LEARNING THROUGH LAUGHTER
Learning through Laughter

All children need to feel seen and to feel safe, and they need to laugh with someone. Some need it more than others. Laughter and play create a sense of community, increase our ability to learn, strengthens our self-esteem and can be a natural pain-relief. To forget about our everyday life for a while and have fun together gives us the feeling of sharing something greater with our fellowman.

This toolbox is developed by Clowns without Borders Sweden* within the frame of a collaborative project with UNHCR with the purpose of giving Syrian refugee children in Lebanon the possibility to go to school, and also improving their abilities to learn through creative and educational games in their free time.

The methodology comes from Clowns without Borders’ activities in countries around the world that are affected by war and crisis. The aim is to strengthen psychosocial health in children who are growing up exposed to war. Children who have experienced severe trauma need to feel safe in order to learn. Playful methods create better conditions for children to acquire knowledge, feel safe, think creatively and boost motivation. Humor is a tool that creates an open atmosphere, increases the ability to concentrate and reduces stress in children.

The toolbox is divided into five segments: Educational Games, Mindfulness, Juggling, Songs and Acro-Balance. Every segment comes with a short introduction to using the methods. Every exercise has specific instructions.

The toolbox can be used freely by teachers of all kinds, working with children from diverse backgrounds. The aim is for you as a teacher to be able to pick the methods and games that suit your group and its needs best.

Through laughter and games we change lives.

Good luck!

*Clowns Without Borders is a non-profit organization, born in Spain in 1993, established in Sweden in 1996 and now existing in 12 countries. Clowns Without Borders works to improve the psychosocial situation of those living in post-conflict situations, social exclusion, or who have suffered a natural disaster, using the laughter and humour as a therapeutic resource, through performances, workshops and socio educational trainings. Clowns without Borders has been working extensively with programs in vulnerable areas in Lebanon, Jordan, Palestine, Rwanda, Kenya, South Sudan, Democratic Republic of Congo, Nepal, India, Burma among others.

This project has been supported by Swedish Postcode Lottery.
# TABLE OF CONTENTS

I. Educational games  
   Introduction 5  
1. Name games 6  
   Simply me 6  
   Shaking hands & swapping names 7  
   Say a name before I catch you 7  
2. A variety of energizer games – Warm up 8  
   Chaos 8  
   Imitating the catcher 8  
   Amoebe 9  
   Beauty (princess) & the beast 9  
   Onions 10  
   Mirror catching 11  
   Foxes 11  
   Popcorn 12  
   Passive catching 12  
3. Storytelling 13  
   Storytelling A and B simultaneously – words, bodies then stories 13  
   Five things about yourself, one is wrong 13  
   Words and sentences 14  
   One minute personal stories 14  
4. Various games and exercises 15  
   Is the tiger in the cage? 15  
   Winking 15  
   The turtle and the rabbits 16  
   Stick to your right 17  
   Rope skipping 17  
   The hula hoops promenade 18  
   Inverting the carpet 18  
   Finding the objects (blind) 19
II. Mindfulness 25
1. Introduction 25
2. Mindfulness 9 Attitudes 26
3. Exercises 27
   - To-Do List 27
   - Raisin exercise 28
   - Trust: Close your eyes/Lead 29
   - Trust Group Exercise: Close your eyes/Run 29
   - Shaking meditation 29
   - Breathing exercises 30
   - Body scanning 31
   - Walking meditation: in groups, pairs or alone 32
   - SOAR: Stop, Observe, Accept and Release / Respond 32

III. Acro-balance 34
   - Introduction 34

IV. Juggling 38
   - Introduction 38
   - How to make your own juggling balls 38
   - Experimenting with the juggling ball(s) 39
   - Passing the balls in a path 40
   - Throw a ball and take a step 41
   - How to juggle with three balls (basic) – The Cascade 41
   - Siteswap 42
   - Mathematics 42

V. Songs 44
   - Introduction 44
   - Zum Gali Gali 44
   - Ay Ga Zoomba 45
   - Bella Mama 45
   - Moharrejin bila Hudod 45
Introduction

First and foremost, there is a lot of research proving the positive effects of physical activity in learning. In addition to that, all children and adults are different, and acquire knowledge in different ways. Therefore it is important to offer both theoretical learning and physical learning in schools and in other learning processes.

Playing and laughter is essential for learning. By playing, we exercise social interaction, trust in oneself and in others and conflict resolution, as well as the development of imagination and creativity. Everybody can be included in playing. The feeling of belonging to a group in a social context is important to most people.

One of the secrets of the body is that the body absorbs the joy and the happiness and make them last longer. We want this energy to be contagious to spread the happiness to our surrounding!

Finally, playing is an arena for learning!

This chapter is divided into four sections:
1. Name games: It includes exercises used to learn the names of the participants in a funny way.
2. A variation of energiser tapping games: Tapping game is a classical and wide-world known game. This is to inspire you with new variation of tapping games that can be used for warming up, ice-breaking and group energiser.
3. Story telling: This part includes basic exercises for story-telling that encourages creativity, self-confidence, imagination, spontaneity and improvisation.
4. Diverse games and exercises: Many exercises are presented in this section that aims at reinforcing team-building, trust, concentration, self-confidence and much more.

All the exercises are flexible. You as a leader can pick up the elements that suits your group best, modify them, and make the combination you want. Do not hesitate to develop a new version of the exercises. Use the manual as a source of inspiration rather than rigid guidelines.

Finally make sure to open a discussion with the participants after each exercises. This is to reflect about its’ theme which contributes to anchoring the exercises’ objective. You can simply start the discussion by asking: “What do we learn from this game?”. This can also give you feedback for future development of the game.

Name games

Simply me

Purpose of the exercise: Name game - self-confidence
Needed equipment & materials: Adequate space

Description:
1. The group stands in a circle, in which everyone can see and be seen by the others.
2. Each person at his/her turn goes into the circle, says his/her name together with a movement.
3. Once that person is back in his/her place, the whole group repeats that person’s name and movement.

Notes:
1. It is easier to remember the name of a new person when it is associated with something else, here it is associated with a movement.
2. Giving the opportunity to stand in front of a group increases self-confidence.
3. As a leader, make sure that each person makes a movement that everybody else can easily imitate.

Further development:
If the group is not too big and there is more time, the game can be developed as follows: Every time a person goes into the circle to present him/herself, he/she should repeat all the other participants’ names and move-
Description:
1. The participants go in the space, and make eye contact with the others, shake hands, say their names and listen to the names of the others.
2. After shaking hands, the participants swap names.
3. Once shaking hands with a third person, they present themselves with the new name they received from the previous handshake. They also listen carefully to the new name they receive which they will use in the following presentation, and so on.
4. If a participant hears his/her own name from another participant, he/she steps out.
5. The game ends when everybody has stepped out.

Notes:
This game will probably not work on the first trial. So be consistent as a leader and try it several times with the group in different sessions.

Description:
1. The group is spread over the space. One person will try to catch the others.
2. If the catcher is close enough to catch a participant, the participant can save him/herself by shouting a name of another participant, who then will become the catcher. The previous catcher will join the others and run from the new one.
3. If someone is caught, he/she becomes the new catcher.

Notes:
This game can be a follow up game to ‘simply me’, where the participants learn each other’s names.
Further development
1. The number of catchers can increase depending on the size of the group.
2. Characters and/or emotions can be added to both the participants and the catcher(s). This requires extra concentration on both the names and the characters.

A variety of energizer games – Warm up

**Chaos**

Purpose of the exercise: Warm up - energizer - imagination
Needed equipment & materials: Adequate space

**Description:**
1. The group is divided into pairs. One is called A, and the other is B. Each one knows his/her partner.
2. The group is spread over the space. At the sign of the leader, each A person starts chasing his/her B partner.
3. If caught by his/her partner, they switch roles, the catcher becomes the one who runs away.

**Further development:**
Characters and/or emotions can be added to the participants. For example, all A persons are happy and all B persons are tired. Or all A persons are gorillas, while all B persons are penguins, etc.

**Notes:**
This game is best played in big groups.

**Imitating the catcher**

Purpose of the exercise: Warm up - energizer
Needed equipment & materials: Adequate space

**Description:**
1. The group is spread across the space, one person will try to catch the
2. The catcher makes a movement with his/her body and face while trying to catch. The rest of the group imitates him/her while running away.

3. Once one person is caught, he/she makes other movements to be imitated by the rest, and so on.

**Further development:**
In addition to the movement, add a sound or a character that can be imitated.

---

**Amabae**

**Purpose of the exercise:** Warm up - energizer  
**Needed equipment & materials:** Adequate space

**Description:**
1. The group is spread across the space. One person will try to catch the others.
2. Once he/she catches a person, they hold hands and become partners trying to catch the other, and so on, until they become three catchers holding hands.
3. When they become four catchers, they split into two, and continue the chasing.
4. At the end of the game, everybody will be caught, and turns into amebae.

**Notes:**
If the group and the space are too big, choose two separate catchers instead of one.

---

**Beauty (princess) & the beast**

**Purpose of the exercise:** Warm up - energizer  
**Needed equipment & materials:** A space

**Description:**
1. The group is spread across the space, lying down as rocks.
2. One person is the beast and another one is the princess. The beast tries to catch the princess.
3. If the princess is caught, they switch roles. The princess becomes the beast who tries to catch the new transformed princess.
4. In order for the princess to protect him/herself, he/she can jump over a rock.
5. The rock becomes the beast, the previous beast becomes princess, and the previous princess (who jumped) becomes a rock.

Further development:
1. More couples of the princess and the beast can be added.
2. You can add the imagination part by asking the participants to move and sound as they imagine a beast and princess. They can create their own style when transforming from one creature to another.

Notes:
Watch out for accidents. And take responsibility to guide the group.

Purpose of the exercise: Warm up - energizer
Needed equipment & materials: Adequate space, tissues (napkins)

Description:
1. The group is spread across the space, with one person holding a tissue.
2. One person is the onion who tries to catch the other participants.
3. Once caught by the onion, that participant starts crying until the person with the tissue comes and wipes the tears to free him/her.
4. If the person with the tissue is caught, he/she throws the tissue on the floor and starts crying until someone else comes, pick up the tissue and wipe away his/her tears.

Notes:
1. One or more participant can carry tissues depending on the size of the group
2. One or more onions can catch the other participants depending on the size of the group
3. Don’t forget to switch the onions from time to time.
Mirror catching

Purpose of the exercise: Warm up - energizer
Needed equipment & materials: Adequate space

Description:
1. The group is spread across the space, one person will try to catch the others.
2. Once a participant is caught, he/she will start following the catcher and try to imitate his/her movements.

Further development:
More catchers can be added, which leads to several lines of people imitating the catchers.

Notes:
1. One or more participants can be the catchers depending on the size of the group and the speed of the catcher.
2. The catchers can be reminded that they are being imitated, by this they can develop, change their movements, add a sound or a character that can be imitated.

Foxes

Purpose of the exercise: Warm up - energizer
Needed equipment & materials: Adequate space, tissues or scarves (alternative: long napkins)

Description:
1. Each person in the group is a fox and has a tissue put in the back of his/her pants as a tail, except for one person, who is a desperate fox looking for a tail.
2. The tailless fox tries to catch a tail from another fox. Once succeeded, he/she becomes a normal fox, and the other new tailless fox becomes the desperate one looking for a tail.
3. The new normal fox has the immunity until he/she put his/her new tail in place.

Further development:
1. More foxes without tails can be added.
2. The foxes can be asked to move and sound like foxes, each one using his/her imagination.
Notes:
1. One or more participant can be the tailless foxes depending on the size of the group.
2. You can add the imagination part: moving as foxes and creativity in transforming from a normal fox to a desperate one.

Purpose of the game: Energizer + warming up
Needed equipment & materials: Adequate space

Description:
1. The group is spread across the space, with one person who tries to catch the others.
2. Once a person is caught, he/she turns into a corn: he/she starts jumping on the spot while saying “corn corn corn” until someone comes to the rescue by facing the corn, jumping with him/her three times while saying “corn, corn, corn” (they both have immunity during that moment – neither of them can be caught).
3. Afterwards the rescuer goes back to running away from the catcher, while the corn transforms into a popcorn, before being able to run away.
4. The transformation is made by lying down on the floor, doing 3 crunches saying “pop, pop, - POP-CORN”.

Notes:
1. One or more participants can be the catchers depending on the size of the group
2. Don’t forget to switch the catchers from time to time.
3. You can replace the crunches with any other exercise that suits the warming up of the muscles needed for the exercise.
4. The catcher cannot catch a participant who is helping another (while jumping 3 times).

Purpose of the exercise: Energizer - warm up - tolerating stress
Needed equipment & materials: Adequate space

Description:
1. The leader says a name of a person in the group. Everyone tries to catch him/her without any physical contact.
2. They have to surround him/her using their whole body. Once surrounded by everyone, they start asking him/her as many questions as
possible. “Hi, how are you, what are your plans, did you sleep good, what did you eat…” etc.

3. He/she tries to answer as fast as possible to as many questions as possible.
4. The leader can then give another name, and so on.

Notes:
1. A short discussion can take place after the exercise to see if the participants listened to each other's answers.
2. As a leader, try to be fast announcing the names and include everyone.

**Storytelling**

**Storytelling**

- *words, bodies then stories*
- Purpose of the exercise: Reinforcing listening skills – Introduction to spontaneous improvisation

**Description:**
1. Divide the group into pairs.
2. A starts speaking, B tries to say exactly the same sentences and words that A is saying at the same time, then they switch roles.
3. A starts speaking with while doing a big body movement at the same time, B is supposed to copy those movements. They switch roles afterwards.
4. A starts saying one word, B adds another word, A adds one more and so on to develop a story.
5. A starts saying a sentence, B adds another sentence, A adds one more and so on to develop a story.
6. Afterwards, each pair present or perform the story to the rest of the group.

**Five things about yourself, one is wrong**

**Purpose of the exercise:** Search within the self – team building

**Needed materials:** Papers and pens

**Description:**
1. Each person takes the time to think and write five pieces of personal information about him/herself, one of them is wrong.
2. Each person presents the five pieces of information to the group, and the group has to try to figure out the wrong one.
3. Repeat the exercise again in order to give the participants the space
to come up with deeper information, since the first time is expected to be general information about age, name, place or date of birth, etc.

### Words and sentences

**Purpose of the exercise:** Spontaneity – creativity  
**Needed materials:** Papers and pens

**Description:**
1. The group sits in a circle, each person says one word that pops up in the mind directly after hearing the previous word from the previous person.  
2. Repeat the turn five times, so that everybody participates with five words in order for the group to understand the exercise and become more spontaneous.  
3. Repeat the exercise again, this time repeat the turn 6 to 7 times so that each participant participates with 6 to 7 words. Then ask each person to write down on a paper the words they said.  
4. Afterwards each person tries to develop phrases using only the words they have written, they can add prepositions but nothing more.

### One minute personal stories

**Purpose of the exercise:** Spontaneity – creativity – imagination – self-confidence  
**Needed materials:** Papers (each paper has a sentence written on it) – a timer

**Description:**
1. The leader should prepare papers with one phrase written on each before folding them.  
2. Each participant at his/hers turn picks up a paper. He/she reads the sentence written on it. Then he/she has to imagine and narrate a story to the group about this phrase under one minute.
Various games and exercises

Is the tiger in the cage?

**Purpose of the exercise: Eye contact - cooperation**

**Needed equipment & materials:** Chairs

**Description:**
1. All participants sit on chairs placed in a circle, except for one participant who stands in the middle.
2. The person in the middle moves towards the participants and asks one person at a time: “Is the tiger in the cage?” The participants answer “yes”.
3. During this time, the participants sitting on the chairs exchange eye contact. When two catch eye contact, they swap places.
4. The person in the middle tries to be fast enough to sit down on an empty chair before the others have swapped places.
5. If he/she succeeds, the person who lost a seat, stands in the middle and goes around asking “Is the tiger in the cage?”
6. The person in the middle can also say “The tiger is in the cage” and in this case, all the participants swap seats at the same time.

**Further development:**
The person who is sitting with an empty chair to his right side can move and sit on it. In this case, each participant should also move to the empty chair on his/her right side fast.

Winking

**Purpose of the exercise: Eye contact - cooperation**

**Needed equipment & materials:** Chairs

**Description:**
1. Half of the group sit on chairs placed in a circle. The other half of the group stand with their hands behind their backs, each behind a chair (behind someone sitting on a chair) as a guard.
2. One chair is empty with a guard behind it.
3. The guard tries to wink at one of the participants.
4. The person winked at has to run to sit on the empty chair, while his/her guard tries to prevent this by touching him/her before he/she stands up.
5. If the guard did not succeed keeping his/her person on the chair, he/she becomes the guard with the empty chair who starts winking.

**Further development:**
The leader can ask participants to change places in a fast and unstructured way to add dynamicity to the game.

**Notes:**
The guards put their hands behind their backs as long as their partner sitting on the chair is not being winked at in order to give an equal opportunity for all to escape.
### Stick to your right

**Purpose of the exercise:** Team building - concentration  
**Needed equipment & materials:** Adequate space

**Description:**
1. The group is divided into pairs, one is A and the other is B. A stands to the right side of B, without touching each other.
2. A starts leading B through walking in the space. B follows, keeping A to his/her right side.
3. After some time, the pair switch roles.

**Further development:**
To increase the level of difficulty, the leader can increase the speed: A starts running instead of walking.

**Notes:**
The follower should concentrate on keeping the same distance between him/her and the leader without touching.

### Rope skipping

**Purpose of the exercise:** Warm up – team building - concentration  
**Needed equipment & materials:** Rope

**Description:**
1. The group is divided into 2 teams, each team stands in line facing the other. A stretched rope is put a couple of meters away from the two teams.
2. At the sign of the trainer, the first person from each team runs towards the rope.
3. They hold the rope each at its edge, and run with it stretched towards their teams, from the outer side.
4. When they come closer to the group, they lower the rope towards the floor. The participants have to jump so that the rope passes underneath them.
5. After passing all the participants, the two persons holding the rope run again the same path to put back the rope in its place, but this time they raise the rope to waist level. The participants have to bend so that the rope goes above them.
6. After putting the rope in its place, they two participants run back to their teams, they high five the first person standing in line as a sign for them to start running towards the rope. Each one of them go and stand behind his/her team to participate in the exercise.
7. The exercise is over when each participant has carried the rope once.
**The hula hoops promenade**

**Purpose of the exercise: Team building - cooperation**

**Needed equipment & materials:** Hula hoops

**Description:**
1. All participants stand in a circle and hold hands. A hula hoop is hung between the arms of two participants.
2. Each participant tries to pass the hula hoop through his/her body to the following person without leaving the hands. (Through the arms, shoulder, head, other shoulder, hand and to the next person’s hand).

**Further development:**
More than one hula hoop can be used at the same time.

**Notes:**
A larger group can be divided into smaller ones who compete in passing the hula hoop as fast as possible.

---

**Inverting the carpet**

**Purpose of the exercise: Team building - cooperation**

**Needed equipment & materials:** A carpet or something similar.

**Description:**
1. One participant stands on the carpet and tries to invert it without stepping on, or touching, the floor.
2. The number of the participants standing on the carpet increases gradually until all of them participate in inverting the carpet without stepping on, or touching, the floor.

**Further development:**
The group has to start again if a participant touches the floor.

**Notes:**
A larger group can be divided into smaller ones, and do the exercise on different carpets. It can also be developed to become a competition between the different groups.
**Finding the objects (blind)**

**Purpose of the exercise:** Team building - cooperation  
**Needed equipment & materials:** Hula hoops (alternative: drawing circles on the ground) – coloured balls (alternative: other objects in different colours) – scarves.

**Description:**
1. Divide the participants into two groups. Each group sits around a hula hoop put on the floor (or a circle drawn on the ground). Each group has a colour name: ex. a green group and a yellow group. Choose one person from each group to sit inside his/her circle blindfolded.
2. The leader puts coloured balls (alternative any coloured objects) in each circle to surround the blindfolded person sitting in the middle.
3. At a given signal, each team starts giving directions to the blind person sitting in the middle to catch the balls/objects that have the same colour as the group.
4. The team that succeeds in leading its blindfolded person to collect all the balls/objects with the group’s colour first wins.

**Further development:**
The exercise can be repeated so that all participants sit at least once in the middle.

**Notes:**
A larger group can be divided into more than two groups.

---

**Stealing the treasure**

**Purpose of the exercise:** Team building - cooperation  
**Needed equipment & materials:** Hula hoops (alternative: circles drawn on the ground) – coloured balls (alternative: other objects in different colours) – scarves.

**Description:**
1. Divide the participants into two groups. There is a hula hoop/circle with balls in it for each group. The number of objects/balls are equal for all groups.
2. At a given signal, all participants run towards the other group’s circle to take one object each to put it in his/her own circle. Then run again to bring one object and so on until the leader signals them to stop.
3. Once they stop, they check which group has more objects in its circle. The group with the higher number of objects wins.
Notes:
1. Each person can take only one object at a time.
2. If the leader signals everyone to stop while some participants have objects in their hands, those objects are not counted in.

Purpose of the exercise: Warm up – team work

Needed equipment & materials: /

Description:
1. Divide the participants into at least two groups. Each group stands in a line. In front of each group, there should be an obstacle that serves as a roundabout.
2. Alternative one:
   - The first person in each group is driving the locomotive. The other participants are the train’s wagons. At the signal of the leader, the motor of each group runs towards the roundabout, makes a U-turn and runs back towards his/her group.
   - The first wagon connects him/herself to the locomotive, and runs the same path with the locomotive to make a U-turn, go back and connect a new wagon, and so on until all the wagons are connected.
   - If the train loses a wagon, the train should stop, connect the wagon again and then continue its path.
3. Alternative two:
   - The train’s wagons can be already connected. The train goes the same path towards the roundabout, make a U-turn, and goes back to its starting point to disconnect the last wagon, goes back again the same path, then again to disconnect the last path, and so on until only the locomotive is left.

Further development:
A combination of alternative one and two can take place. The locomotive starts by itself. Once the train is complete, the locomotive becomes that last wagon, and the last wagon becomes the locomotive. They take the same path to disconnect one wagon at a time until the locomotive is alone.

Notes:
The winner is the team that first achieves the goal.
Purpose of the exercise: Concentration
Needed equipment & materials: Scarves to use as blindfolds.

Description:
1. Divide the group into pairs. Each pair agrees on one unique sound to be used between them, then they blindfold themselves.
2. The group spreads across the room, and at the signal of the leader, each person starts doing his/her sound in order to try to go back and find his/her partner.

Notes:
1. Walk slowly and carefully to avoid accidents.
2. Walk with hands outstretched in front of you to avoid crashes.

Purpose of the exercise: Team building – trust
Needed equipment & materials: Scarves to use as blindfolds

Description:
1. Divide the group into pairs, one is the driver and the other is the car.
2. Blindfold the car. The driver stands behind the car.
3. The driver drives the car as follows: Putting two hands on the shoulders means “go forward”. Putting one hand on the middle of the back means “reverse”. Putting one hand on the right shoulder means “turn right”. Putting one hand on the left shoulder means “turn left”. No hands means “stop”.
4. After some time, switch roles.

Further development:
The exercise can be developed through adding different speeds.

Notes:
Each driver should feel responsible for his/her car. Avoid accidents!
**The statues in the museum**

**Purpose of the exercise:** Team building – trust – body awareness  
**Needed equipment & materials:** /

**Description:**
1. The group is divided into smaller groups (about 5 participants in each group).
2. One person is in the middle. He/she is the clay. The others are going to make a statue out of his/her body.
3. Each group is going to transport its statue to a certain place that the leader decides. This place is the museum.
4. Once all the statues are in the museum, all participants can go around to look at all the statues there.
5. Then, another person is chosen from each group to become the statue, until all participants have acted as statues once.

**Further development:**
The group can also give the statue a facial expression.

**Notes:**
1. The statue has to flex his/her muscles to keep his/her shape. This contributes to body awareness.
2. While transporting the statue, it is preferable to do that without speaking: only eye contact.
3. A discussion can follow to explore the degree of trust among the participants, as well as difficulties and suggestions.

---

**The wheel**

**Purpose of the exercise:** Team building  
**Needed equipment & materials:** Objects to mark the course with, or a piece of chalk to draw it with.

**Description:**
1. Make a course with a start and a finish, for example slalom between cones. There has to be space for the participants to move as a group.
2. The group stands in a circle, arms around each other’s shoulders.
3. The group starts moving along the course while maintaining the shape of a circle. They have to stick together all the way to make it.

**Further development:**
The group moves in circles along the course, like a wheel.
**Memory game**

**Purpose of the exercise:** Concentration  
**Needed equipment & materials:** /

**Description:**
1. Two participants leave the hall. The rest of the participants are divided into pairs.
2. Each pair agree upon a unique movement between them. There should not be any similarity between the different pairs.
3. Once the movements are chosen, the pairs separate from each other and the group stands in a circle. The two persons who left the hall are invited in again.
4. The memory games starts between the two participants who were out. The first person chooses two participants standing in the circle, who show their movements.
5. If the movements did not match, it becomes the turn of the other person to choose two others from the group and so on.
6. If the movements match (the two persons have the same movement), the persons with the movements leave the circle and sit in an area that is specific for the person who found them.
7. The person who has just won and found two similar movements, plays again and choose other two.
8. The game ends when all partners are out and the circle is empty. That’s when they count how many pairs each one won and announce the winner.

**Further development:**
1. The partners can choose sounds instead of movements.
2. Another version of the game is that each person gets to know who his/her partner is without agreeing on a movement. Each person in the circle observes his/her partner, so that if he/she is chosen by the two competitors, he/she improvises a movement, and his/her partner has to copy it the next time they are chosen.

---

**The hunter, the reindeer and the tree**

**Purpose of the exercise:** Warm up  
**Needed equipment & materials:** /

**Description:**
1. Each person in the group is a reindeer.
2. Each reindeer chooses (silently for him/herself – without telling
anyone) two persons from the group, one as the hunter and the other as the tree.
3. After choosing and at the sign of the leader, each reindeer runs to hide from his hunter behind his tree.

Notes:
1. It is important to choose silently without telling anyone of the participants in order for the game to succeed.
2. Other combinations can be used, like each person chooses one person as a fire and the other as water, the person should have his water between him/herself and the fire, and so on.

The hunter, the old woman and the wolf
Purpose of the exercise: Energizer
Needed equipment & materials: /
Introduction

Mindfulness is moment-to-moment, non-judgmental awareness. It is a vast tool that is effective for reducing stress as well as for increasing mental and physical wellbeing.

Within the project *Learning through laughter*, we have selected mindfulness meditations and exercises targeting both adults, in training to work with children, and the children themselves. The exercises and meditations strengthen and support individuals in their own stress and provides concrete tools to handle sudden emotional markup and other crisis management.

Learning the basics of mindfulness involves direct stress and anxiety reduction, increased concentration and the ability to focus, better sleep, reducing physical pain and increasing body awareness.

**Examples of exercises and meditations:**
- Simple breathing exercises that can help wherever and whenever.
- Walking meditation. It works very well in school when the student needs to ‘calm down’ or to get rid of frustration.
- Shaking meditation. It is very popular with children as it is a physically active meditation that is often perceived more as a game.
- Trust exercises. For example: closing their eyes and allowing someone else to lead, to let go of control and trusting one another, taking responsibility for one another. Closing their eyes and maybe daring to run towards the group and trust that the group members will receive him/her carefully.
- Sensory Exercises and meditations. It helps in getting deeper into the
person’s “inner body” and to relax the head and brain.

- Exercises that activate other senses than just sight - which often takes over - and thus increase body awareness and insight as to how people receive information.
- Training in SOAR (Stop, observe, accept, respond or release): a tool designed for crisis management on the individual level.

### Mindfulness 9 Attitudes

Besides meditation, body scanning and conscious movements (conscious yoga) mindfulness means to actively act in a mindful way (non-judgmental and conscious presence) towards the self, the environment and life based on the nine attitudes:

#### ACCEPTANCE
Accept reality as it is. Accept yourself as you are. Start from what is actually the case - even if you do not like it.

#### STOP JUDGING
Stop judging and stop comparing yourself to others. Stop evaluating, who can say what is good and bad? Things are as they are. Perceive the thoughts as thoughts and not as truth.

#### PATIENCE
Everything has its time. There are openings to something new in the art of waiting. Dare to be in the moment here and now, without wishing to be elsewhere.

#### TRUST / CONFIDENCE
Everything is as it should be. You do not control all life events. Have confidence that your inner and outer you do exactly what they should do.

#### CONSCIOUS PURSUIT
It does not matter how strongly you strive if you go the wrong way. Being aware of your goals is the foundation of a healthy pursuit.

#### CURIOSITY
Be open like a child in front of everything. Whatever you do is for the first time. Dare to see everything with new eyes; your and other people’s thoughts, feelings and expressions.

#### LETTING GO
Drop all ideas about how everything is or should be. Release the mind.
GRATITUDE
You have a life. You are conscious. You exist. The sun shines and warms you. It’s a wonder to be grateful for.

GENEROSITY
Something in you can give yourself the attention. Give yourself everything that life can offer you. Give some of yourself to others. By giving, life will become bigger and greater.

Exercises

Description:
Sit comfortably in a chair. Close your eyes. Breathe in, breathe out. Follow the air where it enters through the nose, throat, lungs and stomach. Feel how the entire stomach is filled with air. Then follow the air on its way back out through the nose. Empty the lungs and empty all the air in the stomach. Take three deep breaths in your own pace. Similarly, follow the air in, through the lungs into the stomach and back out through the nose, empty the lungs and the stomach completely from air.

Now imagine that you are in a place where you are happy. A place where you are safe. A place where you are free. It can look exactly how you want. It can be indoors or outdoors. Maybe on a lawn in the sun, or by the sea. Perhaps in the woods or in a cottage somewhere quiet and nice. Look around you in that place, what sound(s) do you hear? What fragrances do you smell? Now choose somewhere to sit, somewhere where you can sit comfortably. In front of you, you now have two papers and a pen.

Take the pen in your hand and put one of the papers in front of you. Start to write down everything you have to do, write down all your pending duties, all your scheduled meetings, the food to be purchased, cooking, laundry, cleaning, kids, work, write all the musts that you should do. If the paper is full, you can continue writing on the back. List all the duties and musts one by one. Once you are done, look at your paper, see everything there. Crumple the paper and throw it away, throw it in the ocean if there is a sea, burn it if there is a fire or fold it into an airplane and throw it away. Now since the full paper is gone, take out the second paper. Take up the pen again and write down only the two most important things you need to do.

Write down BREATHE IN and BREATHE OUT.
Look at the paper. Read what is written on it. The only important things you need to do right now is to inhale and exhale. Fold the paper and put it in your pocket or in your bag or somewhere else where you can easily find it when you need it. Take three deep breaths, each in your own pace and say goodbye to the place you are at for this time. Remember that the place you were sitting in is here for you, whenever you want it and whenever you need it, you can always come back. Take one last deep breath, move your fingers and toes, stretch your body and breathe out. Open your eyes when you feel ready.

Description:
Sit comfortably in a chair. Close your eyes. Breathe in, breathe out. Follow the air where it enters through the nose, throat, lungs and stomach. Feel how the entire stomach is filled with air. Then follow the air on its way back out through the nose. Empty the lungs and empty all the air in the stomach. Take three deep breaths, each in your own pace. Similarly, follow the air in, through the lungs, into the stomach and back out through the nose, empty the lungs and the stomach completely from air.

Put your hand in front of you. I will soon put something in it. Allow this to happen. Note the feeling when something is put in your hand. How does it feel? How does it feel in the skin where it touches? Is it cold? Or hot? How does the weight feel in your hand? Heavy/light? Can you imagine the shape?

Now take your thumb and index finger of your other hand and gently lift it up, feel it between your fingers. Is it soft or hard? Smooth or rough? What is its shape? Slowly lift it up to your nose and smell it carefully. How does it smell? If you want, you can now open your mouth and stretch out your tongue to put the object gently on it, only if you want and it feels ok. Close your mouth and feel how it feels inside your mouth. Only if you want to and it feels ok. Try to start chewing it carefully and slowly. Feel the experience. Note the taste. Is that something you like or is it something you do not like? How does it feel to like or not to like the taste? You can at any time spit it out into the handkerchief beside you.

If you like the taste, focus on it. Is it spicy or mild? Sweet or sour? Chew properly. Taste properly. When there no longer remains anything in your mouth, take three deep breaths, each in your own pace and open your eyes when you feel ready.
Trust: Close your eyes/lead

Description:
Work in pairs.

Basic:
A closes his/her eyes. B puts his/her hands gently on A’s shoulders, and leads him/her in the space.

Both hands on scapular (shoulder blades) = Go straight
One hand on left shoulder = Turn left
One hand on right shoulder = Turn right
Light pressure from the hands on the shoulders = Go down/sit/crawl
Grab the shoulders = Stop
Light pressure from the fingers from the front and into the body = move backwards

Exchange roles between A and B

Sound:
With no physical contact, communicate with sound only. Each pair has its own agreed sound. The person with his/her eyes closed listens to his/her leader’s sound and continues to move towards it as long as he/she hears it and stops as soon the sound stops.

Description:
The leader stands in the farthest corner of the room and the rest of the group gathers in the corner of the corresponding diagonal. Each member closes his/her eyes at the same time and runs as fast as they can all the way toward the leader until they feel that someone has received (touched) him/her. After being received, the person helps the leader to receive the following participant, then the next one, until all the group is gathered at the side of the leader.

Trust in group: Close your eyes/Run

Description:
Stand up with the legs open at the same width as the hips and the arms relaxed at the sides of the body. Close your eyes (preferably) or focus on a point on the floor in front of you. Breathe in. Breathe out. Follow the air where it enters through the nose, throat, lungs and stomach. Feel how the entire stomach is filled with air. Then follow the air on its way back out through the nose. Empty the lungs and empty all the air in the stomach. Take three deep breaths, each in your own pace. Similarly, follow the air in, through the lungs into the stomach and back out through the

Shaking meditation

Description:
Stand up with the legs open at the same width as the hips and the arms relaxed at the sides of the body. Close your eyes (preferably) or focus on a point on the floor in front of you. Breathe in. Breathe out. Follow the air where it enters through the nose, throat, lungs and stomach. Feel how the entire stomach is filled with air. Then follow the air on its way back out through the nose. Empty the lungs and empty all the air in the stomach. Take three deep breaths, each in your own pace. Similarly, follow the air in, through the lungs into the stomach and back out through the
nose, empty the lungs and the stomach completely from air.

Feel your body. The feet planted firmly on the floor. Feel your legs, hips, belly, chest, back, arms, hands, neck, head, face and jaws. Feel the entire body. Feel now a vibration that starts in the bottom of your feet, feel how a sensation of vibration crawls up and into your feet. Feel how it is slowly spreading up through your legs, up to the thighs, the hips, the stomach, the back reaching the arms, reaching all the way up to the shoulders, the neck, and the face, all the way up to the top of the head. Feel the vibration through the body. Notice if your breathing is following. Allow your breath to become part of the vibrations.

Try to see how it feels when increasing the vibration, small vibrations, feel how your body is shaking. From bottom to top. From top to bottom. Breathe. See if the vibrations can find their way through the whole body. Are there areas that are not shaking? Pay your attention there and take a new breath, continue shaking. Only if you want to, and if it feels good: try to increase the shaking even more. Try and see how much you can shake. Breathe. Now let the vibrations decrease slowly, shake less and less and less. Return to the small vibration. How does your body feel now?

Breathe. And now let stillness and stability spread through your body. Stand completely still.

Basic breathing

Breathe in (inhale) deep and slow, expand the lungs, fill them with air, fill all of your stomach with air. Hold your breath for a few seconds. Breathe out (exhale) deeply and slowly, empty the lungs and stomach completely from all the air, keep breathing out a little more even when you think you’ve exhaled all. Hold your breath for a few seconds.

The door

Look at a door in front of you or imagine one. Breathe in the whole way up (long side/vertical part of the door). Hold your breath along the upper short edge of the door (upper horizontal part of the door). Breathe out the whole way down (the long side/vertical part of the door). Hold your breath along the lower short edge of the door (lower horizontal part of the door).

Anchoring the breath

Follow the breath where it enters, from the nose or the mouth. How does it feel? Is it cold or hot? Follow the air into the body through the throat,
lungs, on to the stomach and follow the air all the way out through the body. Just notice your breath without doing anything about it. Just follow the air with your attention in and out of your body. Notice how far you can follow the air entering. When do you start to feel that the air is on the way out? What happens in the end? Do you notice suddenly that thoughts are distracted, are you thinking of something else? Notice that and bring back your attention to your breath, again and again.

Sit or lie down comfortably. If you know you have a tendency to fall asleep then choose to sit up.

Breathe in. Breathe out. Make the basic breathing three times at a slow pace. Notice where your thoughts are. Are your thoughts directed towards the future or are they focusing about something that already happened? Drag your focus to your breathing and follow attentively the air as it enters your body. You do not need to do anything about it, just follow the air in and out of the body.

Notice what happens in your body, if anything happens. Just notice that. Check whether there is some tension in the body. Feel if there is any part of the body that you want to change its position to become more comfortable. Just notice that and think how you wish to change it. And now you can move to change the position of the body part(s) to become more comfortable and relaxed.

Focus on your feet, feel your feet... your toes... heels... the bottom... the back of the foot... Breathe. Feel your ankles... legs... Breathe. Feel your knees, back of the knees... thighs... the front of the thighs... Breathe. Drag your attention to your hip and lower back. Feel your stomach. Breathe. Follow with attention the whole spine from the lumbar spine up to the neck vertebrae. Feel the entire back... the chest... ribs... Drag your focus to your shoulders... Breathe. Follow way out into the arms and all the way out of your fingers. How does it feel in your arms right now? Bring your focus up to your neck... jaw... cheeks... nose... eyes... Pay attention to the your eyebrows from the inside out... the forehead... scalp... Can you feel your scalp? Now expand your attention so that you take in the whole head.

Breathe. Expand even more so you can take in the whole body. Breathe. Feel your body, your whole body, all the way up from the head all the way down to your toes. Breathe. Now for the coming three breathes, focus on the air’s path in and out of your body. When you are done, move your fingers and toes a little bit, stretch and let your body move. Open your eyes when you feel ready.
Go around in the space. Look in front of you but avoid eye contact. Stay with yourself. Feel which muscles you need to use right now. Feel which muscles you can relax. Start breathing and keep the breath present. Follow the breath in and out of your body. Check whether there is any tension anywhere in the body and concentrate on it. Breathe in, breathe out and relax the muscles in that area. Feel the shoulders and neck, inhale into your shoulders and neck, exhale and relax.

Feel your hands, how do they feel? Maybe they have worked all day. Breathe into your hands, exhale and relax them. Right now they do not work, let your hands relax.

Feel your feet. When was the last time you thought about them? Your feet that carry you every day. Feel your toes, heels, arch of the foot... breathe into your feet and enjoy your steps. How does it feel to go on your feet? Notice your steps when the foot touches the ground. When does the foot leave the surface? How does it feel when it is in the air, just before it steps on the ground? How slow can you go? What happens in your body when you go so slowly?

Concentrate again now on your breath. See if you can sync your steps to your breath, maybe you can breathe in three steps and exhale in three steps? Maybe you want to inhale in two steps, exhale in four steps? Perhaps inhale four and breathe out four? Experiment with what works best for you today.

STOP: Find your own stop. A movement that can help you to make a pause when an emotional situation is occurring. The stop can be a movement that is strong enough to help you, but at the same time is subtle so you can use it even when others are present. Ex: Close your hand and push the nails into the palm of your hand until you feel the pain and therefore focus your thoughts on the pain instead of the emotional situation.

OBSERVE: Describe what happens. Describe only the facts that are actually happening in the situation you are facing and what is happening within and with you. Do not evaluate or judge! Just describe the facts!

ACCEPT: Accept what you have just described. Accept the situation as it is, not as you want to or wish it were. Accept yourself exactly as you are,
as you feel and as you think right now. Do not judge or evaluate. Only accept.

**RESPOND/RELEASE:** Choose whether you want to respond to what is happening right now or if you would rather drop it. Choose what feels right for you right now, right in this moment.

This tool can be used to give you the choice and more control over your reactions. With SOAR, you will have the time to decide if and how you want to act and react in a crisis or emotional situation, instead of your emotions deciding for you and react in a way that you might regret afterwards.
Introduction

Acro-balance (pair acrobatics or acrobatic lifting) is a combination of acrobatics and balance. In addition to it being a part of circus arts, it is a great tool to build trust, concentration and cooperation among group members. Even when two persons are building a figure, other group members can be there to help, support and protect them. Everyone has a role to fill!

In this section, you can learn the basic techniques of acro-balance and how you can develop it in pairs or in groups. There is also a visual presentation of figures that can be a source of inspiration for further development.

Make sure that you as a leader, or responsible team members, are present during the implementation of the exercises to guarantee safety. If possible you can use mattresses underneath to avoid any accidents. The most important thing is to concentrate, observe and to communicate efficiently.

It is advisable for the base (the person who carries the other person) to be heavier and stronger than the top (the person being carried). It is also essential to progress slowly and make all the preparations needed before making the more complicated figures. Finally, make sure that the participants are warmed-up before starting.
A good base position is “the table”. Make sure that the person in this position has straight lines, which means straight arms under the shoulders, hips are straight over the knees and with an adequate space between the hands and knees as shown in the figure below.

Another person can stand on “the table”. You should stand on the strongest part of the table, on the hips or on the shoulder blades. To stand on the hips, make sure that the shape of your feet is a V to protect your back. You should communicate to avoid hurting each other’s and to make sure that both are comfortable.

If there is a good base, there are many figures to develop this exercise. But go further slowly. You should make sure to practice the first position perfectly to guarantee a healthy construction of the figure. It is like building an infrastructure for a building, it should be stable and strong with right angels before proceeding.

Here is a variety of figures that you can make with the “table” position as a base:
After practicing all the previous figures, you can combine them in one last bigger one as in the figure below.
In addition to the “table” position, the base can be done in standing positions for counter-balance figures. The standing position is like sitting on a chair but without the actual chair. To practice it, the base can start by sitting on a chair or leaning against a wall in a sitting position as the figure below:

And to practice the counter-balance, you can repeat the following balance positions:

Once ready, you can combine the balance with the base standing up (sitting on a chair or leaning on a wall in the beginning) to make the following figures:

Several participants can join to make the following figure. The base stands in the sitting on a chair position, others climb to stand on their hips. The base’s hand surrounds the leg of the person standing on him/her.

Finally, this can also look like a pyramid:
Introduction

Juggling is a major and wide discipline in circus arts. It can be done with balls, clubs, tissues, scarves and other objects. It is basically the art of manipulating objects. The classical juggling is the art of throwing and catching regardless the number of balls or objects. In addition to being an art, learning to juggle helps in increasing concentration and in developing a better nerve-muscles coordination in the body.

By learning the basic juggling techniques, you can already implement a variety of exercises that enhance the team-work and concentration.

In this chapter, you can learn how to fabric your own juggling balls, how to juggle with them and how to use them in different other exercises and even in mathematics.

Needed materials: Balloons (3 balloons per ball), scissors, plastic bottle, sand and pencil.

Description:

1. Cut the neck of the plastic bottle to use it as a funnel.
2. Put the first balloon on the mouth of the plastic bottle and fill it with sand.

3. Once the balloon is filled, remove the bottle and cut the neck of the balloon.

4. Take the rest of balloons and cut their necks.

5. Stretch a balloon and put it on the filled-balloon’s hole to cover it to formulate the base.

6. Stretch the rest of the balloons and put them in layers to protect the base.

7. Enjoy being creative, and making your own personalized juggling balls with your favourite colours.

**Needed materials:** Juggling balls

**Description:**
1. After making your own juggling balls, try to explore them.
2. Start with one ball, then add more. Try to throw and catch the ball(s) in different ways.
3. Try to throw it as high as possible and catch it.
4. Try to see how many claps you can clap before catching your ball.
5. Try to spin around while the ball is in the air before you catch it.
6. Throw the ball from behind your back, under your leg, under your arm before catching it again.
Notes:
Giving this space for each participant to explore his/her juggling balls, their weight, and the combinations they can create is important. It gives a better understanding of how juggling works in addition to increasing the coordination between the nerves and the muscles.

Purpose of the game: Concentration & team work
Needed equipment & materials: Many juggling balls (depending on the size of the group)

Description:
1. All in a circle, the leader has all the juggling balls in front of him/her in a bucket or on the floor
2. The first step: the leader passes one ball to one participant, who passes it to another person, until everybody has got it and returned it to the leader. (Each participant should get the ball only once, and has to remember from whom he/she received it and to whom he/she threw it). This can be done a couple of times to make sure that everybody remembers the path of the ball.
3. The second step: The leader throws one ball at a time (the same path) and try to send as many balls as possible. Many balls are crossing the circle going around in the same path. (The leader can reduce or increase the amount of balls depending on the concentration and ability of the group.)
4. This can be repeated by introducing a challenge every time. For example: “Ten balls will be moving in this path, and try not to lose more than seven…”
5. The third step: The leader can try to do the path in reverse.
6. The fourth step: The leader can try to do the same exercise with the first and the reverse paths at the same time. This can be facilitated by taking one colour (ex. red balls) going the first path, and another (ex. green) going the reverse path.
7. The fifth step: The leader chooses another colour (ex. yellow) and gives it to the person to the right or left. (It becomes a third side path). The leader can start only by taking this path, then combining the other first and reverse paths, etc...

Notes:
1. All steps do not necessarily need to be done under one training session. It can be developed on several sessions.
2. Eye contact between the person who throws the ball and catches it is very important
3. It is recommended not to pick up a falling ball because the participant might miss another one that is on the way (if the game is going fast).
**Throw a ball and take a step**

**Purpose of the game:** Concentration & team work  
**Needed equipment & materials:** Juggling balls (one ball per person)

**Description:**
1. The group stands in a circle. Each participant has a ball.  
2. At three, each participant throws his/her ball vertically and take a step to the right to catch the ball of his/her colleague, and so on.  
3. This exercise can also be done by unifying the breath of the group. The whole group tries to breathe in, and to throw the ball once starting breathing out.  
4. The leader can develop the game by giving orders to change the direction from left to the right, and so on.

**Notes:**
1. This might take time in the beginning, especially if the participants are not used to throwing the ball vertically.

---

**How to juggle with three balls (basic) – the Cascade**

**Purpose:** Learning simple juggling pattern – Figure “8” turned to the side.  
**Needed equipment & materials:** Three Juggling balls per person

**Description:**
1. Take one ball and throw it from hand to the other (to the side not to the front or the back). Make sure each throw goes to the same height. Do not reach up to grab the ball, wait for it to come down and catch it at waist level.  

2. Take two balls, one in each hand. Use the same throw. Throw ball 1 ex. from the right hand, wait until it peaks on the left hand side and then throw upwards ball 2 from your left hand underneath ball 1.  

3. Take three balls, two in one hand (ex. right hand) and one in the other (ex. left hand). Throw one of the two balls in your right hand to your left hand. When it reaches its peak and just before it lands on your left hand, throw the ball in your left hand underneath to catch directly after the ball is in the air. When the ball reaches its peak again, throw the one in the right hand to catch the one in the air, and so on.
Notes:
This is not expected to work from on the first trial. It takes a lot of practice in the beginning.

0: rest (empty hand)
1: pass (between the hands)
2: hold (one hand/no throwing)
3: cascade throw (between hands)
4: Throw up and down into the same hand
5: high throw (between the hands)

Note that the even numbers mean throwing and catching in the same hand. The odd numbers mean throwing and catching in different hands.

Site swap can be used to calculate mathematics. It can be used to practice addition, subtraction or multiplication. Decide which one of the functions you want to use with the group.

Here is a simple explanation of how to sum up numbers:
To represent the sum of twenty, you can make different variations of throws. For example: (5+5+5+5), or (5+3+2+4+5+1+1+1), or (4+4+4+4+2+1+1), etc. By this you can use the Site swap throws with one juggling ball to represent the number you want to calculate.

Ideas of exercises:
• In groups of two
• Divide the group into pairs.
• The leader gives a number that the different groups should find a combination of throws to reach that number.
• Once decided, they practice to do it together at the same time and then they perform it in front of the other groups.

Choreography
• The previous combination done in the groups of two can be repeated on and on again with the music. This becomes a juggling choreography.
• This can be developed in so many ways. For example, each group has a number (group 1, group 2, group 3...).
• Each group teaches its combination to the other groups.
• Together they perform group 1’s combination, they add to it group 2’s combination, group 3’s combination and so on with the music.

To figure out the number
• The leader gives a number to one person that he/she should make a combination of throws in front of the rest of the group.
• The group should figure out the number.
SONGS

Introduction

This part consists of four songs. The focus of the songs is on the rhythm and the energy among the group members. That’s why the text is incomprehensible in most of them. The last song “Moharrejin bila Hudod” was a song to start and end a session with during the workshops done by Clowns without Borders - Sweden in March and August 2015 in Lebanon.

Purpose: Energizer, warming up & feeling the group

Song:
Zum gali gali gali, Zum gali gali
Zum gali gali gali, Zooommmmm x 2
Da dee dum dum dum, Da dee dum
Da dee dum dum dum, Da dee dum x 2

Directions:
1. Add movement of digging the soil to the first part (Zum gali), and picking the fruits to the second part (Da deed um).
2. Split the group into two and do it as a round. When the first group starts with (Da deed um), the second group starts with (Zum gali).

Notes:
1. This exercise can be done in a circle, then going around the space.
2. Encourage the participants to enlarge their movement and stretch their bodies as much as possible.
3. It is not so important to mention that this is a warming up exercise. The idea is to make a warmup without getting bored.
4. You can suggest other movements in each session.

### Ay ga zoomba

**Purpose:** Energizer, warming up & feeling the group

**Song:**

Ay ga zoomba zoomba zoomba
Ay ga zoomba zoomba hey ! x2
Ay ga zoooooooooomba, zoomba zoomba
Ay ga zoooooooooomba, zoomba hey ! x2

**Directions:**

1. The group stands in a tight circle with everyone’s shoulders touching
2. The participants alternate touching their own knees, then the knees to the right, then their own knees, and the knees to the left while singing...
3. Repeat, add movement, and speed up!

### Bella Mama

**Purpose:** Giving & receiving energy

**Song:**

Bella Mama, Bella mama, hey x2
Bella Mama, Bella Mama, Bella Mama, Bella Mama, Bella Mama, Bella Mama, Bella Mama, hey! (6 times Bella Mama)

**Directions:**

1. You can replace the word ‘Mama’ with someone’s name.
2. With the word “hey”, everyone stretches their arms forward, palms upwards (praising & giving energy to the group/person).

### Moharrejin bila Hudod

**Purpose:** To start or end a session with

**Song:**

Muharrejin bila hudood X 3
Muharrejin bila bila hudood.