

ANNEX

DRAMA ACTIVITIES

War Child Uganda 2005

**War Child HQ/Uganda 2005
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Table of content

1.	INTRODUCTION	3
2.	DESCRIBING DRAMA ACTIVITIES	4
3.	ACTIVITIES.....	5
	Title: BEAUTIFUL SPRING FLOWER (Warm up).....	5
	Title: PASS THE PULSE (warm up)	6
	Title: BLIND TRUST (Warm-up)	7
	Title: PASS YOUR NAME (Warm Up)	8
	Title: PASS THE IMAGINARY OBJECT (Warm Up)	10
	Title: PICKING FRUIT (Warm up).....	11
	Title: ZIF ZAF ZOEF (warm up)	12
	Title: PASS THE SOUND (Warming Up)	13
	Title: PASS THE BIRD (Warm Up)	14
	Title: CLAP AROUND (Warm Up).....	15
	Title: RAINFOREST THUNDERSTORM (warm up).....	16
	Title: THE SILENT CIRCLE (Warm up)	17
	Title: BUILDING A CHARACTER (Main Activity)	18
	Title: JABBER TALK (Main Activity).....	19
	Title: GROUP STORY (Main Activity)	20
	Title: GROUP STRUCTURE BUILDING (Main Activity)	21
	Title: PASS THE STORY LINE (Main Activity).....	22
	Title: SHAKER LANGUAGE (Main Activity)	23
	Title: SOUND GAME WITH THE BODY (Main Activity)	24
	Title: SOUND ORCHESTRA (Main Activity)	25
	Title: SOUND CONCENTRATION (Cooling Down).....	27
	Title: VISUALISATION (Cooling Down)	28
4.	ACTIVITIES FROM WWW.FUNDOING.COM.....	29
	Title: TIED UP IN KNOTS.....	29
	Title: MY FAVORITE (Warm up).....	30
	Title: WHO'S ON THE BUS? (ice breaker/warm up).....	31
	Title: GUESS WHO (ice breaker).....	32
	Title: CIRCLE CHAT (Warm up/Ice Breaker)	33
	Title: SOUND MACHINE (Main Activity)	34
	Title: SEEING (Main Activity).....	35
5.	SUGGESTIONS FOR (DEVELOPING) ACTIVITIES	36
	5.1 Working with (Drama) Scenes	36
	5.2 Other suggestions for developing Drama Activities	37
6.	DRAMA ACTIVITIES; LIST OF RESOURCES.....	41

1. INTRODUCTION

In this Annex you will find many Drama activities described and ready to put into practice. Together with the books on drama activities or other manuals (and possibly internet sites) they are a source on which you can base your creative workshops.

Remember:

- Drama activities can be used for a whole range of groups. They are all based on the idea that *anyone can play*.
- All of the exercises are of an exploring nature, and can therefore be repeated again and again, as there is always more to explore. It is important that the players are always encouraged to explore: *that is the aim of the exercises*.
- Exploration is by nature without end, so you will want your group to continue with each activity until you stop them. This is especially important with improvisation. Sometimes you let yourself be dictated by the group's attention span. But the point when your group *thinks* they have exhausted all possibilities of the activity is actually very interesting. It is the point when the intuition will take over and real creativity begins. Getting your group to this point and beyond will be a great achievement.
- Some people are afraid of playing, they are not used to the activities or they have other reasons to not fully commit to the activities. They will try to escape their discomfort by various types of behaviour resisting the exercise (e.g. by indicating "This is childish", or they will just get it over with as quickly as possible). *Do not confirm this feeling*. If you do that, playing will remain a scary thing for them. Only if you can convince them to commit themselves to an activity or game *because it is more fun that way*, they can begin to use the activities what they are meant for.
- Drama is always a team effort. It is therefore important that individual players feel that they are not alone, but part of a group. Make sure therefore, that you contain everyone in the group. If an individual player drops out, try to bring him back to the group. However, if some gentle encouragement is sometimes required, do not press players into something they do not want. Containing an individual player in the group can also mean that someone just sits and watches.

Working with children

The activities are aimed at both children, adolescents and adults. Adults can be expected to be motivated, and prepared to deal with challenges, but sometimes they will be afraid to 'play'. Children are often more free, they naturally like playing, but they will need guidance. For withdrawn and fearful children you can use a lot of trust building activities, and you'll have to take the activities step by step. If an activity is not working, take it back to a more basic level and try again. For aggressive children role playing (in scenes, playin) different characters may be working well, as well as activities that address their social skills.

See the activity descriptions for age range that is suitable, but remember that these are not strict rules, but merely guidelines; with some inventiveness most activities can be adapted for children of all ages (6+, and even for 6 – if you simplify them).

2. DESCRIBING DRAMA ACTIVITIES

First and foremost, drama activities need to be experienced and practiced. But they also need description, which makes communication on them easier and more effective. It helps you while planning and executing your workshop, and with reflecting/reporting afterwards. Describing the activity also often leads to a better understanding of it, and of its possibilities.

There are many ways to describe drama activities this, and in different manuals and books you can find differences in description. A complete description of a drama activity will often contain the following aspects:

Title (& Type of Activity)

Activity objective(s)

Time Range

Age group

Group Size

Special requirements

Materials

Instructions

Optional:

When to use

Other suggestions/variation

N.B. The most important thing to learn is how to put drama activities from paper into practice! Enjoy.

3. ACTIVITIES

Title: BEAUTIFUL SPRING FLOWER (Warm up)

Activity objectives:

- Freeing and Stretching the Body
- Self Empowerment

Age Group: All ages

Group size: Any

Time Range: 5 minutes

Special requirements: -

Materials: -

When to use: Use at any point in your workshop as an opening, introduction activity

Instructions:

- Ask children to close their eyes and crouch down, making their body into a very small flower seed
- Count slowly up to ten and as you do this ask the children to gradually grow into a tall beautiful Spring flower
- At the count of ten children need to be stretching their bodies into their tallest possible position, arms stretched up to the ceiling and standing on tip-toes.
- Children open their eyes and you ask them to look at how beautiful they all are

Other Suggestions:

- Ask children to imagine how their flower bodies would move during the different seasons:
- Summer/Dry: feeling the heat of the sun on them and maybe sweating or yawning
- Autumn/wet: feeling the rain falling on them
- Winter: shivering in the cold snow

Title: PASS THE PULSE (warm up)

Activities objectives:

- Group bonding and interaction
- Concentration
- Experiencing quietness

Age group: Fun for younger children, but most useful for age 10 and up.

Materials: None

Time: 5 minutes

Special requirements:

It is better to split big groups up into smaller circles of up to 8 children, so that they can experience the 'heartbeat' more successfully.

When to use:

Use when a group needs calming down. Only ask children to shut their eyes if they feel safe to do so – they can choose themselves.

Activity instructions:

- Children stand in a circle and hold hands.
- Explain that you will squeeze one child's hand and they will squeeze the hand of the child next door to them. Pass this all around the circle.
- Try going the other way around the circle.
- If it goes wrong, ask which child would like to start. Give them a chance to choose and lead.
- When the pulse goes around the circle quickly, you will notice a 'heartbeat' effect.
- If it is appropriate, try with eyes shut.

Other suggestions:

- Can be used in any combination workshop to bring the group together before or after other activities.
- This activity can also be used at the end of a workshop as a cool down.

Title: BLIND TRUST (Warm-up)

Activity objectives:

- Group trust
- Concentration

Age group:

- 10 +

Materials: -

Time:

- 15 – 20 minutes

Special requirements:

- Do not force any children to do this activity, since closing of eyes can sometimes cause anxiety for some children

Activity instructions:

- Divide the group into pairs
- Ask 1 of the children in each pair to close their eyes
- Ask the other child to guide them on a gentle walk around the room
- Tell the children guiding that they should make their partners feel relaxed and comfortable while they lead them around the room. They should hold their partners by the arm or a shoulder. They can lead them to touch different objects in the room, pick things up, sit on chairs etc. and explore all the different areas in the room
- Tell the children being led to keep their eyes shut all the time
- Ask the pairs not to talk to each other while they are walking
- After approximately 5-10 minutes ask the children to change guiding and being led.

When to use:

- Use once a basic level of trust and group bonding has been reached. Then use to *further* develop trust and confidence between the members of the group, once they are *already* quite relaxed with each other. Use this activity at the beginning of your workshop.

Other suggestions:

- At the end of the activity, ask the children to describe to their partners how it felt to guide or be led.
- Ask half of the group to close their eyes before being allocated a partner. At the end of the activity, ask if they can guess who their guide partner was!

Title: PASS YOUR NAME (Warm Up)

Activity objective:

- Getting to know each other
- Development of self-awareness
- Development of self-confidence
- Development of self-expression
- Strengthening of communication skills and the voice

When to use:

- Use at any time in your programme as a good exercise for getting the group to know each other
- Use after the children have relaxed their bodies with a physical warm-up, and have done at least 1 group bonding activity.

Age group:

- All ages

Materials:

- None

Time:

- 10 – 15 minutes

Special requirements:

- Do not force children to participate if they are too shy or embarrassed at the beginning. They can simply watch the other if they wish until they are confident enough to join in.
- Sometimes a few children need a few times to get used to playing this game.

Activity instructions:

1. Ask the whole group to get into a circle.
2. Each child takes turns to pass around an *imaginary* frightened animal or bird. When they hold it in their hands they can whisper '*Hello, I am Craig*' in a very **soft and gentle voice**. They then pass it to the next person at their side.
3. Next, they imagine that they hold an imaginary ball in their hands. As they pass it to each other they say their name in their **normal, natural voice**.
4. Next they imagine that they hold a megaphone in their hands. As they pass it to each other they say or shout their name in a **very loud and proud voice**, so that everyone in the school / village / world can hear them!
5. Next they imagine that they hold a microphone in their hands and pretend that they are a famous popstar or opera singer. As they pass it to each other they **sing** their name and make a small **dance or action** to go with it. Ask each child to create a different way of singing and a different action from the other children – that it is unique to themselves.

Variation:

- It can be fun for the whole group to copy each person's individual actions and singing. This is empowering to the child who creates the original action and voice, hearing it being copied by the whole group.

Title: PASS THE IMAGINARY OBJECT (Warm Up)

Activity objectives:

- Developing creative imagination
- Developing emotional expression
- Warm up

Age group: All ages

Materials: -

Time: 5 – 10 minutes

Special requirements: -

Activity instructions:

1. Ask the whole group to get into a circle
2. The activity leader uses their imagination to create and mime holding an imaginary object e.g. 'hot potato'
3. The imaginary hot potato is then passed on to each child in the circle, who also uses their imagination and mimes holding it. They then pass it to their neighbour using simple miming skills.
4. Other imaginary objects could be 'cold ice', 'ice-cream', 'chocolate', a small animal or bird etc.
5. Ask the children to create their own imaginary objects, to demonstrate holding them, and to pass it around the circle.

Other suggestions:

CREATE AND PASS THE GIFT:

- Still using their imagination and miming skills, each child takes it in turns to make an imaginary gift for their neighbor.
- Once a child receives a gift, they show it to the group, and then make a new gift for their neighbor. (Examples of gifts could be clothing, jewelry, things for playing sports and games, a rose – or anything that a child imagines!)
- Pass an imaginary ball. Look at the person you're throwing it to (or say their name, to make it more clear) While throwing it, it can vary in size, shape and weight

When to use:

- Use at any point in your programme.
- Use after a body warm-up, to stimulate the imagination of the children

Title: PICKING FRUIT (Warm up)

Activity objective(s): stretching the body, (physical) concentration, starting up imagination

Time Range: 5 minutes

Age group: any

Group Size: any

Special requirements:-

Materials:-

Instructions:

- Make a circle with all the participants (or in very large groups think of some other formation). Be sure every body has an arm length of space around him.
- Start picking different types of (imaginary) fruits. Be sure to stretch to all sides. Think of different types of fruit (big to small), with different shapes.
- After a while, you can have the participants make suggestions on the type of fruit the group is picking.

Title: ZIF ZAF ZOEF (warm up)

Activity objective(s): concentration, (physical) coordination, group awareness,

Time Range: 10-20 minutes (depending on group size)

Age group: 10 +

Group Size: 10-30

Special requirements: -

Materials: -

Instructions:

Form a circle with the participants. Explain the activity: you pass on a word together with a gesture (the gesture makes it easier). To the left : ZIF, to the right: ZAF. Start with this. The word has to match the direction. Participants can change directions on their own initiative, but to start with, make a couple of ZIF (left) rounds and a couple of ZAF rounds. When they have the hang of it you introduce ZOEF (again with a gesture), this is the sound to cross the circle. When the group gets the principle, make it a fun competition.

Title: PASS THE SOUND (Warming Up)

Activities objectives:

- Group bonding
- Interaction / communication
- Stimulate creativity

Age group: All

Materials: -

Time: variable

Special requirements: -

When to use:

- As warming up this activity can be used early on in the programme. It will be rewarding to repeat the activity for some weeks. This helps the children to feel free enough to use all their imagination in this activity

Activity instructions:

- The children stand in a circle
- Every child makes a different sound; the first time you have to help them in finding different sounds. Later they will like to choose and create their own idea.
- You pick one sound
- The sound goes around the circle (see: "clapping game").
- You can do this slow and then faster, soft and then louder, etc.

Other suggestions:

- Variations are possible as, change direction, cross the circle (see: "clapping game").
- You can do this game with the use of body music (see: "sound game with the body").
- You can do the same but with a gesture. Or gesture AND sound

Title: PASS THE BIRD (Warm Up)

Activities objectives:

- Group bonding & interaction
- Concentration
- Introducing a caring attitude

When to use:

Use at all times in your programme. Useful as a 'getting to know each other' activity. Very good for soothing the children, for bringing the group together, for taking the focus off the individual child and onto the 'bird' instead, for introducing caring for others. Use as a warm-up AND warm down exercise – good for bringing the group together before and after other activities

Age group: All ages, but particularly good for young children

Materials: Nothing, only a window!

Time: 5 minutes

Special requirements:

Activity instructions:

- Children stand in a circle.
- Explain that in your hand you have a very small bird that you are going to pass around the circle.
- Tell the children that they must be very careful as it is very small.
- Pass it around the circle once.
- Pass around again and tell the children to whisper or say something nice to the bird. 2nd time around, whisper your name to the bird. Go around again saying name louder.
- Explain that the bird wants to fly but needs some help. Throw it across the circle to each other and catch.
- Make sure that all the children have a go.
- Let someone 'throw' the bird out of the window and everyone wave goodbye.

Other suggestions:

- It is nice to 'invite' the bird back each week and ask if the children have seen it during the week.
- This game is a quiet, calm game that is an introduction to clap around and pass the pulse.
- This activity can also be used at the end of a workshop as a warm down.

Title: CLAP AROUND (Warm Up)

Activities objectives:

- Group bonding & interaction
- Bringing the group to attention
- Concentration
- Relaxation & laughter
- Good for 'waking up' a tired class or group.

Age Group: All ages. For very young children only clap around the circle.

Materials: None

Time: 10 minutes to learn; 5 minutes as a quick warm-up; 5 – 10 minutes to develop to a higher level.

Special requirements:

This activity can be done with any size of group. After doing this activity once, ask a child to explain the game next time.

When to use:

At any time in the programme. Very good for bonding a group together and for fun and relaxation before main activities.

Activity instructions:

- Children stand in a circle.
- Explain that they will pass a clap around the circle.
- Once they have gone round a few times, try the other way.
- Anyone can then change direction by turning and looking at the person on their left or right side. It is important to really look at the person you are clapping to.
- Next, anyone can then clap at a person across the circle.
- If it goes wrong, ask which child would like to start.
- Try different speeds.

Other variations:

- Use as a cool down activity by clapping around the group as slowly as possible. This helps to calm a group down.
- Use as a starting activity for music communication games with percussion (see percussion activities)

Title: RAINFOREST THUNDERSTORM (warm up)

Activities objectives:

- Concentration
- Fun
- Experiencing loud, soft / fast, slow / excited, relaxed
- Making sound and music with the body

When to use:

Use at any time in the programme as a physical warm-up to 'wake up' the children.

Age group: All ages, but most fun 6 – 12 year olds

Materials: -

Time: 5 minutes

Special requirements:

For stamping feet, take care that the floor is not too dusty.

Activity instructions:

Everyone stands in a circle. Explain that you are going to make a thunderstorm and everyone must copy the leader.

- | | |
|--|-----------------|
| - Rub hands together | Very quiet |
| - Clap quietly with 2 fingers | |
| - Clap a little louder with all fingers. | |
| - Clap even more loudly | Medium loudness |
| - Slap hands on legs | |
| - Stamp feet on the ground. | Very loud |
| - Slap hands on legs | |
| - Clap loudly | Medium loudness |
| - Clap more quietly with all fingers | |
| - Clap quietly with 2 fingers | |
| - Rub hands together | |
| - Click fingers | Very quiet |
| - Invite a child to lead next time. | |

Other suggestions:

- Use as part of a warm up or main activity
- Use as part of "Animals and Jungle" theme workshops.

Title: THE SILENT CIRCLE (Warm up)

Activity objective(s): improve

- Group concentration
- Body awareness
- Coordination

Time Range: 5-10 minutes

Age group: Any, but preferably 10+

Group Size: 10-40

Special requirements: Use this as a returning activity throughout your workshop cycle. You can see development of the groups functioning over time.

Materials:

Instructions:

- Stand faced to the centre,
- As a group pick a moment to make a half turn to the right,
- decide to start walking, raise tempo, run, slow down, walk, stop, and turn towards the centre again. All in concentration on each other, as a group, try to keep the distances the same, try to keep the circle the same size.

Title: BUILDING A CHARACTER (Main Activity)

Activity objective(s):

- Stimulate Imagination
- Improved social skills (empathy, observing)
- Improved communication skills

Time Range: 20-40 minutes

Age group: any, but 10 + is preferable

Group Size: 2-20

Special requirements:

Materials: - Optional: costumes/cloth

Instructions:

Let the group walk around, think of and pick a character. While they are walking side coach them with questions to build their character. Ask: How does he/she: Walk, move etc. what do her/his feet, legs, belly, chest, shoulders, arms, neck, head, face (eyes, mouth, and nose) look like?

What about strong/weak, big/small, happy/sad? Let the participants not verbally answer your questions, but rather react upon them!

After this,

- You (or other participants) can have interviews with the characters, ask questions about this person..
- You can place the characters in many different situations: party, on the bus, on the market, getting to know each other, waiting in line etc etc
- Variation on 'normal' characters: Superheroes, Animals, Kings/Queens (of a fictional country)

Question: What characters can you think of? What could be relevant characters for the participants you will work with?

Title: JABBER TALK (Main Activity)

Activity objectives:

- Developing/Freeing creative imagination
- Emotional expression
- Developing communication skills

Age group:

- All ages

Materials:

- None

Special requirements:

- Tell the children that it is very important to listen to each other in this game.

Activity instructions:

1. Ask the whole group to get into a circle and face each other in pairs.
2. Then, ask them to create their own unusual 'foreign language' etc. using an unusual or funny voice
3. Ask them to introduce themselves to each other in this language and to have a short conversation about what they have done today and where they are going next.
4. Give the children different settings and situations where they can talk to each other in their new Jabber language e.g. *Arriving late for school, The surprise party, The day I lost my cow.*
5. Children can change pairs and create a new Jabber language with each other.
6. Speech: leader of the group gives speech to his people in Jabber.
7. Person 1 tells story in jabber, person 2 translates, and person 3 acts out (or does the translation for deaf people)

When to use:

- Use when the group has started to be confident in expressing themselves with each other.
- Do a voice warm up for preparation
- Use after the group is suitably relaxed and is concentrating.

Title: GROUP STORY (Main Activity)

Activity objective(s):

Improve:

- group concentration
- movement & coordination skills

Time Range: +/- 10 minutes per story

Age group: any

Group Size: Up to 20 per group

Special requirements: -

Materials: -

Instructions

- Let the participants walk around, concentrating on themselves and their own steps
- Gradually they become more aware of each other
- When the group is concentrating, start to tell a story. The group needs to react to your words and play that story. Leading people through a story, they must behave as a group. Example: story of adventure island
- In your story, include many things that the participants can *physically* react to, for example: the sand under your feet gets hot, or it starts raining so you have to run for cover etc.

Variation:

- Do the same, but let everybody move in slow motion
- In pairs: one person tells the story while the other acts it
- The box: The group finds a 'very important box': They 've never seen such a thing before; how do they react? Is it attractive, scary, mysterious, or beautiful?

CDW assignment: prepare own story to guide group of people. Afterwards, discuss elements work, which do not?

Title: GROUP STRUCTURE BUILDING (Main Activity)

Activity Objectives:

- Group support and co-operation
- Creative imagination

Age Group: All

Group size: Any

Materials: -

Time Range: 5 minutes maximum to build each structure

Special Requirements:

- Encourage the children to listen to each other, share ideas and work together as a team.
- Try to make sure that individual children don't dominate and inhibit other group members

Activity Instructions:

- Split the whole group up into sub-groups of 4 - 6 children.
- Let the groups know that the objective of the activity is to build different structures using only their bodies
- Give the groups a maximum of five minutes to build each of the following:
- airplane / car / mosque or church / elephant / a factory machine etc.
- All members should be joining part of their body with the other members of the group.
- After five minutes ensure that each group gets to see and praise what each other has built i.e. ask them " What do you like about this car? "

When to use:

- Use after the imagination has been freed in your group. Try after using other imagination exercises (*Pass the Imaginary Object*)
- After children have done some warm up activities and are relaxed with each other.

Other Suggestions:

- For older children i.e. teenagers, the activity can be adapted to building *Emotional Structures or Statues* with their bodies. These are group structures or statues that symbolize an emotion: fear, love, pride etc.

Title: PASS THE STORY LINE (Main Activity)

Activity objectives:

- Improved verbal skills
- Improved communication skills

Time Range: 10-15 minutes

Age group: 10+

Group Size:

With a group larger than 15 it's better to split into groups of about 6-10

Special requirements: -

Materials: -

Instructions:

- Stand in a circle
- Give the children a story title e.g. *'The Happy News'*, *'My Exciting Holiday'* etc.
- Each child in the circle says 1 sentence in turn to create the story
- Give instructions for the story to become more interesting, exciting or funny.

Other suggestions:

- The same principle can be used but then the participants are allowed to use one word at the time.
- Let 3 participants arrive (from running) and start a story about something they've just 'experienced'. As soon as one runs out of lines, the next person takes over.

Title: SHAKER LANGUAGE (Main Activity)

Activity objectives:

- communication
- stimulation creativity
- self expression

Age group:

- Until the age of 10/11 years old

Materials:

- Shakers

Time:

- 15 - 20 minutes

Special requirements:

- None

When to use:

- Can be used early in the programme. This is an easy exercise and enjoyable for most children. It can be helpful in feeling more free to express themselves.
- This is an activity that is good as part of an other activity.

Activity instructions:

- Introduce a subject that the children like; something that happened that day, or tell a story, imagine that you all go on a journey, etc.
- Give all the children a shaker.
- Let them sit in pairs.
- The shaker is their voice, let them finish the story with the use of the shaker
- At the end you can ask them if they want to tell what they talked about. Often some children do like that, but others don't. Don't force children to make up a story; some of them just enjoy doing it non verbally.

Other suggestions:

- You can ask the whole group first to express different moods with the shaker. E.g. "you are all very happy", or "you are very shy", etc
- Ask them first to use their voice as a fantasy language. Give them a very expressive example of this.
- Give them lines or a more specific subject. Like "you are very angry with your friend, because he took your pen, but your friend says that he didn't do it." Or " you are very happy because you got an beautiful football, and you go to your friend and ask him to come and play with you". Etc.
- You can do this activity with different kind of instruments. Or with clapping (hands or on the body)

Title: SOUND GAME WITH THE BODY (Main Activity)

Activities objectives:

- stimulate creativity
- improve communication skills
- improve body awareness

Age group:

- Any

Materials:

- None

Time:

- 10 - 15 minutes

Special requirements:

- None

When to use:

- Can be used early in the programme. This is an easy exercise and enjoyable for most children. Later you can use the sounds for " the sound machine" and for "the sound square".

Activity instructions:

- Explain to the children that the body can be used as an instrument /sound machine.
- Ask them if they know any sounds they can make with their body.
- If they don't know any sounds help them by asking: " what kind of sounds can you make with your hands, feet, mouth, tongue, etc."
- Let one child start a sound and let the other children copy the sound.
- Let them make combinations of the sounds and then copied by other children.

Other suggestions:

- There can be a conductor to control "loud/soft" or which child may decide upon the sound, etc. (see '*Percussion Orchestra*').

Title: SOUND ORCHESTRA (Main Activity)

Activity objective(s):

- Improve listening skills
- Team building
- Improve concentration skills

Time Range: 10-50 minutes

Age group: any

Group Size: Any (larger group needs a bit more organization /grouping of sounds)

Special requirements: Do some voice warming ups before starting this activity

Materials:

Instructions:

- Stand in a circle. Go round in the circle, let every participant make a sound. Go round the circle a couple of times
- Then, one of them starts a repetitive sound or rhythm (with the voice)
- One by one the others start to add sounds that complement the other sounds. They can also copy a sound that they like.
- A sound Orchestra will develop. Once every body gets the hang of it, you can pick a conductor. Let him/her lead the orchestra and give a great performance.

Variation: SOUNDSCAPE

- In (small) groups you make a soundscape from a theme: every group improvises for a few minutes and then agree on a (short) sequence.
- With closed eyes you listen to each others soundscapes
- Examples of themes: party, morning, evening, peace, jungle, the moon etc etc.

Title: THE SOUND SQUARE (Main Activity)

Activities objectives:

- Stimulate creativity
- Self empowerment
- Improve interaction /communication skills

Age group:

- Easy to adapt for all ages

Materials:

- black board & chalk or pen and a big piece of paper
- stick for pointing
- possibly music instruments, but this is not necessary.

Time:

- 20 - 30 minutes

Special requirements:

- No

When to use:

Can be used early in the programme. Can be helpful first to do some general percussion games.

Activity instructions:

- Draw and divide a large square into sixteen smaller squares.
- Explain to the children that in those small squares they may draw a sound. Give one or two examples (see: example this page)
- Every child draws a sound in a square.
- Go with the group through all the sounds; ask them how to make it; this can be with body music, instruments, materials in the room, voice, etc.
- The result can be seen as a musical score. You can play it from left to the right; or criss-cross.
- Let the children make the sounds if you point to the squares.
- Let one of the children to be the conductor.

Variations:

- Loud/soft; fast/slow.
- Clap for every compartment instead of pointing.
- With young children you can draw animals and let them make animal sounds.
- Can be linked to the activity "percussion soundscape".

Title: SOUND CONCENTRATION (Cooling Down)

Activity objectives:

- Develop longer concentration span
- To relax mind / body and breathing

Materials: -

Age group:

- All ages

Time Range:

- 10 minutes

Special requirements:

- Ideally a soft floor and warm room where children can lie down comfortably.
- Never force children to do an activity that involves closing their eyes if it is something that they do not wish to do

Instructions:

1. Ask children to find a space in the room to either lie down or sit in a comfortable position.
2. Ask the children to close their eyes and without talking they should listen carefully to all the sounds that they can hear coming from outside of the room
3. After a couple of minutes ask the children to switch their focus and now listen carefully to all the sounds that they can hear coming from inside of the room.
4. After a few more minutes ask the children to listen to their breathing, remind them that they shouldn't force their breathing as it should ideally be slow and relaxed.
5. Ask the children to breathe in through their noses for 3 counts and out slowly through their mouths for five counts.
6. Warn children to try to not tense their necks or raise their shoulders when they are breathing.

When to use:

- At the end of an activity programme or at the end of a school day.

Title: VISUALISATION (Cooling Down)

Activity Objectives:

- Develop attention span
- Relax mind and body

Age group:

- All ages

Materials:

- Activity can be done with or without accompanying music to help to relax children and free their imaginations

Time Range:

- 10 minutes

Special requirements:

- Ideally a soft floor and warm room where children can lie down comfortably.
- Never force children to do an activity that involves closing their eyes if they do not wish to do this

When to use:

- Works best after an activity that has already started to get the children concentrated.

Activity instructions:

1. Ask children to close their eyes after finding a space in the room to either lie or sit down in a comfortable position, either on their own or supported by a partner i.e. back to back.
2. Ask children to imagine that they are traveling on a journey to a nice relaxing, favourite place e.g. they could be walking, flying in the air, sailing on a river etc.
3. Once they arrive at their chosen destinations i.e. mountains, river bank, park, garden, beach etc, then ask the children to imagine experiencing the five senses: what do they see , taste , touch , smell and hear whilst relaxing or playing at their favorite place .
4. Children can also imagine being with a favorite friend / friends at this place.
5. Retrace your journey back home or to the room/space that we are in.
6. Open your eyes and if you want you can share your imaginary experience with a friend in the group.

4. ACTIVITIES FROM WWW.FUNDOING.COM

On the website www.fundoing.com there is a lot of drama activities to be found. A selection:

Title: TIED UP IN KNOTS

Objective: problem solving

Age Group: 8 +

Group Size: 2 to 10 players per rope - more rope, more players

Time Range: 5 to 20 minutes

Special Requirements: Open area

Materials: 6 to 30 feet of rope - 3 feet of rope per player

Instructions:

Start this one out with pairs of players and then move into larger groups. It's good to have a little practice. Lets start with pairs. Give two players a rope - jump ropes work great. Tie a loose overhand knot in the middle of the rope. There should be about three feet of rope on each side of the knot for players to work with. Ask each player to grab hold of an end of the rope (each player has a different end). Now, without letting go of the rope, untie the knot. When I have the time I ask the pairs to see how fast they can untie themselves. (There is no trick to this one - just untie the knot.)

Now, if you want to bring in more challenge, you'll need more rope - longer too. You get the idea here, so I'm going to just throw in some guidelines: There should always be three feet of straight rope between any two knots. I have never done this one with more than 10 on a rope - even 10 might be too many?! A player between two knots can slide the hand he grabbed with but cannot let go of the rope with that one hand (no switching hands). Free hands can be used during the activity - the original hand must always stay on the rope. The more players on the rope, the longer it takes (but you knew this).

Observations/Questions:

What was hard about this activity? How did it change when more players were added to the rope? What did you do after "your" knot was untied? What are some things you could have done to help your group? What are some ways you could be more helpful to others - in general?

Title: MY FAVORITE (Warm up)

Activity objective(s): ice breaker, get to know each other

Age Group: Anyone

Group Size: 2 to 20 players

Time Range: 5 to 20 minutes

Special requirements: -

Materials: None.

Instructions:

Great for any group to get to know each other. Ask someone to start by sharing with the rest of the group their favorite... At this point that person chooses a topic, such as, a movie, a book, food, or a place - any favorite works. The rest of the group (or maybe the 5 players if you have a large group) is then encouraged to share their favorite based on that same topic. I like to give everyone a chance to start a favorite. So, if there is a large group, and little time, I stick with one topic for about 5 or 6 people then ask another player to start a favorite. Don't forget to always give the option to pass on answering.

Observations/Questions:

What sort of favorite are going around - what is your group interested in? Is there a lot of passing going on? What do you think the passing is related to? What is the trust level of the group? What other sorts of communication is going on during the activity? Positive? Negative?

Title: WHO'S ON THE BUS? (ice breaker/warm up)

Activity objective(s): getting to know each other, group bonding

Target Group: 10 and older

Group Size: 10 to 20 players

Time Range: 5 to 10 minutes

Special Requirements: Enough room for two lines of players

Materials: If you have a nice long activity rope, you could use it to outline the bus

Instructions:

Ask your group to make two lines of players standing side by side - stand next to a partner. The leader/facilitator stands in front of the two lines - s/he is the Bus Driver. The two lines of players are on a bus. The bus driver can help create the fun by adding some bus noises and bells for the stop. Players can do a little bouncing around if they take to trip lightly. So, the Bus Driver will call, "First Stop. Stay on the bus if you like diet soda, step off the bus if you like regular soda." At this point, if a player is going to get off the bus, they just step to the side - left or right (here's where the rope outline of the bus really helps). "Please notice who's on the bus and who is off the bus. Okay, back on the bus." (Everybody gets back on the bus.) "Next stop. Step off the bus if you like meat pizzas, stay on if you like veggie pizzas. Notice who's on the bus and who is not. Back on the bus." This process continues. You can ask the passengers, after a few stops, who should stay on and who should step off. The idea here is to find some similarities between group members.

Title: GUESS WHO (ice breaker)

Activity objective(s): getting to know each other

Target Group: 12 and older

Group Size: 8 to 12 people

Time Range: 20 to 30 minutes

Special Requirements: A comfortable place to sit and share information.

Materials: One index card and something to write with for each player

Instructions:

During one of your first meetings or classes, have each person write down 4 to 5 things on their card - things about themselves that no other person would know. I usually advise participants not to get too personal right away. Things like the places they have been, favorite movie, something they plan to be when they grow up, things like that. Ask them not to sign the card. After everyone has finished writing, collect all the cards. Then, one-by-one read the cards to the group. Have each person guess who they think the person is. After everyone guesses, ask the person to raise their hand.

Title: CIRCLE CHAT (Warm up/Ice Breaker)

Activity objective(s): getting to know each other

Target Group: 10 +

Group Size: 10 to 50+ players

Time Range: 10 to 15 minutes

Special Requirements: An open area large enough to fit two circles - one inside the other.

Materials: -

Instructions:

Still a great get-to-know-you. This one is best with an even number of players. Have the group split in half and form two circles, one inside of the other. Each player of the inside circle should be facing one of the players from the outside circle. The leader of the group then poses a question for each facing pair to discuss. Allow for about 30 seconds (used by Jim Cain) for each question. After the time is up for a question, have each player move one space to their right (where does that put you?) for a new face and a new question. Play several rounds. Some sample questions are below.

Inquisition is played much the same way, but instead of answering questions you try and find out as much as you can about the person you are facing. After 30 seconds the leader calls a move - center players move one person to the right. After about 6 or 7 moves make one big circle and go around to each player in the group and have other players tell what they know about the person.

Questions Ideas:

What is your favorite dream? Who is your favorite person to visit and why? What would be the best job you could ever have? Describe the best meal you ever had and where you ate it? If you had a magic carpet for one day, where would you go?

Source: Darwin Hindman, "The Complete Book of Games and Stunts."

Title: SOUND MACHINE (Main Activity)

Activity objective(s): coordination, trust, problem solving, team building

Age Group: 10 +

Group Size: A large group can be split into groups of 5 - you need at least two groups of five.

Time Range: 10 to 20 minutes.

Special requirements: A small area is all you need

Materials: None

Instructions:

Create some small groups - 5 players seem like a good number for this one. Let each group go off and create a presentation they will be asked to share with the rest of the large group. Here's the focus: Pretend that each person in the group is a small moving part of a large machine - the five people make up the large machine. Each person will make a motion that they will end up repeating over and over again. The first person will make a motion that will start the next person moving. This second person's motion will start the third person moving, and so on - each player in turn continues their motion always starting the next player's motion. The idea is to start the machine at one end and keep it moving after it starts. Now, the troupe itself does not have to walk anywhere. This is all done standing "on stage." For a little more fun, ask each part of the machine to make a sound with their motion. Have each troupe go through their motions at least 4 or 5 times to get the full affect of the machine. After a big O-vation, have another troupe come up to show-off their machine.

Variation:

- If possible, link 2 machines together.
- Let the machine slow down, speed up, break down, start up etc.

Observations/Questions:

How did your troupe generate ideas for your machine? Did everyone feel included in the creation of the machine? How did you feel about getting up and "performing" in front of the large group? How did you feel after you were done with your performance? Was it fun? What made it fun for you?

Source: "Imagination Station" by Douglas Love.

Title: SEEING (Main Activity)

Activity objective(s): Imagination, Self-esteem, Social skills: listening

Target Group: 13 and older

Group Size: 6 to 12 people

Time Range: 15 to 25 minutes

Special Requirements: A comfortable place to sit and discuss

Materials: I use a little clear plastic nugget, there are all different colors). You can also use anything that you can SEE into, like a stone crystal, or a crystal ball, an imaginary ball or mirror.

Instructions:

Ask this question: Look into your future stone. What do you see yourself doing differently in the future that is directly related to your experience with us today? Go around the group to everyone who is willing to share. Remember, it is always okay to pass. If you only use one object, just pass it around and those who SEE something can share with the group.

5. SUGGESTIONS FOR (DEVELOPING) ACTIVITIES

5.1 Working with (Drama) Scenes

Basic data you need for creating a drama scene:

The '5 W's'

- Who?—Character(s)
- What? – Situation at the start (what happens from there, course/development)
- Where? – location or setting
- Why? – What do you want to show, reasons for why it happens as it does in the play, motives
- When? – Time

Observing participants playing/acting look at:

- Individual Behavior: Body, facial expression, movement, verbal expression (words, sentences, shouts, songs)
- Social Behavior: reacting to the other players/actors, the audience
- The playing stage or setting, mis-en-scene (using the playing stage): is it clear what the stage is, do the actors face the audience, do they use the whole stage?

5.2 Other suggestions for developing Drama Activities¹

Please use the following themes/suggestions for creating your own Drama Activities:

Voice:

- Sounds, humming, chewing (big or small piece of) gum/food
- Shouts: from the pelvis!
- Picking words from the Tree of words
- Passing on a sound (in circle)
- In pairs: mirroring sounds, tones of voice, words

Music activities:

- Clapping Music
- Clap-stamp rhythm (2 groups)
- Making/composing your own rhythm in small groups
- Circle song: You stand in a circle with your eyes closed. One person starts to make a sound (tone, rhythm, singing; anything goes). You can either join or add something that you feel fits with what you hear. You only make a contribution if you have an impulse, you don't have to 'sing along' all the time. It's all about listening very carefully and reacting to what you hear.

(Group) concentration:

- Senses: hearing, tasting, smelling, seeing, feeling: Guide the group through concentrating on one of the senses and experiencing different things with that
- Claps as signal: for stopping, sitting, turning, jumping, making a statue/tableau etc. The group walks around and the Trainer gives signals (with big groups you can use a whistle instead of claps)
- Building Group Tempo together: starting together, speeding up, slowing down together, and stopping together. As if the group is one big organism.
- Chinese Dragon: make a line: the front person is the 'Head' leading the movements and tempo. Rotate who is the 'Head'
- In pairs: 2 people stand back to back with a ball between their backs. They move (starting slowly) without losing the ball. You can make this into a special sports game: let the pairs make 3 tableaux (with the ball between their bodies) to 'show' to the audience. They'll have to go from one tableau to the next without dropping the ball.
- In pairs: 2 children are next to each other. They can move around freely, exploring the space. One leads and the other follows, but we must not be able to see who is follower, who is the leader. Let the pairs start moving very slowly, so that the follower can copy the exact movements of the leader.
- In pairs: one is blind the other leads this person around. (the leader can try to describe exactly what he sees, so that he 'shows' it to the blind person with words. He can also let the blind person touch objects/things they come across

¹ Source: 0304.EG.Training g Handout Eritrea (Field Training Manuals, War Child Methodology Briefing Diskette)

along the way. Another possibility is that the leader fantasizes about what they come across, thereby stimulating his own and the blind person's imagination!

Mirroring

- Two people: mirroring each others movements. One leads and the other follows. Start slowly, cooperate (you don't have to 'trick' each other). You can switch roles. After a while you can have 'No Roles', so mirroring with no one leading. After a while of practicing the pairs can make little piece: remembering 4 things, showing it.
- Variations: Voice & body mirror, only facial.
- If mirroring in general is too hard you can do mirroring with activities: washing clothes, preparing food, get up in the morning etc.
- If mirroring is too 'scary' or hard: you can do the same exercises with echoing.

Emotions/Moods:

Question: (Underlying) emotions: which emotions are prominent in your culture? How are they (not) expressed? Examples. Do a role play /scene around one emotion?

- Emotion statues: Walk around. When the Trainer names an emotion or a mood, make a statue with it, when Trainer claps you let go & start walking again.
- Music: let emotion come up (and fade out again) at a certain moment in the music (for example, when the chorus starts, and by the end of the chorus you let go)
- Emotional greeting: one person greets the group in a certain way, the group greets back in the same manner. Together you make it bigger and smaller, the individual leads in doing so, the group 'copies'.
- Trainer chooses an emotion/mood: building it in 5 steps to very BIG, and bring it back again to very subtle.
- Building one emotion as a group: getting angry, getting scared, proud, happy,
- 4 or 5 people in a row, passing on an emotion, making it bigger in steps. Anger, happiness, fear, sadness
- In Pairs: you are restricted to only 2 lines: you build a certain emotion while you have the dialogue (example: A: Did you know about this?
B: I didn't know anything about this)
- Individual: One person comes running. He only has 5 words that he may use. He wants to convince the group that they really need to come with him. (Example of

words There, Big, Shaking, Food, Driver, Car, Cigarette, Look, Important, Call etc.).

Improvisation activities:

- Attention: 4 people, 1 minute: attract attention in all ways you can think of. Talk about it: let people 'reflect' on why things work.
- Reunion: two (or more people) see each other after a long time. How do they meet? What will happen?
- Half of the group gets a word/sentence from the Trainer. They leave the room, while the other half of the group is the audience. Outside they have one minute to think of something (you can use objects or clothes if available) Then each member has to make an entrance individually and do a short impro/play a little scene or just make a statement with that word/sentence. One behind the other
- Audition: you are in a different country and you don't know how to behave: so you look very closely to what the others do and copy/mimic other people's behavior. But everybody is new, so nobody knows what to do!
- 2 people: Person A accidentally broke something (a pot?)/ wasted food/did something stupid. Person B is coming home. A has to tell him or her....
- Low and high status: Line up for the king. Make two rows: in between one person (the King/Queen) walks while the people in the rows applaud. The King/Queen really receives this applause & let's him/herself be 'carried' by it
- Low and high status: one low status person and one high status person enter the room: the audience has to guess, reflect on how you see this
- Transforming the object: you pass an object, and each person uses it in a different way (stick, ball, piece of cloth, instrument).
- Professor 'Know-It-All': you make up a 'professor' from 2 persons: one doing the face and body, the other doing the arms (camouflage with a jacket/cloth). The prof comes to tell about his new invention, the audience can ask questions about it. But along the way his arms start leading 'their own life'....Very much fun.

Verbal Improvisation:

- Tree of words: Picking words instead of fruit from a tree. Each time you reach for an apple in the tree, you say a word. It is to wake up your imagination, so keep on picking, let the words flow; if you are out of words you keep repeating the same words until a new one pops up in your mind.
- Talk of the town: exaggeration: 'did you hear?.....': simple thing that is passed through, each new person adds an element until the story is completely bizarre, blown up etc.
- Three people stand before the rest of the group and the first has to start a story (starting with a certain line given by the Trainer). They have to make the story up with the three of them as if they experienced it together. So as soon as the first storyteller is 'out of inspiration' the second one takes over and then the third, again back to the first again and so on. The most amazing, fantastic, hilarious and sometimes moving stories can come up when people work from a receptive and supportive attitude. If people are not ready yet to stand with three for the rest of the group you can also make this a group exercise, the story being made up by the whole group.

6. DRAMA ACTIVITIES; LIST OF RESOURCES

War Child Manuals:

- Drama Exercises, ideas and exercises for a better understanding of the power & possibilities of drama. Carlo Scheldwacht

[..\Mee naar Uganda\Methodology Briefing Diskette\War Child Field Manuals\Gjakova\DRAMA EXERCISES from Carlo.doc](#)

- War Child Creative Arts Manual, War Child Gjakova 2000
[..\Mee naar Uganda\Methodology Briefing Diskette\War Child Field Manuals\Gjakova\0200MHWar Child Creative arts manual .doc](#)

Books:

- 101 more drama games for children, Rooyackers, P. (2002), ISBN 0-89793-367-2
- Theatre for Community, Conflict & Dialogue, Rohd, M.(1998), ISBN 0-325-00002-6
- Games for actors and non-actors, Boal, A. (1992), ISBN 0-415-06155-5

Possibly:

Internet:

- www.fundoing.com
- <http://www.canteach.ca/elementary/drama.html>