yet it continued to treat many sessions as category collections. That produced long stretches of the same action, too many explanations, thin dramatic destinations, and several sessions that felt like training drills rather than complete drama classes.

Perspective	Version 1 risk	Version 2 revision
Child engagement	Several classes repeated one mode for most of the hour.	Each module changes mode, grouping, and expressive channel.
Warm-up design	Warm-ups often prepared general control rather than the actual lesson.	Three linked warm-ups rehearse the body, voice, or rule used later.
Dramatic arc	Activities accumulated without a strong imaginative destination.	Every module moves toward one substantial scene, story, tableau, or creation.
Pacing	Nine equal blocks created rush and transition fatigue.	Micro-warm-ups stay short; the main creation receives a twelve-minute block.
Agency	Teacher commands could dominate the first half.	Children invent details, roles, solutions, and story developments early.
Modularity	Sequential unit labels implied that earlier sessions were required.	Every named module teaches its needed conventions from the beginning.
Repetition	Similar exercises sat together and exposed their overlap.	Related mechanics are distributed across distinct dramatic contexts.
Mastery	Exact-once coverage could discourage useful routine repetition.	Formal exercises appear once; safety cues and class rituals may repeat freely.
Group dynamics	Fast speakers and volunteers could dominate.	Solo, pair, trio, ensemble, narrator, sound, and director roles rotate.
Performance pressure	Some sessions moved directly into public presentation.	Sharing stays brief, optional, and supported by group or puppet alternatives.
Accessibility	Access guidance remained general rather than session-ready.	Every module includes concrete space, sensory, language, or role adaptations.
Safety	Masks, movement, loud sound, and countdowns needed stronger limits.	Slow mask travel, volume controls, flexible timing, and clear lanes are explicit.
Cultural care	Fantasy abundance could hide stereotyping in character work.	Prompts avoid real-group caricature and call for credited cultural sources.
Teacher usability	The logic connecting activities remained implicit.	Each module states exactly how its warm-ups prepare the main activity.

The Version 2 Boredom Standard

1. Imagination arrives early The imagined world or dramatic problem appears by minute 15.

2. Warm-ups vary The first three tasks use different channels such as movement, voice, rhythm, objects, observation, or character.

3. Warm-ups connect Each opening task rehearses a skill, rule, atmosphere, or relationship needed later.

4. Modes keep changing No module relies on nine consecutive circle games, movement drills, interviews, tableaux, or verbal stories.

5. Groupings rotate Children work as a whole group, partners or small groups, and performers or observers.

6. One creation matters A twelve-minute block lets children develop rather than abandon an idea.

7. Child choice is visible Children invent at least one character, object, setting, solution, sound, or story turn.

8. Sharing stays brief The lesson stops while energy remains, with one quick share or replay.

9. Closure belongs The final three minutes settle, reflect, freeze, appreciate, or complete the dramatic world.

How to Use the Modular System

- Choose any module by theme, skill, energy level, or available materials. The numbering supports navigation rather than sequence.
- The first three rows form one connected warm-up ramp. Teach them briskly and carry their language into the later activities.
- The final seconds of every class may repeat the same local ritual, such as one breath, one clap, and one bow. Repeatable rituals sit outside the 405 formal exercise count.
- Stop a game while interest remains. Extend the main creation instead of extending every warm-up.
- Offer acting, narrating, sound-making, puppetry, directing, and observing as valid participation routes.
- Use fictional situations for emotional work, consensual spacing for partner work, and no-elimination rules throughout.

Research Basis

Ontario currently lists The Arts (2009) as its elementary arts curriculum. Its drama strand emphasizes role and character, relationship, time and place, tension, focus, creation, performance, and reflection. NAEYC identifies play as a source of joyful learning that supports self-regulation, language, cognitive development, and social competence through age eight. Harvard's executive-function guidance supports games that exercise attention, working memory, self-control, and flexible thinking, with challenge increasing as children gain mastery.

Module Index

No.	Module	Primary focus
01	Welcome to the Imagination Lab	belonging, safe movement, imagination, ensemble creation
02	Jungle Listening Expedition	listening, animal movement, sound, setting
03	Weather Wizards	tempo, weather movement, emotion, adaptation
04	Underwater Rescue	breath, floating movement, ensemble creatures, rescue
05	The Giant and Tiny Kingdom	scale, vocal contrast, mime, adaptation
06	Robot Factory Breakdown	commands, mechanical movement, sound, problem solving
07	The Wild Animal School	character, emotion, picture stories, group performance
08	The Magic Object Workshop	object consistency, transformation, character, scene work
09	The Invisible World	mime precision, obstacles, gifts, silent storytelling
10	Beyond the Mystery Door	observation, reactions, suspense, mystery
11	The Lost Pet Detectives	listening, clues, empathy, cooperative mystery
12	The Treasure Map Expedition	leadership, journey mime, signals, adventure
13	First Contact in Space	space, alien language, character, gravity
14	The Monster Talent Show	contrast, music, character invention, performance
15	Fairy Tales Gone Wrong	transformation, voice, narrative surprise, puppetry
16	The Toyshop at Midnight	stillness, object emotion, animation, rescue
17	Puppet Problem-Solvers	gibberish, translation, helping, puppet dialogue
18	The Shadow Adventure	gesture, sound, emotion, silhouette storytelling
19	The Costume Transformation Studio	character body, voice, entrance, costume
20	Character Detectives	observation, visual clues, interviews, mistaken identity
21	The Emotion Laboratory	physical and vocal emotion, switching, replay
22	The Friendship Repair Shop	empathy, reactions, conflict repair, perspective
23	The Ridiculous Newsroom	public voice, quick thinking, reporting, puppetry

Module Index, continued

No.	Module	Primary focus
24	The Sound-Effects Studio	rhythm, vocal sound, Foley, scene support
25	Musical Character Makers	rhythm, voice, mood, character switching
26	The Story-Building Factory	shared language, image, emotion, story development
27	Living Pictures	ensemble shape, verbal prompts, sequencing, tableau
28	The Time Machine	tempo, reverse action, narration, replay
29	The Transformation Laboratory	shape, growth, character, environment, mask
30	Machine Mayhem	rhythm, ensemble coordination, building, breakdown
31	The Impossible Restaurant	mime, voice, relationship, service scene
32	The Wrong Place	space, mood, setting, adaptation
33	The Unusual Classroom	leadership, language, routine, role play
34	Superhero Headquarters	voice, pose, character detail, mission
35	Mission Impossible	memory, silent teamwork, obstacles, countdown
36	The Museum Comes Alive	observation, mime, hidden emotion, living art
37	The Picture-Book Portal	voice, image, narration, adaptation
38	Families, Groups, and Belonging	nonverbal cooperation, relationship, stage presence
39	Strange Jobs and Big Personalities	physical action, voice, occupation, interview
40	Stage Explorers	stage geography, visibility, focus, reaction
41	The Improv Replay Laboratory	flexibility, physical variation, scene revision
42	Feelings in Motion	sensory movement, emotion reading, mood, care scene
43	The Narrator's Control Room	environment, ensemble mime, narration, revision
44	The Time-Travel Story Studio	change over time, perspective, retelling, trailer
45	The Maskmaker's Strange Shop	shape, mask, shadow, animated objects, performance

MODULE 01

Welcome to the Imagination Lab

FOCUS belonging, safe movement, imagination, ensemble creation

HOOK A simple prop opens the door to a class where every idea can transform.

MATERIALS One scarf, foam block, or safe neutral prop

WHY THE WARM-UP FITS Three warm-ups move from names to stopping rules to imaginative transformation.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**36. Name and Action**	Say each name while adding a clear action.
WARM-UP	04-09	**2. Shake, Move, and Freeze**	Move freely, then stop safely on the signal.
WARM-UP	09-15	**7. Traffic Lights**	Respond to colour cues with moving, slowing, and stopping.
BUILD	15-22	**101. One Prop, Many Uses**	Transform one object into many imagined objects.
BUILD	22-30	**13. Movement Mirror**	Copy a partner's choices slowly and precisely.
CREATE	30-39	**267. Yes, Let's**	Accept each activity suggestion and perform it together.
CREATE	39-51	**52. Human Machine**	Add one repeating movement and sound to a group machine.
SHARE	51-57	**394. Favourite-Moment Statue**	Freeze a pose showing the favourite lesson moment.
CLOSE	57-60	**405. Closing Group Bow**	Finish together with shared focus and calm timing.

VARIETY CHECK improv/ensemble | movement | mime/object | reflection

TEACHING NOTE Keep every turn short and celebrate ideas that classmates build upon.

MODULE
02

Jungle Listening Expedition

FOCUS listening, animal movement, sound, setting

HOOK The group enters a jungle where careful ears reveal animals and hidden places.

MATERIALS Animal pictures and one sound-maker optional

WHY THE WARM-UP FITS Body, animal movement, and animal voice prepare the same imagined world.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**1. Body Wake-Up**	Mobilize the whole body with simple guided actions.
WARM-UP	04-09	**78. Animal Walks**	Build an animal through gait, posture, rhythm, and focus.
WARM-UP	09-15	**144. Animal-Inspired Voice**	Build a voice from an animal's rhythm and energy.
BUILD	15-22	**88. Life-Cycle Movement**	Show stages of growth through linked movements.
BUILD	22-30	**29. Sound Detective**	Identify hidden sounds through careful listening.
CREATE	30-39	**283. Zookeeper and Animal**	Solve an animal-care problem through role play.
CREATE	39-51	**167. Location or Weather Soundscape**	Layer voices and body sounds to create a place.
SHARE	51-57	**326. Location Tableau**	Create a still picture that clearly establishes place.
CLOSE	57-60	**395. One-Word Checkout**	Share one word that captures the experience.

VARIETY CHECK improv/ensemble | movement | voice/sound | stage/image | reflection

TEACHING NOTE Invite children to invent local or imaginary animals rather than copy stereotypes.

MODULE 03

Weather Wizards

FOCUS tempo, weather movement, emotion, adaptation

HOOK Children create the weather, enter it, and rescue a plan changed by a storm.

MATERIALS Blue fabric and simple sound objects optional

WHY THE WARM-UP FITS Tempo, weather walking, and storm movement steadily build the lesson's atmosphere.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**5. Energy and Tempo Scale**	Move from low to high energy and speed.
WARM-UP	04-09	**75. Walking Through Weather**	Change movement as wind, rain, heat, or snow arrives.
WARM-UP	09-15	**90. Raindrop-to-Storm Movement**	Grow from one raindrop into a full group storm.
BUILD	15-22	**166. Rainstorm Orchestra**	Build a storm gradually with bodies and voices.
BUILD	22-30	**181. Emotion Weather**	Turn feelings into sunshine, fog, wind, or storms.
CREATE	30-39	**250. Narrator Changes Weather, Place, or Emotion**	Actors adapt while the narrator changes weather, place, or mood.
CREATE	39-51	**297. Weather Ruins the Plan**	Adapt a plan when the weather suddenly changes.
SHARE	51-57	**328. Before-and-After Tableau**	Contrast two frozen moments around one change.
CLOSE	57-60	**389. Gentle Rain Soundscape**	Create a soft, controlled group rain pattern.

VARIETY CHECK improv/ensemble | movement | emotion | stage/image | reflection

TEACHING NOTE Keep thunder at a comfortable volume and let children choose gentler weather.

MODULE 04

Underwater Rescue

FOCUS breath, floating movement, ensemble creatures, rescue

HOOK An underwater team crosses currents to complete a cooperative rescue.

MATERIALS Blue scarves or ribbons optional

WHY THE WARM-UP FITS Breath, buoyancy, and wave movement make the rescue world physically believable.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**4. Breathing Balloon**	Expand and deflate the body with slow breaths.
WARM-UP	04-09	**72. Float, Sink, and Change Gravity**	Move as gravity becomes weaker, stronger, or sideways.
WARM-UP	09-15	**76. Underwater Movement**	Move with the resistance and buoyancy of deep water.
BUILD	15-22	**91. Wave Cycle**	Rise, break, recede, and gather again as ocean waves.
BUILD	22-30	**97. Pass the Invisible Object**	Receive and pass the same imagined object consistently.
CREATE	30-39	**53. Human Creature**	Combine bodies and sounds into one imaginary creature.
CREATE	39-51	**287. Rescue Mission**	Cooperate to reach and help someone safely.
SHARE	51-57	**327. Celebration or Danger Tableau**	Show one shared celebration or danger in a tableau.
CLOSE	57-60	**385. Floating Feather**	Move and breathe as lightly as a drifting feather.

VARIETY CHECK improv/ensemble | movement | mime/object | stage/image | reflection

TEACHING NOTE Use travelling lanes and seated swimming options for safe, accessible movement.

MODULE 05

The Giant and Tiny Kingdom

FOCUS scale, vocal contrast, mime, adaptation

HOOK The room changes size and every object suddenly works differently.

MATERIALS Large and small picture cards optional

WHY THE WARM-UP FITS Body size, shape, and contrasting voices establish the kingdom's changing scale.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**3. Stretch, Shrink, and Isolate**	Change body size and move one part at a time.
WARM-UP	04-09	**70. Tall, Tiny, Wide, and Narrow**	Transform the body among tall, tiny, wide, and narrow shapes.
WARM-UP	09-15	**77. Giant World and Tiny World**	Act inside worlds where everything is enormous or miniature.
BUILD	15-22	**143. Giant, Mouse, and Robot Voices**	Contrast giant, mouse, and robot vocal qualities.
BUILD	22-30	**98. Object Changes Weight or Size**	Show an object's changing size or weight through handling.
CREATE	30-39	**113. Giant Task and Tiny Task**	Perform the same task at giant and tiny scales.
CREATE	39-51	**299. Everyone Becomes Tiny or Giant**	Adapt movement, objects, and relationships to a new size.
SHARE	51-57	**323. Ten-Second Objects**	Form recognizable group objects before time expires.
CLOSE	57-60	**396. Energy-Level Pose**	Show current energy through one simple pose.

VARIETY CHECK improv/ensemble | voice/sound | mime/object | reflection

TEACHING NOTE Value clear size choices over speed or extreme movement.

MODULE
06

Robot Factory Breakdown

FOCUS commands, mechanical movement, sound, problem solving

HOOK A robot factory comes alive, malfunctions, and needs a creative repair crew.

MATERIALS Simple sound objects optional

WHY THE WARM-UP FITS Command responses, machine walks, and rhythmic sounds build one mechanical language.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**8. Stop, Go, Jump, Clap**	Follow changing action commands quickly and safely.
WARM-UP	04-09	**82. Machine and Vehicle Walks**	Use repeated mechanical actions to become vehicles and machines.
WARM-UP	09-15	**164. Sound Machine**	Layer repeating sounds and actions into one composition.
BUILD	15-22	**126. Broken Machine**	Build a repeating machine that gradually malfunctions.
BUILD	22-30	**127. Machine Repair**	Diagnose and mime repairing a strange machine.
CREATE	30-39	**231. Invent a Monster, Robot, or Alien**	Invent a creature through body, voice, desire, and one problem.
CREATE	39-51	**289. Broken Machine Repair Scene**	Repair a malfunctioning machine while staying in character.
SHARE	51-57	**317. Scene with Live Sound Effects**	Act while classmates provide synchronized sounds.
CLOSE	57-60	**390. Stretch and Release**	Stretch major muscles, then release them.

VARIETY CHECK voice/sound | mime/object | character | reflection

TEACHING NOTE Use moderate robot voices and avoid repetitive shouting.

MODULE
07

The Wild Animal School

FOCUS character, emotion, picture stories, group performance

HOOK Animals attend a school designed around their unusual needs and talents.

MATERIALS Animal or habitat picture cards optional

WHY THE WARM-UP FITS Character movement, voice, and emotion turn animal ideas into playable roles.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**10. Simon Says in Character**	Follow character-based instructions and hold the role between cues.
WARM-UP	04-09	**79. Character Walks**	Reveal a character through walk, posture, and destination.
WARM-UP	09-15	**145. Emotion Voice**	Let an emotion change pitch, pace, and volume.
BUILD	15-22	**109. Invisible Pet**	Lead and care for a pet shown entirely through mime.
BUILD	22-30	**176. Emotion Statues**	Freeze the whole body in a readable feeling.
CREATE	30-39	**240. Story from a Picture**	Build characters and events from visible picture details.
CREATE	39-51	**276. Unusual School**	Improvise lessons inside a strange invented school.
SHARE	51-57	**352. Partner or Group Performance**	Prepare and share a brief scene with a partner or group.
CLOSE	57-60	**387. Slow Animal Walk**	Return to calm through a gentle animal movement.

VARIETY CHECK character | voice/sound | mime/object | emotion | story | improv/ensemble | stage/image

TEACHING NOTE Let children narrate, make sounds, or direct when acting feels too exposed.

MODULE 08

The Magic Object Workshop

FOCUS object consistency, transformation, character, scene work

HOOK Ordinary objects develop powers, personalities, and unexpected problems.

MATERIALS Scarves, sticks, and three safe objects

WHY THE WARM-UP FITS Passing and transforming objects prepare children to sustain one imagined object in scenes.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**46. Pass the Energy**	Send the energy around the group with steady focus.
WARM-UP	04-09	**57. Shared Invisible Object**	Handle one shared imaginary object consistently.
WARM-UP	09-15	**102. Magic Scarf or Stick**	Transform a scarf or stick into many useful story objects.
BUILD	15-22	**104. Mystery Object**	Reveal an unseen object through exact handling.
BUILD	22-30	**122. Impossible Object**	Handle an object with one impossible property.
CREATE	30-39	**123. Object with a Personality**	Give an imagined object a clear personality.
CREATE	39-51	**274. Object Discovery**	Find an object and establish why it matters.
SHARE	51-57	**312. Scene with One Prop**	Make one prop central to the whole scene.
CLOSE	57-60	**404. Thank-You Gesture**	Offer and receive one simple gesture of appreciation.

VARIETY CHECK improv/ensemble | mime/object | reflection

TEACHING NOTE Model size, weight, and location clearly before adding magical properties.

MODULE
09

The Invisible World

FOCUS mime precision, obstacles, gifts, silent storytelling

HOOK The class enters a world where everything exists through shared physical detail.

MATERIALS None

WHY THE WARM-UP FITS Freeze control, obstacle mime, and invisible objects develop one consistent physical world.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**35. Freeze When Spotted**	Move discreetly and freeze when the watcher turns.
WARM-UP	04-09	**93. Obstacle-Course Mime**	Mime crossing a series of clearly defined obstacles.
WARM-UP	09-15	**96. Invisible Ball**	Show a clear ball size, weight, and pathway.
BUILD	15-22	**107. Invisible Wall, Rope, Box, or Ladder**	Make invisible barriers believable through consistent touch and resistance.
BUILD	22-30	**108. Invisible Door**	Open, enter, and close the same invisible doorway.
CREATE	30-39	**105. Imaginary Present**	Open and react to an imaginary present.
CREATE	39-51	**269. Giving Presents**	Offer and receive invisible gifts with specific reactions.
SHARE	51-57	**130. Silent Scene**	Tell a complete short event without words.
CLOSE	57-60	**388. Quiet Mirror**	Copy slow movements in silence.

VARIETY CHECK movement | mime/object | improv/ensemble | reflection

TEACHING NOTE Praise consistency and readable action rather than correct guessing.

MODULE 10

Beyond the Mystery Door

FOCUS observation, reactions, suspense, mystery

HOOK A strange object and missing clue lead beyond a door that should stay closed.

MATERIALS One unusual object and clue cards optional

WHY THE WARM-UP FITS Observation, changing ground, and reaction work establish curiosity before the mystery begins.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**33. What Changed?**	Observe a partner, then identify one altered detail.
WARM-UP	04-09	**73. Changing Ground**	Adapt each step as the ground changes material.
WARM-UP	09-15	**106. Object from Another Planet**	Discover how an unfamiliar object works.
BUILD	15-22	**121. Lost-Object Mime**	Search for and discover an imagined missing object.
BUILD	22-30	**190. Reaction Freeze**	Freeze at the strongest moment of a reaction.
CREATE	30-39	**272. Mystery Door**	Open a door and react to whatever lies beyond.
CREATE	39-51	**273. Unexpected Visitor**	Adapt when a surprising character enters the scene.
SHARE	51-57	**290. Missing Object Mystery**	Use clues and interviews to locate an item.
CLOSE	57-60	**403. Silent Final Picture**	Create one concluding image without speaking.

VARIETY CHECK improv/ensemble | movement | mime/object | emotion | reflection

TEACHING NOTE Keep the mystery playful, with surprises rather than frightening threats.

MODULE 11

The Lost Pet Detectives

FOCUS listening, clues, empathy, cooperative mystery

HOOK A missing pet leaves sounds, pathways, and worried characters behind.

MATERIALS Clue cards and a simple map optional

WHY THE WARM-UP FITS Listening and pathway warm-ups become the detectives' tools inside the main scene.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**34. Who Is Missing?**	Use visual memory to identify the hidden group member.
WARM-UP	04-09	**31. Whisper Telephone**	Pass a whispered phrase and compare the final version.
WARM-UP	09-15	**62. Crossing Pathways**	Cross the room on varied paths without collisions.
BUILD	15-22	**189. Silent Reactions**	React visibly without speaking.
BUILD	22-30	**203. Character Feelings Interview**	Interview a character about feelings, clues, and choices.
CREATE	30-39	**275. Lost and Found**	Create a scene around losing or returning something.
CREATE	39-51	**285. Detective Interviews Suspects**	Question characters to assemble useful clues.
SHARE	51-57	**296. A Pet Escapes**	Work together to recover an escaped pet.
CLOSE	57-60	**402. Reflection Interview**	Answer short questions about choices and learning.

VARIETY CHECK improv/ensemble | emotion | character | mime/object | reflection

TEACHING NOTE Keep suspects fictional and frame questioning as clue gathering rather than accusation.

MODULE 12

The Treasure Map Expedition

FOCUS leadership, journey mime, signals, adventure

HOOK An expedition packs, crosses a river, and follows a confusing treasure map.

MATERIALS Paper map, floor markers, and scarf optional

WHY THE WARM-UP FITS Following, river crossing, and packing warm-ups rehearse the expedition's real challenges.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**11. Follow and Switch the Leader**	Follow a leader, then change leaders without breaking the movement.
WARM-UP	04-09	**56. Cross the Imaginary River**	Cross together using limited imaginary stepping places.
WARM-UP	09-15	**118. Pack for a Journey**	Choose and pack useful items for an imagined journey.
BUILD	15-22	**159. Call and Response**	Answer a leader's sound, word, or rhythm together.
BUILD	22-30	**215. Character on a Journey**	Show how a character travels toward a goal.
CREATE	30-39	**288. Treasure Map Adventure**	Follow clues and obstacles to find treasure.
CREATE	39-51	**294. The Map Makes No Sense**	Interpret a confusing map while pursuing a goal.
SHARE	51-57	**334. Living Map**	Use bodies to represent places, paths, and landmarks.
CLOSE	57-60	**399. Tomorrow's Adventure Tableau**	Freeze a picture of the group's next imagined adventure.

VARIETY CHECK movement | mime/object | improv/ensemble | character | reflection

TEACHING NOTE Use cooperative clues so every child contributes to reaching the treasure.

MODULE 13

First Contact in Space

FOCUS space, alien language, character, gravity

HOOK Explorers pass through a portal and meet beings who communicate differently.

MATERIALS Planet cards and atmospheric music optional

WHY THE WARM-UP FITS Levels, portal travel, and alien sounds prepare bodies and voices for first contact.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**6. Levels and Directions Walk**	Travel using varied heights and directions.
WARM-UP	04-09	**95. Magic Carpet or Portal Journey**	Travel together through a portal into a new world.
WARM-UP	09-15	**140. Consonant and Vowel Orchestra**	Layer consonants and vowels into a conducted vocal composition.
BUILD	15-22	**158. One Sentence, Many Characters**	Repeat one sentence through several sharply different characters.
BUILD	22-30	**220. Character from Music**	Let rhythm and mood shape a new role.
CREATE	30-39	**284. Astronaut and Alien**	Create first contact through gesture and dialogue.
CREATE	39-51	**300. Changing Gravity Scene**	Continue a scene while gravity repeatedly changes.
SHARE	51-57	**335. Human Solar System**	Represent planets, positions, and movement cooperatively.
CLOSE	57-60	**393. Slow-Motion Goodbye**	Cross or wave goodbye in controlled slow motion.

VARIETY CHECK movement | mime/object | improv/ensemble | voice/sound | reflection

TEACHING NOTE Treat invented cultures with curiosity and avoid accents linked to real groups.

MODULE 14

The Monster Talent Show

FOCUS contrast, music, character invention, performance

HOOK Unusual performers prepare acts for a supportive monster variety show.

MATERIALS Music player and simple performance props optional

WHY THE WARM-UP FITS Freeze, movement contrast, and jingles help each performer develop a readable act.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**17. Musical Statues**	Use a clear frozen body shape to communicate the prompt.
WARM-UP	04-09	**64. Heavy and Light**	Show heavy and light movement through the whole body.
WARM-UP	09-15	**174. Create a Jingle**	Compose a short tune advertising an imaginary idea.
BUILD	15-22	**180. Emotion Orchestra**	Layer different emotional sounds and gestures under a conductor.
BUILD	22-30	**217. Character from Three Traits**	Build a character from three selected traits.
CREATE	30-39	**226. Expert Character**	Explain an invented subject with complete confidence.
CREATE	39-51	**321. Talent Show Improv**	Present short acts and react in character.
SHARE	51-57	**350. Applause Circle**	Give each child a brief supported moment of recognition.
CLOSE	57-60	**400. Character Goodbye**	Let a favourite character leave the dramatic world.

VARIETY CHECK voice/sound | improv/ensemble | emotion | character | reflection

TEACHING NOTE Keep acts under one minute and offer ensemble roles for hesitant performers.

MODULE 15

Fairy Tales Gone Wrong

FOCUS transformation, voice, narrative surprise, puppetry

HOOK Familiar tales collide, change rules, and invite new characters inside.

MATERIALS Fairy-tale images and puppets optional

WHY THE WARM-UP FITS Emotion, transformation, and magical voices prepare children to remix known stories.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**18. Emotion Freeze Dance**	Dance with a clear feeling, then freeze on the signal.
WARM-UP	04-09	**71. Grow, Shrink, Melt, and Freeze**	Transform gradually among growing, shrinking, melting, and freezing.
WARM-UP	09-15	**141. Alphabet Voices**	Speak letters through different safe character voices.
BUILD	15-22	**232. Invent a Fairy-Tale Character**	Create a new character who belongs in a fairy tale.
BUILD	22-30	**236. Fortunately, Unfortunately**	Alternate helpful and troublesome story events.
CREATE	30-39	**260. Mixed-Up Fairy Tales**	Combine familiar tales into one understandable story.
CREATE	39-51	**265. Enter the Story**	Join a known story as a newly invented character.
SHARE	51-57	**362. Puppet Fairy Tale**	Retell or remix a fairy tale with puppets.
CLOSE	57-60	**401. Compliment Circle in Character**	Offer specific appreciation while remaining in character.

VARIETY CHECK emotion | movement | voice/sound | story | improv/ensemble | mime/object | reflection

TEACHING NOTE Choose tales the group knows and credit culturally specific stories accurately.

MODULE 16

The Toyshop at Midnight

FOCUS stillness, object emotion, animation, rescue

HOOK The displays wake after closing and discover that one toy needs help.

MATERIALS A few toys or puppets

WHY THE WARM-UP FITS Statues, object emotions, and living objects create the toyshop before the rescue begins.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**20. Moving Museum**	Freeze as displays, then quietly change poses when unseen.
WARM-UP	04-09	**51. Everyone Joins the Picture**	Enter one at a time to complete a group picture.
WARM-UP	09-15	**100. Object Changes Emotion**	Let an object's mood change how it is handled.
BUILD	15-22	**125. Object Comes Alive**	React as an ordinary object begins moving independently.
BUILD	22-30	**331. Museum or Toyshop at Night**	Bring museum displays or toys alive after closing.
CREATE	30-39	**360. Puppet Story**	Tell a beginning, middle, and end with puppets.
CREATE	39-51	**364. Toy Comes Alive**	Animate a toy when human characters are absent.
SHARE	51-57	**365. Toy Rescue**	Use toy characters to complete a rescue.
CLOSE	57-60	**386. Sleeping Giant**	Settle through slow, heavy imaginary sleep.

VARIETY CHECK stage/image | improv/ensemble | mime/object | visual form | reflection

TEACHING NOTE Use toys as optional performance shields for children who prefer indirect acting.

MODULE 17

Puppet Problem-Solvers

FOCUS gibberish, translation, helping, puppet dialogue

HOOK Puppets speak unusual languages while solving a harmless problem together.

MATERIALS Clean socks or simple hand puppets

WHY THE WARM-UP FITS Echo, group pulse, and gibberish prepare expressive puppet communication without script reading.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**39. Name Echo**	Echo each name with the same sound and energy.
WARM-UP	04-09	**47. Group Pulse**	Find and maintain one shared beat as a group.
WARM-UP	09-15	**149. Gibberish Conversation**	Communicate through invented speech and physical expression.
BUILD	15-22	**150. Gibberish Translator**	Invent a clear translation for a partner's gibberish.
BUILD	22-30	**198. Welcome and Helping Scene**	Welcome a new character and help them join the action.
CREATE	30-39	**227. Silly-Problem Doctor**	Diagnose and treat a harmless imaginary problem.
CREATE	39-51	**358. Sock-Puppet Interview**	Interview and answer through a simple puppet character.
SHARE	51-57	**359. Puppet Problem Scene**	Use puppets to meet and solve a small problem.
CLOSE	57-60	**383. Hand-Puppet Dialogue**	Create a focused conversation between two hand puppets.

VARIETY CHECK improv/ensemble | voice/sound | character | mime/object

TEACHING NOTE Keep puppet faces visible and give each pair one simple problem.

MODULE 18

The Shadow Adventure

FOCUS gesture, sound, emotion, silhouette storytelling

HOOK Shapes and shadows transform as travellers cross an unfamiliar landscape.

MATERIALS Flashlight and white sheet optional; body silhouettes also work

WHY THE WARM-UP FITS Face copying, movement texture, and soundless emotion prepare clear silhouette choices.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**32. Face Telephone**	Pass one facial expression around the circle.
WARM-UP	04-09	**65. Smooth and Jerky**	Switch between flowing and sharply interrupted movement.
WARM-UP	09-15	**168. Instrument Mime**	Mime playing an instrument clearly.
BUILD	15-22	**186. Feelings Without Words**	Show feelings through body and face without speech.
BUILD	22-30	**244. Story from a Location or Emotion**	Build a story from one setting or emotional atmosphere.
CREATE	30-39	**373. Shadow Story**	Tell a short story through silhouette and sound.
CREATE	39-51	**374. Shadow Transformation**	Transform one silhouette smoothly into another.
SHARE	51-57	**375. Shadow Emotion Scene**	Show emotion through silhouette, movement, and spacing.
CLOSE	57-60	**382. Silhouette Tableau**	Build a readable frozen picture using outlines only.

VARIETY CHECK improv/ensemble | mime/object | voice/sound | emotion | story | visual form | stage/image

TEACHING NOTE Keep the room bright enough for safe movement and avoid direct light in eyes.

MODULE 19

The Costume Transformation Studio

FOCUS character body, voice, entrance, costume

HOOK One costume piece changes how a character walks, speaks, and enters.

MATERIALS Scarves, hats, and safe costume pieces

WHY THE WARM-UP FITS Parade, occupation movement, and voice work build character before costume is added.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**42. Name Parade**	Cross the space in a character pose when your name is called.
WARM-UP	04-09	**80. Age and Occupation Walks**	Explore occupations and ages through respectful physical choices.
WARM-UP	09-15	**146. Character and Age Voices**	Explore age and character through safe vocal choices.
BUILD	15-22	**103. Transform the Chair**	Turn one chair into several safe imagined objects or places.
BUILD	22-30	**206. Character Entrance and Exit**	Enter and leave with a clear character objective.
CREATE	30-39	**376. Invisible Costume Box**	Mime selecting and putting on imaginary clothing.
CREATE	39-51	**377. Costume Transforms the Character**	Let one costume piece change movement and voice.
SHARE	51-57	**378. Costume Mix-Up**	Perform after characters receive the wrong costumes.
CLOSE	57-60	**379. Costume Runway in Character**	Cross the space while presenting a complete costume character.

VARIETY CHECK improv/ensemble | movement | voice/sound | mime/object | stage/image | visual form

TEACHING NOTE Check sightlines, floor length, allergies, and cultural meaning of costume pieces.

MODULE 20

Character Detectives

FOCUS observation, visual clues, interviews, mistaken identity

HOOK Detectives build a character from physical, visual, and verbal evidence.

MATERIALS Character pictures and a few neutral props

WHY THE WARM-UP FITS Focus passing, stage balance, and surprise reactions sharpen attention before interviews.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**22. Zip, Zap, Zop**	Pass words and eye contact around the circle.
WARM-UP	04-09	**152. Word Association Circle**	Say the first connected word that comes to mind.
WARM-UP	09-15	**63. Balance the Stage Picture**	Arrange bodies so every part of the picture remains visible.
BUILD	15-22	**191. Surprise Circle**	Receive a surprise and pass a new surprise onward.
BUILD	22-30	**218. Character from a Picture**	Invent a character from visible picture details.
CREATE	30-39	**263. Act Out the Cover**	Infer and perform a scene from a book cover.
CREATE	39-51	**228. Reporter Interviews Character**	Interview a character for clear details.
SHARE	51-57	**291. Mistaken Identity**	Play a scene where one character is misidentified.
CLOSE	57-60	**391. Shake Out and Settle**	Shake out excess energy, then become still.

VARIETY CHECK improv/ensemble | voice/sound | stage/image | character | story | reflection

TEACHING NOTE Rotate interviewer roles and keep questions concrete, brief, and fictional.

MODULE 21

The Emotion Laboratory

FOCUS physical and vocal emotion, switching, replay

HOOK The class tests how one event changes when feelings grow, shrink, or switch.

MATERIALS Emotion cards optional

WHY THE WARM-UP FITS Opposites, emotion walks, and volume control create distinct emotional instruments.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**9. Opposite Commands**	Perform the opposite of each spoken instruction.
WARM-UP	04-09	**81. Emotion Walks**	Let one emotion change pace, posture, and pathway.
WARM-UP	09-15	**132. Volume Dial**	Raise or lower vocal volume on a signal.
BUILD	15-22	**177. Emotion Mirror**	Copy a partner's emotional face and body.
BUILD	22-30	**182. Emotion Scale**	Show one feeling from very small to very large.
CREATE	30-39	**183. Emotion Switch**	Change emotion instantly when the cue changes.
CREATE	39-51	**193. Same Event, Different Reactions**	Show how several characters respond differently to one event.
SHARE	51-57	**307. Replay with a New Emotion**	Replay the scene with a different emotional tone.
CLOSE	57-60	**397. Replay One Success**	Repeat one choice that worked well.

VARIETY CHECK improv/ensemble | emotion | reflection

TEACHING NOTE Use fictional situations and avoid asking children to disclose private experiences.

MODULE 22

The Friendship Repair Shop

FOCUS empathy, reactions, conflict repair, perspective

HOOK Characters repair a playground problem by testing several points of view.

MATERIALS Simple scenario cards optional

WHY THE WARM-UP FITS Personal sharing, spatial connection, and facial mirroring establish trust before conflict scenes.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**43. Favourite-Thing Introduction**	Share one favourite thing through a word, pose, or action.
WARM-UP	04-09	**49. Magnet and Repel**	Move closer or farther as though bodies were magnets.
WARM-UP	09-15	**187. Facial-Expression Mirror**	Copy small facial changes with a partner.
BUILD	15-22	**192. Big, Small, and Delayed Reactions**	React to the same event with different size and timing.
BUILD	22-30	**199. Apology and Repair**	Play a mistake, apology, and useful repair.
CREATE	30-39	**200. Playground Problem with Three Solutions**	Test three solutions to one playground problem.
CREATE	39-51	**201. Role Reversal**	Replay the situation after exchanging roles.
SHARE	51-57	**202. Walk in My Shoes**	Explore a situation from another character's position.
CLOSE	57-60	**356. Compliment the Performer**	Name one specific performance choice that worked.

VARIETY CHECK improv/ensemble | movement | emotion

TEACHING NOTE Model specific repair language and allow children to pass on personal parallels.

MODULE 23

The Ridiculous Newsroom

FOCUS public voice, quick thinking, reporting, puppetry

HOOK Reporters cover impossible events with complete seriousness and playful detail.

MATERIALS Pretend microphones and headline cards optional

WHY THE WARM-UP FITS Concentration, announcer voice, and sentence completion prepare fast newsroom exchanges.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**23. One-Two-Three Concentration**	Repeat a number pattern while rules gradually change.
WARM-UP	04-09	**147. Announcer or Newsreader**	Deliver simple information with clear presenter energy.
WARM-UP	09-15	**148. Nonsense News**	Report ridiculous events in a serious news style.
BUILD	15-22	**155. Finish the Sentence**	Complete another person's sentence with a playable idea.
BUILD	22-30	**229. Character Press Conference**	Several reporters question one character in role.
CREATE	30-39	**261. Story News Report**	Report a story event as breaking news.
CREATE	39-51	**320. Imaginary News Report**	Report an invented event with interviews and details.
SHARE	51-57	**361. Puppet News or Talent Show**	Present short puppet reports or acts.
CLOSE	57-60	**398. Act Out What You Learned**	Demonstrate one new skill through action.

VARIETY CHECK improv/ensemble | voice/sound | character | reflection

TEACHING NOTE Use teams so reading confidence never controls participation.

MODULE 24

The Sound-Effects Studio

FOCUS rhythm, vocal sound, Foley, scene support

HOOK A sound crew builds effects and music for actors in a silent scene.

MATERIALS Simple instruments and safe sound objects optional

WHY THE WARM-UP FITS Rhythm, object texture, and sound stretching widen the sound palette before recording begins.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**26. Rhythm Echo**	Echo a short rhythm accurately, then create a new one.
WARM-UP	04-09	**99. Object Changes Temperature or Texture**	React as an object changes temperature or surface.
WARM-UP	09-15	**139. Stretch the Sound**	Lengthen one sound with steady breath.
BUILD	15-22	**160. Group Chant Builder**	Build a chant by adding words, sounds, and rhythm.
BUILD	22-30	**161. Sound Ball**	Throw and catch an imaginary ball made of sound.
CREATE	30-39	**163. Body-Percussion Circle**	Create and pass rhythmic patterns using the body.
CREATE	39-51	**175. Live Foley Team**	Produce timed sound effects for another group's scene.
SHARE	51-57	**171. Soundtrack a Silent Scene**	Create live sounds that support silent acting.
CLOSE	57-60	**392. Group Breath**	Synchronize one calm breath as an ensemble.

VARIETY CHECK voice/sound | mime/object | improv/ensemble | reflection

TEACHING NOTE Assign sound zones and a conductor to keep volume layered and comfortable.

MODULE
25

Musical Character Makers

FOCUS rhythm, voice, mood, character switching

HOOK Music creates characters, changes their moods, and sends them into a short story.

MATERIALS Music player optional

WHY THE WARM-UP FITS Name rhythm, movement quality, and pitch create character choices from sound.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**37. Name and Rhythm**	Say each name while adding a clear rhythm.
WARM-UP	04-09	**66. Strong and Gentle**	Contrast powerful movement with careful, gentle movement.
WARM-UP	09-15	**133. Pitch Elevator**	Move the voice smoothly from low to high.
BUILD	15-22	**169. Move and Freeze to Music**	Move to music and freeze on the cue.
BUILD	22-30	**170. Music Changes Character or Emotion**	Let music change a character's movement or mood.
CREATE	30-39	**173. Character Theme Music**	Create a short musical identity for a character.
CREATE	39-51	**172. Musical Story**	Build a story whose action follows changing music.
SHARE	51-57	**222. Character Switch**	Switch roles quickly while keeping each distinct.
CLOSE	57-60	**355. Encore with One Change**	Repeat a performance with one clear improvement.

VARIETY CHECK voice/sound | improv/ensemble | character

TEACHING NOTE Use short instrumental clips and offer quiet body-percussion alternatives.

MODULE 26

The Story-Building Factory

FOCUS shared language, image, emotion, story development

HOOK Words, body pictures, and sudden events travel down an imaginary story factory.

MATERIALS Word and emotion cards optional

WHY THE WARM-UP FITS Counting, funny words, and body shapes activate attention through three different modes.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**24. Group Count**	Count as a group without planning who speaks next.
WARM-UP	04-09	**151. Pass the Funny Word**	Pass one invented word with changing expression.
WARM-UP	09-15	**84. Symmetry and Asymmetry Poses**	Create matching and contrasting body shapes with a partner.
BUILD	15-22	**196. Emotion Tableau**	Create a frozen group image built around one emotion.
BUILD	22-30	**234. Sentence-at-a-Time Story**	Continue a story with one complete sentence each.
CREATE	30-39	**235. Story Circle**	Build a shared narrative around the stated rule.
CREATE	39-51	**237. And Then Suddenly**	Add a surprise while preserving the existing story.
SHARE	51-57	**238. Yes-And Story**	Accept each contribution and add useful information.
CLOSE	57-60	**329. Tableau Comes Alive**	Begin still, act briefly, and freeze again.

VARIETY CHECK voice/sound | improv/ensemble | emotion | story | stage/image

TEACHING NOTE Keep contributions short and summarize the shared story when it begins to drift.

MODULE 27

Living Pictures

FOCUS ensemble shape, verbal prompts, sequencing, tableau

HOOK The group turns words into frozen pictures and then brings the pictures to life.

MATERIALS Picture or title cards optional

WHY THE WARM-UP FITS Copying, group shapes, and rhyme create quick shared patterns before tableau work.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**14. Copy and Add**	Copy the action and add one new movement.
WARM-UP	04-09	**55. Group Shape Challenge**	Build a requested shape before the short time limit ends.
WARM-UP	09-15	**153. Rhyming Circle**	Continue the circle with a word that rhymes.
BUILD	15-22	**233. One-Word Story**	Build a shared story one word at a time.
BUILD	22-30	**243. Story from an Opening or Ending Line**	Build a story around one fixed opening or ending line.
CREATE	30-39	**245. Beginning-Middle-End Tableaux**	Show a story through three frozen images.
CREATE	39-51	**246. Five-Frame Story**	Build a clear story through five frozen moments.
SHARE	51-57	**332. Statues Speak One Line**	Give each frozen character one revealing sentence.
CLOSE	57-60	**333. Statues Change Emotion**	Change every character's feeling inside one tableau.

VARIETY CHECK improv/ensemble | movement | voice/sound | story | stage/image | emotion

TEACHING NOTE Build in groups of three or four so every child remains visible and active.

MODULE 28

The Time Machine

FOCUS tempo, reverse action, narration, replay

HOOK A time machine slows, reverses, freezes, and accelerates the same adventure.

MATERIALS Timer and music optional

WHY THE WARM-UP FITS Slow motion, movement quality, and voice tempo establish precise time control.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**19. Slow-Motion Race**	Travel in slow motion while keeping control and dramatic detail.
WARM-UP	04-09	**69. Sustained and Sudden**	Contrast long continuous movement with quick sudden action.
WARM-UP	09-15	**112. Slow, Fast, or Backwards Mime**	Repeat one mime at changing speeds or in reverse.
BUILD	15-22	**134. Voice Tempo Dial**	Change speaking speed while keeping words clear.
BUILD	22-30	**251. Narrator Rewinds or Fast-Forwards**	Replay action backward or jump ahead in time.
CREATE	30-39	**301. Time Changes**	Shift among slow, fast, frozen, and reversed time.
CREATE	39-51	**309. Replay at a New Speed**	Repeat the action faster or slower with clarity.
SHARE	51-57	**315. Slow-Motion Scene**	Perform a clear event in slow motion.
CLOSE	57-60	**384. Melting Statue**	Release tension by slowly softening a frozen pose.

VARIETY CHECK improv/ensemble | mime/object | voice/sound | story | reflection

TEACHING NOTE Prioritize clarity and safe spacing over racing.

MODULE 29

The Transformation Laboratory

FOCUS shape, growth, character, environment, mask

HOOK Bodies, characters, objects, and the room transform through linked experiments.

MATERIALS Scarves or simple masks optional

WHY THE WARM-UP FITS Passing movement, mirrored shapes, and growth sequences create smooth transformations.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**15. Pass the Movement**	Send the movement around the group with steady focus.
WARM-UP	04-09	**85. Mirror Shapes**	Copy and transform a partner's shapes slowly.
WARM-UP	09-15	**87. Seed-to-Flower Movement**	Grow gradually from a seed into a fully opened plant.
BUILD	15-22	**89. Season Transformation**	Transform movement as the seasons change.
BUILD	22-30	**221. Character from an Animal or Movement**	Turn an animal or movement quality into a human character.
CREATE	30-39	**381. Costume Comes Alive**	React when a costume develops its own behaviour.
CREATE	39-51	**304. The Roles, Voices, or Emotions Switch**	Exchange roles, voices, or emotions on a cue.
SHARE	51-57	**302. The Floor or Room Transforms**	Adapt when the room gains a strange new property.
CLOSE	57-60	**369. Mask Transformation**	Change body and role when the mask changes.

VARIETY CHECK movement | improv/ensemble | character | visual form | voice/sound

TEACHING NOTE Give one cue at a time and let transformations finish before the next change.

MODULE 30

Machine Mayhem

FOCUS rhythm, ensemble coordination, building, breakdown

HOOK A cooperative machine is constructed, activated, and interrupted by a power failure.

MATERIALS None

WHY THE WARM-UP FITS Rhythm, vehicle movement, and movement direction create a shared mechanical vocabulary.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**27. Finish the Rhythm**	Complete an unfinished rhythm without stopping the pulse.
WARM-UP	04-09	**54. Human Vehicle**	Combine movements and sounds into one imaginary vehicle.
WARM-UP	09-15	**68. Direct and Indirect**	Travel straight toward a goal, then along wandering pathways.
BUILD	15-22	**50. Leaderless Group Movement**	Coordinate movement without selecting a permanent leader.
BUILD	22-30	**116. Build Something Together**	Build an imaginary structure while accepting new ideas.
CREATE	30-39	**128. Human Conveyor Belt or Roller-Coaster**	Create a coordinated moving system that carries imaginary riders.
CREATE	39-51	**165. Conduct the Group**	Control group volume, pace, and sections through gesture.
SHARE	51-57	**295. An Object Comes Alive**	React when an object suddenly becomes alive.
CLOSE	57-60	**298. The Power Stops Working**	Continue after lights or machines lose power.

VARIETY CHECK voice/sound | improv/ensemble | movement | mime/object

TEACHING NOTE Keep moving parts separated and replace contact with matched spacing.

MODULE 31

The Impossible Restaurant

FOCUS mime, voice, relationship, service scene

HOOK A restaurant serves impossible dishes to customers with equally unusual requests.

MATERIALS Kitchen props optional

WHY THE WARM-UP FITS Name tossing, cooking mime, and breath prepare quick service interactions.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**40. Name Toss**	Toss a soft ball while saying the receiver's name.
WARM-UP	04-09	**110. Everyday-Action Mime**	Show a familiar task silently with precise details.
WARM-UP	09-15	**117. Cook Something Together**	Prepare an imaginary dish through coordinated mime.
BUILD	15-22	**136. Breath and Projection**	Support a clear voice with relaxed breathing.
BUILD	22-30	**157. Same Line, Many Meanings**	Repeat one line with changing intention.
CREATE	30-39	**214. Character in a Public Place**	Sustain a character in an everyday public setting.
CREATE	39-51	**281. Customer and Shopkeeper**	Negotiate a purchase while maintaining clear roles.
SHARE	51-57	**278. Themed Restaurant**	Play diners and staff in an imaginative restaurant.
CLOSE	57-60	**353. Friendly Audience Practice**	Practise respectful watching, listening, and response.

VARIETY CHECK improv/ensemble | mime/object | character | stage/image

TEACHING NOTE Rotate staff and customer roles before one child becomes the permanent server.

MODULE 32

The Wrong Place

FOCUS space, mood, setting, adaptation

HOOK Characters discover that the room, day, and location are all wrong.

MATERIALS Location cards and floor markers optional

WHY THE WARM-UP FITS Pattern changes, spatial movement, and strange cleaning introduce unstable settings physically.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**28. Pattern Switch**	Copy one pattern, then adapt when the leader changes it.
WARM-UP	04-09	**58. Fill the Empty Space**	Move toward open areas to keep the room balanced.
WARM-UP	09-15	**60. Near, Far, High, Low**	Place bodies at contrasting distances, heights, and directions.
BUILD	15-22	**119. Clean a Strange Place**	Clean an unusual place while meeting invented obstacles.
BUILD	22-30	**194. Mood Enters the Room**	Enter the room carrying a clear mood that changes the space.
CREATE	30-39	**270. Where Are We?**	Reveal an imagined setting through action and dialogue.
CREATE	39-51	**292. Wrong Day or Wrong Place**	Respond to arriving on the wrong day or place.
SHARE	51-57	**303. The Location Switches**	Preserve characters while the setting changes instantly.
CLOSE	57-60	**349. Audience-Focus Freeze**	Freeze cleanly when attention shifts elsewhere.

VARIETY CHECK improv/ensemble | mime/object | emotion | stage/image

TEACHING NOTE Keep location switches visible through action rather than long explanations.

MODULE 33

The Unusual Classroom

FOCUS leadership, language, routine, role play

HOOK A teacher adapts when a very unusual student arrives with an unusual request.

MATERIALS Letter, number, and word cards optional

WHY THE WARM-UP FITS Secret leadership, name statues, and human letters prepare classroom attention and language play.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**12. Secret Leader**	Copy the hidden leader while one detective identifies them.
WARM-UP	04-09	**41. Name Statue**	Say a name and freeze in a matching pose.
WARM-UP	09-15	**86. Human Alphabet and Numbers**	Build letters or numbers with individual and group body shapes.
BUILD	15-22	**137. Articulation Warm-Up**	Wake the lips, tongue, and jaw for clear speech.
BUILD	22-30	**154. Category Word Circle**	Name items from one category without repeating.
CREATE	30-39	**213. Character's Daily Routine**	Perform a routine that reveals the character.
CREATE	39-51	**282. Teacher and Unusual Student**	Adapt a lesson to an unexpected student or request.
SHARE	51-57	**337. Vocabulary Statues**	Create body shapes that demonstrate word meanings.
CLOSE	57-60	**354. Choose Your Challenge**	Select a performance task at a comfortable challenge level.

VARIETY CHECK movement | stage/image | improv/ensemble | voice/sound | character

TEACHING NOTE Make unusual traits fantastical rather than based on disability, language, or culture.

MODULE 34

Superhero Headquarters

FOCUS voice, pose, character detail, mission

HOOK Heroes invent powers, report to headquarters, and complete a team mission.

MATERIALS Capes or neutral fabric optional

WHY THE WARM-UP FITS Character names, voice range, and hero poses create readable identities before the mission.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**38. Name and Character**	Say each name while adding a clear character.
WARM-UP	04-09	**135. Voice Roller-Coaster**	Vary pitch, pace, and volume across one line.
WARM-UP	09-15	**207. Character Pose Parade**	Present characters through walk, gesture, and pose.
BUILD	15-22	**208. Character Interview**	Answer short questions while remaining in character.
BUILD	22-30	**210. Character's Favourite Object**	Use a favourite object to reveal character details.
CREATE	30-39	**211. Character's Secret Talent**	Show a character's surprising skill.
CREATE	39-51	**230. Invent a Hero or Superpower**	Create a hero whose power shapes movement, voice, and purpose.
SHARE	51-57	**286. Secret Mission**	Complete a goal while keeping the plan hidden.
CLOSE	57-60	**324. Group Statues**	Build one still image from connected bodies.

VARIETY CHECK character | voice/sound | mime/object | improv/ensemble | stage/image

TEACHING NOTE Define rescue and cooperation goals rather than combat goals.

MODULE 35

Mission Impossible

FOCUS memory, silent teamwork, obstacles, countdown

HOOK Agents cross marked zones, decode a problem, and complete a timed mission.

MATERIALS Mission cards and floor markers

WHY THE WARM-UP FITS Changing rules, silent order, and personal space build disciplined secret-agent teamwork.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**25. Changing Number Rules**	Replace numbers with actions while keeping the sequence.
WARM-UP	04-09	**44. Silent Line-Up**	Arrange the group silently using an agreed category.
WARM-UP	09-15	**59. Personal-Space Bubbles**	Travel while protecting a safe bubble around the body.
BUILD	15-22	**340. Stage-Direction Treasure Hunt**	Move to named stage areas to collect clues.
BUILD	22-30	**124. Object Refuses to Work**	Struggle with an object that refuses to work.
CREATE	30-39	**156. Question-Only Conversation**	Continue a scene using questions as every line.
CREATE	39-51	**293. The Door Will Not Open**	Solve a scene problem caused by a stuck door.
SHARE	51-57	**305. Freeze and Justify**	Freeze, enter the picture, and justify the new scene.
CLOSE	57-60	**318. Countdown Scene**	Reach a clear objective before the countdown ends.

VARIETY CHECK improv/ensemble | stage/image | mime/object | movement | voice/sound

TEACHING NOTE Use flexible countdowns and extend time whenever the group needs it.

MODULE 36

The Museum Comes Alive

FOCUS observation, mime, hidden emotion, living art

HOOK Museum figures step out of their frames and reveal an unfinished story.

MATERIALS Art images or postcards optional

WHY THE WARM-UP FITS Movement messages, charades, and partner mime prepare readable living artworks.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**16. Movement Telephone**	Transmit the original message through one person at a time.
WARM-UP	04-09	**129. Mime Charades**	Guess clearly mimed actions without spoken clues.
WARM-UP	09-15	**114. Partner Mime**	Coordinate a silent task with a partner.
BUILD	15-22	**185. Mixed or Hidden Emotion**	Play a character whose outer and inner feelings differ.
BUILD	22-30	**204. Character Statue**	Freeze in a pose that reveals a character.
CREATE	30-39	**241. Story from a Sound or Movement**	Let one sound or movement begin the story.
CREATE	39-51	**266. Living Illustration**	Animate a picture while preserving its composition.
SHARE	51-57	**348. Silent Entrance**	Establish character and purpose before speaking.
CLOSE	57-60	**330. Painting Comes Alive**	Animate figures while preserving the artwork's mood.

VARIETY CHECK movement | mime/object | emotion | stage/image | voice/sound | story

TEACHING NOTE Choose public-domain or properly credited images when specific art is used.

MODULE
37

The Picture-Book Portal

FOCUS voice, image, narration, adaptation

HOOK A picture book becomes a world that children can enter, question, and extend.

MATERIALS One picture book and three safe objects

WHY THE WARM-UP FITS Echoes, object stories, and title invention prepare voice, image, and narrative attention.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**142. Echo Cave**	Repeat a sound or line with matching vocal qualities.
WARM-UP	04-09	**239. Story with Three Objects**	Use three selected objects in one coherent story.
WARM-UP	09-15	**242. Story from a Title**	Invent a complete story from a supplied title.
BUILD	15-22	**209. Hot Seat**	Respond in role while the group asks questions.
BUILD	22-30	**247. Living Storybook**	Act while a narrator reads or tells the story.
CREATE	30-39	**248. Narrator and Actors**	Actors immediately embody the narrator's descriptions.
CREATE	39-51	**257. Create a Missing Scene**	Add a plausible scene missing from a known story.
SHARE	51-57	**264. Predict the Next Scene**	Dramatize a plausible event that could happen next.
CLOSE	57-60	**338. Act Out a Poem**	Use voice and movement to embody poetic images.

VARIETY CHECK improv/ensemble | mime/object | story

TEACHING NOTE Select a short book with clear images and leave space for children to change it.

MODULE 38

Families, Groups, and Belonging

FOCUS nonverbal cooperation, relationship, stage presence

HOOK Different groups show how relationships appear through spacing, greeting, and response.

MATERIALS Relationship cards optional

WHY THE WARM-UP FITS Silent ordering, flocking, and emotional change build ensemble awareness without personal disclosure.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**45. Nonverbal Line-Up**	Solve a silent ordering challenge through gesture only.
WARM-UP	04-09	**48. Flocking**	Move as one group while leadership shifts naturally.
WARM-UP	09-15	**197. Before-and-After Emotion**	Show how a character feels before and after one event.
BUILD	15-22	**205. Character Greeting**	Greet others while sustaining a clear role.
BUILD	22-30	**225. Family or Group Portrait**	Freeze a group picture that reveals relationships.
CREATE	30-39	**325. Family Photograph**	Freeze a family moment with visible relationships.
CREATE	39-51	**343. Exit in Character**	Leave while preserving character and purpose.
SHARE	51-57	**351. Tiny Solo Moment**	Perform one manageable solo action for the group.
CLOSE	57-60	**357. Final Group Bow**	Acknowledge the audience together with calm timing.

VARIETY CHECK improv/ensemble | movement | emotion | character | stage/image

TEACHING NOTE Use fictional households and many forms of caring groups.

MODULE 39

Strange Jobs and Big Personalities

FOCUS physical action, voice, occupation, interview

HOOK Characters apply for jobs that require impossible skills and unusual tools.

MATERIALS Neutral props and costume pieces optional

WHY THE WARM-UP FITS Exaggerated action and articulation make job characters immediately readable.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**111. Exaggerated Everyday Action**	Enlarge a familiar action until every detail becomes theatrical.
WARM-UP	04-09	**138. Tongue Twisters**	Repeat playful phrases clearly before adding speed.
WARM-UP	09-15	**216. Character at Work**	Reveal a job through actions, tools, and attitude.
BUILD	15-22	**219. Character from a Prop**	Let a chosen prop inspire a character.
BUILD	22-30	**224. Opposite Characters Meet**	Improvise a meeting between contrasting characters.
CREATE	30-39	**280. Expert and Interviewer**	Ask and answer questions while remaining in role.
CREATE	39-51	**322. Impossible Job Interview**	Interview for a playful job with unusual requirements.
SHARE	51-57	**342. Enter with a Purpose**	Cross the stage with a clear objective.
CLOSE	57-60	**380. Costume-Shop Improv**	Play shoppers and staff choosing character-making clothes.

VARIETY CHECK improv/ensemble | voice/sound | character | mime/object | visual form

TEACHING NOTE Keep job humour focused on fantasy tasks rather than real workers or communities.

MODULE 40

Stage Explorers

FOCUS stage geography, visibility, focus, reaction

HOOK Performers learn how entrances, spacing, and reactions guide an audience's attention.

MATERIALS Stage-area floor markers

WHY THE WARM-UP FITS Corners, preparation mime, and silent action connect stage geography to purposeful performance.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**61. Corners and Centre**	Travel between the corners and centre with a clear purpose.
WARM-UP	04-09	**120. Getting-Ready Routine**	Perform a clear sequence for getting ready.
WARM-UP	09-15	**131. Silent Scene with Sound Effects**	Actors remain silent while classmates create live sounds.
BUILD	15-22	**314. Scene Using One Line**	Build a scene around one repeated line.
BUILD	22-30	**341. Find Centre Stage**	Find centre stage and compare other positions.
CREATE	30-39	**344. Face the Audience**	Angle the body so expression remains visible.
CREATE	39-51	**345. Share the Stage Picture**	Adjust spacing so every performer contributes clearly.
SHARE	51-57	**346. Focus Triangle**	Guide audience attention among three performers or areas.
CLOSE	57-60	**347. React While Others Speak**	Stay responsive while another actor speaks.

VARIETY CHECK improv/ensemble | voice/sound | stage/image

TEACHING NOTE Use short demonstrations and keep waiting performers active as directors or observers.

MODULE 41

The Improv Replay Laboratory

FOCUS flexibility, physical variation, scene revision

HOOK One simple scene is replayed through new styles, voices, speeds, and rules.

MATERIALS Three safe objects optional

WHY THE WARM-UP FITS Voice swapping, physical action, and movement contrast create material worth replaying.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**223. Voice Swap**	Exchange character voices and adapt the body.
WARM-UP	04-09	**268. What Are You Doing?**	Perform one action while naming a different action.
WARM-UP	09-15	**67. Bound and Free**	Move with tight control, then with open freedom.
BUILD	15-22	**306. Freeze-Tag Scene**	Replace an actor and begin a new scene from the pose.
BUILD	22-30	**308. Replay in a New Style**	Replay the scene in a new genre or style.
CREATE	30-39	**310. Replay Without Words**	Retell the scene through physical action alone.
CREATE	39-51	**311. Replay with a Narrator**	Replay while a narrator frames and redirects action.
SHARE	51-57	**313. Scene with Three Objects**	Use three objects meaningfully in one scene.
CLOSE	57-60	**316. Gibberish Scene**	Sustain roles and relationships using invented language.

VARIETY CHECK voice/sound | improv/ensemble | movement | story | mime/object

TEACHING NOTE Reuse one short base scene so variation replaces transition time.

MODULE 42

Feelings in Motion

FOCUS sensory movement, emotion reading, mood, care scene

HOOK Feelings travel through bodies, objects, and a silly doctor's office.

MATERIALS Emotion cards optional

WHY THE WARM-UP FITS Clapping, texture walks, and passing feelings vary rhythm, movement, and expression.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**21. Pass the Clap**	Send the clap around the group with steady focus.
WARM-UP	04-09	**74. Walking Through Textures**	Walk through imagined surfaces such as mud, ice, or feathers.
WARM-UP	09-15	**178. Pass the Feeling**	Send one feeling around the circle through expression.
BUILD	15-22	**179. Guess the Feeling**	Identify the feeling shown through face and body.
BUILD	22-30	**184. Emotion Traffic Lights**	Change emotional intensity through green, yellow, and red cues.
CREATE	30-39	**188. Eyebrow Acting**	Communicate a reaction using mainly the eyebrows.
CREATE	39-51	**195. Object, Music, or Weather Changes the Mood**	Let an object, sound, or weather change the scene's mood.
SHARE	51-57	**212. Character's Hope and Worry**	Reveal what a character wants and worries about.
CLOSE	57-60	**279. Silly Doctor's Office**	Solve playful problems through doctor-patient role play.

VARIETY CHECK voice/sound | movement | emotion | character

TEACHING NOTE Treat feelings as acting choices, with no correct face or required personal story.

MODULE
43

The Narrator's Control Room

FOCUS environment, ensemble mime, narration, revision

HOOK Narrators pause, complicate, repair, and redirect one shared adventure.

MATERIALS Narrator cue cards optional

WHY THE WARM-UP FITS Sound following, world exploration, and group mime give narrators clear action to control.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**30. Follow the Sound**	Move toward a sound while keeping eyes focused safely.
WARM-UP	04-09	**94. Explore an Imaginary Environment**	Use senses and movement to establish an invented place.
WARM-UP	09-15	**115. Group Mime**	Coordinate one silent activity as a whole group.
BUILD	15-22	**162. Pass the Rhythm**	Pass one rhythm around the group without losing it.
BUILD	22-30	**249. Narrator Adds a Problem**	The narrator introduces an obstacle actors must solve.
CREATE	30-39	**252. Narrator Freezes the Action**	Pause the scene so details or thoughts can be added.
CREATE	39-51	**253. Narrator Changes the Ending**	Actors adapt when the narrator redirects the ending.
SHARE	51-57	**254. Mixed-Up Narrator**	Actors repair playful mistakes introduced by the narrator.
CLOSE	57-60	**255. Two Narrators, One Story**	Two narrators share control without losing the story.

VARIETY CHECK voice/sound | improv/ensemble | mime/object | story

TEACHING NOTE Use two or three narrators and one continuing scene to reduce verbal overload.

MODULE 44

The Time-Travel Story Studio

FOCUS change over time, perspective, retelling, trailer

HOOK A story travels across time, viewpoints, endings, and a strange historical shop.

MATERIALS Historical image, story cards, and simple props optional

WHY THE WARM-UP FITS Weathered trees and life-cycle tableaux make change over time visible before narration.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**92. Tree in Changing Weather**	Respond as a tree to changing wind, rain, heat, and snow.
WARM-UP	04-09	**336. Life-Cycle Tableau**	Show developmental stages through sequential tableaux.
WARM-UP	09-15	**339. Historical Character Interview**	Question a historical role using verified information.
BUILD	15-22	**271. Who Are You?**	Reveal roles and relationships through interaction.
BUILD	22-30	**256. Retell from Another Character**	Retell the events through another character's viewpoint.
CREATE	30-39	**258. Create a Prequel or Sequel**	Invent events before or after the original tale.
CREATE	39-51	**259. Create an Alternate Ending**	Replace the ending while respecting earlier events.
SHARE	51-57	**277. Themed Shop**	Play customers and staff in an imaginative store.
CLOSE	57-60	**262. Story Commercial or Trailer**	Advertise a story through its strongest moments.

VARIETY CHECK movement | stage/image | character | story | improv/ensemble

TEACHING NOTE Use verified historical information when a real person or period is chosen.

MODULE
45

The Maskmaker's Strange Shop

FOCUS shape, mask, shadow, animated objects, performance

HOOK A strange shop sells masks, shadows, and costumes that develop lives of their own.

MATERIALS Simple masks, scarves, flashlight, and household objects

WHY THE WARM-UP FITS Shape walking, neutral masks, and emotion masks build character from the outside inward.

Phase	Time	Exercise	Tiny explanation
WARM-UP	00-04	**83. Shape Walks**	Travel while the whole body becomes changing geometric shapes.
WARM-UP	04-09	**366. Neutral-Mask Walk**	Communicate through posture and movement behind a neutral mask.
WARM-UP	09-15	**367. Emotion-Mask Walk**	Support a mask's emotion with the whole body.
BUILD	15-22	**372. Shadow Animals and Shapes**	Create recognizable silhouettes with bodies and hands.
BUILD	22-30	**371. Design and Embody an Imaginary Mask**	Invent a mask, then embody its character physically.
CREATE	30-39	**370. Mask Mirror or Interview**	Copy or question a masked character through movement.
CREATE	39-51	**363. Talking Household Objects**	Give ordinary objects voices, desires, and relationships.
SHARE	51-57	**319. Strange Product Commercial**	Sell an invented product through enthusiastic role play.
CLOSE	57-60	**368. Character-Mask Parade**	Present masked characters through walk, gesture, and pose.

VARIETY CHECK movement | visual form | emotion | mime/object | improv/ensemble

TEACHING NOTE Masks remain stationary or slow-moving when vision is limited.

Coverage Verification and References

Automated coverage check: 405 listed exercises, 405 unique exercise numbers, zero omissions, and zero duplicates. Each formal exercise appears in one module. Repeatable safety and closure rituals remain available across all modules.

Whole-Curriculum Access Rules

- Provide seated, standing, low-volume, nonverbal, puppet, narrator, sound, director, and observer routes.
- Use clear travel lanes, personal-space boundaries, safe props, consensual distance, and flexible countdowns.
- Preview unusual sounds, darkness, masks, touching, and public performance. Allow opt-in alternatives.
- Keep emotional situations fictional and culturally specific stories credited and accurately framed.
- Praise readable choices, cooperation, persistence, and idea-building rather than speed or extroversion.

References

[1] Ontario Ministry of Education. Current curriculum listing, including The Arts (2009). Accessed July 17, 2026. www.dcp.edu.gov.on.ca/en/curriculum

[2] Ontario Ministry of Education. The Ontario Curriculum, Grades 1-8: The Arts, 2009. www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf

[3] National Association for the Education of Young Children. Principles of Child Development and Learning. www.naeyc.org/resources/position-statements/dap/principles

[4] National Association for the Education of Young Children. Developmentally Appropriate Practice in the Early Primary Grades, Ages 6-8. www.naeyc.org/resources/topics/dap/primary

[5] Center on the Developing Child at Harvard University. Enhancing and Practicing Executive Function Skills. www.developingchild.harvard.edu/resources/handouts-tools/activities-guide-enhancing-and-practicing-executive-function-skills/

[6] Source exercise bank: the 405-item Ultimate Deduplicated List developed in this conversation.