

Classroom Online Resource Document (CORD) prepared by Clark Barclay

Materials needed: something small and soft to pass around (eg bean bags, felt cloth, pillows, etc.)

Space requirement: Large enough space for free movement (cleared classroom, MPR, gym, etc.)

I FEEL GOOD!

Drama activities for grades 2-12

Gain skills in acting, coordination, and rhythm through games and team-building activities.

Breathe out the bad, breathe in the good.

Drama relieves stress, improves concentration, and raises self-confidence. But above all, it's fun!

THE 3 RULES: R.E.F.

RESPECT
ENCOURAGE
FUN



In this feel-good workshop, student will participate in an array of on-your-feet activities focused on classroom unity and exploring individuality. Kinetic activities shake up the often sedentary aspect of schooling and allow students to momentarily disconnect from their routine. Consequently, students will

gain self-confidence from learning new skills and discovering their talents. Additionally, students will have the opportunity to break down borders within the classroom and strengthen as a team. Afterward, these activities will leave a lasting impression, individually and collectively. This workshop will contribute to improving learning skills, lowering stress, and eradicating bullying.

The activities are divided into five stages.

LESSON OUTLINE:

1. BARRIER BREAKERS
 - Ice breakers, stretches, relaxation and focus, face and body exploration
2. WARM-UPS
 - Floor and circle crossings, group and leader
3. MOVEMENT & IMAGINATION
 - Improv, comedy, sensory
4. IMPROV w/ PARTNER
 - Creativity, comedy, coordination, trust
5. RELAXATION & BRAIN
 - Improv storytelling, accepting circle, sensory improv, relaxation, applause



WARM UPS & BARRIER BREAKERS

STRETCH (touch toes, reach for the sky)
SHAKE IT OUT, LIP FLUTTERING
SHAKE YOUR PARTNERS HAND
RELAXTION EXERCISE

FACE GAME: big, small, happy, sad, pouty, mad, silly, BIG, small

WARMER WARM UPS

ENERGY 1-10

Everyone is positioned in a big circle, squatting down. All participants count 1 to 10. This is done in unison -- moving up slowly with increasing energy level. 1 is

barely audible, 10 is as loud as possible—with everyone standing straight, hands reaching up. It's important to watch each other, to ensure all are at the same energy level. Also make sure that the increase in energy is very gradual.

PT. 1: EVERYONE CROSS THE FLOOR

jump, skip, hop, backwards...then...

PT. 2:

Everyone is numbered around the circle as 1, 2, OR 3. The leader call a number such as 2. All number 2's must cross the circle in one role of leader's choice as:

- A ballerina
- A panther
- A moonwalker
- Someone who's stuck in the mud.....
- A fashion model.....
- Whatever your imagination comes up with!

After all the number 2's cross cross the circle—a different number is called; they are told to cross the circle in the manner the lead directs.

YES! LET'S _____!

This is an excellent warm-up, and great introduction to Accepting .

Pick a group activity, such as throwing a party or organizing a picnic. One player starts, saying, "Let's _____" filling in what he/she wants to do. Then he/she actually starts doing what he/she said she wanted to do. A second player jumps in, saying "Let's _____." (It's doing something else-- to advance the group activity) Both players say "Yes, let's do that" and start doing whatever was suggested. The third player jumps in and suggests what to do--- and again all the players loudly agree to do it, and actually do it. Continue till everyone has suggested something.

Examples: swim, run in place, make a bed, make a sandwich, read a book, drive a car, fold clothes.

MOVEMENT & IMAGINATION ACTIVITES

POPCORN (play sound FX)

Everyone finds themselves a spot, and squats down. The facilitator talks the group through the exercise.

- "Everyone is a piece of corn, the floor is a big pan, and we're going to make popcorn. --- We slowly start heating the pan"... As the pan gets hotter, the corn starts to `pop`. A player `pops` by jumping up, clapping hands above their head, and saying `pop`. Make sure the `popping` starts gradually, `popping` is a group thing, and in the end, `popping` should stop.
- Variation: Forget to take the pan off the fireplace, and have the popcorn start burning.

ALIEN, COW, LAMP POST

Everyone is in a circle. There are 3 things a player can be:

- An Alien: hold you index fingers up next to your head, as little antenna's and say `Bleeb bleeb`, bending inwards into the circle.
- A Cow: bend forward, hold your right hand on your tummy and go `Moooo`
- A Lamp Post: Stand still, upright, arms straight down like a pencil.

On your signal, each player decides to become one of the three. The idea is for everyone to become the same, which obviously won't be the case, the first time. Re-do this until everyone is in sync.

Reflect: What did you notice? How did you decide which thing to be?



PARTNER ACTIVITIES

- Carry on a "conversation" with another person using only that person's name. See the range of meaning you can communicate through voice inflection, facial expression and gestures.

ARTISTS AND BLOBS (play classical music)

Have children work in 2 or 3 person teams. Ask each team to pick an 'A' and a 'B'. 'A's' are the artists...and 'B's' are the blobs. The artist (s) forms his/her partner into some kind of statue. The blob relaxes as much as possible until the statue is formed, then tries to hold that pose. When the music stops artists walk about and admire each other's creations! Then switch!

PILLOWS

Two partners share one pillow. Experiment with different ways of giving and taking the pillow (or anything soft). Make it something very valuable and precious. Make it something vile and distasteful. Make it very heavy. Make it light. Make it prickly. Pretend that it's an injured cat, a hot plate, snow, etc.

RELAXATION /BRAIN ACTIVITIES

ONE WORD AT A TIME STORY (high school/drama students only)

This is an exercise to train group narrative. All players sit in a circle. A story is told one word at a time. Each player provides one word of a sentence. The end of a sentence can be indicated by a player saying `period` although that is not necessary.

This is more difficult than it sounds, especially with newbies. If you're working with novice players have them try a familiar story-such as Snow White & the Seven Dwarfs. Summarize the story before they get started, to make sure they're all on the same story. Don't be surprised if gagsters manage to smuggle atomic bombs and crashing aircraft into the story. If so, ask the group if they can see/understand the reasons why their story isn't as it could be. If the group is large- divide it into 2 or more story circles.

ACCEPTING CIRCLE (high school/drama students only)

- Put everyone in a big circle. One player starts by making a little gesture, perhaps with a little sound.
- His or her neighbor then tries and does exactly the same. This continues around the circle. Although we expect the gesture/sound not to change, it will!
- Watch for movements that suddenly change left/right arm or leg. This is not supposed to happen, but it will. Once happened, it should be accepted by the next player.
- Also watch/listen for little moans or sighs that players might make before or after their turn - these should also be taken over by the next player.

STIMULATION

Ask children to relax and explore their five senses by PRETENDING to:

TOUCH

- A hot stove
- Icicles
- Sharp tacks
- A puppy

TASTE

- A sour lemon
- Their favorite candy
- Tacos, spinach, etc.

HEAR...

- A gentle wind
- Underwater sounds (bubbles)
- A whistle

SEE

- A car coming far away and towards you
- A giant
- An ant
- A HUGE spider!

SMELL...

- Freshly baked bread
- A skunk
- Perfume
- Onions

END CLASS WITH:

A RELAXATION EXERCISE (breathing, meditation, stretching, etc.)
A ROUND OF APPLAUSE

