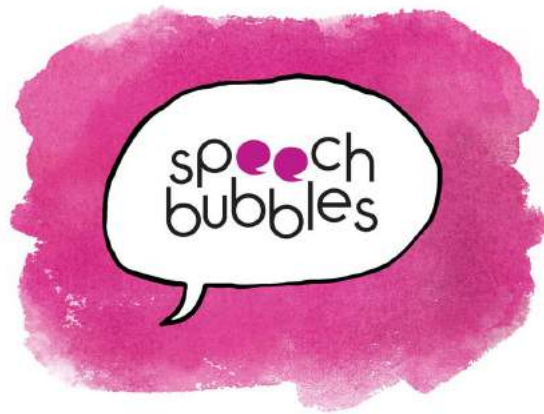




speech
bubbles

DRAMA AT SCHOOL





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Welcome to the 'Drama at School' booklet

We hope this collection of activities will be useful as you return to having more children at school over the next few weeks.

The activities have all been suggested by the Speech Bubbles drama practitioners and are designed for working with small groups. As you can see in each case we have outlined what particular areas the activity supports and we have applied a traffic light system for social distancing.

Because Speech Bubbles is a KS1 drama intervention you may find that these activities are best suited to the 5-7yr old age group, however some of the activities are easily adapted for younger or older children. Something like 'Mirroring' is suitable for all age groups and indeed would make a great staff team building game!

Please share these resources with anybody that you think may be able to use them.

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HELLO SONG

Good for: Communication and connection

Social distancing: **Green** (children can sit or stand spread out from each other in a circle)

This activity is great way to start a small group session. The 'Hello song' can be used with any tune or it can even be done spoken!

You sing -

"We have come to say Hello to everyone! Hello!"

Others respond -

"Hello!"

You sing -

"Hello!"

Others respond -

"Hello!"

Repeat - but this time make your voice very quiet, or very loud and they respond in the same way. Let different children have a go at leading and try out as many different voices as you can imagine!



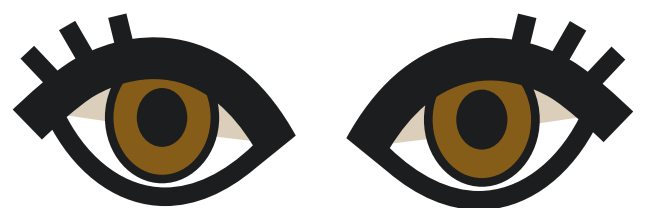
HELLO WITH YOUR EYES

Good for: Warming up, social interaction, expression, non-verbal and verbal communication

Social distancing: **Green** (children can sit in a circle spaced far apart)

This activity can be used to start the day or help focus the group. Ask the children to go around the circle and say hello to their neighbour using only their eyes. You may want to start and give an example, making eye contact with the child next to you and "saying hello" through your eyes, using no words or movement.

Once everyone in the circle has had a go, ask the group to go around again saying hello to their neighbour using any part of their body this time, but still no words. This could look like scrunching up your nose, an elbow wave, or a finger wiggle. You can give some examples, but not too many! Once everyone has had a go, ask everyone to go around one last time and say hello with their voice.



NAMES IN THE BUCKET

Good for: Imagination, communication, creativity.

Social distancing: **Green** (children can sit or stand in a circle around the imaginary bucket spaced out from each other)



This activity can be used to practice names and to build confidence speaking aloud. Tell the children that you have placed the bucket somewhere in the room and you need to collect it. This is an imaginary bucket so you can play around with the size and the weight when you pick it up and place it in the middle of the circle. Tell the children that we are going to take it in turns to throw our names into the bucket. The adult models this first and then you go round the circle with each child having a go. You can do this multiple times and each round the way you throw the name in the bucket can be changed. For example; quiet, loud, like a superhero, like a dog etc.

Once you have finished you can ask a child to place the bucket somewhere in the room for next time and the other children must remember as you can ask them to collect next time you play the game.

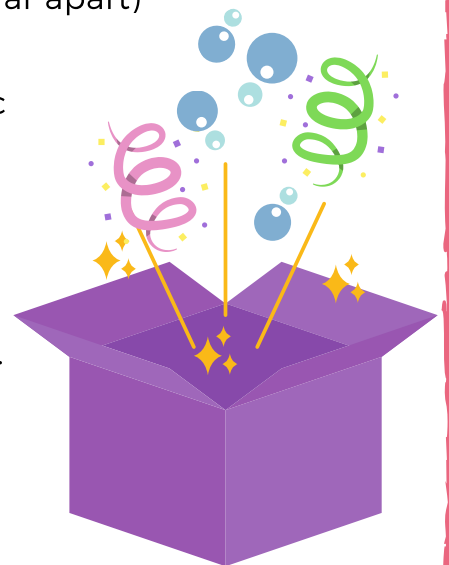
MAGIC BOX

Good for: Imagination, expression, focus, creativity

Social distancing: **Green** (children can sit in a circle spaced far apart)

The adult leading mimes carrying an imaginary box, places it in front of the children and says 'I wonder what's in the magic box for me today?' Using some 'keys' they open the box making a creaking sound as the lid opens. On seeing what's inside the box the adult first reacts with their face, maybe it's something scary, delicious or exciting. Carefully they take the thing out of the box and mime how it can be interacted with. For example, unscrewing a bottle and blowing some imaginary bubbles or stretching out some pretend slime. They then mime putting it back in the magic box and slide it along the floor to the next person to have a turn.

The group can be encouraged to say out loud what they find in the box. The activity can be open for any response or have a theme that links to a story you might be working on; eg. something that can be found in a house.



MIRRORING

Good for: Focusing participants, non-verbal communication, listening and responding to others

Social distancing: **Amber** (children may need to be reminded to keep 2 metres apart)



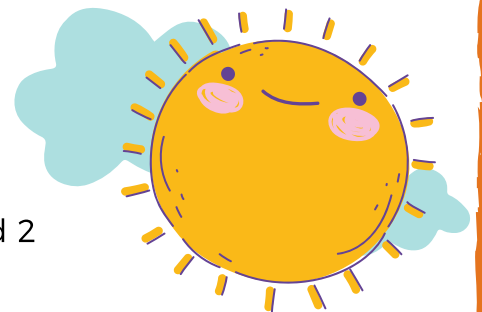
This game is played in pairs. Each pair of children stand facing each other (2 metres apart). Get the participants to label themselves 'A' and 'B'. Person 'A' will start a gentle movement and person 'B' must copy their moves as if they are a mirror. It helps to keep good eye contact. Play the game again but swap over, so that 'B's' get to move and 'A's' copy.

To add an element of performance you can ask the pairs to choose who will lead and who will follow. Give them 10 seconds to do this and make sure they don't share their decision with the group. You can then spotlight certain pairs to complete the game, whilst other members in the group form an audience to watch and guess who they believe is leading and who is copying in each pair.

THE SUN SHINES ON

Good for: Energy, ice breaker, listening skills, learning about a group

Social distancing: **Green** (children can sit in a circle spaced 2 metres apart)



Get everyone in the group make a big circle of chairs (keeping chairs 2 metres apart). The adult starts in the middle of the circle (standing) and says "**The sun shines on anyone who ...**"

They will then choose a statement that is true for more than one person in the room, e.g. "The sun shines on anyone who ... has long hair; is wearing the colour red; has a sibling" etc. All the people who the statement is true for must stand up from their chair. If everyone stands up **or** if no one stands up then the caller sits back down and the go passes to the left. After a maximum of four statements the caller sits down and it is the next person's go.

MOVE AS IF

Good for: Imagination, non-verbal communication, making sounds, spatial awareness, listening, following instructions

Social distancing: **Amber** (you can social distance during this game but it will need to be reinforced. It may be necessary to do this activity with half of your group doing and half watching)

Ask the children to spread out around the room, they should then pretend that they are surrounded by a big bubble, that reaches as far as their arms can. Have children move about the room as if they are in their bubble. Because of the bubble they can't get close to anyone else, and nobody can get close to them. Ask them to "Move" or "Pause". Once this skill is established you can add 'Move As Ifs'.

Some examples of 'Move As Ifs' are:

Moving through environments:

'Move as if you are walking through mud'

'Move as if you are on ice'

'Move as if you are on hot sand'

'Move as is you are walking through sticky honey'

'Move as if you are floating on a cloud'

Moving as characters:

'Move as if you are a wolf'

'Move as if you are a bird'

'Move as if you are a mum'

'Move as is if you are an elderly person'

'Move as if you are a pirate'

Moving with feelings:

'Move as if you are sad'

'Move as if you are nervous'

'Move as if you are excited'

'Move as if you are angry'

'Move as if you are surprised'

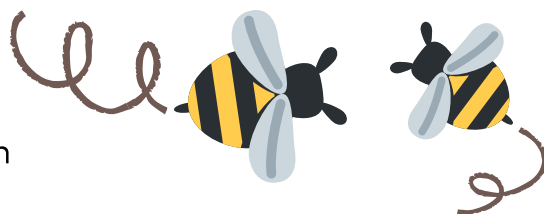


BUZZY BEES

Good for: Imagination, creativity, warm up

Social distancing: **Green** (everyone finds their own space away from other children)

The whole class buzz like bees around the room, then the adult calls out a letter for example B) the class then have 10 seconds to make their body into an object that begins with the letter B. e.g. balloon, bear, banana. You then go round the room asking everyone what they are. If two children have chosen the same object they acknowledge each other and give each other a round of applause to show great minds think alike.



VENGA VENGA

Good for: Warming up, focus, listening, responding to others

Social distancing: **Green** (children can be standing-up in a circle spaced out)

This is a call and response game which the adult leads, and the children respond both vocally and physically. It is important that there is a celebration of having a go and that things going wrong can be funny.

If I have my hands up and call "High" (in a high pitch voice.)

You have your hands down and call "Low" (in a low pitch voice.)

(Then try the other way round)

If I move both my hands from right to left and call "Venga Venga"

You say "Hula Hula" and wiggle in a circular motion.

(Then try the other way round)

If I have my hands up on my head and call "Pineapple"

You go into a ball and say "Pumpkin".

(Then try the other way round)



To make it more fun, the adult can add new calls and responses to build up a repertoire using emotions, foods, characters from stories etc.

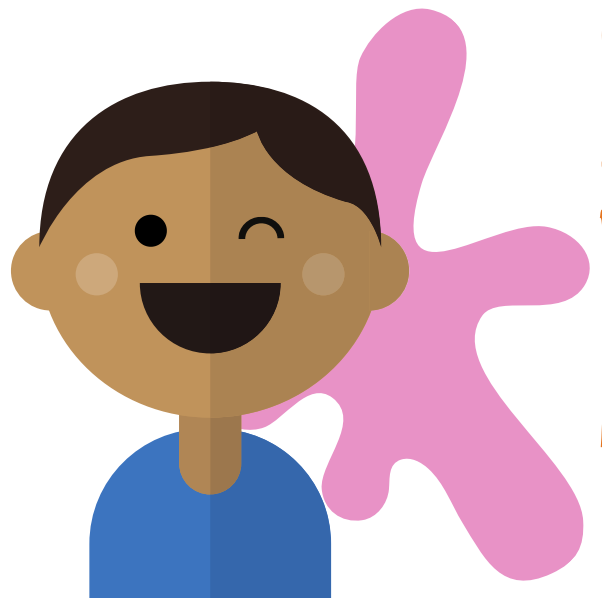
[Watch a video of the game in action on the Drama Geezers YouTube channel.](#)

WINK MELT

Good for: Concentration, awareness, imagination

Social distancing: **Green** (children can stand or sit in a circle spaced out accordingly)

Children are spaced out in a circle. The adult selects one child to be the 'Melter'. The other children should not know who has been chosen. Children are quiet and focused on each other. The Melter begins whenever they are ready and must try to catch the eye of another person in the group. When they do they must WINK obviously at that person who must react by pretending to dramatically melt to floor. They are now out of the game. The other children must try to work out who is the Melter before the whole group has melted.



STOP AND GO GAME

Good for: Spatial awareness, working together, listening, following instructions, fun!

Social distancing: **Red** (only try in a large enough room where it is possible to maintain social distance while the children are moving)



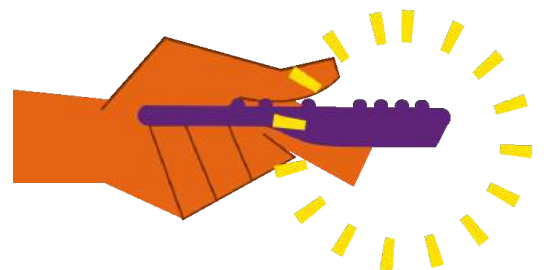
This activity offers the opportunity to move around and have some fun while building listening skills. Ask the children to walk around the room in their own bubble, looking out for one another, making sure not to burst anyone else's bubble. This activity starts with two instructions: stop and go. When you say "stop", the children must stop. When you say "go", they should continue walking. Alternate between "stop" and "go", until the group get used to these two instructions and are working well together. Then, announce that the rules are about to change. Now, "go means stop and stop means go!" When you say "go", the children must stop. When you say "stop", the children must go. Have fun playing around with this new instruction, monitoring the speed of the group, and reminding the children not to burst anyone's bubble. If the group pick this variation up quickly, try adding the instructions "sky" and "floor". When you say "sky", the children reach their hands up to the sky, and when you say "floor" they point them down to the floor. When the group is ready, try reversing these instructions, so "sky means floor and floor means sky"! Now you can play with any variation of "stop" "go" "sky" and "floor" you choose.

Like **Venga Venga** it is important to celebrate the joy of taking part and the fun and laughter when things go wrong!

REMOTE CONTROL GAME

Good for: Creativity, following instructions, imagination, working together, listening

Social distancing: **Green** (children can stand 2 metres apart from each other)



This activity is fun improvisation game. Chose 2 children to perform a scene and another to hold the remote control (you can use a real or an imagery one). Ask the other children for suggestions on who they are, where they are and what they are doing in the scene. Start the scene. The child holding the remote control can at any moment during the scene shout out commands like "Pause", "Rewind", "Fast-forward", "Slow Motion", etc and the players must act accordingly. Once the scene has played out change over and let different children have a turn. Depending on how confident the children are they might want a little time to practise the scene first.

GRANDMOTHER'S FOOTSTEPS

Good for: Character exploration, following instructions, concentration, group dynamics

Social distancing: **Red** (children can be spaced out but will need to be very careful and you will need a big space)

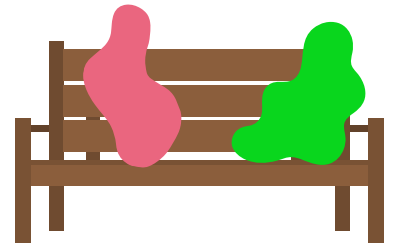


This activity can be used to as fun concentration game or to explore characters in a story that you are working on. Using white masking tape, mark out a starting line and finishing line about 4-5 metres apart. Mark a cross on each of the lines for each child to start and finish at. They must walk in a straight line towards the cross on the finishing line. Choose a 'Grandmother' who stands 2 metres away from the finishing line. The objective is for everyone to creep up on 'Grandmother'. At any point (for instance if they hear movement), grandmother can turn around, where upon any child caught moving has to return to the starting line and start again from there. The winner is the child that reaches the mark on the finish line first whilst remaining in character!

BLOBBY BENCH

Good for: Working together, imagination, communicating non-verbally, expressiveness, spontaneity

Social distancing: **Green** (children can easily sit 2 metres apart)



Set up an area in the room where you put a row of chairs to create a 2 metre long bench. Explain with some theatrical flair that this is the Blobby Bench. "The Blobby Bench is magical; when you sit on it, the only word you can use is 'blobby'." Choose another adult to help model a conversation on the Blobby Bench about a scenario of your choice (ideally related it to an emotion), but only using the word blobby! "Blobby blobby blobby" etc.

Invite 2 children to come and sit on opposite ends of the bench to have a Blobby conversation with each other. Encourage the children to vary vocal tone, mime actions and use facial expressions to converse using only the word blobby. Shyer children may want to pair with an adult and may need to play the game several times to build up confidence.

Some scenario suggestions:

"Adam and Jasmine are going to talk about how excited they are about playtime"

"Tina and Rashid are talking about a secret present they have made for their teacher Ms Smith"

GROUP STORY

Good for: Storytelling, imagination, narrative, listening, collaboration

Social distancing: **Green** (children can sit in a circle spaced out)



The adult leading introduces the idea that the group will create one story all together, taking turns to say one sentence each. Before starting encourage good listening and show the WHO, WHERE, WHEN, WHAT HAPPENED cards which can be used to support the children in the creation of the narrative. The adult starts with the first sentence of the story and then go around the circle with everyone taking a turn. It can be useful to revisit the cards if someone gets stuck eg. by asking "if they've just jumped into a portal I wonder WHERE they could end up?" Once it reaches the adult again they can add a finishing sentence and show the THE END card. If the story is in full flow then it can go round again or a new story can be started.

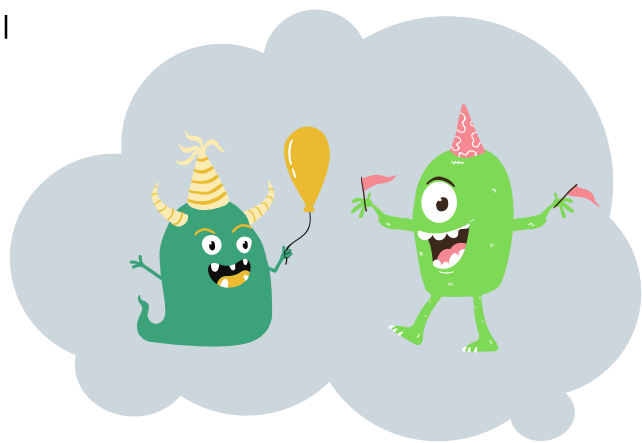
Please see Black Sheep Press narrative cards at the end of this booklet.

INDIVIDUAL STORY

Good for: Storytelling, imagination, narrative, listening, confidence

Social distancing: **Green** (child and adult can sit 2 meters apart)

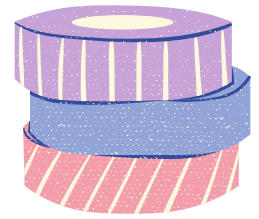
Children are given an opportunity to tell an adult a story. The adult is going to scribe the story exactly as it is told by the child and the child can tell any story they want. It could be an adaptation of a known story or it could be an original piece of work. The adult lets the child know in advance that they will be writing down exactly what the child says, however the story has to fit onto one side of paper. It is important that the adult gives their full attention to the child throughout this process and they demonstrate that the child's story is of value, whatever story they choose to tell.



STORY ACTING/ STORY WHOOSH

Good for: Storytelling, verbal and non-verbal communication

Social distancing: **Red** (children will need support to stay apart when they are acting)



Using a known story, a group story you've created yourselves or an individual child's story you can have a story acting session with your small group. Mark out a large square on the floor with masking tape and sit the children around it. The adult slowly narrates the story and invites children one or two at a time to come in and act out a small section of the story. Children can play the objects and environment as well as characters. When a section of the story is acted out the adult says "Whoosh!" and the children sit back down. Keep the story moving at a reasonable pace and try to make sure children aren't having to wait too long before they get a turn to act. Less confident children may benefit from going into the story square with a supportive peer or with an adult.

NEWS REPORTING

Good for: Working together, extending a narrative, eye contact.

Social distancing: **Amber** (social distancing during this game will need to be reinforced, but can be done with a prop like a broom handle, or seating so that the children are spaced apart)

Possible three stage activity

Stage 1: Children share a piece of news with the group, or share a story with the group as if they are a reporter on TV.

Child could have a prop for a microphone. They could tell a fairy tale, a story from a book or their own news from home.

Stage 2: Adult as roving reporter, to enforce social distancing this could be done with a broom like an overhead microphone to keep the distance between interviewer and interviewee. The adult asks questions to get the story from the child.

Stage 3: Setting two chairs apart at appropriate social distance like a TV studio interview, two children play reporter and interviewee. It's fun to add in sounds like the BBC title theme or maybe even a news channel logo on the classroom TV as the background where the children sit to give this the feel of a real interview.

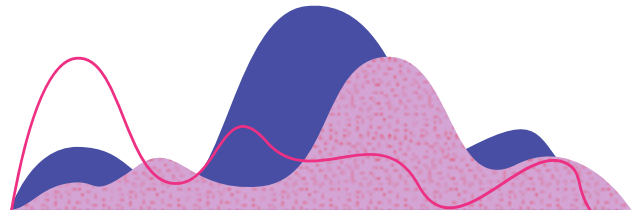


SOUNDSCAPES

Good for: Working together, imagination, making sounds, following instructions

Social distancing: **Green** (children can sit in a circle spaced out)

This activity can be used to support any story making or story telling activity with a clear setting. Think about 'where' your story is set. Maybe it is in a forest, a market, a house or outer space. Wonder with the children 'I wonder what sounds we would hear in outer space?' If it helps, you could contribute a sound, but be careful not to offer too many though! When everybody has chosen at least one sound they are happy to make with their voice or with their bodies, then you can act as a conductor to make a soundscape. When the conductor places their hand on the floor everyone is silent, but as they raise it the sound gets louder. If the group get good at this you can add in extra actions for the conductor, like bringing in some people whilst others stay quiet.



BANANA SONG

Good for: Expression and working together

Social distancing: **Green** (children can sing and move on the spot)

The song and the movements are simple. Once the children have learnt this version I am sure they will have other versions they can suggest!

Bananas of the world unite

(clasp hands above head)

Peel banana, peel peel banana

Peel banana, peel peel banana

(bring hands down to your side in a wavy motion)

Mash banana, mash mash banana

Mash banana, mash mash banana

(hands in front as if mashing a giant banana)

Eat banana, eat eat banana

Eat banana, eat eat banana

(as if putting banana in mouth)

Yum banana, yum yum banana

Yum banana, yum yum banana

(rubbing belly)

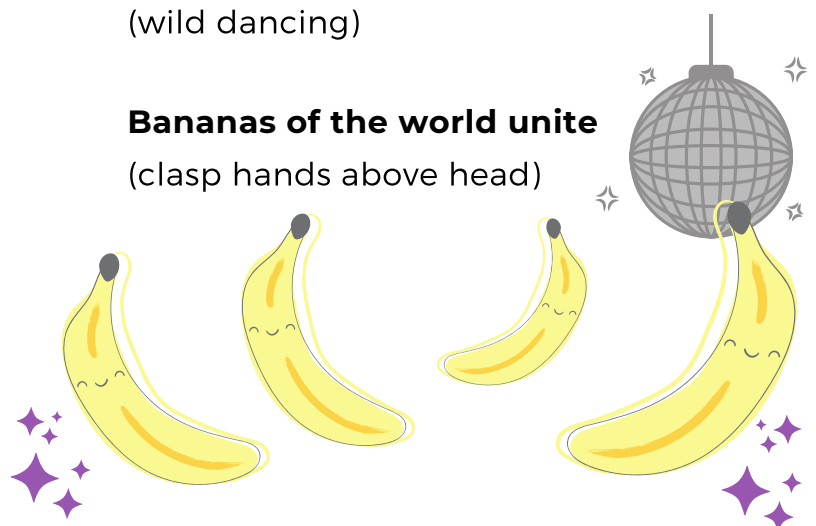
Go bananas, go go bananas

Go bananas, go go bananas

(wild dancing)

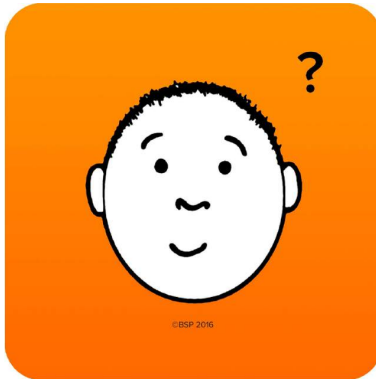
Bananas of the world unite

(clasp hands above head)





When?



Who?



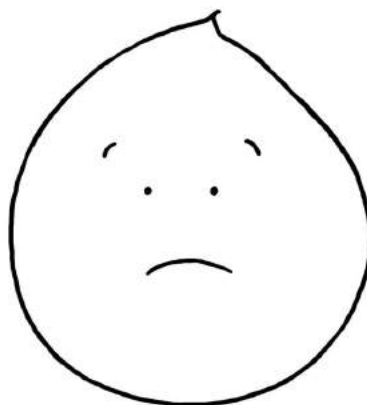
Where?



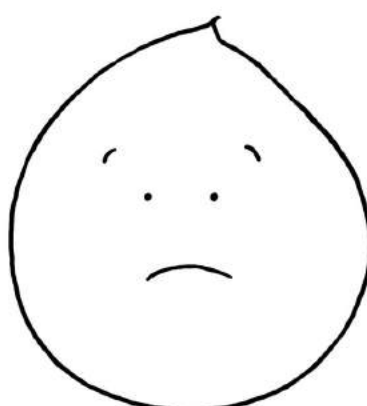
**What
happened?**



The end



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Thanks to all the Speech Bubbles practitioners and Theatre partners who have developed this booklet. We look forward to being back in your schools as soon as possible.

Go to speechbubbles.org.uk for more downloadable drama games to try in school or at home.

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Adam Annand
Abbie Nicholls

Speech Bubbles Partners

Oldham Theatre Workshop
Immediate Theatre
Alexandra Palace Theatre
Kazzum Arts
M6 Theatre Company

North West Drama Services
Trinity Theatre
Peoplescape Theatre
Half Moon Theatre
London Bubble Theatre



Immediate
Theatre



KAZZUM

m6
theatre company



TRINITY

peoplescape
theatre

