

## Block 1 : Acting Practice-Observation

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Exercise No: 1

*Wear the age*

---

Exercise No:2

*I will kill You*

---

Exercise No:3

*Face in the Crowd*

---

Exercise No:4

*Props Alive*

---

Exercise No:5

*Think in The Box*

---

Exercise No:6

*Sounds cape Creation*

---



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## EXERCISE NO. : 1 WEAR THE AGE

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### Structure

- 1.0 Objectives
- 1.1 Process
- 1.2 Minimum Participants
- 1.3 Duration
- 1.4 Properties Requirement
- 1.5 Variation
- 1.6 Key Words

---

### 1.0 OBJECTIVES:

---

After doing this exercise, you will be able to:

To develop observing skills

---

### 1.1 PROCESS

---

Learners are advised to observe the group of people belonging to different age group-

- 1 5-10
- 2 10-20
- 3 20-30
- 4 40-50
- 5 50-60
- 6 70-80

After the observation learners are advised to enact in the same manner according to the age group they choose.

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### 1.2 MINIMUM LEARNERS

---

1+

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### 1.3 DURATION

---

10 to 20 minutes

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### 1.4 PROPERTIES REQUIREMENT

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None

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### 1.5 VARIATION

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### 1.6 KEY WORDS

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## EXERCISE NO. : 2 I WILL KILL YOU

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### Structure

- 2.0 Objectives
- 2.1 Process
- 2.2 Minimum Learners
- 2.3 Duration
- 2.4 Properties Requirement
- 2.5 Variation
- 2.6 Key Words

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### 2.0 OBJECTIVES

---

After doing this exercise, you will be able to:

To enhance the observation skills.

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### 2.1 PROCESS:

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- 1 All the learners will close their eyes and stand in a line facing the wall.
- 2 Now the facilitator will select the killer by tapping one's back.
- 3 Now all the learners spread and move around in the room.
- 4 Now everyone has to look into everyone's eyes and find out who is the killer.
- 5 The killer kills with wink. Learner who receives the wink will scream and fall dead after 5 seconds.
6. Others has to find out who is the killer.

---

### 2.2 MINIMUM LEARNERS

---

8+

---

### 2.3 DURATION

---

Depending upon the participants.

---

### 2.4 PROPERTIES REQUIRMENT

---

none

---

### 2.5 VARIATION

---

---

### 2.6 KEY WORDS

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## EXERCISE NO. : 3 FACE IN THE CROWD

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### Structure

- 3.0 Objectives
- 3.1 Process
- 3.2 Minimum Learners
- 3.3 Duration
- 3.4 Properties Requirement
- 3.5 Variation
- 3.6 Key Words

---

### 3.0 OBJECTIVES

---

After doing this exercise, you will be able to:

To enhance the observation skills.

---

### 3.1 PROCESS:

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- 1 Facilitator will ask the learners to go outdoors for 30 minutes.
- 2 Observe the people, look for a person who seems interesting to you.
- 3 Observe that person and their interactions, speech, body language, expressions clothing.
- 4 Learners come back and try to perform whatever they observed.

---

### 3.2 MINIMUM LEARNERS

---

1+

---

### 3.3 DURATION

---

Depending upon the participant.

---

### 3.4 PROPERTIES REQUIRMENT

---

none

---

### 3.5 VARIATION

---

Learners can Interact with person to know and understand better about them.

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### 3.6 KEY WORDS

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## EXERCISE NO. : 4 PROPS ALIVE

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### Structure

- 4.0 Objectives
- 4.1 Process
- 4.2 Minimum Learners
- 4.3 Duration
- 4.4 Properties Requirement
- 4.5 Variation
- 4.6 Key Words

---

### 4.0 OBJECTIVES

---

After doing this exercise, you will be able to:

To enhance the observation & imagination skills.

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### 4.1 PROCESS:

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1. Facilitator will ask the learners to observe the objects how they work.
2. Learners will observe the things and use their imagination and prepare an act. Like if candle become alive, waving of the flag according to the wind strength, acting as dust bin, Fridge, oven etc.

---

### 4.2 MINIMUM LEARNERS

---

1+

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### 4.3 DURATION

---

Depending upon the participants.

---

### 4.4 PROPERTIES REQUIRMENT

---

None

---

### 4.5 VARIATION

---

---

### 4.6 KEY WORDS

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## EXERCISE NO. : 5 THINK IN THE BOX

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### Structure

- 5.0 Objectives
- 5.1 Process
- 5.2 Minimum Learners
- 5.3 Duration
- 5.4 Properties Requirement
- 5.5 Variation
- 5.6 Key Words

---

### 5.0 OBJECTIVE

---

After doing this exercise, you will be able to:

To enhance the observation & imagination skills.

---

### 5.1 PROCESS

---

1. Facilitator takes the team of Learners to different locations.
2. Facilitator leaves them there to observe and create an act within the parameters like - Act must have beginning, middle and end, one song, one combat scene etc.
3. Learners will observe the location and use their imagination and prepare an act.
4. Learners will come back, set up the stage, rehearse the act and then perform.

---

### 5.2 MINIMUM LEARNERS

---

4+

---

### 5.3 DURATION

---

Depending upon the participant.

---

### 5.4 PROPERTIES REQUIRMENT

---

According to act

---

### 5.5 VARIATION

---



---

### 5.6 KEY WORDS

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## EXERCISE NO. : 6 SOUNDSCAPE CREATION (WITHOUT DIALOGUE)

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### Structure

- 6.0 Objectives
- 6.1 Process
- 6.2 Minimum Learners
- 6.3 Duration
- 6.4 Properties Requirement
- 6.5 Variation
- 6.6 Key Words

---

### 6.0 OBJECTIVES

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After doing this exercise, you will be able to:

- Develop creative & imagination enhancement.
- Develop powerful observation skills.

---

### 6.1 PROCESS

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This is a very intense exercise. The preparation for this needs to be done from one day in advance.

1. The facilitator asks all the learners to listen to various soundscapes {both natural as well as city} keenly, in and around their homes, at the playfield, at various other places.
2. Next day, the facilitator divides the learners equally into groups of four each.
3. The facilitator gives the following options to the learners to choose from:  
- a quiet country-night, a busy station, a forest, wedding preparation, on the highway, on a playfield. The facilitator is free to add any number of creative suggestions from his/her side.
4. Learners are now required to choose from the given options (one per group), the facilitator can also invite them to come up with any other location ideas as well.
5. Once the locations are chosen/allotted, the learners are then required to deeply think of all the sounds they generally hear at these places and then practice recreating the same ambience within the group.
6. Once they are ready, and the preparation time is over the facilitator calls them for performances. Each group gets 2 – 3 minutes each to create the ambience of their respective location.



7. Once each group has performed, a common discussion follows where everyone participants to share their experience related to the exercise and what they got present in his/her performances.

Acting Practice-Observation

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## **6.2 MINIMUM LEARNERS**

---

8 or more.

---

## **6.3 DURATION**

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Preparation time {20 minutes.}& Performance time {10 minutes}

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## **6.4 PROPERTIES REQUIRMENT**

---

None.

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## **6.5 VARIATION**

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To add fun, each group can keep their location secrets & let other guess. It is to be noted that this exercise only focuses on creating the ambience sound, not any narrative.

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## **6.6 KEY WORDS**

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Block 1

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## **II. ACTING- CONCENTRATION**

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Exercise No: 1

Writing With both hands

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Exercise No: 2

Left right left

---

Exercise No: 3

Replaced

---

Exercise No: 4

Pass the Energy

---

Exercise No: 5

Be serious

---

Exercise No: 6

Laugh without laugh

---



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## EXERCISE NO. : 1 WRITING WITH BOTH HANDS

---

### Structure

- 1.0 Objectives
- 1.1 Process
- 1.2 Minimum Learners
- 1.3 Duration
- 1.4 Properties Requirement
- 1.5 Variation
- 1.6 Key Words

---

### 1.0 OBJECTIVES

---

After doing this exercise, you will be able to:

- To Enhance concentration.
- To Increase flexibility.

---

### 1.1 PROCESS

---

1. All the learners stand in a circle with one hand distance.
2. Now the learners are advised to make an imaginary circle in air with their right hand.
3. Try making small to life size Circle
4. Now make an imaginary plus sign with left hand.
5. Try making it small to life size.
6. Now try to make circle from right hand and plus with left hand simultaneously.
7. Try making them small to life size

---

### 1.2 MINIMUM LEARNERS

---

1+

---

### 1.3 DURATION

---

5-10 Mininuts

---

### 1.4 PROPERTIES REQUIRMENT

---

No

---

### VARIATION

---



---

### 1.6 KEY WORDS

---

---

## EXERCISE NO. : 2 LEFT RIGHT LEFT

---

### Structure

- 2.0 Objectives
- 2.1 Process
- 2.2 Minimum Learners
- 2.3 Duration
- 2.4 Properties Requirement
- 2.5 Variation
- 2.6 Key Words

---

### 2.0 OBJECTIVES

---

After doing this exercise, you will be able to:

- To Enhance concentration.
- To coordinate with team mates.

---

### 2.1 PROCESS:

---

1. Learners stand in a circle, holding each other's hands.
2. Facilitator gives only four commands.
3. Left- right, in and out.
4. Learner holds each other's hands and also follow the command by repeating the command.
5. Once they get familiar with commands facilitator asks them to do the opposite.
6. Left means move towards right, right means move toward left, in means move out and out means move in.

---

### 2.2 MINIMUM LEARNERS

---

5+

---

### 2.3 DURATION

---

5 minutes

---

### 2.4 PROPERTIES REQUIRMENT

---

None

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### 2.5 VARIATION

---

---

### 2.6 KEY WORDS

---

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## EXERCISE NO. : 3    REPLACED

---

### Structure

- 3.0 Objectives
- 3.1 Process
- 3.2 Minimum Learners
- 3.3 Duration
- 3.4 Properties Requirement
- 3.5 Variation
- 3.6 Key Words

---

### 3.0 OBJECTIVES

---

After doing this exercise, you will be able to:

- To enhance concentration.
- To develop rhythm sense.
- To get familiar with each other.

---

### 3.1 PROCESS:

---

1. The group is advised to sit or stand
2. Start clapping and counting 1, 2, 3, and 4 in a rhythm.
3. Once the rhythm is developed then fourth clap will be replaced by the name of the participant.
4. Once everyone gets familiar with each other's name, the personal name is replaced by the name of the participant next to him /her.
5. Exercise continues by replacing names, then adding and replacing names of object.

---

### 3.2 MINIMUM LEARNERS

---

8-25

---

### 3.3 DURATION

---

5 to 10 Minutes

---

### 3.4 PROPERTIES REQUIREMENT

---

none

---

### VARIATION

---



---

### 3.6 KEY WORDS

---

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## EXERCISE NO. : 4 PASS THE ENERGY

---

### Structure

- 4.0 Objectives
- 4.1 Process
- 4.2 Minimum Learners
- 4.3 Duration
- 4.4 Properties Requirement
- 4.5 Variation
- 4.6 Key Words

---

### 4.0 OBJECTIVES

---

After doing this exercise, you will be able to:

- To establish coordination.
- To develop concentration.

---

### 4.1 PROCESS

---

1. Facilitator and all the learners stand in a circle.
2. They close their eyes and hold each other's hand.
3. The facilitator begins with passing the imaginary energy by lightly squeezing the hand of one of the learners besides him/her.
4. The learner who receives the energy passed by the facilitator now he/she will pass the energy to the person beside him/her and so on until the energy returns back to facilitator.

---

### 4.2 MINIMUM LEARNERS

---

5 or more

---

### 4.3 DURATION

---

5-10 minutes

---

### 4.4 PROPERTIES REQUIRMENT

---

none

---

### 4.5 VARIATION

---

---

### 4.6 KEY WORDS

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## EXERCISE NO. : 5 BE SERIOUS

---

### Structure

- 5.0 Objectives
- 5.1 Process
- 5.2 Minimum Learners
- 5.3 Duration
- 5.4 Properties Requirement
- 5.5 Variation
- 5.6 Key Words

---

### 5.0 OBJECTIVE

---

After doing this exercise, you will be able to:

- To Enhance concentration.
- To Develop self-control.

---

### 5.1 PROCESS

---

1. Facilitator divides the learners into pairs.
2. Let the learner stand back to back with their partner.
3. When facilitator counts three, everyone must face and look in the eyes of their partner, and walk silently.
4. The learner who laugh, smile or wink first sit down.
5. At the end, if no one is doing any mistake, allow the class to make a noise and disturb them without touching.

---

### 5.2 MINIMUM LEARNERS

---

2 or more

---

### 5.3 DURATION

---

5 to 10 minutes

---

### 5.4 PROPERTIES REQUIRMENT

---

none

---

### 5.5 VARIATION

---

---

### 5.6 KEY WORDS

---

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## EXERCISE NO.: 6 LAUGH WITHOUT LAUGH

---

### Structure

- 6.0 Objectives
- 6.1 Process
- 6.2 Minimum Learners
- 6.3 Duration
- 6.4 Properties Requirement
- 6.5 Variation
- 6.6 Key Words

---

### 6.0 OBJECTIVES

---

After doing this exercise, you will be able to:

To Enhance concentration

---

### 6.1 PROCESS

---

1. Make a theatre circle and be serious.
2. Now facilitator instructs to say 'Ha' pointing any learner.
3. When that learner completes Saying 'Ha'.
4. Next will add a new 'Ha' he/she says HaHa.
5. The same process will be repeated till the last learner.

---

### 6.2 MINIMUM LEARNERS

---

5 or more

---

### 6.3 DURATION

---

5 to 10 minutes

---

### 6.4 PROPERTIES REQUIRMENT

---

None

---

### 6.5 VARIATION

---

---

### 6.6 KEY WORDS

---

Block 1

---

### **III. ACTING-RELAXATION**

---

Exercise No: 1

Focus on the Spot

---

Exercise No: 2

Visualization

---

Exercise No: 3

Balloon

---

Exercise No: 4

Feel your World

---

Exercise No: 5

Create your World

---

Exercise No: 6

Be Natural

---

Exercise No: 7

Squeeze and Relaxed

---



---

## EXERCISE NO. : 1 FOCUS ON THE SPOT

---

### Structure

- 1.0 Objectives
- 1.1 Process
- 1.2 Minimum Learners
- 1.3 Duration
- 1.4 Properties Requirement
- 1.5 Variation
- 1.6 Key Words

---

### 1.0 OBJECTIVE

---

After doing this exercise, you will be able to:

- To reduce anxiety and relax.
- To enhance the focus.

---

### 1.1 PROCESS:

---

1. Sit in peaceful environment.
2. Take off your shoes, wear light and loose cloths.
3. Lie down or sit in comfortable position.
4. Uncross your legs.
5. Focus on any spot in front of you.
6. Do not focus or dwell on the thoughts coming to your mind, let them go.
7. Make a note of feelings before and after the exercise.

---

### 1.2 MINIMUM LEARNERS

---

1

---

### 1.3 DURATION

---

5 to 10 Mininuts

---

### 1.4 PROPERTIES REQUIRMENT

---

No

---

### 1.5 VARIATION

---



---

### 1.6 KEY WORDS

---

---

## EXERCISE NO. : 2 VISUALIZATION

---

### Structure

- 2.0 Objectives
- 2.1 Process
- 2.2 Minimum Learners
- 2.3 Duration
- 2.4 Properties Requirement
- 2.5 Variation
- 2.6 Key Words

---

### 2.0 OBJECTIVES

---

After doing this exercise, you will be able to:

- To reduce anxiety and relax.
- To enhance the concentration.
- To Enhance Imagination skills.

---

### 2.1 PROCESS

---

1. Sit in peaceful environment.
2. Take off your shoes, wear light and loose cloths
3. Lie down or sit in comfortable position.
4. Uncross your legs.
5. Close your eyes
6. Take a slow regular breath in through your nose.
7. Think about a place you would like to visit. It can be: real or imaginary
8. Imagine the details.
9. Use your senses.
10. See yourself comfortably enjoying this place.
11. Do not focus or dwell on the thoughts coming to your mind in between, let them surpass.

---

### 2.2 MINIMUM LEARNERS

---

1 or more

---

### 2.3 DURATION

---

5 to 10 Mininuts

---

## **2.4 PROPERTIES REQUIRMENT**

---

No

---

## **2.5 VARIATION**

---

---

## **2.6 KEY WORDS**

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## EXERCISE NO. : 3 BALLOON

---

### Structure

- 3.0 Objectives
- 3.1 Process
- 3.2 Minimum Learners
- 3.3 Duration
- 3.4 Properties Requirement
- 3.5 Variation
- 3.6 Key Words

---

### 3.0 OBJECTIVES

---

After doing this exercise, you will be able to:

- Learners will be able to demonstrate their ability to play by exploring activities in relaxation and concentration.
- To understand about breathing.

---

### 3.1 PROCESS

---

1. All the learners stand in two lines facing each other.
2. Facilitator ask the learners to think of their favorite color and then imagine a giant balloon of that color.
3. Learners slowly and deeply inhale through their nose, filling up their bellies (their balloons) with air.
4. As they fill their bellies up with air, have them extend their arms open and up over their heads as their imaginary balloon fills up.
4. When their balloons are full, learners will hold their breath at the top for a moment.
5. Facilitator asks the learners to “pop the balloon”, and learners can twist and turn and fall down as they exhale...like a balloon twisting and turning as it deflates.

---

### 3.2 MINIMUM LEARNERS

---

1 or more

---

### 3.3 DURATION

---

1 to 2 minutes



---

### **3.4 PROPERTIES REQUIRMENT**

---

None

---

### **3.5 VARIATION**

---

---

### **3.6 KEY WORDS**

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## EXERCISE NO. : 4 FEEL YOUR WORLD

---

### Structure

- 4.0 Objectives
- 4.1 Process
- 4.2 Minimum Learners
- 4.3 Duration
- 4.4 Properties Requirement
- 4.5 Variation
- 4.6 Key Words

---

### 4.0 OBJECTIVES

---

After doing this exercise, you will be able to:

To demonstrate the ability to play by exploring activities in relaxation and concentration.

---

### 4.1 PROCESS

---

1. Sit down on the floor.
2. Close your eyes and be relaxed.
3. Now concentrate on yourself and try to feel every kind of activity nearby you. E.g. Feel the blowing air, try to hear minute sounds around you.
4. Do this exercise for at least 5 minutes.

---

### 4.2 MINIMUM LEARNERS

---

1 or more

---

### 4.3 DURATION

---

5 minutes

---

### 4.4 PROPERTIES REQUIREMENT

---

None

---

### 4.5 VARIATION

---

---

### 4.6 KEY WORDS

---

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## EXERCISE NO. : 5    CREATE YOUR WORLD

---

### Structure

- 5.0 Objectives
- 5.1 Process
- 5.2 Minimum Learners
- 5.3 Duration
- 5.4 Properties Requirement
- 5.5 Variation
- 5.6 Key Words

---

### 5.0 OBJECTIVES

---

After doing this exercise, you will be able to:

To demonstrate the ability to play by exploring activities in relaxation and concentration.

---

### 5.1 PROCESS

---

1. Play a light audio music.
2. Sit down on the floor.
3. Close your eyes and be relaxed.
4. Listen to the music peacefully and add your imagination. E.g. walking on the clouds, flying over the flowers field.

---

### 5.2 MINIMUM LEARNERS

---

1 or more

---

### 5.3 DURATION

---

5 minutes

---

### 5.4 PROPERTIES REQUIRMENT

---

Music system.

---

### 5.5 VARIATION

---



---

### 5.6 KEY WORDS

---

---

## EXERCISE NO. : 6 BE NATURAL

---

### Structure

- 6.0 Objectives
- 6.1 Process
- 6.2 Minimum Learners
- 6.3 Duration
- 6.4 Properties Requirement
- 6.5 Variation
- 6.6 Key Words

---

### 6.0 OBJECTIVES

---

After doing this exercise, you will be able to:

- To reduce anxiety and learn to relax.
- To enhance the concentration skills.
- To enhance imagination power.

---

### 6.1 PROCESS

---

1. Lie down on the floor and close your eye.
2. Now try to feel every part of your body being relaxed. E.g. imagine you are sleeping on the floor and focus on your forehead then come down towards your nose, mouth, throat till your feet.
3. This exercise will be very helpful to relax.

---

### 6.2 MINIMUM LEARNERS

---

1 or more

---

### 6.3 DURATION

---

5 minutes

---

### 6.4 PROPERTIES REQUIRMENT

---

None

---

### 6.5 VARIATION

---

---

### 6.6 KEY WORDS

---

---

## EXERCISE NO. : 7 SQUEEZE AND RELAXED

---

### Structure

- 7.0 Objectives
- 7.1 Process
- 7.2 Minimum Learners
- 7.3 Duration
- 7.4 Properties Requirement
- 7.5 Variation
- 7.6 Key Words

---

### 7.0 OBJECTIVES

---

After doing this exercise, you will be able to:

- To reduce anxiety and relax.
- To enhance the concentration power.

---

### 7.1 PROCESS

---

1. Lie down on the floor. Breathe normally.
2. Take a deep inhale through nose as you inhale squeeze your shoulders tighten up face, clench your face, and hold for a while.
3. Exhale through mouth. Relax all the muscle loosen your body.
4. Repeat this 4-5 times.

---

### 7.2 MINIMUM LEARNERS

---

1+

---

### 7.3 DURATION

---

2 minutes

---

### 7.4 PROPERTIES REQUIRMENT

---

none.

---

### 7.5 VARIATION

---



---

### 7.6 KEY WORDS

---



Block 1

---

#### **IV. ACTING- IMAGINATION**

---

Exercise No: 1

Exploring the Senses

---

Exercise No: 2

Whether

---

Exercise No: 3

Story Invention

---

Exercise No: 4

Invisible tug of War

---

Exercise No: 5

Read the Letter

---

Exercise No: 6

The Magical Hat

---

Exercise No: 7

Locale Change

---





---

## EXERCISE NO. : 1 EXPLORING THE SENSES

---

Acting-Imagination

### Structure

- 1.0 Objectives
- 1.1 Process
- 1.2 Minimum Learners
- 1.3 Duration
- 1.4 Properties Requirement
- 1.5 Variation
- 1.6 Key Words

---

### 1.0 OBJECTIVES

---

After doing this exercise, you will be able to:

- To reduce anxiety and try to relax.
- To Concentrate on the given focus point.

---

### 1.1 PROCESS:

---

1. Sit in peaceful environment.
2. Take off your shoes, wear light and loose cloths
3. Lie down or sit in comfortable position.
4. Uncross your legs.
5. Focus on any spot in front of you.
6. Do not focus or dwell on the thoughts coming to your mind, let them go.
7. Make a note of feelings before and after the exercise.

---

### 1.2 MINIMUM LEARNERS

---

1 or more

---

### 1.3 DURATION

---

5 to 10 Mininuts

---

### 1.4 PROPERTIES REQUIRMENT

---

No

---

### 1.5 VARIATION

---

---

### 1.6 KEY WORDS

---

---

## EXERCISE NO. : 2 WEATHER

---

### Structure

- 2.0 Objectives
- 2.1 Process
- 2.2 Minimum Learners
- 2.3 Duration
- 2.4 Properties Requirement
- 2.5 Variation
- 2.6 Key Words

---

### 2.0 OBJECTIVES

---

After doing this exercise, you will be able to:

- To visualize.
- To build up muscles in non verbal communication.

---

### 2.1 PROCESS

---

1. Learners divide themselves into two teams and spread out in the room, randomly. One set is called as 'A' while the other as 'B'.
2. All the 'A's agree upon a particular kind of weather and enact it without verbally saying anything.
3. While the 'B's have to guess. Once they have guessed, it is now the chance of all 'B's to act out their common weather, while all 'A's will do the guessing.

---

### 2.2 MINIMUM LEARNERS

---

2+

---

### 2.3 DURATION

---

Depends upon the number of participants

---

### 2.4 PROPERTIES REQUIRMENT

---

No

---

### 2.5 VARIATION

---

The facilitator can add fun and challenge to the exercise by proposing peculiar Weather conditions to be portrayed.

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### 2.6 KEY WORDS

---

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## EXERCISE NO. : 3 STORY INVENTION

---

### Structure

- 3.0 Objectives
- 3.1 Process
- 3.2 Minimum Learners
- 3.3 Duration
- 3.4 Properties Requirement
- 3.5 Variation
- 3.6 Key Words

---

### 3.0 OBJECTIVES

---

After doing this exercise, you will be able to:

- To enhance the creative skills.
- To build up the power of imagination.
- To developing spontaneity.

---

### 3.1 PROCESS

---

1. Divide the group into two smaller groups, 'A' & 'B'.
2. Instruct group 'B' to leave the hall for a few minutes.
3. Now explain the game to group 'A' in the room as shared below.
4. When the 'B' s return to the hall, inform them that in their absence all the 'A's in the room created a wonderful story (which is of course a lie), then further tell them that it is now 'B' s job to find out what story 'A' s have created. They can do so by asking questions from the 'A' s about the story, the 'A' s are free to respond but with a condition that they can either say 'Yes' or 'No'.
5. Pair up 'A's & 'B' s in twos. Thus all the pairs begin finding the story. Once all the paired B's believe that they know the story, ask 'B' to come upfront and share the story they believe they found out. The entire class shall be surprised to hear to the variety of stories built through B's imagination without B knowing it.

---

### 3.2 MINIMUM LEARNERS

---

2+ (Even number of players required to be partners)

---

### 3.3 DURATION

---

10 to 30 Minutes

---

### **3.4 PROPERTIES REQUIRMENT**

---

None

---

### **3.5 VARIATION**

---

---

### **3.6 KEY WORDS**

---



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## EXERCISE NO. : 4 INVISIBLE TUG OF WAR

---

### Structure

- 4.0 Objectives
- 4.1 Process
- 4.2 Minimum Learners
- 4.3 Duration
- 4.4 Properties Requirement
- 4.5 Variation
- 4.6 Key Words

---

### 4.0 OBJECTIVES

---

After doing this exercise, you will be able to:

- To enhance the imagination power.
- To develop visualization.
- To encourage group coordination.

---

### 4.1 PROCESS

---

1. The group is divided into two teams 'A' and 'B'.
2. They get on opposite sides and tug at an imaginary rope.
3. The challenge is to ensure that the entire group is participating in the game of tug of war with the imaginary rope in as realistic manner as possible.
4. The improvisation can go on for as long as the teams desire while the facilitator can encourage them to go creative and exaggerative with their impressions and body language, which can include various expressions like pulling, pushing, tensed, happy, anxious. The facilitator can encourage learners to experience the tension in their bodies it shall go through if the rope was real, and portray it.
5. At all points it is to be remembered that the learners respect the flow of the group instead of playing individually. This means that if one side is pulling, everyone present on that side shall be pulling the rope and the side pushing. The entire groups' expressions shall be flowing accordingly, in sync.

---

### 4.2 MINIMUM LEARNERS

---

2+

---

### 4.3 DURATION

---

Depends on the number of the learners

---

## **4.4 PROPERTIES REQUIRMENT**

---

A blank piece of paper.

---

## **4.5 VARIATION**

---

---

## **4.6 KEY WORDS**

---



---

## EXERCISE NO. : 5 READ THE LETTER

---

### Structure

- 5.0 Objectives
- 5.1 Process
- 5.2 Minimum Learners
- 5.3 Duration
- 5.4 Properties Requirement
- 5.5 Variation
- 5.6 Key Words

---

### 5.0 OBJECTIVES

---

After doing this exercise, you will be able to:

- To communicate through facial expression/emotions.
- To enhance the spontaneity ability.
- To develop imagination skills and the power of improvising.

---

### 5.1 PROCESS

---

1. The facilitator invites one learner at a time in front of the class.
2. He/she hands a piece of blank paper to the learner.
3. The task for the learner is that, he/she has to pretend that the letter Contains a message of immense value for them. The learners have to read the letter in their minds. Once they finish the letter they immediately have to begin an activity as a response to reading that letter. They are not allowed to speak aloud anything however they are allowed to react out loud.
4. The remaining class has to guess and share based on the learners performance, what according to them must be written in the letter. It can be very entertaining to learn how many versions of a same activity can be interpreted, in case everyone gets the same message for one particular learner, the facilitator is to encourage a discussion on basis of individual feedback of all. The facilitator ensures that all the learners get a chance to read the letter and perform.

---

### 5.2 MINIMUM LEARNERS

---

2+

---

### 5.3 DURATION

---

Depends on the number of learners.

---

## **5.4 PROPERTIES REQUIRMENT**

---

A blank piece of paper.

---

## **5.5 VARIATION**

---

---

## **5.6 KEY WORDS**

---





---

## EXERCISE NO. : 6 THE MAGICAL HAT

---

### Structure

- 6.0 Objectives
- 6.1 Process
- 6.2 Minimum Learners
- 6.3 Duration
- 6.4 Properties Requirement
- 6.5 Variation
- 6.6 Key Words

---

### 6.0 OBJECTIVES

---

After doing this exercise, you will be able to:

- To develop imagination.
- To learn character building.
- To learn spontaneity skills.

---

### 6.1 PROCESS

---

1. This is a simple and fun game. Each learner is supposed to pick out one slip each from the two hats, then combine the character with the action and perform it in front of the class.
2. A further level is added, when after the entire class has performed their character and actions the facilitator pairs the learner up and asks them to prepare an improvisation with their respective characters and actions which is then performed for the class by each pair.

---

### 6.2 MINIMUM LEARNERS

---

Any number

---

### 6.3 DURATION

---

20 to 30 minutes (depending upon the no. of participants)

---

### 6.4 PROPERTIES REQUIRMENT

---

2 hats + paper slips with character names and actions written and kept separately in both the hats.

---

### 6.5 VARIATION IF ANY

---



---

### 6.6 KEY WORDS

---

---

## EXERCISE NO. : 7 LOCALE CHANGE

---

### Structure

- 7.0 Objectives
- 7.1 Process
- 7.2 Minimum Learners
- 7.3 Duration
- 7.4 Properties Requirement
- 7.5 Variation
- 7.6 Key Words

---

### 7.0 OBJECTIVE

---

After doing this exercise, you will be able to:

- To enhance Imagination
- To learn movements and expressions.
- To build up improvisation skills.

---

### 7.1 PROCESS

---

1. Everyone stands in the hall / class randomly.
2. The facilitator begins the game by a signal of a clap. He / She then gives any situation and the learners have to imagine themselves in that situation and immediately act accordingly. Following is a list of such situation/ places ( the facilitator is free to be creative and add as many),
  - (i) North pole and snowing
  - (ii) On a railway station,
  - (iii) In a hospital.
  - (iv) In a circus, performing
  - (v) In a riot hit place
  - (vi) In an earthquake hit area.
3. The learners transforms his/her physical activity according to the mental state that changes with each new space announced by the facilitator.

---

### 7.2 MINIMUM LEARNERS

---

Any number of participants (everyone participates in a group)

---

### 7.3 DURATION

---

30 to 45 minutes

---

## 7.4 PROPERTIES REQUIRMENT

---

None

---

## 7.5 VARIATION

---

The same exercise can be done in pairs, the facilitator divides them into pairs and the rest is same.

---

## 7.6 KEY WORDS

---





Block 1

---

## **I. ACTING- IMPROVISATION**

---

Exercise No: 1

News Paper

---

Exercise No: 2

Image

---

Exercise No: 3

Who is Knocking?

---

Exercise No: 4

Hot Seat

---

Exercise No: 5

Park Bench

---

Exercise No: 6

Autobiography

---

Exercise No: 7

From Where to Where?

---

Exercise No: 8

Property

---

Exercise No: 9

Costume

---

Exercise No: 10

Song

---

Exercise No: 11

Light

---

Exercise No: 12

Space/Locale

---

Exercise No: 13

Story

---

Exercise No: 14

Relationships

---



---

## EXERCISE NO: 1 NEWSPAPER

---

### Structure

- 1.0 Objectives
- 1.1 Process
- 1.2 Minimum Learners
- 1.3 Duration
- 1.4 Properties Requirement
- 1.5 Variation
- 1.6 Key Words

---

### 1.0 OBJECTIVES

---

After doing this exercise, you will be able to:

To enhance spontaneity and create stories.

---

### 1.1 PROCESS

---

1. The class is divided into groups of four to six.
2. The facilitator brings few newspapers to the class and distributes random sheets to each group. Each newspaper sheet has several news items reported in it. The group has the freedom to choose from all the available options in their respective sheet.
3. Once all the groups have finalized their news clippings, they are given approximately an hour to build an improvisation around the news, by imaging all the five 'W's' of 'Who', 'when', 'Why', 'Where' and 'What' of the situation. What happened before the incident took place, what happened after. The learners are encouraged to create it all and prepare a five to ten minutes scene around it.
4. Once they are ready, each group is invited to perform their improvisation in front of the entire class. This is then followed by a discussion and feedback session.

---

### 1.2 MINIMUM LEARNERS

---

8, 12 or more

---

### 1.3 DURATION

---

30-45 minutes.

---

### 1.4 PROPERTIES REQUIREMENT

---

Few newspapers

---

## 1.5 VARIATION

---

---

## 1.6 KEY WORDS

---

PROPS -

Alternative Titles: prop, properties. All small and large items which cannot be classified as scenery, wardrobe or electrics. Props used by actors are known as hand Props.

IMPROVISATION: Improvisation, in theatre, the playing of dramatic scenes without written dialogue and with minimal or no predetermined dramatic activity. The method has been used for different purposes in theatrical history.





---

## EXERCISE NO: 2 IMAGE

---

### Structure

- 2.0 Objectives
- 2.1 Process
- 2.2 Minimum Learners
- 2.3 Duration
- 2.4 Properties Requirement
- 2.5 Variation
- 2.6 Key Words

---

### 2.0 OBJECTIVES

---

After doing this exercise, you will be able to:

Develop body movement and basic sense of acting on stage.

---

### 2.1 PROCESS

---

1. The class is divided into groups of four to six (depending upon the number of learners in the class).
2. The facilitator now hands them all a separate image each. This image can be a real photograph or just a sketch. It can be of people watching a movie, or just an everyday street life, it can be anything.
3. Now, once each group has got one image each, they get an hour to prepare an improvisation based upon the image they have received. They need to work together, build a story, develop a plot, distribute characters, if required then minimum dialogues and create a five minute improvisation scene, around it.
4. Once all the groups are ready, the facilitator invites them to perform one by one, each followed by a discussion and feedback session with all. It is interesting to see four different images turn into four completely different stories.

---

### 2.2 MINIMUM LEARNERS

---

8, 12 or more

---

### 2.3 DURATION

---

30-45 minutes.

---

### 2.4 PROPERTIES REQUIRMENT

---

Photographs, sketch

---

## **2.5 VARIATION**

---

There can be another variation to this improvisation exercise, here all the groups are given the same image and they are required to use their creative minds to build different imaginary situations around the images.

---

## **2.6 KEY WORDS**

---

Dialogue: In theatre, a conversation between two or more persons.



---

## EXERCISE NO: 3 WHO IS KNOCKING?

---

Structure

3.0 Objectives

3.1 Process

3.2 Minimum Learners

3.3 Duration

3.4 Properties Requirement

3.5 Variation

3.6 Key Words

---

### 3.0 OBJECTIVES

---

After doing this exercise, you will be able to:

Think about a character, and build it.

---

### 3.1 PROCESS

---

Preparation: Write a list of descriptive characters on separate pieces of paper and put the papers in a jar.

LIST:

- I. A fire fighter came to rescue.
  - II. A spy on a secret mission.
  - III. A Puppy.
  - IV. Someone desperate to use the bathroom.
  - V. A super hero.
  - VI. A young shy wife entering her husband's room.
1. One by one, learners pick a character out of the jar.
  2. They leave the room, close the door and knock the door as the character. Now, here is the fun part, the learners need to knock the door in a manner the effectively communicates who they are playing as a character.
  3. The learners inside the class are to guess who is knocking just by listening to the intensity, volume and energy being exerted. The learners can only come inside when the other learners have successfully described him/her.

---

### 3.2 MINIMUM LEARNERS

---

Five or more

---

### **3.3 DURATION**

---

30-45 minutes.

---

### **3.4 PROPERTIES REQUIRMENT**

---

None.

---

### **3.5 VARIATION**

---

---

### **3.6 KEY WORDS**

---



---

## EXERCISE NO: 4 HOT SEAT

---

### Structure

#### 4.0 Objectives

#### 4.1 Process

#### 4.2 Minimum Learners

#### 4.3 Duration

#### 4.4 Properties Requirement

#### 4.5 Variation

#### 4.6 Key Words

---

### 4.0 OBJECTIVES

---

After doing this exercise, you will be able to:

- To do indepth research on any character.
- Expose the mind to multiple perspectives.
- Emprove on spontaneity and building confidence.
- To psychologically analyze a character.

---

### 4.1 PROCESS

---

1. The facilitator picks up any story with four characters and asks the learners to read it aloud in the class. The story should not be very long.
2. The facilitator now places four chairs on the stage, he/she invites four learners to come upstage and sit on one chair each.
3. The four learners then get to choose one character each from the story that was narrated, while the remaining group sits down, infront of them.
4. The facilitator now declares the game open and the audience (learners sitting infront) begin asking questions from these four learners as if asking from the characters of the story. Whereas these four learners now have to reply answers on behalf of the characters they have chosen. Like why their character reacted in a particular manner, what does the character think, what is their intention in the story.
5. After a series of questions the facilitator may ask these four learners to go back and invite next four to join. These new four choose their respective characters and are open to audience for questions. The primary intention of each learner is to justify the actions of their respective character from the story.

Note: This exercise is one of the most important in developing an actors' mind muscles while preparing for their character. Here it might

happen that one learner gets a character he/she completely disagrees with, however, while they are sitting on the hot seat, they need to justify the characters action as if their own. This is an exercise for the mind, often resulting in broadening the perspectives of each and everyone, and evolving the entire group into matured artists, less judgmental.

---

## **4.2 MINIMUM LEARNERS**

---

8 or more

---

## **4.3 DURATION**

---

40 minutes. (Depends upon the number of learners)

---

## **4.4 PROPERTIES REQUIRMENT**

---

4 chairs.

---

## **4.5 VARIATION**

---

---

## **4.6 KEY WORDS**

---

---

## EXERCISE NO: 5 PARK BENCH

---

### Structure

#### 5.0 Objectives

#### 5.1 Process

#### 5.2 Minimum Learners

#### 5.3 Duration

#### 5.4 Properties Requirement

#### 5.5 Variation

#### 5.6 Key Words

---

### 5.0 OBJECTIVES

---

After doing this exercise, you will be able to:

- To do research on any character.
- Learn spontaneity and build confidence.

---

### 5.1 PROCESS

---

1. Facilitator chooses three learners.
2. Each of the three learners chooses a famous personality to portray.
3. They then begin a scene around the park bench. Now, the task for each is to identify the other two's character.
4. If an actor thinks that he/she has guessed any of the other two's character, he/she is required to speak a dialogue such that it indicates that he/she knows who is the other character, without directly saying the name of the character.

For e.g., if he/she suspects the other player is playing the character of Bhagat Singh, he/she can say, "I am so inspired by your patriotism, but I do not agree with your method, I support non-violence".

5. Now if the guess is right, the actor playing Bhagat Singh leaves the scene and if the guess is incorrect, the actor who made the guess leaves the scene in either case, one of them leaves and a new member joins.

---

### 5.2 MINIMUM LEARNERS

---

Six or more

---

### 5.3 DURATION

---

30-60 minutes. (Depends upon the number of learners)

---

## **5.4 PROPERTIES REQUIRMENT**

---

A bench/ chair can also be used.

---

## **5.5 VARIATION**

---

---

## **5.6 KEY WORDS**

---

Scene: The place where an event or action happens.



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## EXERCISE NO: 6 AUTOBIOGRAPHY

---

### Structure

#### 6.0 Objectives

#### 6.1 Process

#### 6.2 Minimum Learners

#### 6.3 Duration

#### 6.4 Properties Requirement

#### 6.5 Variation

#### 6.6 Key Words

---

### 6.0 OBJECTIVES

---

After doing this exercise, you will be able to:

- Connect with the self.
- Explore the self for emotional content.
- Learn to emote with using examples from one's own life as resource.

---

### 6.1 PROCESS

---

1. The facilitator invites the learner to sit or lie down and close the eyes. To focus and recollect a memory from their lives of an incident that had a huge impact on their lives, and shaping the way it is now. The incident can be small or big, dramatic or subtle, anything so far as it has caused a significant influence in the lives. This influence can be positive or negative or both together.

2. Once the learners have identified and chosen that one incident, the facilitator asks them to narrate how everything was at that particular moments in time. It is to be noted that learners are not supposed to share how they feel about it 'now', as that would be mere description, that is not the purpose of this exercise. Instead, it is important for them to recreate that moment in the present in as much detail as possible. Invite them to narrate the incident as if it is occurring in the present time, advise them to involve their sensory memory including smell, taste, sound, visual and touch to make it a real experience.

3. Ask each one to recreate the event with the group present. When everyone has performed, ask all to sit in a circle and share their experiences. Encourage them to find how did the performance impact them? Were they conscious of others watching them? Were they truly immersed and involved in the moment? Or did they feel they were acting? At what moment did they feel that they started acting? How did others find their experience sharing through performance? Were they really touched and involved? What do the learners learn from this exercise, as far as acting is concerned?

In a quest to find the answers to these questions they shall be lead into exploring deeper into acting, drawing some lessons from real life.

---

## **6.2 MINIMUM LEARNERS**

---

Any

---

## **6.3 DURATION**

---

30-60 minutes. (Depends upon the number of learners)

---

## **6.4 PROPERTIES REQUIRMENT**

---

None.

---

## **6.5 VARIATION**

---

---

## **6.6 KEY WORDS**

---

---

## EXERCISE NO: 7 FROM WHERE TO WHERE?

---

### Structure

#### 7.0 Objectives

#### 7.1 Process

#### 7.2 Minimum Learners

#### 7.3 Duration

#### 7.4 Properties Requirement

#### 7.5 Variation

#### 7.6 Key Words

---

### 7.0 OBJECTIVES

---

After doing this exercise, you will be able to:

Feel the physical reality in body language through non-verbal communication.

---

### 7.1 PROCESS

---

1. Each learner gets two minutes to perform in front of the entire class. During this, the learner is required to enter from one door, do a certain action or behave in a particular manner and then leave from the second door.

The challenge is that, the learner cannot speak anything during his/her performance. Instead, by observing his/her body language, facial expression, pace, walking style, action, gesture or posture the learners in the audience should get a clear message as to, where is this character coming from and where is it going to? In the discussion after every performance the facilitator can add more questions like, 'who do you think the learner was playing the character of? 'or' what do you think the learner was about to do ? or ' What kind of frame of mind was the learner in while he/she was in the room? Etc.

---

### 7.2 MINIMUM LEARNERS

---

Two or More.

---

### 7.3 DURATION

---

Depending upon the number of participants.

---

### 7.4 PROPERTIES REQUIRMENT

---

None.

---

## 7.5 VARIATION

---

---

## 7.6 KEY WORDS

---

Expression: A facial expression conveys an emotion that tells us about the character and the way they react to the situation.



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## EXERCISE NO: 8 PROPERTY

---

Structure

8.0 Objectives

8.1 Process

8.2 Minimum Learners

8.3 Duration

8.4 Properties Requirement

8.5 Variation

8.6 Key Words

---

### 8.0 OBJECTIVES

---

After doing this exercise, you will be able to:

Play with props and learn use the props on stage.

---

### 8.1 PROCESS

---

1. The facilitator brings a collection of random objects like a stick, a scale, a cardboard box etc. in the class.
2. The class is divided into groups of four or six.
3. The facilitator invites each group to pick an object. Once all the groups have chosen an object, they are now required to build a story around the object improvising in such a manner that the object is used in any other context than its usual self. The more creative the groups get with the object the more fun and interesting would this exercise be. Once they have decided upon a plot or a story, the groups are given around an hour of preparation time to create a five-minute-long scene that revolves around the object majorly.

Once all the groups are ready, they are invited to perform and are followed by discussion and feedback sessions after each performance.

---

### 8.2 MINIMUM LEARNERS

---

8, 12 or More.

---

### 8.3 DURATION

---

30-45 Minutes.

---

### 8.4 PROPERTIES REQUIRMENT

---

Stick, scale, cardboard, box etc.

---

### 8.5 VARIATION

---



---

### 8.6 KEY WORDS

---

---

## EXERCISE NO: 9 COSTUME

---

### Structure

#### 9.0 Objectives

#### 9.1 Process

#### 9.2 Minimum Learners

#### 9.3 Duration

#### 9.4 Properties Requirement

#### 9.5 Variation

#### 9.6 Key Words

---

### 9.0 OBJECTIVES

---

After doing this exercise, you will be able to:

Play with costume and learn to use the costume on stage.

---

### 9.1 PROCESS

---

1. The learners are divided into groups of four to six each (depending upon the number of learners in the class).
2. The facilitator gives all of them few dhotis/sarees/dupattas/sheets.
3. The challenge for each group is to prepare a five minute non-verbal scene where the pieces of cloth play a major part in the plot of the story. The more creative the learners get with the clothes, the better. They can use this piece of cloth as a property, they can create a space with it or they can simply relate to it as a character itself, totally depends upon their creativity. Each group is given around an hour for preparation.

Once the preparation is done, the facilitator invites them all to perform their respective improvisation one by one followed by a group discussion and feedback session in the class.

---

### 9.2 MINIMUM LEARNERS

---

8 or More.

---

### 9.3 DURATION

---

30-45 Minutes.

---

### 9.4 PROPERTIES REQUIRMENT

---

Some Costumes like- dhotis, sarees, dupattas, sheets etc.

---

## 9.5 VARIATION

---

---

## 9.6 KEY WORDS

---

Costume: The clothing worn by an actor or other stage performer in order to aid dramatic actions and interpretations.



---

## EXERCISE NO: 10 SONG

---

### Structure

- 10.0 Objectives
- 10.1 Process
- 10.2 Minimum Learners
- 10.3 Duration
- 10.4 Properties Requirement
- 10.5 Variation
- 10.6 Key Words

---

### 10.0 OBJECTIVES

---

After doing this exercise, you will be able to:

Recognize the source of idea, story and characters.

---

### 10.1 PROCESS

---

1. The class is divided into groups of four to six.
2. The facilitator chooses several songs and assigns one to each group.
3. The task of the groups is to build an improvisation based on the song, with the song playing in the background. It can be fun, serious, comic, tragic or anything, however the facilitator has to ensure that the groups have to built an improvisation around the song and not a dance or choreography sequence. The learners are given around an hour to prepare.
4. Once they are ready, the facilitator invites all the groups to perform their improvisation one by one, followed by group discussion and feedback session.

---

### 10.2 MINIMUM LEARNERS

---

8 or More.

---

### 10.3 DURATION

---

30-45 Minutes.

---

### 10.4 PROPERTIES REQUIRMENT

---

None.



---

## 10.5 VARIATION

---

The Facilitator can provide the same song to all the groups instead of giving different songs.

---

## 10.6 KEY WORDS

---



---

## EXERCISE NO: 11 LIGHT

---

### Structure

- 11.0 Objectives
- 11.1 Process
- 11.2 Minimum Learners
- 11.3 Duration
- 11.4 Properties Requirement
- 11.5 Variation
- 11.6 Key Words

---

### 11.0 OBJECTIVES

---

After doing this exercise, you will be able to:

Play with props or any other such kind of object and use the props on stage.

---

### 11.1 PROCESS

---

1. The learners are divided into groups of four or six.
2. Each group is given a set of basic lights or is invited to be creative and create their own innovative light sources for this improvisational exercise.
3. The task here for each group is to prepare a five minute long light design sequence where the 'light' or 'light sources' play the 'key role' or the significant role in furthering the plot and the narrative.
4. Encourage the learners to be creative and innovative. They can be provided with a preparation time of an hour and a half for the five minute light improvisation sequence.
5. When the groups are ready, invite them all to perform one by one, and follow each performance with a feedback and question answer session for all the learners to participate.

---

### 11.2 MINIMUM LEARNERS

---

8, 12 or More.

---

### 11.3 DURATION

---

30-45 Minutes.

---

### 11.4 PROPERTIES REQUIRMENT

---

None.

---

### 11.5 VARIATION

---

---

### 11.6 KEY WORDS

---

---

## EXERCISE NO: 12 SPACE/LOCATION

---

### Structure

#### 12.0 Objectives

#### 12.1 Process

#### 12.2 Minimum Learners

#### 12.3 Duration

#### 12.4 Properties Requirement

#### 12.5 Variation

#### 12.6 Key Words

---

### 12.0 OBJECTIVES

---

After doing this exercise, you will be able to:

Develop character according to the space.

---

### 12.1 PROCESS

---

1. The class is divided into a bigger group of six to eight this time.
2. The facilitator writes down a few locations on paper and drops them in a jar. The locations can be fantasy or reality like a railway station, heaven, inside a factory, inside a circus, in the parliament, on the border etc.
3. Once each group has got their respective location, they have around an hour to build a five to ten minute scene on it. It is important to note that the location should play a pivotal role in the story, so much so that if the location is changed the entire content of the story would change.
4. Once all the groups are ready with their improvisations with texts the facilitator shall invite them to perform one by one, followed by a group discussion and a feedback session after each performance.

---

### 12.2 MINIMUM LEARNERS

---

12,16 or More.

---

### 12.3 DURATION

---

45-60 Minutes.

---

### 12.4 PROPERTIES REQUIRMENT

---

None.

---

### 12.5 VARIATION

---



---

### 12.6 KEY WORDS

---

---

## EXERCISE NO: 13 STORY

---

### Structure

#### 13.0 Objectives

#### 13.1 Process

#### 13.2 Minimum Learners

#### 13.3 Duration

#### 13.4 Properties Requirement

#### 13.5 Variation

#### 13.6 Key Words

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### 13.0 OBJECTIVES

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After doing this exercise, you will be able to:

- Develop the drama story.
- Spontaneous Respond on stage with your co-actor.

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### 13.1 PROCESS

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1. Learners sit in a circle and build a random story by adding one line each.
2. Two groups formulate two stories in this manner.
3. The two groups are now given around an hour to build an improvisation act based upon the stories created by them in the exercise before this.
4. Once both the groups are ready, the facilitator invites them to perform one by one, which is then followed by same groups discussion and feedback session.

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### 13.2 MINIMUM LEARNERS

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12 or More.

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### 13.3 DURATION

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45-60 Minutes.

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### 13.4 PROPERTIES REQUIRMENT

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None.

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### 13.5 VARIATION

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### 13.6 KEY WORDS

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Co –actor: Stage actor who playing their role with another actor.

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## EXERCISE NO: 14 RELATIONSHIPS

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### Structure

- 14.0 Objectives
- 14.1 Process
- 14.2 Minimum Learners
- 14.3 Duration
- 14.4 Properties Requirement
- 14.5 Variation
- 14.6 Key Words

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### 14.0 OBJECTIVES

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After doing this exercise, you will be able to:

Develop a character according to the time-space.

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### 14.1 PROCESS

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1. The class is divided into pairs.
2. Each pair chooses a relationship they would like to explore in this improvisation & without disclosing it to others.
3. Each pair builds an improvisation based on their relationship with a condition of silence. The improvisation only has to involve body, facial expression, actions or few exclamations if required. The pairs are given around 20 to 30 minutes to prepare a five minute long improvisation.

Once they all are prepared the facilitator invites them to perform one by one, followed by a group discussion and feedback session. The audience learners guess the relationship and the situation played by both the actors in each case.

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### 14.2 MINIMUM LEARNERS

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2 or More.

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### 14.3 DURATION

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20-30 Minutes.

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### 14.4 PROPERTIES REQUIRMENT

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None.

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### 14.5 VARIATION

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### 14.6 KEY WORDS

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