



Salvador Teacher Development Workshop, November 8, 2011

### Workshop 1

#### Approach to Drama Education

1. Drama games and activities as learning and life skills.
2. Drama games and activities as steps to lead to a teaching or project goal.

#### Games to develop concentration and focus

1. Mirrors (Start with students mirroring you, the teacher (move from waist up only, slow movements) the graduate to them mirroring each other in pairs. Have pairs demonstrate to class while class tries to guess who is the mover and who the mirrored. Discuss strategies for success.
2. Covered treasure (gather a collection of small, interesting items, cover with a cloth, uncover for 30 seconds or 1 minute, then recover and have all students write down everything they remember.)
3. Pinocchio game (guided meditation awareness exercise where all students stand and imagine they are a puppet like Pinocchio. Teacher guides them in awakening part by part until they are fully awake and aware.)
4. Telephone, the shakes, etc. (Telephone is passing a message from person to person around a circle and observing how it changes. For the Shakes, leader starts shaking some part of the body and passes it to person next to them who starts shaking the part the last person was shaking, then moves the shake to another part of their body before passing it on to the next person.)

#### Games to develop team work and creative thinking

1. Martha Game (Divide classroom into at least 2 groups (12-15 students) as teams. To play, give the team a location or environment (city park, or beach, etc.) then each team member runs up to the "stage" forming a tableau with their bodies, creating what they would find in that environment (like a tree, park bench, etc.), not repeating what others have done before them. The students should run up and form the scene quickly.)
2. You can't take me (Create groups of 4-5 students. Each group is given a "room" of the house (living room, dining room, garage, etc.) and they must decide among themselves what they will be representing that would be found in that room (a couch, a dining table, etc.) When it is that team's turn, they come up to the "stage" and form the room, without telling anyone what their room is or what they are representing. Facilitator (teacher) then goes to one of the students and says "This room is too crowded. I think I'll take this away." The student then says "You can't take me because (example, if a dining table) you wouldn't have any place to set your plates (thus giving a clue but not revealing what they are.) Then move to the next student and do the same. After talking with all the students, the class can try to guess first the room and then what each student represented in the room.)

#### Games to develop physical movement and communications skills

1. Rhyme Charades (Facilitator chooses a word and tells class I am thinking of a word that rhymes with (ex. Bat). Class members raise hands if they think they know the word, but when called on do not say it but rather come up and start to pantomime the word. Others raise hands if they think they know what the person is pantomiming. They guess until you find what the person is pantomiming

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(not necessarily the original word.) Once guessed, if it is not the original word, call on someone else who then comes up to pantomime. This continues until someone gets the original word, then the process can start again.)

2. What are you doing? (divide class into 2 teams, one team watches while the other plays. One runs up and begins pantomiming a simple action (ex. Brushing teeth.) The next team member runs up and says "What are you doing?" Without stopping the original action (brushing teeth in this case) the person says another activity (ex. Painting my house.) The new player then begins pantomiming painting a house and the 1<sup>st</sup> one goes to the back of the line, and the next student runs up and asks "What are you doing?" It should be fast, no standing around thinking, and no repeating of actions that have already been done. I also recommend avoiding the toilet and related activities.
3. Gibberish sentences (Imagine early settlers that speak different languages...Students are given cards with useful questions or statements (ex. Where can I get my haircut?) They must then try to communicate their question or statement to another student using pantomime.
4. Emotion walk (How do we look when we feel different feelings? Students walk around the room expressing a happy walk, sad walk, scared walk, etc. This can then transfer to a puppet as well)

#### Games to develop verbal skills

1. You can't take me (described above)
2. Meaning phrases (Divide into teams of 4-6. Each team is given a phrase (write it on a card) such as "I'm so scared." Each person on the team must come up with a different way to say the phrase, inflection, meaning, etc. Ex. "I'm so scared" (real fear) is different from "I'm SO scared" (sarcastic.) Each student should be able to give the back story of why their phrase sounds and is different from the others.

#### Games and Activities for younger children

1. Story play (takes many forms)
2. Using a rope or fabric (using a large or long item to create story, scenes, etc. is a good group activity. Each child gets to have a role and be a part of a large creation)
3. Using hats or character "symbols" (Hats or colored scarves can help define roles as simple costumes.)
4. Using puppets (Puppets can help define roles as student can see the character they are representing)
5. Tableaus and Pantomime (I like to combine the two, having students "freeze" into a tableau during a pantomime action. Give them time to observe the tableau.

#### Puppets and masks

1. Paper masks - paper sculpting of file board gives many possibilities for creating visual art that can be then used in dramatic art
2. Paper puppets (shadow, newspaper, toy theatre- inexpensive and simple entries into performance)

More Teacher Resources at <http://magicalmoonshine.org/teachers.htm>

And <http://magicalmoonshine.org/puppetprojects.htm>

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