

# DRAMA



# BOOKLET

Parents and students,

The Drama activities below, are ones which focus upon the core elements of Drama

**Role, character and relationships**

- Role and character - for example, creating the inner and outer world of a character; differentiating between characters and stereotypes
- Relationships - analysing and portraying how relationships influence character development
- Situation - sustaining a fictional setting using space and time

**Voice and movement**

- Voice - varying voice, for example, clarity, pace, volume and projection
- Movement - using movement, facial expression and gestures to create and sustain belief in character and situation
- Focus - framing drama to highlight and communicate key story elements and characters' motivations

All students in years 2-6 can access them, with some assistance. They are set out in categories focusing on improvisation and characterisation and activities focussing on improving speech and language skills. Students are welcome to work through a selection of the activities; there is no set order or sequence. Drama is primarily a group process and these activities have been adjusted so that students may undertake them individually, however it may be more engaging and enjoyable for students if they could work with siblings or other family members on the tasks.

## **Improvisation and characterisation activities**

### **Non-stop**

In this task you will have to present a monologue on some topic for 1 minute without any stops or time for preparation. You should try to avoid any pauses and your speech should sound like you've been preparing it for a long time.

At first choose the topics you are familiar with, then move on to the once that you hardly know anything about. Or increase the length of your talk to 2 minutes. This exercise will help you to develop your skills of improvisation.

### **PROP BOX**

A box of props and simple costumes can be a very useful resource when you are doing drama. It can include shawls, hats, badges, shirts, cloaks, pieces of material. Select a piece of costume or a prop and give yourself 2 minutes to create a character with a name, a way of walking, and gestures. Think of answers to these important questions Who are you, Where do you come from, What are some special things about you. Then improvise a short speech where you introduce yourself and tell your audience all about you.

### **HATS**

Search around the house and find a selection of hats; beanies, caps, shower cap, school hats, crown, gardening hat. Then select one of the hats and create a character that would wear that type of hat.

- Then improvise a short speech where you introduce yourself and tell your audience all about you.
- Or get creative and take series of photos showing this character doing something. Eg. Pic 1. A gardener digging a hole, Pic 2. Getting frightened, Pic 3. Realising it's the garden hose and not a snake. Then tell a story in role retelling the events of the photos

## **TELL ME A STORY**

This is an exercise that focuses on developing your storytelling and characterisation skills. Tell a story to a few chairs or your favourite toys. Any story will do it can be a story that you know already, like a fairy tale or one that you make up from your imagination.

The first time you tell the story focus on your vocal expression, change your volume, pace and pitch to make it sound interesting.

Then, as you get more confident start to act out the roles of the different characters.

### **Monologues (Suggested for year 4-6)**

A monologue is a speech presented by a single character, most often to express their thoughts aloud, though sometimes also to directly address another character or the audience.

Choose one of the monologues below and read it carefully. Answer the following questions

1. Who is the character speaking?
2. Are they Male/female,
3. How old do you think they are?
4. Who are they speaking to?
5. Where is this scene, taking place?
6. How is the character feeling throughout the monologue, do their feelings change?

Once you have analysed the text, use the information to help you create your character.

- What will their voice sound like?.
- What gestures or actions will they use to help communicate who they are and how they feel?
- How will use facial expressions to show how they feel.

Practice saying the monologue, try and learn it so you don't need to use the script.

Maybe use costumes or simple props

Film yourself.

### 1. ABE

*Abe's dad is trying to teach him to play baseball on a hot summer day.*

Dad, I'm sick of this. The mosquitoes are eating me alive. Can't we go inside now? I don't really have to learn to play baseball. It's OK. I think I get it now. Eyes on the ball. Right.

Maybe I'm just not any good at this. Maybe I never will be. But a guy can only be hit in the head with a baseball so many times. I'm kinda sick of this game. I don't think I want to play any more. I'll just quit the team. Can't I just quit, Dad?

### 2. LOUIS

*Louis is a picky eater. He only eats hot dogs. He's over at his friend Jack's house, and Jack's mom, Mrs. Jones, doesn't have any hot dogs.*

No, I'm sorry, Mrs. Jones, I don't eat that. I only eat hot dogs. You don't have hot dogs? Oh. Well, maybe I should go home then. That's all I eat. Hot dogs for breakfast, lunch, and dinner. Sometimes I eat two or three instead of just one.

My mom says I'll grow out of it someday. I doubt it. I love hot dogs. My little sister is worse. She only eats chicken soup. She sticks her pigtails in the soup and sucks it out of her hair. It's disgusting. Well, tell Jack I'll see him later. I've got to go home and have a few hot dogs. I think it's a three-hot-dog day. See you later, Mrs. Jones!

### 3. BEAN

*Bean is playing hide and seek with a bunch of boys. She can't find anybody.*

Hey, where did everybody go? I give up! I counted to a hundred, like you said. It took a really long time. Where is everybody? I said I give up! I can't find you!

I've been looking for ages. Can anybody hear me? This isn't funny any more, you guys. Come out, come out, wherever you are! Come on, guys. Let's play a different game! We could play tag outside. Or maybe we could have a snack and play video games. I'll let you guys play first! I promise! Just come out. I can't find you, OK? I give up. What more do you want from me? Guys? Hey, guys?

#### 4. Kid Hero (Boy or Girl)

I've always dreamed of being a hero. I've tried everything to become super. I let a spider bite me... no spider powers; just lots of itching. I tried standing too close to the microwave oven hoping the radiation would change me. Nothing. And I got in trouble for making so many bags of popcorn. But I took it all to school and had a popcorn party. I was a hero that day. So I guess it kinda worked.

I love being a hero. I love helping people. I love making them happy. And I hate bad guys. I hate creeps who hurt people.

There's this kid at school... he is always hurting everyone. I am sick of him hurting us. I just need those super powers. I need something that will make him stop!

Maybe if I eat more of the school lunches. They look radioactive. If I get enough green hotdogs and brown ketchup in me... something is bound to happen. (excited)

And I need a catch phrase like "gonna smoosh me a baddie"... and a cool costume... actually last time I was in the bathroom, I saw the perfect superhero name. Protecto! Instead of a telephone booth like superman, I could use a bathroom stall and those Protecto seat covers could be a cape... and make a toilet paper mask. Nothing scares bad guys more than bathroom stuff. (thinks then frowns) Or maybe it will really make them want to give me a swirly. I better rethink this.

#### 5. Charlie & The Chocolate Factory (Roald Dahl)

Slugworth:

I congratulate you, little boy. Well done. You found the fifth Golden Ticket. May I introduce myself. Arthur Slugworth, President of Slugworth Chocolates, Incorporated. Now listen carefully because I'm going to make you very rich indeed. Mr. Wonka is at this moment working on a fantastic invention: the Everlasting Gobstopper. If he succeeds, he'll ruin me. So all I want you to do is to get hold of just one Everlasting Gobstopper and bring it to me so that I can find the secret formula. Your reward will be ten thousand of these. (he flips through a stack of money) Think it over, will you. A new house for your family, and good food and comfort for the rest of their lives. And don't forget the name: Everlastin1g Gobstopper.

## 6. TIMMY

*Timmy tries to convince his mom that his messy room is not his fault.*

Mom, it's not my fault my room's a mess! Me and Anthony were playing with his new racecars. Only four of them. And we heard a weird noise outside, so we opened the window. This huge spaceship landed and a slimy, green alien with three heads came out and jumped in the window. Anthony tried to shoot him with my zapper gun, but it didn't even hurt him — he just got real mad. So he knocked all the books off my shelf and picked up my toy box with his long, purple antennas and dumped it all over my room. So I threw a Frisbee at him and it bonked him on his third head and he slimed out the window and the spaceship disappeared into the sky. Geez, Mom, you should be happy I'm still alive.

## 7. LEE

*Lee's dad is watching the news. Lee wants to watch cartoons instead.*

Why do you watch the news every night, Dad? It's booooooring. It's always the same. The news is just a bunch of guys talking. It's JUST SO BORING! Can't we watch the cartoon channel? Don't you like to laugh? I feel like my head is going to explode all over this room I'm so bored—Pow! Splat! Smush! Here, I'll be the news guy: "Tonight everyone is very boring in the whole world. The whole world is boring and bunch of other guys said boring things and the weather is boring. Have a boring night. I'm boring. Good night." That's it! I just did the news for you. Now you don't have to watch it! Let's watch cartoons!

## 8. ALICIA

*Alicia is a princess who doesn't like boys. She is talking to her father, the king.*

Daddy, I don't want to be a princess anymore. I like the pretty dresses and I sort of like the dancing, but ... why do I have to dance with boys? I really don't like boys. The last boy I danced with told me about all the worms he ate. How he'd get his servants to search far and wide for the fattest, juiciest worms in the kingdom. I almost puked on my pretty slippers, Daddy! It was gross. I could just dance by myself from now on. And you, of course, because you're my dad and not a boy. But I just cannot stand another day of dancing with worm-eaters!

### 9. SHONDA

*Shonda wants to help her mom bake in the kitchen. She wants to be a chef when she grows up.*

Mom, can I help? Why not? I'm good at baking. I do not make a mess! I do a good job. Can we make cookies? Chocolate chip? Everybody likes cookies. I'm done with my homework. So I can help you. Please? I want to be Rachel Ray when I grow up. Can I use the rolling pin? I like the rolling pin. You want me to watch TV? I never get to help. You told me you'd teach me to cook when I'm older, and I'm older now. I know you told me that last week, so I'm a whole week older now. I just want to help, Mommy!

### 10. ADDY

*Addy fell asleep while chewing gum. Now it's stuck in her hair!*

(Screams.) Look what happened! Oh no, oh no, oh noooooo! What am I going to do? It won't come out! No, Mom, you can't cut my hair! There must be another way! This is all Daddy's fault. He gave me that Hubba Bubba gum. Two whole pieces! I can't help that I fell asleep. My hair will be way too short if you cut it! Can't you wash it out? Isn't there anything we can do? I don't want to lose all my hair!

### 11. MANDY

*Mandy helps her little sister learn what is true and what is make-believe.*

There's no such thing as real fairies! Think about it. If they existed, we'd see them caught in our bug zapper. Or we'd feel them get squashed under our bare feet in the grass. If you can't see them or feel them, they don't exist. That's why the only fairy that is real is the Tooth Fairy. I know that for a fact because she leaves me cold, hard cash. Now that's something you can feel.

### 12. NINA

*Nina just found out from her best friend, Ashley, that she wasn't invited to their friend Britney's sleepover party.*

Britney is having a party? Tonight? Oh. I guess ... I didn't get invited. Maybe she forgot? Or it got lost? I thought we were friends. Did everybody else get invited? That's so mean! I was never, ever mean to her. I don't like Britney! I don't care that I'm not going to a party. She's not my friend anymore. Why don't you come over to my house instead of going to her party? If you go to her party, you won't be my friend anymore, Ashley. I won't be friends with you, either



## **Activities to improve speaking skills**

Vocal warm up exercises are important for improving strength and control over your vocal muscles. Try some of these vocal warm ups to help improve your speaking skills.

### **Breathing Exercises**

When you control the breath, you control the voice.

- Inhale through the nose on a six count; exhale slowly with a closed mouth. Repeat four times.
- Inhale through the nose on a six count; exhale slowly with an open mouth. Repeat four times.
- Inhale through the nose on a six count; exhale slowly on a hum. Repeat four times.
- Inhale through the nose on a six count; exhale slowly on a hum into Ahhhhhh.” Repeat four

### **Relaxing the Jaw**

A tight jaw works against you.

- Make as wide a face as possible (wide open mouth, wide eyes). Then scrunch as tightly as possible. Alternate four times.
- Yawn on a descending scale.
- Chew imaginary bubblegum.
- Yawn on a descending scale.
- Chew thick peanut butter.
- Yawn on a descending scale.
- Chew stale toffee.
- Stick the tongue all the way out, the tip pointing down.
- Stick the tongue all the way out, the tip pointing up.
- Stick the tongue all the way out, the tip pointing to the left.
- Stick the tongue all the way out, the tip pointing to the right

## **Pitch/Volume/Tempo**

Using ROW ROW ROW YOUR BOAT, speak high/low, loud/soft, fast/slow. Change between each line.

## **Sounds like**

Using 'peas and carrots' as your dialogue, speak like a Queen, a monster, a witch, an old man, a comedian, your teacher, a doctor.

## **Gibberish Commands**

Done in pairs. The first person gives a command to the second person in gibberish. The second person has to figure out what the first person wants.

Find more vocal warm ups at these websites

<http://wgdramaclub.blogspot.com/p/vocal-warm-ups.html>

## **Tongue Twisters:**

Tongue twisters are a fun way to practice and improve articulation. Try practicing some of the tongue twisters below and see how quickly and clearly you can say them. Start slow and build up your speed and confidence. Record yourself, challenge a family member to see who can recite the tongue twister the best, draw a picture to illustrate the story that the tongue twister is telling.

1.

Peter Piper picked a peck of pickled peppers  
A peck of pickled peppers Peter Piper picked  
If Peter Piper picked a peck of pickled peppers  
Where's the peck of pickled peppers Peter Piper picked?

2.

Betty Botter bought some butter  
But she said the butter's bitter  
If I put it in my batter, it will make my batter bitter  
But a bit of better butter will make my batter better  
So 'twas better Betty Botter bought a bit of better butter

3.

How much wood would a woodchuck chuck if a woodchuck could chuck wood?  
He would chuck, he would, as much as he could, and chuck as much wood  
As a woodchuck would if a woodchuck could chuck wood

4.

She sells seashells by the seashore

5.

How can a clam cram in a clean cream can?

6.

I scream, you scream, we all scream for ice cream

7.

I saw Susie sitting in a shoeshine shop

8.

Susie works in a shoeshine shop. Where she shines she sits, and where she sits she shines

9.

Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?

10.

Can you can a can as a canner can can a can?

### **News time**

Write and practice a daily news report include important things like the day and date, the weather for the day and some exciting news items. You could even use things that are happening at home as the news items.

Eg:

Good morning and welcome to the daily news, I'm Glenda Goodwin and this is the news for Wednesday April 1<sup>st</sup>. There has been a lot of action in the kitchen this morning when mum was shocked to find that someone had used all the milk and put the empty milk carton back in the fridge. She is currently leading an investigation to discover the identity of the culprit. In sport, the backyard cricket game was forfeited after the opening batsman hit the ball over the fence and it was lost in the neighbours yard. Play will resume this afternoon.

## **Poetry**

**Poetry** is not only fun to write and perform but can help you develop lots of other skills as well. It helps in language development, creative language skills, writing skills, and self-expression

Try writing some of your own poems in the styles below, then practice saying them out loud for performance.

## **Awesome Acrostics**

**What It Is:** In an acrostic poem, a word or person's name is written vertically down the side of a page. These letters are used to begin each line of the poem. The acrostic, which usually does not rhyme, is written to characterize or describe the chosen word or person.

**What To Do:** Choose something or someone you love and know a lot about. It could be a sport, a pet a family member, DONUTS! and then attempt writing an acrostic poem about it. You could brainstorm some descriptive words first about the topic to help you get started.

**EG.**

**F**ishfingers covered in sauce

**O**ranges juicy and delicious

**O**bviously anything covered in chocolate is my favourite

**D**on't eat too much though, or you'll get a tummy ache!

---

## Laugh-Out-Loud Limericks

**What It Is:** A limerick is a funny, five-line rhyming poem. The first, second, and fifth lines rhyme, while the third and fourth rhyme with each other. Limericks tell a story but can be silly as silly as you like

**What to do:** Using the template below have a go at writing your own limerick.

**EG.**

There once was a man from Peru

Who dreamt he had eaten his shoe

He awoke in the night

With a terrible fright

To discover his dream had come true

There once was a \_\_\_\_\_

Who thought \_\_\_\_\_.

S/he \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

## Colourful Concrete Poems

**What It Is:** A concrete poem takes the shape of its subject. For example, a concrete poem about a lollipop is arranged in the shape of a lollipop.

**What To Do:** Choose an object, it could be something in the room with you, or something you can see out the window. Write down words or phrases, associated with their object. For example, you might make the following list about a lollipop: sweet, sticky on my fingers, surprise in the middle, flavors of the rainbow. Use these words and phrases to write a non-rhyming poem in the shape of a lollipop. The poem can be repeated, as necessary, to fill the space



OLIVER THE OCTOPUS

UNDERNEATH THE SEA

SWIMMING VERY SLOWLY

LOOKING FOR HIS TEA

MAKES A LITTLE BUBBLE

GIVES A LITTLE GRIN

"HI THERE, FISHES!  
COME ON IN!"

## Suggestive Sensory Poems

---

**What It Is:** A sensory poem, or five-senses poem, describes how a poet perceives what something looks like, tastes like, smells like, feels like, and sounds like. It does not need to rhyme.

**What To Do:** Review the five senses with your students and introduce the concept of a sensory poem. Give each student a clipboard, sheet of paper, and pencil. Have students write the following poem starter on their papers:

I see \_\_\_\_\_.

I taste \_\_\_\_\_.

I smell \_\_\_\_\_.

I feel \_\_\_\_\_.

I hear \_\_\_\_\_.

Take a walk around your house or garden and look for one particular thing you can describe in their poems. Remember that the poem must address all five senses, including taste, so you might want to stay close to the kitchen. Take notes, of what you sense during the walk.

---

## Syllabic Cinquains

**What It Is:** A cinquain is a five-line poem that conforms to the following pattern:

**Line 1:** one word that states the subject

**Line 2:** two words that describe the subject

**Line 3:** three words that tell an action about the subject

**Line 4:** four words that express a feeling about the subject

**Line 5:** one word that uses a synonym for the subject

**What to Do:** Read an example to students. (Go with the simpler version of the form, rather than adhering to a set number of syllables for each line.)

Eg.

*tree*

*white, tall*

*reaching, bending, fluttering*

*leaves and twigs in the wind*

*aspen*

## **Make a puppet**

Using materials you have at home such as old socks, wool, paper or cardboard, paper plates, colouring pencil, and glue make a puppet.

Now create some puppet stories,.

- you can make up your own
- retell a favourite fairytale or picture book that you are currently reading
- Go beyond the text and create a puppet story that shows us what happens to the characters after the story ends.

## **Additional Resources**

The websites listed below are full of drama games and activities that target specific drama skills. Many of the games are group based so why not get your whole family to join in the fun.

<https://www.dramatoolkit.co.uk/drama-games/category/voice-and-dialogue>

<http://www.bbbpress.com/dramagames/>

<https://dramaresource.com/drama-games/>