

# Games of Presence

## Instructions

Indigenous Peoples' Health Research Centre

“Acting Out... But In A Good Way”

April 2017



Compiled by Erin Goodpipe and Ben Ironstand

The production of this booklet was supported by the

Canadian Institutes of Health Research—Institute of Aboriginal People's Health under Grant no. 132195 and the Saskatchewan Health Research Foundation under Grant no. 2782

Research team:

The late Dr. Jo-Ann Episkenew, Dr. Linda Goulet, Dr. Warren Linds, Dustin Brass and many others.

Research partner:

File Hills Qu'Appelle Tribal Council Health Services

For additional copies, please contact:

[lgoulet@firstnationsuniversity.ca](mailto:lgoulet@firstnationsuniversity.ca) or [warren.linds@concordia.ca](mailto:warren.linds@concordia.ca)

## Table of Contents

Introduction.....	4
Warm Up Games.....	6
Atoms	
Five Count Shake	
Four Directions	
Move Through the Space	
Ships and Shores	
Getting to Know You.....	8
Catch My Name	
Name Game (action and adjective) Fruit Bowl/Never	
Have I Ever Line Up	
Circle Games.....	9
Circle Dash	
Circle Story	
Double Hot Potato	
Hwa	
Knots	
Laughing Game	
Memorize the	
Theme Numbers	
Pass the Rhythm	
Telephone (Story sharing variation)	
Transform the Object	
What Are You Doing?	
Whoosh Whoa	
Zip, Zap, Zop	
Zoom	
Image Work.....	16
Change the Shape (Pairs)	
Environments	
Puppet & Puppeteer	
Sculptor & Clay	

Shape Shifter (pairs or a circle)  
Ten Second Objects/Themes

Pair Games.....18

- Blind Cars
- Columbian
- Hypnosis Find the  
Hands
- Mirrors (Group Mirror & Symmetry Circle)
- Sirens
- Three Irish Duels  
1, 2, 3

Traditional Games (from Piapot First Nation).....21

*You guys are finding ways to help us open up kind of in these like fun ways.....I saw lots of people who usually don't in class step up and stuff, and when they have these little circles in class, they won't say anything. [But here] we were stepping up in these games and wanting to play, and we didn't care who were playing with (Workshop Participant interview, March, 18, 2010).*

## Introduction

These Games of Presence (Gee, 2015) are adapted from many sources and draw on our experiences in the research project entitled *Acting out! But in a good way!* (See <http://actingout.iphrc.ca/>). *Acting Out! But in a good way* is a decade long collaborative research partnership of Indigenous and settler scholars affiliated with Indigenous Peoples Health Research Centre (IPHRC) and the File Hills Qu'Appelle Tribal Council (FHQTC) Health Services, and more specifically with the staff of the FHQTC Youth Action Plan. FHQTC provides services for eleven First Nations from five cultural and linguistic groups situated in southern Saskatchewan and the YAP staff provide health programming for youth. We wish to thank the youth participants who opened their minds and shared their talents and ideas to stimulate our thinking about health for Indigenous youth. We are also indebted to the Elders for their support and File Hills Qu'Appelle Tribal Council for their willingness to partner with us and integrate our research project into their health initiatives for the youth.

Games of Presence stem from games that performers use and are particularly useful in creating a 'ready awareness' amongst a troupe (Gee, 2015). In the context of our work with youth, these games enable participants to be present at the same time with each other, with the environment, the adult facilitators, the participants' own bodies, and the material and content that the workshop will explore. Being centered in the body in motion in a collective space, such games are inherently risky play. They involve challenge, trust, vulnerability, touch, contact, physicality, strategy, and at the same time invite autonomy and awareness of the group. In the context of working with Indigenous youth, they also facilitate interactive development of positive relationships and cultural awareness.

Using a wide variety of arts programming, our research project investigated how the arts contribute to the holistic wellbeing in First Nations youth. Our program processes were the medium, subject, and representation of collaborative play and had a holistic focus, combining research with education and health. The arts were used to develop participants' relationships in the

physical, intellectual, social/emotional, and spiritual domains, in accordance with an Indigenous holistic view of health. We adapted “Theatre of the Oppressed” (Boal, 1979; Diamond, 2007, Rohd, 1998) workshops for Indigenous youth, using theatre games (Boal, 1992) and other activities to create a space for youth to explore how the choices they make affect their wellbeing, such as peer pressure and drug and alcohol abuse, to create imaginative “blueprints” for possible future choices. We also offered arts based programming including videography, photo voice and visual arts programs informed by Indigenous methods as well as facilitating summer four-day Tipi Arts Camps in the Qu’Appelle Valley. At these camps, youth engaged in Games of Presence and traditional Indigenous arts activities along with making puppets and masks. In all our programming, Games of Presence are used to engage youth and develop positive relationships, creative thinking, and self-determined action. Youth report that engagement in Games of Presence enhances their feelings of well being (probably brought on by all the laughter during the games) and helps them overcome shyness, developing their confidence while building positive relationships with others. We see Games of Presence as one way to invite play into holistic learning, wellness, and cultural identity.

The following descriptions of the games have been adapted based on the observations and experiences of our First Nations facilitators working with First Nations youth. Also included are instructions for the image work that is part of our theatre work as well as traditional Indigenous games from Piapot First Nation.

### **References**

- Gee, T. (2015). Games of Presence. Personal communication.
- Boal, A. (1979). *Theatre of the Oppressed* (C. A. McBride, & M.-O. L. McBride, Trans.). London: Pluto Press.
- Boal, A. (1992). *Games for actors and non-actors* (Adrian Jackson, trans.). London, UK: Routledge.
- Diamond, D. (2007). *Theatre for living: The art and science of community-based dialogue*. Victoria, BC: Trafford Publishing.
- Rohd, M. (1998). *Theatre for community, conflict and dialogue: The hope is vital training manual*. Portsmouth, NH: Heinemann.

## Warm Up Games

### *Atoms*

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 5 +**

1. Start by asking all of the participants to walk/move around the space.
2. Explanation: explain that they are all protons, neutrons and electrons by which make up an **atom**. These particles bond together and for the sake of the game, they bond together in certain numbers. For younger participants, the facilitator can simplify the instructions by telling them that you will call a number and they will have to group themselves according to this number as quick as possible. Those who have no place to go can place themselves in the centre of each group, thereby making them a **nucleus** of an atom.

This game is great for creating mixed groups of participants while making it fun and exciting. However, if the facilitator is trying to achieve a certain number of groups with equal or around equal numbers of participants, it wise to count the number of participants ahead of time and do some math to be able to call out appropriate numbers during the game.

Variations could include using other languages in place of English numbers for language learners (i.e. First Nation language). Other variations could include adding different speeds and use of levels.

### *Five Count Shake*

**Accessibility: Adapt for anyone with differing physical or cognitive abilities;, all ages**

1. Start by asking all participants to freeze where they are (they can be in a circle or in different part of a space).
2. Once attention has been reached show them how to shake their hands/ arm, legs/feet and lastly their behind/torso/shoulders.
3. Explain the sequence: a) left hand, b) right hand, c) left foot, d) right foot, and e) behind. For every one of those sequence parts you (the facilitator) will count down from five. This means that you will countdown from five for five times. After you finish shaking your 'behind' for five seconds, you will then go back to a) but only starting at a count of 4, 3, 2, 1 for every body part.
4. After this, you will be counting only 1 per body part.

### *Four Directions*

**Accessibility: All ages**

1. Begin by asking participants to create one group in the centre of the space. As they may be moving around, get them to stand at least an arm's length apart. Get them to stand facing only one direction.
2. Explain that there are four directions in the space (make sure to clearly indicate them). When facing a new direction, as directed by whoever is the leader, participants must follow and mirror the movement of the leader.

3. The leader can be picked simply by pointing to whoever is near the front of a certain direction. Get the leader to take a step ahead of the group so everyone can view him or her. The leader will then do some movements in which the rest of the group is to mirror. The leader is free to spend as much time as they like, but to switch new leaders, all they have to do is face a new direction.

Ensure that you explain that leaders should move at a slower speed to help the group be able to follow their actions. Encourage leaders to use different levels and also to make sure they stay facing their direction, as facing another direction indicates a new leader. For example, doing spins could be confusing to the group as to who the facilitator is.

### *Move Through the Space*

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; all ages.**

1. Begin by asking participants to start walking through the space, or you could be mindful if there is anyone in the group that has differing physical abilities to say “move through the space.”
2. For the first part, tell participants to remain silent as they move through the space so they can hear your voice and therefore instructions. As they are walking through the space tell them to be feel the space they are in within themselves:
3. **Emotions and thoughts:** What emotions are you feeling? What thoughts are in your mind? Why are these thoughts and emotions there? Remind them to breathe and get them to breathe in a way that feels comfortable to them and not at any one else's pace. Encourage them to breathe out any worries or anxieties in the mind.
4. **Body Awareness:** Help them to become aware of how they are walking. Why they are walking in the way that they are? Are there any tensions, strains or aches in the body? How is your energy level? While they are walking, get them to stretch where they feel there needs to be stretching: Reach arms high, shake legs out, move your neck.
5. **Spatial Awareness:** Ask them to look at different levels of the room. Make sure that they are using their peripherals while doing so, to ensure they do not bump into anyone. While they are walking get them to look at the roof/ ceiling or high level of the space. What is there? Did you notice this before? Is there anything that intrigues you in that space? Where are you in relation to that space? What restricts you from that space? Ask the same questions as you instruct them to look at the middle part of the space and the lower part of the space.
6. **Senses Awareness:** Ask them to use and be aware of their senses while they walk around the space.

Some variations include using different speeds (you can use a scale, i.e “move at a five on the scale of speed”). As well you can ask them to freeze. Another variation is asking them to be aware of others in the space. Get participants to make eye contact with others, greet them, say something they love or like.

As the facilitator, make sure you give enough pause per questions to give participants time to fully explore or be present in the given question.



***Ships and Shores***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 8 +**

1. Begin by explaining the different actions that go with each instruction which includes: ***Captains Coming:*** Salute and Stand Still, ***Boom Crossing:*** Duck, ***Scrub the Deck:*** Scrub the floor, ***Climb Up the Rigging:*** Climb up Sail, ***Port:*** Go left and load the cannons, ***Starboard:*** go right and look out, ***Bow:*** go to the front and walk the plank, ***Stern:*** Go to the back and pull in the anchor
2. Make sure to point out where each of these directions is in accordance to the space you are working in.

Other variations include plane, car or beach. For an Indigenized version, the game could use words in the language, although there would need to be a small language lesson to scaffold into this game. As well, this game can be a competition in that if someone does something that isn't the instruction given out, then they are out.

## **Getting To Know You Games**

***Catch My Name***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; all ages**

1. Beginning in a circle, use an item to be able to throw such as a ball, sock, or an apple or orange. Participants will toss the item and say their name to whoever they are tossing it to.
2. Participants in the circle can put their hands up to indicate that they have not been tossed to. Once everyone has been tossed to in the circle, begin tossing again to the same person. Do a round to go over names to help memorization. For the third round, the person tossing the ball must say the name of the person they are tossing to.

Variations to this game include going backwards from the sequence created. Another variation is adding other items to toss to make it more difficult.

***Name Game (Action & Adjective)***

**Accessibility: All abilities, all ages**

1. Standing in a circle, each person going in clockwise will say their name with an adjective and take a step into the circle following an action. The adjective can start with the first letter of the participant's first name or just any describing word. For example "Daring Daryl" and he would maybe step out and jump.
2. After the participant says their name, adjective and action, the rest of the circle will play it back by stepping into the circle doing the action with the name and adjective.

Participants should know that there is no right or wrong answer, however, to keep the themes and actions appropriate.

### ***Fruit Bowl/Never Have I Ever***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 5 +**

#### **Fruit Bowl:**

1. Participants can begin with sitting in chairs in a circle. If there are no chairs, people can sit on the ground or stand. Make sure to take away a chair, so that there is one less seat.
2. Explanation: if there is need to scaffold this game (for perhaps younger people), you can start by assigning fruits to people in the circle. Fruits can include: bananas, apples, grapes, oranges, kiwis etc. Someone will start in the middle and call out a fruit name and those that have been assigned that fruit have to move to another free seat. The person without a seat must now be in the middle and call a fruit name

#### **Never Have I Ever:**

1. Starting with the same structure as *Fruit Bowl*, participants will sit in a circle. In this game the person in the middle will call out something they have never done, or seen and anyone who has done that will get up and have to find another seat. Like *Fruit Bowl*, the last person without a seat will be in the middle and be the next person to call something.

### ***Line Up***

**Accessibility: doable for those with differing physical abilities, recommended age 10 +**

1. Participants stand in a horizontal line, shoulder to shoulder facing the facilitator. They are instructed that this game is played with no verbal communication. They will then have to organize themselves according to a theme of the facilitators choosing.
2. Some themes include: Birthday (Month and day), first name in alphabetical order, height (tallest to shortest), age (youngest to oldest), eye colour (lightest to darkest), hand size (biggest to smallest), hair length (longest to shortest), foot size, number of siblings and the list goes on.

For example, if the facilitator calls hair length and points to one side of the line as longest and the other side as shortest, then this will be the scale that participants must organize themselves.

## **Circle Games**

### ***Circle Dash***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 8 +**

1. Students stand in a circle, with one person in the middle. They are instructed to switch spots with someone by making non-verbal communication, usually done when eye

contact is made.

2. However, some rule variations depend on the facilitator. One variation is that someone who makes eye contact with someone has to exchange spaces with them. Conversely, other rules agree that there should be an acknowledgement that both parties agree to move. With this rule in mind, if there is no agreement and someone moves then the person who moved into the circle without the other person's agreement, must now be in the middle.

### ***Circle Story***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 10 +**

1. Sitting in a circle, the facilitator will start a story with one sentence, for example, "Once upon a time there was a boy who..."
2. The person to the right and continuing down the circle, will add a sentence to the story.
3. The last person in the circle will end the story.

Encourage participants to add as many plot twists as they want, as well as other characters. Variations can include adding themes to the story like: forgiveness, love, culture, etc.

### ***Double Hot Potato***

**Accessibility: recommended ages 8 +**

1. If there is a big group (20 +), split the group into two groups. Have them each make their own circles, sitting cross legged on the floor. Make sure that both of their hands are palm up resting on their knees.
2. The facilitator should have two objects per circle. First start with passing around only one object so that participants can practice carefully giving and receiving the object. Explain that it is like the game "Hot Potato" in that they are trying to give the item away as fast they can.
3. Next show them how to switch the direction in which the object is traveling. Once the object is in your hand, place it in your other hand and pass it the opposite direction.
4. Once participants are comfortable with passing and changing directions, add another object to the circle. Begin with object in the hands of people in the opposite sides of one another.
5. The point of the game is to not get both objects in your hands. So participants want to be cognizant always of where the objects are in the circle and plan what direction they need to take it once it's in their hands to avoid ending up with both.
6. If you have both, you are considered out, in which you will sit out and the circle will close up the gap where you were sitting. There will be two winners in the end.

***HWA/ Wood Chopping***

**Accessibility: stationary game, Adapt for anyone with differing physical or cognitive abilities, physical pains; recommended age 8 +**

1. Standing in a circle, the facilitator will model the actions and sounds in which to give and receive which include: making a pyramid shape with your hands above you and chop from above your head to your stomach simultaneously pointing to someone in the process. Make sure to make the “HWA” sound and add energy to it.
2. The people directly next to the person must quickly make chopping motions to said person before they pass it onto the next person.
3. The person who the chop is being directed at must then repeat the action and sound, as well as the people next to them.

This game can be a competition game as those who hesitate or miss their required action and sound will be eliminated.

***Knots***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age: all**

1. Students stand in a circle, shoulder to shoulder. They then extend their right arms and find someone to connect hands with. They then take their left hands and find another hand that is neither next to them or the same hand they grabbed with the right hand.
2. Now that the group has made a knot, they have to find a way out of the knot without letting go of any hands.

***Laughing Game***

**Accessibility: all abilities, all ages**

1. While in a circle explain that when you (the facilitator) say “go” everyone will have to laugh for ten or thirty seconds (depending on the group), even if it is an exaggerated one. When the facilitator says “freeze” they will have to stop.
2. Once they freeze, they then are not permitted to speak and more importantly to laugh. Once someone laughs, they are eliminated and must become hecklers to get others to laugh. The last one standing is the winner.

Rules on respect are important in this game, especially in regards to youth because laughter can create a very energetic atmosphere. Ensure that youth know to not physically touch those who are still withholding their laughter and to heckle in an appropriate manner.

If there is time in the game where there is little to no elimination, then enforce the “no-smiling” rule to make it more difficult. This rule can also be added when the last competitors are difficult

to get to laugh.

### *Memorize the Theme*

**Accessibility: Recommended age 12 +**

1. Start by picking simple themes such as: fruits, colours, weather, animals things found in a kitchen, etc. After picking a theme, pass the energy with something from that theme to someone else in the circle. Make sure each person passes to someone who has not been chosen yet and passes something from the theme that has not already been said. Also make sure the participants memorize their word and who they passed it to.
2. Practice this sequence a couple of time until the group feels comfortable with it.
3. Now introduce a new theme and repeat the process in step 1. However, make sure that participants pass to someone new that they have not passed to in the last theme circle.
4. Practice this second sequence a couple of times until the group feels comfortable with it.
5. Next do a round of the first theme with the same sequence in step one (participants will pass the same thing to the same person). Once the whole circle has gone through with the first theme, begin the second theme once again with the same thing they said, passed to the same person. Begin to introduce both themes going at once in the circle.

This memorization game can get difficult, but keeping the themes simple and reminding the participants that the game works simply by each person memorizing who passes to you and who you pass to.

### *Numbers*

**Accessibility: Recommended age 10 +**

1. Start by sitting in circle. Explain that this is a silent game and that the only sound that should be heard is the number that are being counted.
2. The goal of the game is to count to ten or for a greater challenge, twenty, or as high as the group can go. If a number is said by more than one person at a time, then the counting must begin back at one.

Variations can include allowing participants to speak, but as the facilitator, moderate the loudness and energy of the group.

### *Pass the Rhythm/Clap*

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 10 +**

1. Stand in a circle. Explain that each person will receive and pass a clap where both people must clap at the same time. A clapping rhythm should be heard when the clap is passed around the circle.
2. Competition can be made halfway down the circle, someone is chosen as the finish line. The facilitator then sends out two claps to both teams. Whichever team gets to the finish line wins.

Variation can include switching the direction of the clap, whereby the person with the clap will double clap to the person who gave them the clap. This gives them the clap back.

***Pass the Rhythm:***

1. Participants will lay on their stomachs in a circle, facing each other. They will then place their hands in the centre of the circle and intertwine them with the people next to them so as to ensure their hands are not next to each other but spaced out by other people's hands.
2. The facilitator will start by using their hand to tap the floor following the next person, going in a clockwise fashion. Try to go as fast as you can with the group.

***Telephone (Story Sharing Variation Included)***

**Accessibility: recommended age 8 +**

1. Participants will start in a circle. The facilitator will instruct them to listen carefully to the whisper that they will receive from the person next to them as they will only hear it once. The goal of the game is to have the message return to you without any differences.
2. As the facilitator, come up with a sentence to go around. As the group gets better, challenge them with longer sentences or tongue twisters.

A good reminder in this game is to ask the participants to first ask the person next to them if they are ready to receive. A failure in this game can be to rush through it, but allowing the person who is receiving adequate time to gather themselves to accept and receive is important.

Communication is good as well, as the receiver can make comments that will help the giver better communicate the message. For example, if a receiver is hard of hearing, then they can say this to the giver so that they can perhaps speak up when sharing the message.

***Story Sharing Variation:***

1. The facilitator can think of a themed question in which the group can think about. For example, a question could be: "think of your happiest memory."
2. In a circle, invite participants to close their eyes while you ask the prepared question. The idea is to ask them to think about a short memory that they can share. The memory should be about thirty seconds to a minute long.

3. After you give them about a minute or so to think about and choose a memory, invite them to walk around the space and exchange memories. What this means is that one person will share their memory while another person listens and vice versa. Then they no longer have their own memory, but someone else's.
4. Participants will then find another person and once again, exchange memories, using the memory they heard from the other person (all the time, sharing the last partner's memory).
5. An optional part could be to come back to the circle and share the memory to see if the memory was transformed or remained the same as it was told and repeated multiple times.

### ***Transform the Object***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 10 +**

1. Starting in a circle, begin to pass an imaginary object to the person to your right.
2. Encourage each person to pass the object in a different, creative way. For example, I might blow my object to the next person as if I am blowing bubbles. The next person might transform the imaginary object into a basketball and dribble it to the next person. This will go around the circle until it reaches the facilitator or until people run out of transformations.

### ***What Are You Doing?***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 12 +**

1. Standing in a circle, explain that each person will take a turn starting with the facilitator and moving clockwise. One person is in the middle and the next person will come up to them in the middle and ask "What are you doing?"
2. The person in the middle will respond an action or interaction in which the asker will have to perform or act out until the next person comes to take their turn. For example, if I am in the middle I might reply "I am riding a buffalo" whereby the asker will have to enact that until the next person asks them "What are you doing?".

If participants seem willing to participate, then the sequence does not have to follow in a circle fashion but by volunteer of anyone regardless of where they are situated in the circle.

A variation of the game can have people standing in a marching line. The person in front will go to a created stage area and the next person behind them in the line will be the asker. The line can alternate what side it begins from.

***Whoosh, Whoa***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 10 +**

1. Standing in a circle explain that they will be working with a ball of imaginary energy in which will be enthusiastically and loudly passed by saying “**WHOOSH**” and extending your arm and hands to the next person in the circle. The ball of energy can only be passed to you by the person next to you and you may only pass to the person next to you.
2. After the group is comfortable with the passing of energy, explain that they can stop the path of the energy as it comes to them by putting their hands up and saying “**WHOA**” loudly. This will rebound the imaginary energy ball back to the giver and allow them to either try to pass the energy again to the same person or to the person on the other side of them.
3. Another level of this game is to add “**Bridge**” whereby when the energy ball is pass to you, you can skip the next person and pass it to the person after them by making one half of an arch with your hands until the person after the person directly next to you will make the other half of the bridge.
4. Another level to add is a person with the energy can call “Volcano” and everyone will have to rush forward into the circle, putting their hands up high all the while say “whoa.” Other actions and sounds to add can be: “beached whale” where people go on their bellies on the floor and rock back and forth.

Many variations can be added to this game. It can be fun for the group to come with new actions and sounds to add to it. As well, language incorporation can be included within the game and its parts.

***Zip, Zap, Zop***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 10 +**

1. Standing in a circle, participants will pass energy to other people in the circle. They will do it in the sequence: zip, zap, zop. For example if I pass zip to someone, then they will pass, zap to someone else, then that person will lastly pass zop to someone else as quick as they can, then it will start over.
2. If someone says the wrong word or hesitates they are eliminated.
3. A more challenging variation is to assigning **zip** which means you can only pass to the left, **zap** which means you can only pass to the right and **zop** which means you can pass to someone elsewhere in the circle (besides left or right). Once again, if some hesitates or does the wrong directions with the wrong word pairing, they are eliminated.

***Zoom***

**Accessibility: Recommended age 8 +**



1. Standing in a circle, participants will pass energy to other people in the circle by saying “zoom” and clapping their hands towards the person they are passing to. Participants are encouraged to do this in as quick as fashion as they can muster.
2. Once the group is comfortable passing the energy, inform them that you (the facilitator) is adding another level to the game. This part will be to pass energy the same way but to pass the first word that comes to their mind based on the the word that was last passed to them. Remind them that there is not right or wrong answer (try to keep it appropriate), but that thinking quickly and passing it on is key.
3. Once they are comfortable at this level, introduce a final elimination round. The rules are: no hesitating, and no repeating of words already said per round (a round is the time from starting after a person is eliminated. Words can be refreshed and repeated after a new round is started).

Keep those who are eliminated apart of the game by giving them the job of judging and accountability in the ones who are still in the competition.

## **Image Work**

### ***Change the shape (pairs)***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; Recommended age 12 +**

1. Invite the participants to find a person to pair with. One person will be partner A and the other partner B. Explain that partner A will begin by making a frozen image/static image. It does not have to make sense or be coherent. Encourage them to use different level.
2. The other partner will then insert themselves in their partner's static image, in a sense adding to it. They will then freeze.
3. Partner A will then move out of their position, examine the new static image created by partner B and then repeat step 2. This will continue until the facilitator stops the game.

As the facilitator, you can pose questions like “what shapes were repetitive” or “what stories did you begin to see emerge from the shapes?” to create dialogue from the shapes.

### ***Environments***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 8 +**

1. Ask the entire group to stand on one side of the space, facing you (the facilitator) and creating an imaginary stage space.
2. Explain that you will call an environment in which each person will run to the imaginary stage area and use their body to depict an object or thing in the space. They will only have ten seconds to do this.

3. After counting down from ten seconds very loud (to add tension), yell “freeze” and then go up to each object/pose, tap them and ask what they are.

Some environment ideas are: kitchen, restaurant, zoo, aquarium, mall, city, farm, bedroom, classroom etc. After some scaffolding, you can purposefully add more specific environments such as: the rich end of the city, the hood, a reserve, a third world country etc. These are good dialogue starts after you tap each person and ask what they are.

### ***Puppet and Puppeteer***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 12 +**

1. Ask each person to get a partner. Once in pairs assign someone to be partner 1 and partner 2.
2. Partner 1 will start as the puppeteer and the partner 2 will start as the puppet.
2. Explain that the puppeteer will not touch the person who is the puppet by place their hands over their limbs and direct to where they want it to go- as if there are strings attached to the puppet.

### ***Clay and Sculptor***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 12 +**

1. Ask each person to get a partner. Once in pairs assign someone to be Partner 1 and partner 2. Partner 1 will start as the sculptor and the partner 2 will start as the clay.
2. The sculptor will begin to mold the body of the clay to form them into a shape depending on the theme that is chosen by the facilitator.

Variations include allowing someone or a pair to sculpt multiple people or a group. Remind the participants to be respectful of people’s bodies and to not be harsh with the placement of their limbs.

### ***Shape Shifter (circle and pairs)***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 10 +**

1. Standing in a circle, start with offering a shape idea in which the entire group must use their body to create. Some themes may include: numbers, animals, letters, emotions etc.
2. Once the group grasps the concept each person will call a shape idea and the person to their left will quickly make the shape with their body. This will go around the circle.

3. (In pairs) a variation to this game is to get participants into pairs and have them take turns calling a shape while the other partner tries to embody it.
4. (In pairs) each partner can take turns jumping and creating a shape with their body in which the other partner will also jump a moment after and try to replicate the exact same shape and movement as their partner.

### ***Ten Second Objects/Themes***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 12 +**

1. Create groups out of participants of at least three people per group. Explain that they will have ten seconds to use every person in their group to be parts of an object that you (the facilitator) will call. For example, if I call “Buffalo” then each group will have to create the body parts of the buffalo. Someone could be the head, others the legs, or the hump etc.
2. Counting down from ten out loud, you will then yell “freeze” and tap someone from each group and ask what part they are just to check up. Some object ideas can be: washing machine, oven, buffalo, octopus, medicine wheel, clock.
3. After they are comfortable with this part of the game, move into offering themes instead of objects. Some examples may include: love, fear, hate, anger, racism, sexism, etc.

Be sure to encourage them to use different levels. With themes, they can do a conceptual representation or an actual scene of an example of what it looks like in the real world.

## **Pair Games**

### ***Blind Cars***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 10 +**

1. After the group is in pairs, ask them to find a space in the room that is spaced apart from other pairs. Assign one person in the pair to be Partner A and Partner B.
2. Partner A will be the driver and Partner B will be the car. Explain that there are motions that will communicate to the car what action they should take. These motions include: *tapping the back* which will indicate the car to move forward, *keeping the palm on their back* which will tell them to stop, *tapping their right shoulder* which will tell them to turn right, *tapping their left shoulder* which will tell them to turn left and *tapping both hands on the shoulders* to indicate moving backwards or backing up. Make sure the cars put up their blinders which is their arms making a circle in front of them so as to protect them if a collision occurs.
3. Ask each person to practice giving and receiving these actions.
4. When they are comfortable, begin to try it with the partner who is the car to do with their

eyes closed, depending on their partner for direction. Ask partners to switch places.

5. Once they are comfortable moving around the room, designate them places in the space they need to reach or have a race between the cars. Make sure that speeds do not get too out of hand, as there could be collisions.

### ***Columbian Hypnosis***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 12 +**

1. After the group is in pairs, ask them to find a space in the room that is spaced apart from other pairs. Assign one person in the pair to be Partner A and Partner B. Partner A will be the hypnotizer and Partner B will be the hypnotized.
2. Ask Partner A to put their hand in front of the face of Partner B and slowly move it around. Partner B's job is to follow the hand in front of them. If the palm move higher or lower, then they also must move higher or lower. Ask them to move around the space doing so.
3. Switch partners.

Encourage hypnotizers to be mindful of other pairs moving in the space. As well remind them that they may get payback for making it difficult for their partners!

### ***Find the Hands***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 12 +**

1. After the group is in pairs, ask them to find a space in the room that is spaced apart from other pairs. Once they are settled, ask everyone to close their eyes.
2. Next ask them to feel the hands of their partner. Allow them to explore the details of their hands only using the sense of touch as there is no sound permitted in this game.
3. After about thirty seconds to a minute of explore their partner's hands, ask them to move around the space. Their task will be to feel people's hands to find their partners.

This game is very intimate and can invade the space of others who are not in space of easily trusting others. As such, this game can be considered an intermediate level game for groups who have established a relationship over time.

### ***Mirrors (Group Mirror & Symmetry Circle)***

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 12 +**

1. After the group is in pairs, ask them to find a space in the room that is spaced apart from other pairs. Assign one person in the pair to be partner A and partner B. Partner A will be

- a mirror who will reflect what partner B offers.
2. Explain that each partner must (when it is their turn) will attempt to mirror exactly what their partner puts forward for movement. Encourage the givers to move slow enough for their partner to keep up. Also encourage them to use different levels.
  3. **Group Mirror** can also take two groups of the same number and ask one group to be the mirror while the other makes offers.
  4. **Symmetry circle** uses pairs that stand opposite sides of a circle and must stay mirror their partner from equal distance as everyone else.

### *Sirens*

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 12 +**

1. Ask students to stand in two lines facing one another. Make sure that every person has a partner. One line can be partner A and the other line partner B.
2. Partner A's will create a unique sound that no other partner A's have. They will share this with their partner B's.
3. Partner B's will then close their eyes as partner A finds a place far from in the space. When the facilitator says go, Partner A will start begin their sounds in which their partners will have to find them while they are blind.

### *Three Irish Duels*

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 12 +**

1. After the group is in pairs, ask them to find a space in the room that is spaced apart from other pairs. Assign one person in the pair to be partner A and partner B.
2. There are three different duels that will commence in which each partner will battle to the best of three. The first duel looks like: each partner will face each other and try to touch the other person's elbow while trying to stop their partner from touching theirs. A point is given every time you hit their elbow.
3. The second duel is the same but attempting to hit the knees.
4. The third duel looks like: putting your left hand behind your back palm up and making your right hand into a pointer. The pointer will be your finger sword in which you will try to get points by trying to touch the back palm of your partner.

This game can be very aggressive and encouraging participants to watch their surroundings is important for safety.

**1, 2, 3**

**Accessibility: Adapt for anyone with differing physical or cognitive abilities; recommended age 10 +**

1. Have pairs face one another. They will say “1, 2, 3” back and forth to each other. It should look like this: Partner A: “One”, partner B: “Two”, partner A: “3”, partner B “One” and so on.
2. Once they are comfortable with this round, replace one of the numbers with an action. So instead of saying “one” the partner would perhaps clap their hands. Do so until every number in “1, 2, 3” is replaced with an action that is repeated.
3. The next level is replacing numbers with sounds. For example “one” could be replaced with a whistle.

## **Traditional Games**

### ***Stone People***

1. Purpose: This is a game that exercises the memory and the body.
2. Materials: Two sets of at least three stones decorated with symbols. An attachment with the different symbols and their meanings is attached and titled “stone symbols.”
3. Number of players: Two teams of two players –4 players total (more teams of two could be added).
4. Instructions: Team member “A” stands on one side of the gym (or any playing distance) and organizes the stones in a particular way. The opposite team also does this at the same time. After the stones are set up then team member “B” comes and analyzes the stones. It is then team member “B’s” job to remember the order of the stones. Next they must transport the stones across the gym to the chosen finish line one at a time and place them in the proper order. Team member “A” does nothing at this point but observe. After team member “B” believes they have recreated the order of the stones correctly they call team member “A” to come and inspect whether or not they are placed correctly. Whichever team is able to complete this task first is the winner.

### ***Ring The Stick***

1. Purpose: To develop hand-eye coordination. This was important for hunting skills.
2. Materials: 1 stick (any length), 1 string (any length), 1 ring (preferably hand-made from

willow).

3. Number of players: This game is played with one player d. Instructions: Fashion the string to the tip of the stick and attach the ring to the end of the string. See image below: Then using centrifugal force swing the ring into the air; once the ring is in the air attempt to push the tip of the stick through the ring

### ***Guessing Sticks***

1. Purpose: To develop estimation skills; develop language ability; it was important for scouts to be able to make accurate estimations of numbers or enemies and this game developed that skill.
2. Materials: 20 - 40 short and small willow sticks; approximately 10 - 15 inches long and a quarter of an inch in diameter.
3. Number of players: two players and one facilitator. d. Instructions: The two players sit on either side of the facilitator. The facilitator holds the whole bunch of sticks in front of them. Then the facilitator immediately separates the sticks into two groups in each hand, holding one out to each player. At that instant, each player must exclaim a number which is their guess of how many sticks are in the hand that is held out to them. It is preferable that they guess in their mother tongue as to practice speaking. Then they count out how many sticks are actually in the hand. Whichever player is closer to the actual number wins.

### ***Gathering Stones***

1. Purpose: Memory
2. Materials: 6 small pebbles.
3. Number of players: 2-10 (could be more players) d.
4. Instructions: One player plays at a time. It is kind of like jax. You shake and roll 5 of the six stones onto the ground in front of you. Then holding one stone in your hand, toss it in the air and before it lands on the ground again, you have to pick up one stone from the ground and catch the stone that you threw in the air. You should now have 2 stones in your hand. If you completed this successfully, repeat the process trying to pick up another stone. If you drop the stone your turn is over. If you successfully catch the stone before it hits the ground but fail to pick up another stone off the ground your turn is over. You can only use one hand to throw the stone in the air and to pick up the stones. You cannot place the stones that you have successfully collected into your other hand or another place. If you successfully collect all 5 stones, your turn is over and the person to your left is up. You play until you reach the set score to win. It is your responsibility to remember your opponents score.

### ***Sticks in the First***

1. Purpose: Fun and memory.
2. Materials: At least 13 sticks and up to as many as one person can hold in their hands. The sticks should all be as close to the same size as possible. A good size is approximately 7

inches long and 1/4 of an inch in diameter. We used willow in the workshop and peeled off the bark. One stick should be marked on one of the ends. c. Number of players: At least two. Instructions: Player “A” holds all the sticks in their hand(s) to player “B”. Player “B” then proceeds to pull out one stick at a time. The goal is to collect as many sticks as possible before picking the stick with the marked end. Once the stick with the marked end is picked then the turn is over and it is the next person's turn. However many sticks are collected before this happens is the score that the player receives. Keep playing as many rounds as is desired.

### ***Run and Scream***

1. Purpose: To develop lung capacity and physical exercise.
2. Materials: One wooden stake per person. The stakes can be made from any type of wood and they can also be designed. Number of players: As many as desired.
3. Instructions: Pick a starting line. From that starting line the players must take one big breath and run as far and as fast as they can. However, the moment they start running they must begin to scream. They must continue to scream until they run out of air and can make no more noise. Once they reach that point they must stop running where they are and place their stake in the ground. Whoever can run and scream the farthest in one breath is the winner.

### ***Hoop and Arrow***

1. Purpose: To develop hand-eye coordination and hunting skills.
2. Materials: At least one arrow per player and one hoop. But there can be as many arrows and hoops as desired. A hoop is constructed out of willow and similar to a dream catcher using string or sinew to hold the hoop together and to make a bulls eye. See diagram below for possible hoop designs.
3. Number of players: At least two and up to as many as desired.
4. Instructions: One person is responsible to roll the hoop on the ground in front of the other(s). Then the others who are holding arrows will try to throw their arrow through the hoop as it passes in front of them. This can continue and be repeated as long and as many times as desired. The player who is the best shot wins.

### ***Make the Stick Jump***

1. Purpose: To develop hand-eye coordination and accuracy.
2. Materials: 4 sticks approximately 8 inches long and 1-2 inches in diameter. The sticks should be marked 1 - 4; see diagram below: and 4 stones slightly larger than a golf ball per team.



3. Number of players: At least two. It used to be played boys against girls. d. Instructions: Set up the sticks horizontally about 2 feet apart from one another. They should be set in order from 1-4. Then have both teams stand on opposite ends about 5 feet away from the stick that is closest to them. Girls go first. The goal of the game is to hit the sticks on the ground with your rocks. You get 4 throws each and then your turn is over. If you hit the stick closest to you, you get 1 point; if you hit the next stick away from you, you get 2 points; if you hit the third farthest stick away from you, you get 3 points; and if you hit the farthest stick away from you, you get 4 points. Each player adds up how many points they get in each turn and that adds up to make their team's score. After one player on your team throws four stones, it is one player's turn from the next team. You play up to whatever score you decide.

### ***Y-Arrow Toss***

1. Purpose: To develop hand-eye coordination and accuracy.
2. Materials: A Y-Stick: A piece of willow about 2.5 feet high with a Y fork in at the top. The willow should be stripped of its bark. You will also need an arrow made of willow. See image below for diagram of Y-Arrow toss.
3. Number of players: Two players play against each other. d. Instructions: To setup first push the Y-stick into the ground, fork side up. Then each player should stand with their heel against the Y-stick in the ground and take 3-5 steps forward (whichever distance is decided upon). Then stop, turn around and face one another, fall to one knee and decide who is going first. From one knee, using one hand try and toss the arrow through the Y-stick. If you successfully go through the Y, you get 1 point; if you go through the Y but land with part of the arrow still on the Y stick, you get two points; if you land like this, your opponent has the opportunity to knock your stick out but only if it is supposed to be their turn. If player "A" goes first then player "B" will go first the next time around. You keep playing until you reach the agreed upon score.

### ***Kickball***

1. Purpose: Exercise and development of motor skills. b. Materials: A ball to kick. The ball isn't actually a ball but a bean bag about 5x5 inches big.
2. Number of players: As many as want to participate.
3. Instructions: Pick a starting line and an ending line. A field length would be good for adult players. Have all players line up at the starting line. On the count of three have every one start at the same time. It is a race to see who can kick their ball down to the end line and back the fastest. Whoever does so is the winner.
4. Variations: You could play this the same way but in teams and have a relay race.

***Double Ball***

1. Purpose: Exercise and practice of good sportsmanship. It is said that the game used to be played to settle disputes.
2. Materials: A double ball: A game ball which is made from leather and other materials. It is actually like two balls that are connected by a piece of leather; see diagram below. You will also need playing sticks. The sticks should be made from straight pieces of willow and should be about at least an inch in diameter at the smallest end. The stick should be the length of from your hip to the tip of your finger if you are holding your arm straight out to the side; see diagram below. You will also need goals. The goals are built by two tripods with a long stick going across the top; see diagram below. The goal posts should be approximately 5 feet high.
3. Number of players: As many per team as desired. It used to be played with just girls or just boys. A referee is preferred but not necessary.
4. Instructions: To start everyone must stand in a large circle and then the ball is thrown high into the air in the center of the circle by the ref (or a player if no ref is available). At this point every player must war-hoop or lee lee. Then the game is on. Whoever can grab the double ball can go after it. The goal is to score on the other team's goal. The goals can be set at any distance apart. It is recommended that at least a small field is available. When the game used to be played, they would play over much larger distances, maybe even a couple kilometers.
5. Rules: Players are only allowed to have one hand on their stick at all times. If this rule is broken three times, that player will be asked to sit out. You are allowed to run with the ball as far as you can carry it without being stopped. You can pass or shoot the ball. You can use your stick to try and hit the ball off of your opponent's stick.. No contact is allowed for male players but contact is allowed for female players.
6. Scoring: If the ball is thrown over the goal post it counts as one point. If the ball is thrown under or through the goal post it counts as two points. If the ball wraps around the cross bar it counts as three points.

***Shinney***

1. Purpose: Exercise and practice of good sportsmanship. It is said that sometimes the game would be played to settle disputes.
2. Materials: You will need a playing ball, sticks, and goals. The ball is made from leather or another material and is about 5 inches in diameter. The sticks used to be made from cherry tree sticks. They are shaped like a golf ball putter and have the bark taken off. They should be the same length as double ball sticks; from your hip to the tip of your finger if you are holding your arm straight out to the side. The goals are made from bent willow. They are shaped like a large lower case "n." The gap at the base is about 2.5 feet wide and to the top of the goal is about 3 feet high.
3. Number of players: Two teams with as many players as wanted. d. Set up: The goals can be set at any distance apart. It is recommended that at least a small field is

available. When the game used to be played, they would play over much larger distances, maybe even a couple kilometers. Before gameplay starts players must choose the sticks for their opponents. As a player you should give your opponent the best stick possible for two reasons: 1 because you want the win to be as meaningful as possible because you want to face and beat your best opponent possible; and 2 because if the stick you chose for your opponent breaks, you must give up your stick to them and sit out.

4. Gameplay: To start, two players from each team meet in the middle of the field with their teammates behind and beside them much like how a hockey game starts. Then the ball is placed in the middle and they touch their sticks together 3 times and then the game begins.
5. Rules: Two hands must remain on the stick at all times. If this rule is broken three times, that player will be asked to sit out. ii. If you are in possession of the ball you can pass, move with, or shoot the ball. iii. Contact is allowed.

### ***Village Lacrosse***

1. Purpose: Fun and exercise.
2. Materials: Lacrosse sticks for the men; a ball to play with; and a single goal post. The goal post should be a single large stick that is fairly high. The lacrosse sticks can be modern or there is a traditional design as well. See diagram below for that.
3. Number of players: As many as desired. All ages and genders are welcome.
4. Instructions: The game is started similar to that of double ball. The ball is thrown into the air and every one war-hoops or lee lees. It is men v.s. women v.s. children (there are three teams). There is a safe zone in around the goal post that is about a 4 foot radius all the way around it. Only children are allowed to enter this zone.
5. Scoring and Rules: The first team to reach the set score wins. i. Men: Men are only allowed to use their lacrosse sticks and they are the only players with lacrosse sticks. They can pass, run with, or shoot the ball. In order to score they must hit the goal post with the ball. They are not allowed to enter the safe zone. They are allowed no contact at all. If they hit an opposing player they will be asked to sit out. ii. Women: Women are only allowed to use their hands to touch the ball. They are also not allowed to enter the safe zone and must throw the ball with their hands to hit the goalpost in order to score. Women are allowed to contact the men but not the children. If they contact the children they will be asked to sit out. iii. Children: Children can only use their hands to move the ball. They can pass, run with, or shoot the ball. Children are allowed to enter the safe zone and touch the post with the ball to score. No one is allowed to contact the children but they can attempt to contact others.

### ***Grass/Snow Snake***

1. Purpose: Hand-eye coordination, and development of accuracy.
2. Materials: A grass/snow snake.
3. Number of players: At least one and as many who want to participate.
4. Instructions: The goal of the game is to throw the snake the furthest. It must slide on/through the grass or snow. Whoever can throw the snake the furthest wins.

***Tie-Up Game***

1. Purpose: If two people were fighting in the camp they would tie them up together. They would have to work together to untie themselves.
2. Materials: Two ropes or strings to tie the players up.
3. Number of players: 2
4. Instructions: Make a knot on both ends of the string where the hole can become larger or smaller. Tie each end of one string to each wrist of the players. When you tie them up tie them so that they are tied together. See diagrams below. The players must figure out how to get themselves untied. There will be a video with the key to getting untied.

***Dice Game - Plum Stones***

1. Purpose: A game of chance and gambling.
2. Materials: 1 basket and 5 playing pieces. The playing pieces can be made from slices of deer antler, slices of wood or small flat stones. There are two types of playing pieces. There is 3 “cross and moon” pieces and 2 “black and white” pieces. On the “cross and moon” pieces colour one side with a “+” and the other side with a “☾.” On the “black and white” pieces colour one side completely dark and leave the other side uncoloured.
3. Number of players: As many as desired.
4. Instructions: This is a game of chance and is a gambling game. Wagers can be set or it can just be played for fun. Players are responsible to keep track of their opponents scores and play until the agreed upon score is reached. To play, put all the pieces in a basket or dish and shake them up, then toss all the pieces in the air and catch them in the dish. If any pieces are not caught then that turn does not count and you have to pass it on. After the pieces are caught look to see if you scored at all. This is how the scoring works:

☾ ☾ ☾ **White White 5 Points**

☾ ☾ ☾ **Black Black 4 points**

+++ **White White 3 Points**

+++ **Black Black 2 Points**

+ ☾ + **White White 1 Point**

☾ + ☾ **Black Black 1 Point**

***Rocks in Fist***

1. Purpose: A game of chance. Exercise the intuition.
2. Materials: 1 rock, 3 sticks.
3. Number of players: 2 Players
4. Instructions: This is a guessing game. One player guesses while the other player hides the rock. The player hiding the rock takes it in their hands; then puts their hands behind their back and puts the rock in one of their hands; once they have the rock in one of their hands they hold their fists out in front of them and the other player and the other player guesses which hand they believe the rock to be in. The

goal of the game is to collect all three sticks. You can only win sticks if you are the one hiding the rock and not the one guessing. If you are hiding the rock, and the other player guesses wrong you collect one stick. If you are hiding the rock and the player guesses right then you give the rock to that person and now you begin to guess; in this instance no sticks are collected and just the rock is passed. This game can be played for wages or just for fun. It can also be played in a tournament.

5. Tournament rules: If this game is played in a tournament, every player brings something to wager and puts it on a blanket in one pile. There is an option for the players to say something about what they brought and the significance it has to them if any. All the players line up to create a first round and play each other. The winner of those games proceed to play one another in a second round. The winners of those proceed to play each other in a third round and so on and so forth until the end. Finally, when the top two players play there will be a winner. The winner collects the wagers on the blanket and then redistributes them to the other players. They give away the gifts as they see fit until they are all gone. At the end, when there is nothing left in the blanket the player is wrapped in the blanket and the game/ceremony is over.