



Drama Activities

15 practical activities for
incorporating drama into the
classroom

- building communication skills
 - developing confidence
 - reducing anxiety
- introducing new language
- improving peer relationships

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Including quotes from pupils who participated in the activities. University of
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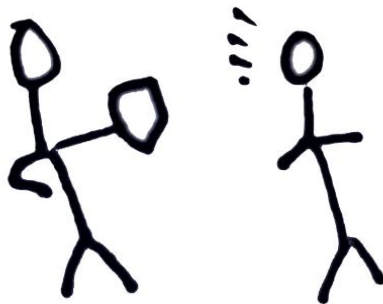
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Card Interviews

Students are divided into pairs and must 'interview' one another, like journalists. The journalist asks their partner 3 questions. Then, they swap: the other person will become the journalist and asks their partner 3 different questions. They need to remember their answers to the questions, because they then need to report what their partner said to the rest of the class. Some ideas are provided in flashcards, each showing a picture that gives a hint about the question that could be asked. Then each student presents their partner's name and answers.

AIMS:

- Getting to know each other.
- Presenting to a group.
- Working in a team.



We ask questions and they answer us and make us feel better like that

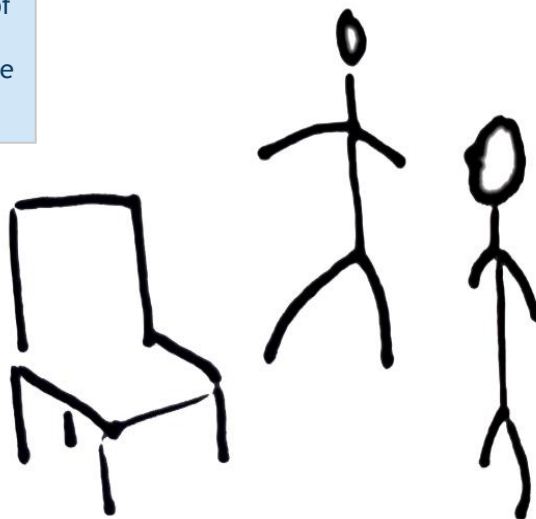
Chair Game

A chair is in the middle of the 'stage'. Students are assigned a level of power (5 is the strongest/most confident and, so, has big movements and 1 is the weakest/least confident and has small movements). In pairs (and without knowing what the other person's number is), they have to enter the room and interact with each other, with the aim of sitting on the chair.

Variation 1. To allow for peer-work, the students can decide on their numbers and devise their stories before presenting them to the group, who have to guess what number each student is and describe the story. **Variation 2.** Students might also be given the chance to talk in the voice of their numbers during their improvisations/stories; this would require exploring what the voice of a strong/confident character vs weak/insecure character is.

AIMS:

- Engaging the body.
- Presenting to a group.
- Working in a team.



It was funny because we weren't allowed to speak that much so that I had to try and show the people what I'm trying to say

Change the Object Game

Pass any easy-to-handle object (for example, a shoe, a bucket, a brush or a chair) around the circle or place it in the centre. Each person uses it in turn - changing it into a different object each time. Students have to guess the imagined object.

AIMS:

- Developing creativity.
- Presenting to a group.

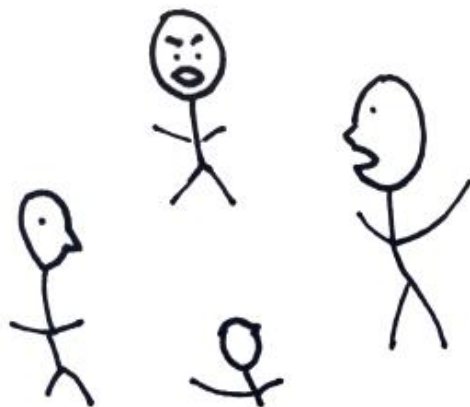


Circle-Mirror-Transform

Students stand in a circle. The first student has to make a movement and sound. The next student has to repeat the movement-sound combination and transform it into something else (it can be somewhat similar or totally different). The process continues until all students have had a chance to mirror and transform the movement.

AIMS:

- Developing creativity
- Listening.
- Presenting to a group



I like that the most because it was fun doing the silly moves and sounds

I loved that! Because I did silly things

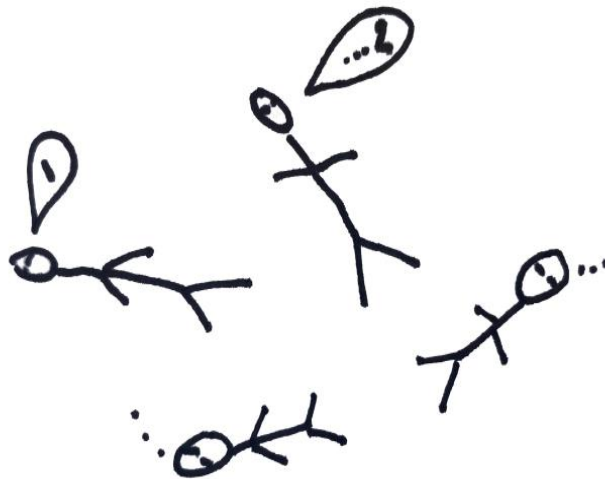
Counting Game

Students lie down on the floor with their eyes closed. They have to count to 10 but each number has to be uttered by a single person - if two or more people say the number at the same time, the count has to start from scratch. This exercise will likely require a few attempts before children can get far.

Variation To allow some discussion and problem-solving, the students can be given time to strategise about how to handle the task.

AIMS:

- Focusing.
- Following rules.
- Listening.
- Working as a group.



It was so funny!

It was fun when you say it at the same time!

Describing a Day as Characters

Students are divided into groups. Each group should think of something that the main characters of the book (Zog, Pearl, or Madame Dragon) would say to describe their day. Then they should present what they have practiced, and the class has to guess who. The activity can be repeated but with individual descriptions of the students' day.

- AIMS:
- Developing creativity.
 - Presenting to a group.
 - Working in a team.



I actually felt really comfortable

I like it when we talk about Princess Pearl and stuff

It helps me help calm and settle down and it also helps me loads to pay attention by being elements for the show

Elements

It was really fun and I had to think of what element I want to be and how they move

Students are asked to lie down on the floor and close their eyes. They are guided to breath in and out until the group is relaxed.

Fire. Then, children are told to think of a fire (e.g., how do the flames move?). They are instructed to approach the fire and touch the flames (which are not too hot). After a while, the children become the fire and they are asked to start moving like the flames on the floor. When comfortable with the movement, they are told to stand up and walk in the space like the flames. After a while, the flames can get bigger, and so the children's movements have to become bigger. Then, the flames can get smaller – so small, that the children have to lie on the floor again. Upon lying on the floor, they

Water. Then, children are told to think of the water. They are instructed to approach the water and touch it (it's not too cold). After a while, the children become the water, and they are asked to start moving like waves on the floor. When comfortable with the movement, they are told to stand up and walk in the space like the waves. After a while, the waves get bigger, and so the children's movements have to become bigger. Then, the waves can become small, until the sea is calm. At this point, the children are asked to lie back on the floor and shake off the water element.

Wind. Next up, children are told to think of the wind. They are instructed to feel the breeze on their face and body. After a while, they become the wind and they are asked to start moving like the wind on the floor. When comfortable with the movement, they are told to stand up and walk in the space like the flames. After a while, the wind gets stronger, and so the children's movements have to become bigger. Then, the wind can become a little breeze. Eventually, the children are asked to lie on the floor and shake off the wind element.

Earth. At last, children are told to think of the earth (the trees, the flowers, the grass, the soil, the rocks). They are instructed to feel the earth on their back and touch the grass. After a while, the children become one with the earth, and they are asked to start moving like the earth, still lying on the floor. When comfortable with the movement, they are told to stand up and walk in the space like the earth (they can be trees, flowers, grass, soil, rocks). After a while, the earth starts to shake (as if there's an earthquake), and so the children's movements have to become bigger. Then, the earthquake stops and the earth stands still. The children are asked to shake off the water element.

Variation 1. To make the exercise more challenging, students can be asked to speak like the elements and explore the qualities of the voice as the elements get bigger (shouting) and smaller (whispering). A specific phrase can be used or students can improvise on the content of the speech. **Variation 2.** Students can choose an element to present themselves as to the group; then, the group have to guess the element. **Variation 3.** Each student can choose an element to transform in; then, divided in small groups, students can devise short stories with the elements as the main characters.

AIMS:

- Developing creativity.
- Engaging the body.
- Engaging the voice.
- Presenting to a group.
- Working in a team.



Follow Me

Students are in pairs. One person wears a blindfold (A), while the other does not (B). B is asked to hold A and take them to a journey around the space. They should not be walking fast and they should protect them from bumping into obstacles and people. After a few minutes, the students swap: As become Bs and have to take the lead.

- AIMS:
- Building trust.
 - Focusing.
 - Listening.
 - Working as a group.



I kind of had to use my hands to see where I was and guess where I was ... It was really funny. It felt a bit weird

If you don't trust someone, they won't find out you're trusting them, so they won't do the right thing

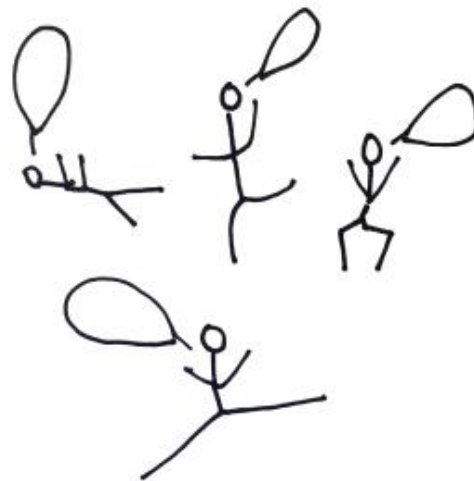
Gesture Name Game

Students stand in a circle. Each student has to state their name “in their loud actor’s voice” and add a gesture/pose/action. After a student has their turn, all students repeat the students’ name and gesture/pose/ action as a chorus.

Variation This activity can become more challenging by having students repeat all previous names/gestures before adding a new one (like ‘I went to the shop and bought...’).

AIMS:

- Getting to know each other.
- Presenting to a group.



We got learn each other's names but in different actions

It was nice just making up our own actions... We put our imagination to the test

It was good to get to know everybody and you could learn new moves

Gold Stars

Each student has a template gold star. On one side they have a picture of something they have won a gold star for in the past. On the other side they draw three things they would like to win gold stars for in the future. Students take it in turns to present their gold stars to the rest of the group.

AIMS:

- Building trust.
- Presenting to a group.



Guess Who Charades

Children either act like a character from a (target) book, or describe them only using movement and gesture, but no words. Pictures can be used as prompts, if needed. The activity can extend to animals or objects in the book, like rabbits and trees.

AIMS:

- Developing creativity.
- Engaging the body.
- Presenting to a group.



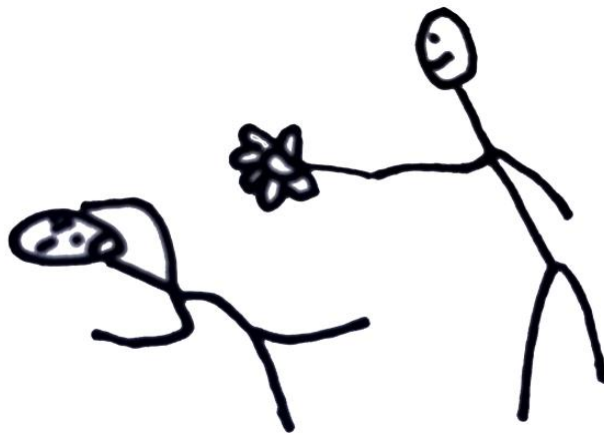
I actually kind of had a tricky bit because I had to do fragile...I guess I tried to carry something very fragile..

Recreating Zog

In groups, students have to decide what their challenge/remedy/solution is going to be to replace the problem in the original story.

AIMS:

- Developing creativity.
- Presenting to a group.
- Working in a team.



It's fun acting and maybe one time I'll be an actor

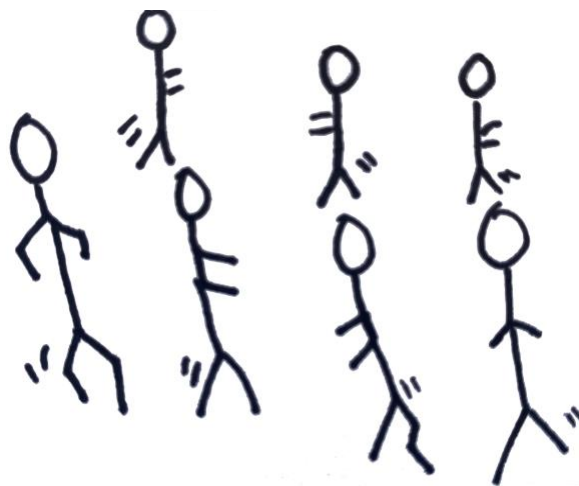
My group's imagination was massive

Walking, Gears and Commands

Students walk in the space for 3-5 minutes as if they're going somewhere. They should not walk too fast or too slow, must not bump into others and they should focus on their walk. **Gears.** Students are then told that there are 5 walking gears - 1 is super-slow and 5 is super-fast, with 'normal' walking being Gear 3. Students keep walking while the facilitator shouts the gears. **Commands.** Then, students are told to keep walking until they hear a command (e.g., freeze, clap, jump) at which point they have to stop, perform the command, and continue walking as a group. To make this exercise even more challenging, the commands and actions can be mixed up: freeze = clap; clap = jump; jump = freeze.

AIMS:

- Focusing.
- Following rules.
- Listening.
- Working as a group.



The first motion, it was so funny, and the slow motion, it was, like, quite funny

I loved it. I was walking so slowly because it was peaceful

Zip-Zap-Boing

Students stand in a circle and have to pass the energy around the circle.

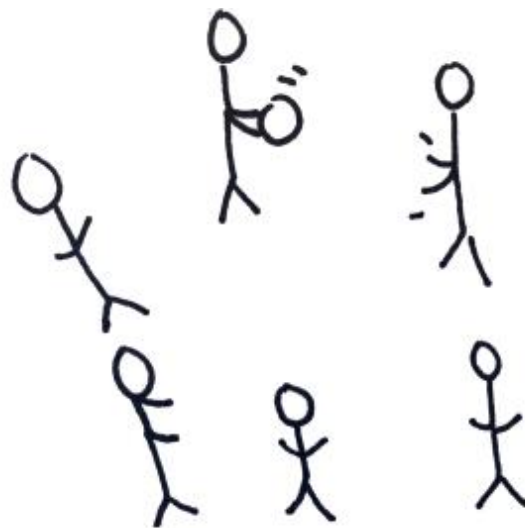
Step 1: Zip. If students want to pass the energy to the person on their right, they need to clap their hands together and say 'zip'. If they want to pass the energy to the person on their left, they need to clap their hands together and also say 'zip'. Students can choose whether they pass on the energy to the right or to the left when they receive it.

Step 2: Zap. If students want to pass the energy to someone opposite in the circle, they need to clap their hands together and say 'zap'. The person that receives the energy can pass on the energy to the person on their right ('zip'), the person on their left ('zip'), or another person across the room ('zap').

Step 3: Boing. If students do not want to get the energy that someone else gives them, they have to cross their arms and say 'boing'. After introducing all steps, play the game. If a student gets confused, or is too slow, they lose and have to step out of the circle until only two remain.

AIMS:

- Building trust.
- Focusing.
- Following rules.



It was like a think fast game!

I like the movement in it, and it was kind of just really fast

3 things in Common

Students are divided into groups of 3 depending on their location in the space. Students in each group first introduce themselves and then try to find 3 things that everyone in the group has in common. Each group presents their names and 3 things in common.

AIMS:

- Getting to know each other.
- Presenting to a group.



