

Choir Fun and Games

Christina Hall & Jordan Rakita

Name Games

Name Ball Game - Christina Original

1. Split into groups of 20 or smaller in a circle
2. Say your name followed by someone else's name.
3. Toss the ball to who you pass it to.
4. If someone passes you the ball, say your name followed by someone else's.
5. Continue until everyone has been passed the ball.
6. For the second time, introduce a 2nd ball part of the way through.
7. Continue to add balls as the group is able (generally 3 is plenty)

Adjective/Action Name Game

1. Stand in a circle
2. Say your name with an adjective that starts with your first name (Jumping Jordan)
3. Next person says the previous people's adjective and name, then their own adjective and name
4. Continue until the last person says EVERYONE'S adjective and their name... director is last and says everyone's adjective and name
 - a. You can substitute an adjective with a physical action.

Warmup Games

The Beaver Song - Christina from camps growing up)

(Put upper lip above teeth to chart)

Beavers one, Beavers all, let's all do the Beaver call! (make beaver claws)

Beavers two, Beavers three, let's all climb the Beaver tree (climb with hands)

Beavers four, Beavers five, let's all do the Beaver jive! (disco hands)

Beavers six, Beavers seven, let's all go to Beaver heaven (make halo with hands above head)

Beavers eight, Beavers nine, stop... it's Beaver time (dance break)

Herman the Worm - Christina (from camps growing up)

I was sittin' on a fencepost chewin' my bubblegum (smack, smack, smack, smack)

When along came Herman the Worm and he was this big (show with hands how big he is)

And I said, "Herman baby, what happened?" And he said, "I ate _____."

Repeat, but make each item Herman eats bigger. The last time Herman is super small because "I burped!"

On a Day Like This - Christina (from camps growing up)

On a day like this (two claps)
On a day like this (two claps)
On a day like this (ONE clap)
Oh, I need you all to help me (two claps, two new movements)

*Now keep doing the first AND second movements. Add a third, fourth, fifth... until you think it's time to end the song.

JORDAN: Right Left Activity - Tony Colosimo, a Barbershop

Walk together starting with your left foot.

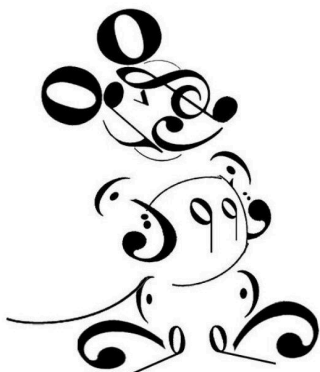
Left right,
you're wrong it's...
not right, it's left.
And you'll find it
left right where you left it,
that's right.

Repeat after me (in chunks)
Everyone say it together.
Alternate between the lines
Split the group in 2.
Split the group in 3 or 4, all end on "That's right."
Make them do opposites.

Music Learning Games

Music Drawing - Joey Johnston

1. Compile a list of musical symbols and draw them on the board.
2. Make art using ONLY those symbols.
3. Use this activity as a way to build sectional bonding. Each section can create a family crest or sectional flag.



Choir Memes - Christina Original

1. Divide students into sections
2. Give them a week or two to present memes
 - a. Have students meet with sections to come up with meme ideas.
 - b. You can roast Mrs. Hall, don't roast individual students.
 - c. Submit them to Mrs. Hall for approval (post them on the wall as they are submitted)
 - d. Teachers from around campus select the best three memes for the year.

Music Bingo - Christina Original

1. Students fold piece of paper until there are 6x6 "squares"
2. Teacher teaches rhythms in 4/4 and $\frac{3}{4}$, write options on the board (all are on the teacher paper)
3. Students put those rhythms and one free space wherever they want to
4. Throughout the year, students take out their rhythm cards and play
 - a. Mark different parts of each square, so students can keep using the same paper throughout the year

Circles of Imagination - Joey Johnston - Director at Chandler Gilbert Community College

1. Ask students for a topic; Fast food (jack in the box, Wendy's, double decker, etc.)
2. Take words from that topic and add rhythms to them.
 - a. Start w/ rhythms only (elem/mid)
 - b. Each student has a rhythm they are in charge of.
 - c. Slowly add members of the circle until everyone is speaking their rhythm in time.
 - d. Transition to adding pitch if they are able. (mid/high)

Musical Telephone

1. Student at the beginning taps a rhythm on the shoulder of the person next to them (that they read)
2. They tap that rhythm to the next person, and on and on.
3. Last student writes down the rhythm
4. Whichever row finishes writing the correct rhythm gets a point!

Forbidden Rhythm (similar to Poison Pattern)

1. Teacher writes one rhythm on the board
2. Call and response rhythms until teacher claps forbidden rhythm
 - a. Any student would claps the rhythm sits down and is out
3. More challenging: add another rhythm, do it faster
 - Could do takadimi

Change it Up

1. One student leaves the room
2. Another student in the circle is the leader and overtime changes up the rhythmic pattern
3. The student who left the room has to guess who the leader is

Team Building Games

Line 'em Up...but shhh - Jordan Original

1. Students must silently make a line in the room according to the following categories.
 - a. Birth order
 - b. alphabetical by last name
2. Students must silently get into groups based on these categories.
 - a. Same number of siblings
 - b. Same favorite sport
 - c. Same favorite animal

Sectional Battle Royale - Eliza Lewis-O'Connor at Wayzata High School, Minnesota.

Ask 2-3 questions of one individual student or something random.

- a. What was your favorite color when you were 10?
 - b. What was your first concert?
2. Each section has to guess the correct answers and write it down.
 - a. Representative guesses the answers.
3. Winning section at the end of the semester earns a prize.

Sectional Theme Song - Christina Original

1. Students choose a well-known pop song, put different words to it that represent their section
2. Add dancing (optional) and present it to other sections, find a karaoke version to sing along with

Leadership Videos - Kim Ritzer at Green Valley HS

1. In addition to a thorough leadership application, students can make a fun/interactive/silly video to apply for their position of interest.
2. Should run videos by you beforehand for approval.

For Kicks and Giggles Games

Picnic Game

1. Tell the students you're going on a picnic and something you are bringing.

- a. Have a pattern in mind you'll use to decide what students can bring to the picnic. (Alphabetical, same number of syllables, starts with the same letter, starts with a vowel, certain type of food, etc.)
- b. See if students can figure out the pattern.

Human Knot

1. Take ball of yarn, students thrown over/under in a circle
2. Students get out of knot
3. Split in teams of two for competition

Safe vs Lava - Christina Original

1. Teacher has 6x7 paper master path of safe and unsafe paths
2. Students line up and take turns walking on the safe papers, teacher lets them know if their paper is safe or lava
3. If student gets it wrong, they go back the way they came and the next student goes
4. All students must successfully cross the safe path **without talking** in order to win

Four Corners

1. All students start in the center of the room with the lights off
2. One student in the center closes their eyes and counts down from 10
3. All other student quickly go to a corner, the center student guesses a corner
4. Students in that corner are out and the next round begins
5. Once it gets to 4 students left, they have to go to a different corner
6. Last two students do a high noon standoff, start walking backwards and shout their own name when the teacher says go

Choir Commercials - Aimee Stewart and Chandler Children's Choir

1. Students get into groups and create a commercial about one of the songs they're performing
2. The goal is to make the song sound amazing, like you want to buy it/listen to it
 - a. Helps students consider what they love about the song as well.

Appreciation Book - Northern Arizona University w/ Dr. Edith Copley

1. Teacher chooses a student to start the semester by appreciating them. You would write something down, about a page long, describing the things you appreciate about this person without revealing who it is.
2. Once they are revealed, they can sit on the chair, and 3 students can share something they appreciate about this student.
3. For the following week, the selected student chooses a new student to write about and appreciate, and the process starts all over again.
 - a. *A more basic version is that the teacher appreciates someone every week, and fellow students can give encouragement as well. Teacher keeps track of which students have been selected.*