

Additional Drama Activities¹

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The following section presents the additional drama activities categorized by the three drama phases, i.e. warm-up, drama and cool-down phase, as well as by the verbal challenge, ranging from verbal to non-verbal. Moreover, the printables provide further suggestions, alternatives and modifications that can be used to vary or differentiate. They can be printed out, folded in the middle and are ready to be slipped into the teacher's pocket, thus becoming drama to go in no time!

1. Warm-up Activities

1.1 Acting Like (verbal/non-verbal)

Social Form:	class
Aim(s):	<ul style="list-style-type: none">• warming up• beginning a drama lesson
Material/ Props:	Prepare little pieces of paper to serve as activity/adverb cards
Duration:	depending on the number of students; about 8 minutes
Procedure:	Hand out two pieces of paper to every student: One is an activity card (e.g. "playing the guitar"); the other one is an adverb card (e.g. "aggressively"). Then, ask the first actor/actress to combine the activity with the adverb and to act it out. The rest of the class tries to name the activity and the adverb.
Variation:	Use activity cards with fixed phrases or proverbs, e.g. "God save the Queen", "A chain is only as strong as its weakest link" in combination with adverbs referring to moods (mood cards), e.g. "angrily" or "friendly". Each student reads out the sentence according to the mood indicated by the mood card.



¹ For further considerations and teaching suggestions see:
Sambanis, Michaela (2013). *Fremdsprachenunterricht und Neurowissenschaften*, Tübingen: Narr (especially chapter IV: Bewegung & Lernen, and chapter V: Dramapädagogik). 19,99 Euro. <http://www.narr-shop.de/index.php/fremdsprachenunterricht-und-neurowissenschaften.html>

1.2 Strike a Pose (non-verbal)

Social Form: class

Aim(s):

- warming up
- beginning a drama lesson
- reading and copying body movements

Material/ Props: none

Duration: less than 5 minutes

Procedure: Ask the students to secretly choose a partner. Then, all students close their eyes. As a signal for the students to reopen their eyes, use a sound. Upon this, students get up, and carefully walk around in the room trying to copy their secret partner's movements while, in many cases, getting copied themselves.

Based on: <http://kidactivities.net/category/literacy-drama-and-drama-games.aspx>

2. Drama/ Main Activities

2.1 Walking Emotions (verbal)

Social Form: class/audience

Aim(s):

- expressing emotions
- training intonation skills
- training presentation skills

Material/ Props: different sentences, chair ("hot seat")

Duration: 10-15 minutes

Procedure: Place a "hot seat" (chair) right in the center of the classroom. Then, hand out paper slips with different sentences to the students so that each student gets one sentence. First, the students walk around with the paper slips in hand and practice the sentences using different tones and voices, miming various emotions. If a student feels ready, he/she sits in the "hot seat", the others freeze, and the student in the center reads out his/her sentence. Encourage the other students to repeat the sentence and/or to applaud. After the presentation, the student may take another paper slip and start over, while one of the other students may take the "hot seat".

Based on: Elena, D. (2011): Dramapädagogik für Englisch in der Sekundarstufe. Buxtehude: AOL.



2.2 Credible (verbal)

Social Form:	class/audience
Aim(s):	<ul style="list-style-type: none">• collaborative experience based on a story• training verbal and non-verbal communication skills• finding out true as well as fictional aspects of an experience-based story
Material/ Props:	none
Duration:	10-15 minutes
Procedure:	Ask two students to leave the room and create a story including true as well as false elements. The first student comes back to class and tells his/her version of the story. Then, the class asks questions. Set a limit of three to five minutes for the questioning. Afterwards, the second student comes back to class and tells his/her version. Again, the class asks questions about the story. Comparing the answers of both storytellers, the class decides which aspects of the story were true and which were false. The storytellers confirm or deny those guesses (“Yes, you’re right. I’ve made that up.”, “I’m afraid you’re wrong. This was correct.”).
Variation:	You can provide a short text to trigger the initial creation of a story.

3. Cool-Down Activities

3.1 Stepping out of the Role (non-verbal)

Social Form:	individual
Aim(s):	<ul style="list-style-type: none">• calming down• ending the drama-oriented phase
Material/ Props:	none
Duration:	less than 3 minutes
Procedure:	After the dramatization, the students pretend to step out of their role by pretending to take off their imaginary costumes.
Based on:	Elena, D. (2011): Dramapädagogik für Englisch in der Sekundarstufe. Buxtehude: AOL.



3.2 Chinese Mime (non-verbal)

Social Form: class

Aim(s):

- calming down
- ending the drama-oriented phase

Material/ Props: none

Duration: 5-10 minutes

Procedure: The students sit in a circle and close their eyes. One student is named to be the first mime. After a while (time to come up with an idea about what to mime!), the mime taps his/her neighbour lightly on the shoulder, and the student opens his/her eyes to watch the mime. Then, it is up to student 2 to pass the mime on to his/her neighbour. When the mime reaches the end of the circle, all students have the chance to compare the last student's and the first student's mimes.

Based on: <http://www.teachit.co.uk/attachments/games.pdf>