

Drama worksheet/.planner

Planning a workshop

The most important information you need to decide before starting a games/ drama workshop is:

No. of children attending

Age range of children attending

Size and safety of area/ space in which workshop is being lead

Any children with any medical conditions etc.

Length of workshop

Will there be any helpers

Materials and equipment required

Running a workshop

I personally prefer to break my workshops into three sections:

- a) Warm up exercises and games
- b) Main section of workshop
- c) Show work, discussion, wind down games.

Top tip

When starting workshop introduce control method as early as the first game. I. E. If at anytime during the workshop you or any helpers raise your arm in the air: this means the whole group have to stop, sit and be silent where ever they are. Each time you use this control method you should encourage the group to follow the instruction more quickly. If this works well, it will save your voice as you should not need to raise your voice.

It is best to introduce this control method during tig games at the beginning of the session.

I have listed some tried and tested games and some favourites too. I have also numbered them so that you can match games to different sections of the workshop session.

Try to create your own workshop now: Choose 3 or 4 games from section 1. Followed by 1 name game and 1 of the other drama exercises in section 2. Chat about work done and finish your workshop with 2 or 3 of the games in section 3.

Remember: The games take practice. Like the spider keep trying them, until your technique and confidence improves. Kids enjoy most games.

Section 1 – Exercises and warm up games:

1a. Tunnel tig: If caught stand with legs apart, can be freed by someone crawling through legs.

1b. Chain tig: As caught link up to catch others.

1c Tail tig: Everyody has a tail (strind tucked into belt), out if you lose the tail, get as many tails as possible.

1d. Skittles/ dodge ball: Soft ball thrown to hit others below knees. Can't move with ball but can pass to others who have been tiggged to gain better position.

1e. Hospital tig: Have to hold part of anatomy that you are tiggged on.

1f. ochd chasach/ octopus: Everybody has to get from one side of hall to the other, on the command, ‘’ochd chasach’’. One person can tig people by hitting them below the knee with a soft ball. When a player is tiggged they must stand on that spot and become tentacles of the octopus. This means they can also tig players with their hands but they are not allowed to move feet from floor in order to do so.

1g. Points of contact: In small groups move across the room the room as one group with a set number of points of contact (when you are standing you have two points of contact). These points of contact may not have to be feet e.g. 3 feet, a back and a bum!

1h. Tip Tap Tig: 2 teams, tips and taps. Tig by ‘tipping’ or ‘tapping’ on top of opponents head. If tiggged go to opponents camp where you can be released by your own team tipping or tapping you. In theory a never ending game.

1i. A Machine: Group makes a machine e.g. a machine for lighting the stars at night, a human wash (as opposed to a car wash). Add sounds.

1j. Who me? Yes You: Sit in a circle. Number round each person. Number one starts and says ‘number 8’. 8 replies ‘who me?’ one says ‘yes you’, 8 replies ‘not me?’ one says ‘then who?’. 8 then says ‘number 14’ etc. Done to a rhythm. Mistakes and you’re out but stay in circle. Call an ‘out’ number and you’re out. After choosing 3 or 4 games to play with the group, sit down in a circle (if not already).

If the group are not familiar play a name game to help learn names or simply play it for fun.

2a. Hello: Say 'hello' to everybody in the group by; shaking hands, rubbing elbows, knees, noses, etc.

2b. Each person tells their name and does a movement/ action, which the rest of the group have to copy.

2c. Shapes: In groups, call out a shape e.g. smallest, longest, tallest, biggest, the letter 'R', a five pointed star etc. Group must make shape instantly without talking. Now call out objects e.g. an armchair with somebody sitting in it, a washing machine, a ham sandwich, a slide, a typewriter etc. Again the group must form the object instantly without talking. If an object 'works like a typewriter, it must be seen in operation.

Once the group have tried and tested six shapes, give them 5 minutes to create a story using the shapes and movement. Perform story to rest of group.

This is a good technique for developing issue and theme based stories.

2d. Tableau/ Cartoon: Using the idea of film frames as frozen pictures. Tell a story (with no soundtrack initially). Develop this to single person in a frame, the next person being the same character in a new position, add together; initially specify incident e.g. slipping on a banana skin, progress to not specifying incident, see how people add on. Develop this to all in one frame and changing position on the beat of a drum. Add speech 'bubble' to dialogue on all the above.

This is a good technique for teaching and showing fairytale stories.

2e. Family photos: In groups construct a family photo. Facial expressions, standing positions etc. May indicate family relationships, problems, quarrels etc. 'Photo' can be questioned to find out what is going on in the family.

This technique can also be used to develop stories by creating what happens in the 2nd, 3rd, 4th photo etc by adding them all together and performing.

2f. In Threes: 1) 'A' asks 'B' questions who answers whilst copying moves made by 'C', these moves perhaps reflecting what is being said;

2) develop this to 'A' telling a story that 'B' acts out. 'A' may say 'he/she said' which indicates the actors' should be put in their own dialogue. 3) Use others as voices of actors'. 4) Actors' repeat the lines. 5) Just the actors.

If the group has been working on one of the above exercises, you should always make time to let each group see what each group has done.

3a. Always have a group chat about the work done in each session.

Finish off the session with one or two games from the following

3b. Wink Murder: In a circle. Detective goes outside. A murderer is chosen. Murderer kills by winking at victims. Detective must catch murderer in act of winking.

3c. Worms: One person in centre of circle. Ask them questions. They must always answer worms (or any other phrase) without laughing. If they laugh somebody else takes their place.

3d. I'm Going: First person says "I'm going to the moon and I'm going to take a" Then names an object. You can only go to the moon if the object begins with the same name letter as your first name e.g. David may take a dog, Fiona a football etc.

3e. Just a minute: Talk for a minute on a subject e.g. sand, fish and chips. No hesitation, repetitions etc. Good exercise for recapping on the days work.

3f. Sitting on Knees: The whole group has to stand shoulder to shoulder in a circle. Then everybody has to turn 90 degrees to the right. Everybody puts their hands on the shoulders of the person in front of them. Everybody should take a small step in to the centre of the circle. The circle should be kept tight. On the count of three everybody should slowly bend down and end up sitting on the knee of the person behind them. (This exercise should be supervised throughout).

Other games for young people.

Sharks/ Islands: Areas designated as 'safe' (e.g. mats, pieces of old newspaper) on 'sharks!' get on safe area before being caught. Help people to safety, don't push them off!!

Fruit bowl/ station: Sitting on chairs in circle. Give people name of fruit/ station e.g. apple, orange, grape, apple, orange, grapeetc. Call out one e.g. 'apples'. All apples change, person doing calling has to get a seat. Person without seat calls next fruit. A call of 'fruit salad' means everyone must change.

Let's be: Run around. Shout out 'let's be swordsmen!' All reply 'yeah!' and do it. Point to somebody who calls 'lets be 'frogs!' etc.

I went to market: In a circle. First person says 'I went to market and I bought a dog'. Second person says what first person bought and what they bought and so on. The market stall can be specified e.g. shoes or a mime can go with each object.

Mime. Everbody gets a partner. One is (A) and the other is (B). They take it in turn to mime a daily activity to each other. The partner has to guess what they are doing.

All of the games and exercises mentioned are fairly adaptable with stimuli to suit different age groups.

If you still find none of the above games suit your particular age group, please feel free to contact me via the Hi-Arts contact list in Inverness.

Emergency Tip:

Remember: If you are can't think of a game to play, just ask the children in your group. They are always keen to offer suggestions of games that they would like to play.

Good luck with your workshop and keep trying games as it will take a little practice and before you know it their will be no stopping you!

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