

A guide for online arts facilitation



## Welcome to the GameJam

The COVID-19 pandemic significantly altered our means of reaching the children and young people with whom we work. Our collaborative approach and multi-disciplinary vision of relational arts activities, required careful adaptation to meet our participants needs in light of social distancing. As a response Kazzum Arts held a series of regular online sessions with our Artist Practitioners, enabling professional development, artistic collaboration and the resilience of our community to thrive in extraordinary circumstances. Although we have used Zoom throughout this guide, we believe all activities can be adapted to suit other online platforms.

We hope that you will enjoy the fruits of our shared imagination and that you will find inspiration to adapt these activities to meet the needs of your participants.

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## Notes on Facilitation





## Notes, Tips and Ideas



### Access

All interactions whether online or in person should place access and inclusion at the centre of your practice. Here are some specific learnings we have found when delivering online.

- Facilitate slowly and clearly, offering space for people to comprehend the instructions.
- Offer a clear non-verbal signal for people to indicate:
  - they are out of the game (e.g. cross fingers)
  - they would like to take a turn (e.g. hands up)
  - silent applause (e.g. shaking hands in the air)
  - they understand (e.g. thumbs up)
- Limit your technical language and requirements from your participants until you know their technical/language capacities.
- Create a vocab list in advance of the session if you are introducing new concepts or language.
- Write instructions to activities in the chat function as well as speaking and modelling them.
- Try using the chat function throughout your workshop for participants to comment and ask questions etc. Less confident participants might find it easier to engage using this function.
- Selecting Players:
  - Games with a specific order of Players can be supported by typing the order into the chat function.
  - Try writing Players' names clearly on a piece of paper and hold it up to the camera. This may be clearer and quicker way of selecting people to take part.
- When doing visual arts activities keep materials and processes simple, working with what the participants have to hand at home.
- If possible, send participants a pack containing everything they might need for the session/sessions. Otherwise inform participants in advance what they need to bring for the following session e.g. scissors, paper, glue etc.



## Technical

When facilitating online, practitioners are performing many functions and will need to take on technical responsibilities for sessions. This can be daunting to many so consider these points before you begin.

- Before a session:
  - Learn your way around the online format you are using before your first session.
  - Where possible assign lead and admin responsibilities between facilitators, such as admitting into the session, providing tech support, sharing screen for music etc.
  - Make sure all facilitators are made co-host before the start of the session.
- Be aware that some participants will have slow internet connections or will be using devices which have a different interface. Ask them what they need in order for it to work for them.
- It is important to consider what games/activities won't work when participants are on their phones. When using Zoom on your phone you are only able to see a limited amount of other participants and when using the chat function nothing else is visible on the screen.
- Music:
  - Music can be a really effective way of underscoring and timing an activity. For example, a song will have a natural rhythm, atmosphere and will often fade out at the end.
  - Use age appropriate music within your session activities by sharing your screen. (See appendix for link on how to do this).
  - Encourage participants to select their own music so they have more ownership over the space.
  - Check you have the sound level right with a co-facilitator or support before participants join the session.
- Screen Sharing:
  - Preload any videos, files etc that you want to share before the start of the session.
  - You have the option to share just a section of your screen with the content you want participants to see, this reduces safeguarding/GDPR risks associated with participants seeing the content of your desktop or web browser.
  - Always inform participants when you are about to start/cease sharing your screen.
- Ensure a good internet connection by sitting as close to your router as possible and disconnect other devices connected to your WiFi.
- Have someone who can act as a contact/support for participants who are struggling to get online.



## Safeguarding

All activities delivered online should be carefully considered and adhere to your child protection and safeguarding policies. Risk assessments should be undertaken ahead of activity taking place and a code of conduct established with young people when working online. We have established the following practices in addition to our safeguarding policy. Please refer to the appendix for useful links relating to child protection and safeguarding.

- Create a unique Zoom link and password for your sessions that can be sent to participants. Ensure that participants are aware not to share the link and password with those outside the group.
- Photography:
  - Always ensure you have photo permission forms if you are going to be taking and sharing photos.
  - Inform participants at the start of the session if you intend to take any screenshots. This should be done with caution. Be mindful of identifying faces, participant names, session ID and backgrounds.
  - Always let people know when you are taking a photograph, so they can cover their screen / hide video if they need.
  - Share any photos directly with your designated safe-guarding lead immediately after the workshop has taken place, to ensure that it is not in breach of any policies.
- Make sure you know what the safeguarding procedures are around using 'break out rooms' and being alone with participants in them.
- You can disable/monitor the chat function if appropriate. For example, you may want to disable the function where participants can private message each other.
- Ensure that your background is a neutral space and does not feature anything provocative or culturally insensitive.
- Conduct your activities in a space which will not breach the confidentiality of your group. For example, leading a session where the participants can be heard by another person who is not on the call.
- Establish a group code about safe practices online. This is an important part of your working alliance.
- As the facilitator you could use the mute and stop video function for your participants if you feel that the safety of the group is being compromised.





## Self-Care

It is important to look after your own wellbeing when facilitating online. Here are some tips we have picked up along the way.

- Position your computer with a long view behind it. This allows you to adjust your gaze from time to time.
- You can 'Hide Self View' to help with Zoom fatigue. Click on the three dots in the right-hand corner of your image to do this.
- When your call is over, give yourself a few minutes to transition out of the session before you engage with anyone or anything else. Use these moments to process your experience.
- Try to take a sensory break every 50-60 minutes. Take a visual break every 20 minutes by looking away from the screen at something at least 20ft away, for 20 seconds.



## Facilitation Tips

Facilitating online can deepen your skill set as a practitioner. It is important to know what works for you. These are some of the things that we have discovered.

- When taking turns encourage participants to nominate the next person to speak. This will minimise the voice of the facilitator and encourage the group to take ownership of who speaks and when.
- Games which rely on quick speed and responses might not work as well as activities which have a slower pace.
- Try facilitating your session standing up; it may give you a different sense of being in your body and an opportunity for increased movement and exploration.
- When doing visual arts activities; break down instructions more than you might do normally, create prepared examples as well as doing live visual examples.
- When explaining visual art activities try to angle your camera down towards your table. Make sure that your table has a clear, plain surface.
- Think about where the light is coming from in the room you are in, make sure you are well lit from in front.
- Position your camera at eye level if you can, so you are not leaning over your participants.



- Write up your notes soon after completing the session while they are still fresh in your mind.
- Have an array of inspiring objects around you to use as inspiration or as material for games and activities.





Activities



## Checking In / Out

### Fake News Check-in

- Instruct the group that you are going to do a check-in in the style of 'fake news' reporters about your life in lockdown.
- Give everyone 1 minute to prepare their News Reader 'character'.
- Once prepared give each participant an agreed amount of time to deliver their news report.



### Movement check-in

- Instruct the group that you are going to do a 'movement check-in' and the group will be mirroring the movements of the participant checking-in.
- One participant will start the 'movement check in', all other participants mirror their movements.
- When ready the participant checking-in will say another participants name, that participant will then begin their 'movement check-in' by leading the movements.
- Repeat until all participants have led the movement/checked-in.

Tip:

- Use music to help with the movement.

### Single Question Check-in

- Each person is invited to check-in, answering a question.
- Examples:
  - Most interesting thing yesterday
  - Favourite colour / book / TV show
  - What is your dream job?



### Scale

- Use a scale to express how you and your participants are feeling at the beginning and/or end of the session.
- Type of scale could include:
  - 1-10
  - Hands up and down
  - Weather

### Timed check-in

- Instruct the group that you are going to have a check-in and that each group member will have a turn to speak.

- Let them know how long they have e.g. 30 secs, 1 min, 2 min - use a timer on your phone or kitchen / sand timer.
- Use a clear non-verbal gesture to let them know when they have reached their time limit.
- Use your judgement to allow for more time if you feel it is needed.
- Once they have spoken, they can nominate the next person to take their turn, meaning you don't have to facilitate between every person - some repetition is required for this to become a group habit.

### Checking Out

- Ask participants to reflect on their favorite thing about the workshop or write three words to describe the workshop and share back with the group.
- Use a Zoom Poll to get reflections and feedback on the session.



### Smart Praise

- Focus your attention on each member of the group and share one or more things you felt they did really well during or contributed to the session.
- Keep your praise S.M.A.R.T – Specific, Measurable, Achievable, Realistic and Time measured. E.g. “I really liked it when you...” “When you...I felt ...” “In today’s session I really saw...”

### Affirmation Check-Out

- Ask participants to take a piece of paper and write down the names of all the other members of the group, including the facilitator(s).
- Ask participants to write something they felt the other members of the group/facilitator did well or a contribution they have made.
- Offer the participants the chance to share with others what they have written.
- You can do this person by person e.g. everyone feedback for Amanda, then everyone feedback for Jack.

### Dance Out

- Play some upbeat music.
- Encourage participants to get into their bodies and dance!
- They can leave the session whenever they want knowing that others are still dancing.





## Guessing games



### Cover Up

- Ask Players to grab a blanket, sheet or a piece of material.
- Explain that in a moment you will ask them to safely cover their heads with their blanket so they can't see the screen.
- Set a timer for 1 minute. Players must come out of their covering before the minute is up BUT they don't want to be the first or the last to uncover themselves.

#### Tip:

- Players mute their computer so they can't hear other Players.
- Only play this game when you are sure the group can safely and responsibly engage and interact with this game and each other.

### Guess the Face

- One Player will nominate themselves to pull a face.
- All other Players guess the face, according to the theme.
- Themes could include:
  - What emotion?
  - What are they smelling?
  - What fruit are they?



### Guess the Leader

- Choose one Player to be the 'Guesser' they close their eyes.
- Choose one Player to be the leader and instruct everyone to copy them.
- Slow and deliberate movements work well to start with.
- The 'Guesser' opens their eyes and guesses who the leader is.

#### Extension activities:

- Put music on in the background.
- Offer suggestions for a character or place.
- Give Players a specific amount of guesses.

### Guess the Object

- Select a Player.
- Ask the Player to hold up an object close to the camera, obscuring it as much as they can.
- All other Players must guess what they think the object is.
- The first person to get it right gets to take their turn.





## Guess the Whatever

- Ask a Player (or pair of Players) to nominate themselves and turn off their sound.
- All other Players are instructed to respond to a category e.g. Film genre.
- All other Players will then silently 'act out' the idea.
- The Guesser(s) will guess what the Players are acting out.

### Tips:

- Use 'cards' from existing games at home to get a range of categories.
- Cover your mouths when speaking, so that the 'guessers' can't lipread.
- Be aware of shared / limited cultural references within groups.

## Heads or Tails

- Facilitator tosses a coin. Players choose 'Heads' (place hands on heads) or 'Tails' (place hands on shoulders).
- If you get it right you remain in the game.
- If you are out, you make the 'out' sign, watch and enjoy.
- Repeat until you have a winner, or a draw.



## I like Cheese

- Player 'A' turns their back on the Zoom call.
- All other Players silently indicate who is going to take their turn (one at a time), Player 'B'.
- Player 'B' must say 'I like Cheese' in a disguised voice.
- Player 'A' turns around and guesses who said it.
- If they guess correctly then Player 'A' takes another turn at guessing.
- If another Player 'B' tricks them, then they become Player 'A' and repeat.

## Object Snap

- Ask Players to collect three objects of certain colours e.g. 1 green, 1 blue and 1 black object.
- Choose Player 'A'. They will then countdown '3,2,1...' at which point all Players hold one of their 3 objects to the screen.
- If any Players holding an object that is the same colour as Player 'A' they are out.
- Repeat till you have a winner.



### Extension activities:

- Play in pairs:
  - Player 'A' selects another Player by saying "I want to play vs ..."

- Player 'A' then counts down and along with their selected opponent holds one of their objects to the screen.
- If both Players have selected the same colour object they must shout 'snap', the first to do so is the winner.
- The winner then selects who they would like to play next.
- Repeat until all Players have played.

### What's Missing?

- Select some appropriate items and place them in an arrangement.
- Turn your camera, so that they take up the space on the screen and people can clearly see. (You might want to ask your Players to 'Pin' your video)
- Ask group members to name the items - this is especially useful for ESOL Players to build vocabulary.
- Cover your camera and take one thing away - Can the Players spot what is missing?

#### Extension activities:

- Select more than one object to remove.
- Divide the group into smaller teams to add competition.
- Encourage Players to select objects from their homes.
- Choose a variety of interesting objects or items from a specific theme, or room.
- Encourage Players to create a 'buzzer' sound, or action instead of simply shouting out their idea.



# Improvisation

## Album Cover

- Instruct Players that they are going to have a short amount of time to create an fictional 'Album Cover' e.g. a striking image which tells a story, creates a vibe, or reflects their personality.
- Either nominate Players one by one or create them all at the same time.
- Then take turns to come up with titles for each other's albums.

## Buzzy Bees

- Ask Players to stand up and start buzzing around like a Bee.
- Say - "Buzzy Bees, Buzzy Bees become something beginning with a...(selected a letter of the alphabet)".
- Players then have 30 seconds to use their bodies to 'become' a frozen image of something that begins with the letter selected.
- Facilitator then guesses what each Player has 'become'.
- If 2 Players have become the same thing they are 'out'.
- Repeat, selecting a different letter for each round until you have a winner.
- Players that are 'out' can help the Facilitator guess what other Players have 'become'.

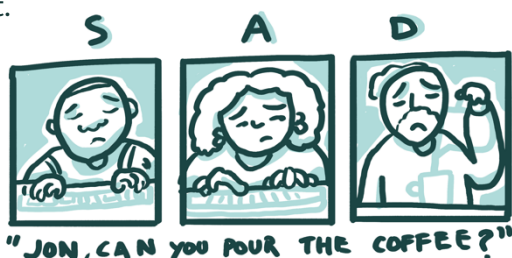


## In the Manner of...

- The group selects a location e.g. an office, the beach, a supermarket.
- Player 'A' is then put into a Breakout Room by themselves.
- The rest of the Players decide the 'manner' in which they will be acting e.g. angrily, impatiently, happily.
- Players start acting 'in the manner of' and within the location selected e.g. angrily in an office.
- Player 'A' invited back to the main room.
- Player 'A' must now guess the 'manner' being acted by the rest of the group. To help they can ask Players to do specific actions 'in the manner of...' e.g. "Make a coffee for your boss in the manner of..." or "send an email in the manner of..."

### Tip

- Select 2 Players to go outside and return to the room to guess together, this is particularly useful if you have shy Players, who do not feel comfortable to be put on the spot.







I'M A TREE! I'M A BALL IN THE TREE! I'M A DOG BITING THE BALL!

### I am a tree

- Player 'A' mimes a tree and says "I am a tree".
- Player 'B' mimes something in response to the tree and says what they are e.g. "I am an apple hanging from the tree".
- Player 'C' mimes something in response to Player 'B' and says what they are e.g. "I am boy picking the apple off the tree".
- Player 'A' then leaves the 'scene', taking either Player 'B' or 'C' with them (they can choose).
- Whichever Player is left, becomes the new Player 'A' - they then become the tree and say "I am a tree".
- Repeat.

#### Extension Activities

- When the Game repeats, Player 'A' remains in their last role, and the story develops.

### Magic Box

- Take out your 'Magic Box' (mime).
- Instruct Players that anything can come out of the box and show an example through mime.
- Choose a Player to receive the box and pass it to them 'through the screen'.
- They can then mime their own idea and pass onto someone else.

### Pass the action

- As with mirroring game but focusing on distinct actions which can be passed between Players.
- Transform the actions as the game progresses.
- Guess the 'mime'.



### Topic and Emotion

- Select one Player who will be delivering a speech (Player 'A').
- Instruct all other Players to think of one topic and one emotion e.g. Nature and Fear.
- Select one Player to privately share their topic to Player 'A'.
- Select a different Player to privately share their emotion to Player 'A'.
- Player A must then deliver a speech about the topic, in the emotion that has been shared to them e.g. a speech about nature in a fearful manner.
- They must not directly say the emotion or topic at any point.
- Give them 1 minute of uninterrupted speech before letting other Players guess the emotion and topic.

- If Players are finding it hard to guess, then allow time for questions.
- Once both have been guessed, repeat with different Players.

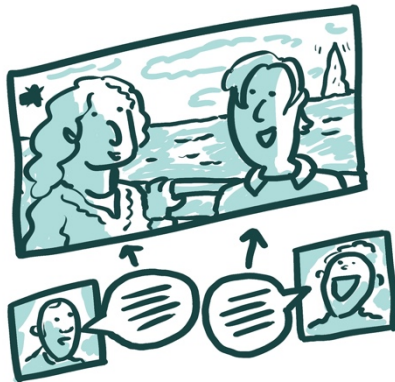
Tip

- You can share the topic and emotion by writing it down and holding it up to the camera, asking other Players to look away.



### Voice Over Challenge

- Before the session begins select a number of age appropriate video or audio clips e.g. nature documentary, iconic film, famous youtuber, make-up tutorial.
- Choose the number of Players that are in the clip you have chosen.
- Allocate each Player a character in the clip.
- Share your screen.
- Instruct Players to do a voice over while the clip plays.



Tip

- If Players are less confident, give them a scenario for the scene as a starting point for their improvisation.

### What are you doing?

- Select Players.
- Player 'A' creates an action e.g. brushing teeth.
- Player 'B' asks them "what are you doing?"
- Player 'A' says something that they are NOT doing e.g. "Flying a kite".
- Player 'B' then mimes this action e.g. Flying a kite.
- Player 'C' asks them "What are you doing?"
- Repeat until all Players have gone.
- Add sound effects or music for extra comedic / expressive value.



### What should I do?

- Player 'A' elects to close their eyes and ears.
- The rest of the group decide an action for them to do (keep it simple to start with.)
- Player 'A' then opens their eyes and ears. They must guess the action the group have decided by moving their body deliberately.
- All other Players guide Player 'A' by shaking their hands if they are 'Hot' or being still if they are 'Cold'.
- Rejoice when Player 'A' finds out what the action was!

## Why are you late? (to the Zoom)

- Select a Player to be 'The Boss'.
- Select another Player to be 'The Employee'.
- Explain that 'The Boss' needs to find out why 'The Employee' is late to work / Zoom.
- Create 2 breakout groups, 1 for 'The Boss' and 'The Employee' to wait, the other for all other Players (ensure a facilitator is present in both rooms).
- All other Players must decide 3 reasons why 'The Employee' is late e.g. They missed their bus.
- Return all Players to the main room.
- 'The Boss' must now start to question 'The Employee' about why they are late.
- While they do this the other Players mime the reasons out for 'The Employee' to guess one by one. If they are caught miming by 'The Boss' then they are out of the game.
- The game is over once 'The Employee' has successfully guessed all the reasons why they are late.

### Tips:

- Make sure the 'The Boss' looks away from their screen at points to ensure that the other Players can mime out the reasons.
- All Players should freeze when the Boss turns around.
- Use co-facilitators to be the different Players, until you are confident that the group understand the task.



# Movement

## Go Fetch

- Instruct the group they are going to have a specific amount of time to find some items and show them on the screen. E.g. 10 seconds, 30 seconds.

Examples include:

- Go fetch something blue
- Go fetch something soft
- Go fetch something round



Extend the activity by:

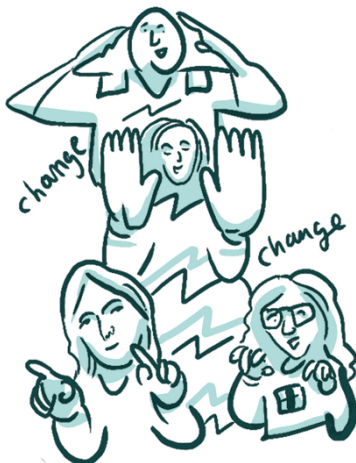
- Using gentle questioning skills about the objects they have found.
- Taking screenshots of the things they have found.
- Make the request more detailed e.g. 'Go fetch something that has affected your life in a positive way during lockdown'.
- Encourage Players to make up a story about their objects.

## Action and Verb

- Facilitator holds up 2 sets of pre-prepared cards - one of actions, one of emotions.
- 2 Players choose a card each for example: 'dance' and 'mournfully'.
- Facilitator chooses 3 Players to 'dance mournfully' (to suitable music).
- Repeat.
- Build up the pre-prepared cards with suggestions from the group.

## Change

- Nominate 1 Player to be the 'leader' - they will perform a series of actions e.g. Tap hands on head.
- When they say 'change' they change their action e.g. Waving arms
- All Players must then copy their previous action e.g. Tap hands on head, so that the group are always one step behind.



Extension activities:

- Remove the cue 'change' so it becomes non-verbal
- Pass between Players
- Select background Music
- Give Players a 'theme' e.g. movements of a character, emotion, or place.
- Stand up and use all your body's movements.



### Grandmother's Footsteps.

- Select Player to be 'Grandmother'. They turn their back on the Zoom call.
- Everyone else must move their hand toward the camera on their device (negotiate with the group an agreed distance).
- If the 'Grandmother' turns around they must freeze. If 'Grandmother' sees them moving they must return their hand to the start position.
- Add an extra layer by asking people to freeze in a pose when 'Grandmother' turns around
- The 'Grandmother' can then ask, "What are you doing?"
- The Player can answer and bring their mime to life, if they cannot answer, or if 'Grandmother' doesn't believe them then they are sent to the back or are 'out' of the game.

### In the River / On the bank

- Facilitator explains that when Players are visible on screen they are 'in the river' and when they are not visible on screen (i.e. moved to the side out of view of camera) they are 'on the bank'.
- All Players start 'in the river' (on screen).
- Facilitator calls out either 'on the bank' or 'in the river'. Players must either jump in or out of the screen depending on what is called.
- If a Player jumps in the wrong direction they are 'out'.
- Keep playing till only 1 Player is left and wins the game.



### Jack in the Box

- Select Player 'A'.
- Explain that the aim of the game is to have a certain number of Players visible on their screens.
- Select a number of Players e.g. 3 out of 7.
- All other Players then begin to jump in and out of their screens like a 'Jack in the Box'.
- Player A must shout 'stop' when only 3 other Players are visible on their screens.
- When they hear 'stop' all Players must freeze.
- Players visible on the screen are counted. Player A wins if there are the same number as the number selected at the beginning of the game.
- Repeat.

### Legs and Hands

- Facilitator calls out two parts of the body, along with a number e.g. 5 arms, 2 legs or 6 eyes and 8 feet.
- The group have a limited amount of time to work together to make sure that only the selected number of each body part can be seen on the screen.
- The Players are successful if the exact number of body parts are visible when the time is up.



Tips:

- Use count down music as a timer.



## Mirroring

- Choose one Player to be the leader and instruct everyone to copy them.
- Slow and deliberate movements work well to start with.
- When someone wants to 'pass' onto another they can do so by moving their hands closer to the camera and saying the next Player's name.
- Put music on in the background to add an extra layer of interpretation.

## Spot the Object

- Ask Players to find 1 blue and 1 black object (you could chosen alternative colours).
- Select Player 'A'.
- Ask Player 'A' to select a number (this must not exceed the number of Players) and select either black or blue e.g. 5 black objects.
- All other Players begin moving their blue and black objects in and out the screen, so 1 is visible at a time.
- Player 'A' must shout "stop" when they think the number and colour they have chosen is visible on the screen e.g. 5 black objects.
- When the Players hear "stop" they must freeze.
- The objects are counted. Player 'A' wins if their selected number and colour are visible e.g. 5 black objects.
- Use music to give this movement more rhythm.

Extension Activity

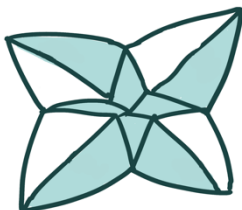
- Player 'A' closes their eyes and a Player 'B' is chosen.
  - Player 'B' finds a red object, so they have 3 objects; blue, black AND red.
  - The aim of the game changes – Player 'A' must now shout stop when they see the red object and identify Player 'B'.



# Storytelling

## Chatter Box Comic Strip

- Create a 'chatter box' before the session begins.  
<https://www.youtube.com/watch?v=augqBKfRTTk>  
Write 4 story genres on the outside tabs e.g. comedy, action, romance, horror.  
Write 8 possible characters on the inside tabs e.g. cat, tree, toilet brush, superhero.  
Write 4 locations on the most inner tabs e.g. forest, desert, Paris, haunted house.
- Select a Player to pick one of the genres on the chatter box. This will be the genre of the story.
- Spell out the genre opening the chatter box with each letter.
- Ask a Player to select one of the characters on the visible inside tabs. This becomes the first character in their story.
- Repeat to get a second character.
- Lift inside tab of second character to reveal location of the story.
- Instruct all Players to draw a comic strip with three boxes for the beginning, middle and end of their story.
- Instruct Players they will have some time (you decide how long) to fill in their comic strip. Remind them of the selected genre, two characters and location it must include.
- Share your comic strips!

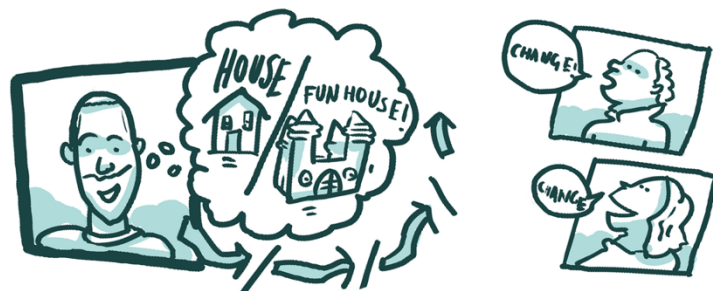


Extend the activity by:

- Asking Players to create their own chatter box.
- Giving each Player to individually select their tabs on the 'chatter box'.

## Everyone is a Storyteller

- Select Player 'A' who will start by telling a well known story, one they know off by heart e.g. Goldilocks and the Three Bears.
- Select Players 'B' and 'C'. They can say "change" at any point in the story.
- When Player 'A' hears "change" they have to change an element of the story e.g. "Goldilocks took a spoonful of the large bowl of Spicy Tomato Soup and said 'that's too spicy'."
- Player 'B' and 'C' can say change as many times as they like till Player A reaches the end of the story.
- Repeat with new Players.



Extend the activity by:

- Getting Players who are not involved to act the story as it is being told.
- Player A can nominate another Player to continue the story at any point.



### Funny Phonics

- Discuss what a phonic sound is.
- Select a phonic sound to use in the first round e.g 'oo' 'a'.
- Ask the group to choose a repeatable movement e.g. tap hand on your head.
- Select Player 'A' and instruct them to tell a story using words that include the selected phonic sound within their story.
- Instruct all other Players to make the chosen movement whenever they hear the phonic sound in the story.
- Repeat with new movement, phonic sound and Player 'A'.

Extend the activity by:

- Do a combined round – Player 'A' will use all the phonics from previous rounds in their story and all Players will respond with matching movements.
- Get people out of the game if they make a mistake.

### Magic Object

- Select an object to be your 'magic object'.
- Tell the group that you have just found this 'magic object' and ask them questions about it. They are experts on the object.

Possible Questions:

"Where did it come from?"

"Who did it belong to?"

"What is magic about it?"

"How does it feel?"

"What happened to it last year?"

"Can you remind us of what else it does?"

- Use the answers as the starting point of a story / a drawing / a poem.



### Magic Word

- Select Player 'A' – they will be the Storyteller.
- Ask the group to suggest a word to be the 'magic word' - This can be any word.
- Instruct Player 'A' to tell a story, which will use the 'magic word' at some point - This can be any story they like.
- When the other Players hear the 'magic word' they must quickly disappear from their screens e.g. ducking down or moving to the side of their camera.
- Select a new Player to be the Storyteller and pick a new 'magic word'.





Extend the activity by:

- Getting Players 'out'.
- Players are 'out' if they a) disappear when the magic word hasn't been used, b) are the last Player to disappear from their screen when the magic word is used.
- If a Player is out, they make the 'out sign' (e.g. fingers crossed, arms crossed) and sit out of the following rounds.
- To make this more interesting invite the storyteller to trick the other Players by using words that sound like the 'magic word' throughout their story e.g. Cake, Kite, Keep, CAT! (where cat is the magic word)
- Invite Players to tell stories in other languages, or an invented language.



### Name Change

- Select Player 'A'.
- Ask all other Players to change their names which appear on their screens. They can change them to anything e.g. Hercules, fluffy socks, London, sad mouse, pineapple.
- Player 'A' must now tell a story which includes all of these 'new names'.
- Player 'A' can either do this in the order Players appear on their screen (from left to right) or by clicking on 'Participants' at the bottom of their screen, which reveals the Players names as a list.

Extend the activity by:

- Inviting Players to act out the part of the story when their 'new name' is being used.



## Visual Arts

### Drawing

- Instruct Players to find some paper and a pen, this is best done in advance of the session.
- Frame the activity as a game - not about creating the greatest art, but an opportunity to play and connect.

### The Shape Challenge

- Instruct Players to draw the same shape ten times on a piece of paper e.g. a circle.
- Explain that they will have 1 minute to draw as many things that feature that shape as they can e.g. a smiley face, a planet, a football.
- When the time is up all Players hold up their drawings to their camera. The Player who has filled in the most of their initial 10 shapes wins.
- Repeat using a different starting shape.



Extend the activity:

- Bingo Shape Challenge: When revealing their drawings if Player have drawn the same thing, they get a point. The Player with the most points wins.
- Or try; when revealing their drawings if Players have drawn the same thing, they do not get a point. Points are only scored for unique drawings.
- Instruct Players to write the name of what they have drawn next to their drawing, creating a list of words e.g. A cat, An Orange, Smiley Face, Football. Give the Players 2 minutes to write a sentence using each word creating a poem/story/song. E.g. A cat walked along my garden fence,  
He had his eye on an orange I was eating,  
The slices reminded me of a smiley face,  
And half time at a school football game.

### No Glue Collage

- Instruct Players to take a selection of scrap paper or old leaflets etc. Roughly rip up a selection of shape.
- Ask for a suggestion of an object or thing e.g. a car or a camel.
- The group then has 1 minute to use their scraps of paper to create a no glue collage of that thing.
- Ask Players to angle their camera to showcase their work
- Repeat with a new suggestion from the group.



## One Line

- Instruct the group that they are going to draw the face of another person on the Zoom call.
- They cannot look at their drawing, only the person.
- They cannot take their pen off the page.
- Give a short, clear amount of time for the activity.
- At the end take it in turns to show your drawing and everyone guess who the person is.
- Repeat

## Racing Drawing

- Ask Players to find a piece of paper and a pen.
- Give them the instruction to draw different things as fast as they can, in a given time.
- Use a countdown or specific start / end noise.

Examples:

- Draw as many faces as you can in 30 seconds
- Draw a picture of the world in 20 seconds
- Draw a fashionable dress in 40 seconds



## Roll a Face

- See attached sheet created by artist Amanda Mascarenhas.
- Instruct the Players to draw the shape of head and shoulders.
- The facilitator rolls the dice and calls out the number.
- Players draw that thing e.g. Angry Eyes.
- Keep rolling the dice and drawing until all the elements are completed, then share your work.



Extend the activity:

- Use the 'Roll-a-...' format to explore anything you like.
- Roll a person, Roll a landscape, Roll a breakfast?!

## Still Life

- Set up a 'still life' - in advance of the session - comprising an arrangement of interesting and stimulating objects.
- Ensure that the scene is well lit and can be clearly seen by the Players.
- Give an allotted time to the group (the length of a song, for example) to draw the arrangement together.
- You can add an additional challenge by drawing in one line, with eyes closed, using different materials and colours for example.
- Share your work.



The wellbeing section of the GameJam focuses upon creative responses to five of our Grounded resources for children and young people.  
Our Grounded resources were created by Kazzum Arts and Robin Lane-Roberts during the time of the Covid-19 lockdown to support young people's health and well-being.  
For more information please visit [www.kazzum.org/news/grounded](http://www.kazzum.org/news/grounded)  
Here are just a few creative responses that you could try with your group, we would love to hear from you with any of your ideas too!  
hello@kazzum.org

## Laughing Out Loud

(<https://vimeo.com/426253877>)



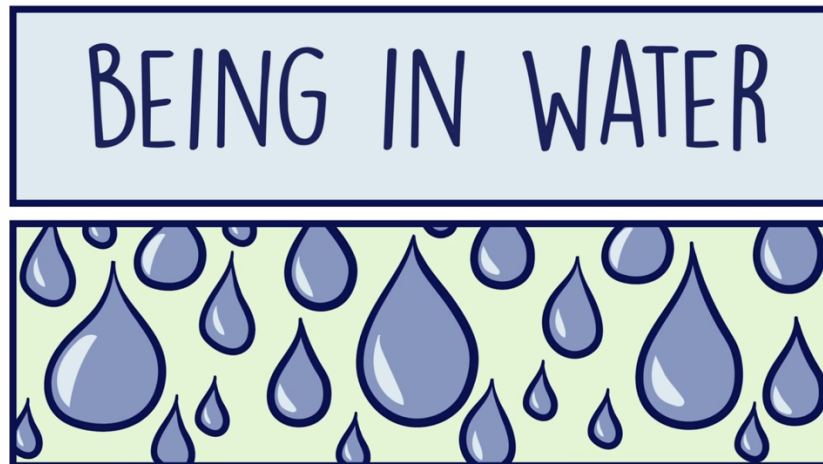
### Pass the Face

- Player 'A' comes close to the screen and makes a funny face.
- They pass this face to another Player by saying their name (Player 'B').
- Players 'B' then copies Player 'A's funny face, Player 'A' can now relax their face.
- Player 'B' makes a new funny face and passes it to another Player.
- Repeat till all Players have had a turn.



# Being in Water

(<https://vimeo.com/426252681>)

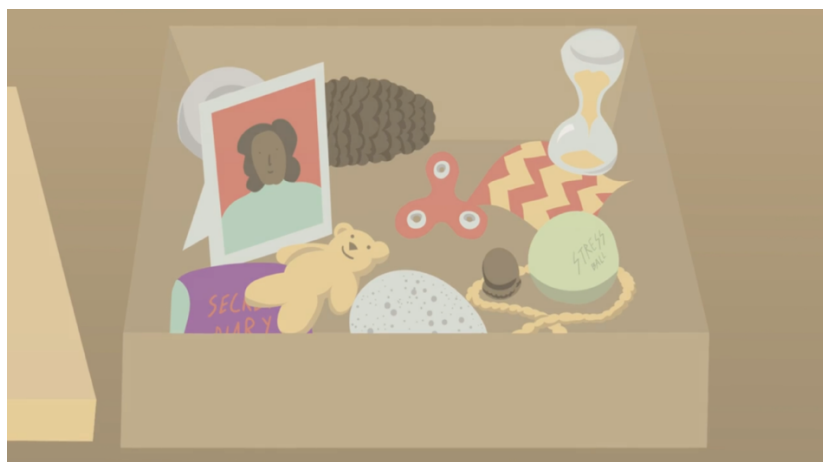


## Underwater Dens

- Instruct the group to find a blanket/towel/sheet to place over their heads and the screen of their device, shutting out as much outside light as possible. If they have a torch (on their phones) place this under their faces.
- Facilitator to play atmospheric music and read a poem / story about water.
- Instruct the group to come out from under their blankets and ask them to write their own poem by finishing the following sentence:  
“It rained today, it flowed from....to....”  
E.g. “It rained today, it flowed from the mountain top to the quiet stream below”.
- The group will then return under their blankets to perform their poem by reading them one after the other.
- Select the order in which the poem will be read before returning under the blankets to allow it to flow smoothly.

## Calming objects

(<https://vimeo.com/426255028>)



### Sensory Objects

- Discuss with the Players the 5 senses - touch, taste, smell, sight, hearing.
- Give Players some time to find objects from in their home, which appeal to these senses, and bring them back to their screen.
- Discuss the objects they have brought back person by person or category by category.

Extend the activity:

- Ask the group to find sensory objects which:
  - Help them feel calm and relaxed.
  - Have special memories for them.
  - Which are precious or valuable to them.

Tips:

- Allow Players to bring each object back before asking them to find the next one.
- Allow enough time for the activity, to ensure that everyone can take a turn
- Encourage Players to make a 'Calm Box' to store the items and help them regulate when they are stressed or anxious.
- Ask Players to spend some time between your sessions, to find objects which please them and add them to their box.

# Happy Place Visualisation

(<https://vimeo.com/421528565>)



## Visualisation

- Instruct the group to find a piece of plain A4 paper and a pen.
- Invite the group to close their eyes or send their gaze down away from the screen.
- Take them through a guided visualisation/meditation of a place that makes them feel calm and peaceful.
- Ask them to slowly open their eyes, take their pen and paper and draw the place they just visualised.
- Make a choice to either:
  - Invite them to share their drawings and describe where it is, what is happening and why they chose it.
  - Keep their drawing private, without the pressure to share it with others.
- Invite the group to keep the drawing of their calm place somewhere safe. They can return to it whenever they need help calming down and/or relaxing. Their drawing can be added to a calming box (see 'Calming Objects').

# Open Hand Breathing

(<https://vimeo.com/418433919>)



## Hand Maps

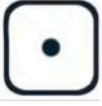




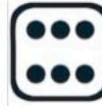
- Ask group to take a piece of plain A4 paper.
  - Instruct them to draw around their hand, breathing in as they draw up each finger and thumb and out as they draw down each finger and thumb.
  - Ask the group to look at the outline of their hand like a map and to think back over a period of time. This can vary depending on the group and what may be happening for them at that time e.g. “Look back over the last 10 weeks of lockdown”, “look back over the last term of school” or “reflect on today’s session”.
  - Ask the group to think about any one, or all of the following points:
    - 5 challenges they faced
    - Any learning they have had over this period of time.
    - Reflect on successes or sources of pride.
    - Values they hold
  - Once completed ask them to place their hand back on top of their map.
  - Repeat the beginning of the exercise by drawing back over their map breathing in and out as they go up and down their fingers and thumb.
  - Offer space for anyone to reflect and share.
- Extension activities / Tips
- Instead of writing challenges and learning in the hand map you can use the five senses: Ask the group to think of something they like to smell, taste, listen to, look at and touch and place them inside the fingers/thumb of their hand map. Creating a map of things that make them feel good.
  - Instead of writing use drawing, mark-making (doodling) or simple collage techniques to create visual art.





## Appendix

# ROLL-A-FACE

Dice Number	Eyes	Nose	Mouth	Hair	Accessory
	ANGRY EYES	PIERCED NOSE	SAD	MOHAWK	GLASSES
	SLEEPY EYES	TINY NOSE	SMILING	SHORT HAIR	EARRINGS
	CRYING EYES	WITCH NOSE	STICKING TONGUE OUT	CURLY HAIR	BEARD
	WINKING EYES	NOSE WITH A SPOT	ANGRY	LONG HAIR	HAT
	PIRATE EYE PATCH	NOSE WITH SNOT	SHOCKED	PLAITS	TATTOO
	HAPPY EYES	HUGE NOSE	MISSING TOOTH	BALD WITH 1 HAIR	FLOWER CROWN

## Useful Links and Resources

### Zoom Support

General Zoom Support

<https://support.zoom.us/hc/en-us>

How to share your screen and audio on Zoom

<https://it.umn.edu/services-technologies/how-tos/zoom-share-computer-sound-during-screen>

### Safeguarding Support

London Youth- For further information on safeguarding policy

<https://londonyouth.org/news-and-updates/covid-19/official-guidance-and-resources/>

NSPCC- Stay up to date with the latest safeguarding and child protection news by signing up to CASPAR newsletter

<https://learning.nspcc.org.uk/newsletter/caspar>

The National Youth Agency – Guidance around online and detached working

<https://nya.org.uk/>

### Digital Resources

For more free downloadable resources visit-

[www.kazzum.org/resources](http://www.kazzum.org/resources)

[www.vimeo.com/kazzum](http://www.vimeo.com/kazzum)

## About Us

Kazzum Arts is a participatory arts organisation with a 30-year history of engaging young people in unique and inclusive multidisciplinary arts projects. We provide opportunities for children and young people to explore their creativity at times in their lives when they are most in need of support.

Our work focuses on four key areas where we feel we can make a positive impact: refuge and migrancy ([Pathways](#)), social inclusion ([Build](#)), Speech, Language and Communication ([Speech Bubbles](#)) and health and wellbeing ([Apollo](#)). To find out more about these programme visit [www.kazzum.org](http://www.kazzum.org)

### The Kazzum Arts Team:

Alex Evans  
*Artistic Director*

Lauren Irving  
*Executive Director*

Lauren-Joy Cameron  
*Programme Coordinator*

Tara Postma  
*Marketing and Project Support Officer*

For more info visit  
[www.kazzum.org](http://www.kazzum.org)

 [@kazzumarts](https://twitter.com/kazzumarts)  [@kazzumarts](https://www.instagram.com/kazzumarts)  [@kazzum](https://www.facebook.com/kazzum)

Throughout this guide you will encounter illustrations created by Robin Lane-Roberts. Robin participated in every GameJam session, capturing our group process through his distinctive drawing style. See more at <https://robinlaneroberts.com/>

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