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

Alphabet Conversation

Have a conversation where each sentence begins with the next letter of the alphabet. This may seem difficult at first, but improves with practice. If you get stuck, you can also use sounds to start a sentence, for example ‘Mmmm’ or ‘tut-tut’. Here is an example:

A: Anyone seen my cat?
B: Black one, with funny eyes?
A: Can’t say I remember.
B: Don’t tell me you’ve forgotten what it looks like?
A: Every cat looks the same to me.
B: Fortunately, I found one yesterday
A: Gee, that’s great!

* You could also try beginning somewhere in the middle of the alphabet. Then when you reach ‘Z’, return to ‘A’ until you arrive back where you started
* Try setting the scene or location before you start
* It’s great for car journeys too!

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| Learning Objectives: | To develop verbal improvisation skillsTo practice the alphabet |
| Age Group: | 8+ |
| Participants: | Pairs or small groups |
| Recommended time for activity: | 10-20 minutes |

Catch My Name

A fun way of learning names. The group stands in a circle and begins by throwing a beanbag or bouncing a medium-sized ball, such as a children’s football, across the circle from one person to another. Make sure people are ready to throw and ready to catch. Eye contact is important.

Now, introduce yourself as you throw or bounce the ball across the circle – ‘Hi, I’m Robert’. Once everybody has had a go at that, continue the game but this time say the name of the person that you are throwing to – ‘Jessica to Kelvin’. The group should ensure that everybody receives the ball. One way of doing this is for everybody to hold one hand up until they have caught the ball, or each person folds their arms when they have thrown it.

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| Learning Objectives: | To learn namesTo develop awareness of eye-contactTo develop ball skills |
| Age Group: | 8+ |
| Participants: | Whole or small groups |
| Recommended time for activity: | 10-15 minutes |

* As a variation, the catcher can call out the name of the thrower
* Ask everybody to call out the name of the thrower
* More balls can be added in so that it develops into a Group Juggle.
* Don’t make name games into an actual test – people are less likely to learn names if they feel pressurised. Keep it light and enjoyable
* A useful adaptation for language learners – use word categories so that each person throwing the ball must say a word in the named category.

Imaginarium

**Age:** 7 to adult
**Players:** Whole Group
**Time:** 5-10 minutes
**Skills:** Creativity, Improvisation

*An amusing and unpredictable way to quickly develop a scene.*

The players stand in a circle and a theme is announced. One person steps forward and makes a freeze frame of an object or character related to the theme. As well as making the shape, the player should announce what she is, for example if the theme is the beach, she can say “I am a deck chair” or “I am a starfish”.

Other players add themselves into the scene by making objects or characters related to ones that are already there (announcing what they are each time) e.g beach towel, ice-cream, wave, sun, shark, swimmer, sunbather, beach ball. Everyone continues to hold their positions. The game ends when all players have stepped in or when enough ideas have been added. At this point the teacher says “Whoosh!” and the players step back to the edge of the circle.

Only one idea at a time should be added so that everyone can see and hear what is being included. Players should think about how their characters and objects relate to each other, how they can make interesting shapes and how they can use different levels (high, medium or low).

**Director’s Tips**

It’s best if players don’t plan but just keep throwing in new ideas. Instead of judging which objects and characters are ‘best’, try using the game as a brainstorming activity to create inspiring ideas for the group to choose from.

* Two or more players can step in at the same time if they think of an object to make together
* The director can say “Action!” and everyone brings the scene alive for a few moments through improvised sound and action
* A soundscape can be created by the characters/objects
* Use thought-tracking to find out what characters/objects are thinking
* Ask players to add one or two adjectives to describe what they are
* The game can be used to revise a topic, create ideas for writing or test comprehension of a story or play
* It can be helpful to take photos of the finished stage picture for future reference
* If you have a large group, it’s not necessary for everybody to step in – in fact it’s nice to have an audience. Those who didn’t take part can be the first to play in the next game.

Count To 20

This is one of the simplest, yet most challenging drama games. Sit or stand in a circle. The idea is for the group to count to twenty, one person saying one number at a time. Anybody can start the count. Then a different person says the next number – but if two or more people happen to speak at the same time, counting must start again from the beginning. It is possible to get to twenty if everybody really concentrates – but try and be relaxed as well.

* Try doing it with and without eye contact
* Other variations you can try include members of the group facing outwards and closing their eyes (difficult!) or counting back from twenty to one.

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| Learning Objectives: | To develop group awarenessReview numbers |
| Age Group: | 9+ |
| Participants: | Whole group |
| Recommended time for activity: | 10-15 minutes |

# Follow Your Nose

A movement exercise for the whole group. Move around the room, filling up the space, changing pace, changing direction, being aware of other people but not touching them. Now become aware of your nose. Let your nose lead you around the room. Follow it wherever it goes!

Develop this by focussing on different parts of the body, so that participants begin to discover new ways of moving. Very useful for dance or physical theatre, or simply for discovering movement ideas for characters. Try being led by your stomach, your little toe, your knee, your back and so on.

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| Learning Objectives: | To develop physical movementTo cooperate in group workReview body parts |
| Age Group: | 6+ |
| Participants: | Whole group |
| Recommended time for activity: | 10-15 minutes |

# What Are You Doing?

Stand in a circle. The first person (A) starts miming an activity, such as eating an apple. The person to their left (B) says “What are you doing?”. A keeps miming and at the same time says the name of a different activity. For example, if A was miming eating an apple, they could say “playing the piano”. B then starts playing a piano. A stops their mime. Now the third person (C) asks B , “What are you doing?”. B keeps playing the piano and names a different activity, which C must mime. And so it goes on.

There should be no repetition and no similar activities. For example if you are miming climbing a ladder you cannot say, “climbing the stairs”. Equally you should not name an activity that looks like the one you are actually doing. For example, if you are cleaning a window you cannot say “waving good-bye” – because it looks very similar!

## **Simon Says**

Simon Says is the classic game that can be used anywhere from a day at the beach, to a long car ride or even a simple ice breaker. Listen closely as “Simon” gives you directions. If “Simon” says to do something, you better act fast. But, if “Simon” does not and you do it anyway, you’re out!

## **Requires**At least 3 people, but more people make for more fun

## **Game play**

One person is designated Simon, the others are the players. Standing in front of the group, Simon tells players what they must do. However, the players must only obey commands that begin with the words “Simon Says.” If Simon says, “Simon says touch your nose,” then players must touch their nose. But, if Simon simply says, “jump,” without first saying “Simon says,” players must not jump. Those that do jump are out.

## **Objective**

Review instructions/ imperative form. Follow directions and stay in the game for as long as possible! The last player standing wins and becomes the next Simon. If you’re Simon, the object is to try to dupe the players to follow your commands when they shouldn’t.