

Institut Pendidikan Guru Kampus Dato' Razali Ismail

Drama Workshop

A ½ Day Workshop for UKM Students



Ruth Wickham, Brighton Education Training Fellow, IPGKDRI
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Drama Workshop

A ½ day workshop for UKM students at IPGKDRI

Introduction

This is a short (½ day) workshop for the 20 students in the UKM class to complete their course requirements. The activity based workshop includes strategies for teaching drama to High School ESL students.

Objectives

Participants will experience ideas for games and drama strategies through practical and enjoyable activities.

Materials

Facilitator needs:

- this module
- icon/token cards to give out to students
- copies of short play script and role play (see appendix 1 and 2)

Rather than taking notes, participants can download these materials from the website “Ask the Fellows” (at <http://askthefellows.weebly.com>) after the workshop.

Timetable

Type of Activity	Activity	Players selected	Time needed
Whole Class	Warm-up	3	15 mins
Individual	Man Overboard	all	10 mins
	Open Your Hand	all	10 mins
Circle	Alien Tiger Cow	all	10 mins
	Bippety Bop	10	10 mins
	Receiver Right Clap	10	10 mins
	Hand Slap	10	10 mins
	One Duck	10	10 mins
Groups	3 Rules	9	20 mins
	Last Line	6	20 mins
Pairs	Columbian Hypnosis	all	10 mins
	Ksss!	all	10 mins
	Object Morphing	all	10 mins
Role Play Groups	Reported Speech	3	20 mins
Discussion	Debrief	all	15 mins

Procedures

The workshop is held in a fairly large carpeted room with open space and chairs around the outside. There are 20 students.

Most of the games listed below are “Improv” games – encouraging improvisation by players – and are adapted from the website: “Improv Encyclopedia” (at ImprovEncyclopedia.org).

Randomiser

Use of a randomiser helps to keep students engaged and gives opportunity to select individual students to demonstrate or participate, without the individuals feeling that they are being victimised. (It is still worthwhile learning the students’ names as soon as you can.) The use of random selection creates excitement and anticipation at the start of each new activity.

In this case we are going to use icon/token cards with pictures, which each student will receive without explanation as they arrive.

- Hand out random cards to each participant. Place draw-selection cards into a suitable container.

Warm-up exercises

Using the icon cards, participants are randomly selected to lead the class in warm-ups (based on previous lesson):

- Whole body relaxation
- Breathing
- Vocal warm-up

One student (or a pair) is selected to lead each warm-up. Have a short feedback session about choice of and effectiveness of warm-up activities.

Whole Group

The first two activities are designed for the whole class to join in, spread out around the room in no particular format, finding a comfortable individual space. However an individual can be selected to be the “caller” in each of these.

Man Overboard

This is an elimination game with all participants joining in at the beginning, except the one who is selected (by icon card) to give the calls.

As players are eliminated they can become observers from the side.

NOTE: There are five different calls with response actions, and these should be practised by all at the start of the game. In this case, participants might like to first consider the suitability of the actions in the context of Malaysian schools – here in Terengganu and/or in other parts. If the resulting physical contact would be considered unsuitable, new actions should be devised and tested.

The caller gives these instructions in random order:

- `Land ahoy` - and everyone hops on one foot, doing a salute with one hand
- `Hit the deck` - all down on the floor in a push-up position
- `octopus` - make groups of 2, one person on hands and knees and someone else over him or her in the same position
- `Man overboard` - groups of 2, one bending back and knees and the other on the first's back (piggy-back style)
- `two three four` - all sit down and start rowing

The last person to act drops out. Repeat till all but one are out.

Open Your Hand

A participant can be selected to tell players when to stop and open their hands.

Let the players walk around the room leisurely. Then ask them to stop, open their hands, and let something fall out of the sky, right into their hands. Let them name the object in their hands, set it aside, move on and open their hands again.

Players can vary the way they extend their hands or hand. They can hold hands in front of them, above their head or close to the ground. See if different stuff shows up.

Circle Games

Sitting or standing in a circle ensures that everyone is involved and engaged, as long as the circle is not too large. In large classes more than one circle could be created, space allowing, or students could have turns at being in the circle while others watch.

- In this case, as the participants are trainee teachers rather than school students, a number of participants are selected to sit in the circle, while others remain outside to observe and comment.

Alien Tiger Cow

For this first circle game, all participants are players. One can be selected to give the signal.

Discuss what would be a suitable signal – a word, a sound, a gesture – try different signals. The signaller could stand in the middle of the circle, or outside.

All players stand in a circle. On a signal, each player becomes one of three things:

- An alien: hold your index fingers up next to your head, as little antenna's and say `Bleeb bleeb`, bending inwards into the circle;
- A cow: bend forward, hold your right hand on your tummy and go `Moooo`
- A tiger: push your right hand forward, imitating a claw and roar.

On the signal, every player decides to become one of the three.

Firstly the idea is for everyone to become the same, which obviously won't be the case, the first time. Re-do this until everyone is in sync.

Secondly try playing 'majority wins': creatures that are most in the minority drop out.

- Discuss the suitability of actions – players may agree to some variations. Select another player to give the signal, and decide on the signal. Discuss learning objectives achieved, if any.

Bippety Bop

Using the icon cards, 9 players are selected to stand in the circle and one player is selected to stand in the middle.

The players are in a circle, one player in the middle.

- The player in the middle closes his eyes, holds his right hand pointing in front of him, and spins around. When done spinning, he opens his eyes and says, as fast as possible 'Bippety Bippety Bop'.
- The player pointed to, and his 2 neighbours, need to build an elephant in less than the time the middle player needs to say 'Bippety Bippety Bop'.

An elephant consists of a trunk, made by the middle player, by holding your nose with one hand, and extending your other arm through the arm that holds the hand that holds the nose (does this make any sense?). The neighbouring players each form a big ear, using both arms. Don't forget to attach the ears to the elephant's head.

Any player that cannot get his/her part done by the time the middle player does 'Bippety Bippety Bop' becomes 'it' and takes place in the middle of the circle.

- Discuss the suitability of the words and actions and consider other possibilities. Consider the objectives of the whole exercise.

Receiver Right Clap

Using the icon cards, 10 players are selected to join the circle.

- Players can throw a 'clap' to any other player by pushing their hands together in front of their chest (like a praying gesture), and then pushing both hands towards the receiving player, opening up their arms as they do so. Sending a 'clap' makes a 'Whoof' sound; receiving a clap makes a sucking sound.
- The receiver receives the clap by making the inverse gesture, and uttering a sucking sound.
- Once a clap is received, the player to the right of the receiver sends a new clap to any other player.
- For variation, switch to left-hand side player of the receiver, or the player second on the left to send the next clap.

Discuss the educational purpose of this activity, and possible useful variations.

Circle Passing Game - Hand Slap

Using the icon cards, 10 players are selected to join the circle.

- Players in a circle, down on the floor.
- Cross arms, and then put hands flat on the ground.
- Each hand in turn pats/slaps the ground, in order.
- Hands that miss are eliminated.

Try crossing arms with neighbours. Try with eyes closed.

- Discuss the educational purpose of this activity, and possible useful variations.

Circle Passing Game - One Duck

Using the icon cards, 10 players are selected to join the circle. Say this pattern, one word per player, going clockwise. It goes like:

- One Duck, two Legs, Quack
- Two Ducks, four legs, Quack Quack
- Three Ducks, six legs, Quack Quack Quack

And so on, till someone misses.

- Discuss the educational purpose of this activity, and possible useful variations.

Group Work

These are examples of “Improv” games where players in a group must invent action and dialog as they go. Players are selected and the scene is set along with rules or limitations and the players must then improvise.

Three Rules

Using the icon cards, 4 participants are selected to be the players. Another 3 are selected to make up the 3 rules - e.g. players have only one arm, players can't use a word that contains an 's' and after every question uttered players needs to yell 'Yess!'.

Another pair of participants are selected and asked to set the scene and name the characters – e.g. a family mealtime and the food is below standard, travelling in a car and stuck in traffic/run out of petrol, queuing at MacDonald's where they have run out of various items ...

Players then play a scene, obeying the 3 rules.

Last Line

Using the icon cards, 4 players are selected. Another 2 participants are selected to decide on a last line for the drama. The players are told the line, and given 1 minute to discuss their plan.

The exercise can be repeated with provision of a first line, or both.

- Discuss the educational purpose of these activities, and possible useful variations.

Pair Work

Participants each select a partner, (or this can be done using icon cards). All participants are players.

Columbian Hypnosis

One player holds his/her open hand, fingers upward, about 2-3 inches from the partner's face. He/She then starts moving the hand about slowly, while the partner tries to keep their face at exactly the same distance from the hand, like the hand is pulling or pushing their face about.

Switch sides and partners after a couple of minutes.

Players should also try using both hands.

- Discuss the educational purpose of this activity, and possible useful variations.

Ksss

All participants are players for this activity. They should select a new/different partner from the previous game.

Players sit in pairs facing each other.

Establish a beat (by gently slapping thighs). Once beat is established every player has the choice between 4 different movements:

- Move both hands up
- Point both hands left
- Point both hands right
- Point both hands down

So, every beat goes like, slap, point, slap, point and so on. Except, when the 2 players happen to make the same movement (i.e. in the same direction) then after the next slap they both make a 5th movement: point both hands towards the other player, miming a gun, and say 'ksss!'. On the next beat they do what they want again.

- Participants discuss the usefulness and/or enjoyment of this activity.

Object Morphing

This is a good exercise on object work: players work in pairs.

The first player builds an object, as precisely and carefully as possible, describing it and shaping it so that their partner can visualise it too. Then they hand it over to the other.

The second player accepts the object, being as truthful to what the first player built as possible. After having acknowledged this, player 2 starts morphing the object into something else. This can be done by bending, breaking, twisting, extending, shrinking, you name it. When the new object is complete it gets passed back to player 1, who accepts and then morphs it.

- Discuss the educational purpose of this activity, and possible useful variations.

Role Plays

Role plays can involve the whole class, or students can work in groups. Generally they are not scripted as such, but players are provided the information they need to create their character and relate to others.

One place to find a good number of ready-made examples is “ESL Site” under Drama and Role Plays. (at http://eslsite.com/resources/pages/Resources_and_Teaching_Ideas/Drama_and_Role_Plays/index.html)

Reported speech role play

Using the icon cards, 3 players are selected

One is a rich actress/actor, one is his/her niece/nephew and the last person is the butler.

The actor/actress is hearing impaired (deaf) and dying, and is going to decide what to do with her money and house after her death.

The actor/actress is on one side of the room, the niece/nephew on the other and the butler is in the middle. The butler needs to give messages from the niece/nephew to the actor/actress, and the butler and the nephew/niece need to be nice so that the actor/actress will give them her money.

As they are doing this the butler will use reported speech e.g. She said that you are lazy and never visited her. He said he was busy and didn't have time. He said that he was helping animals.

- Discuss the educational purpose of this activity, and possible useful variations.



You are the niece/nephew of a very rich, famous hearing impaired actress.

You know that she hasn't got long to live. So, for the moment you are trying to become her favourite relative in order to obtain her millions after she is dead. You know that she loves animals and children. You also know that her dog is her closest friend. What do you think will make her give you some money?



You are the butler to a rich, famous hearing impaired actress.

Actually she hasn't got long to live and so you are being very nice to her at the moment, you think you have a good chance of being left her millions in her will. You have always helped her and you have looked after her cats and dogs with care. You think you should at least get the house which you have cleaned for nearly 40 years! You don't like her niece/nephew who has suddenly made an appearance.

You always have to act as a go between for the niece/nephew and aunt because the aunt can never hear her relative.



You are a rich, famous, hearing impaired actress.

You know that you haven't got long for this world but you don't mind because you have had a good life. You also know that your niece/nephew wants something but you're not sure what.

You have already written your will but you are prepared to change it.

Your will: \$ 2 million to be left to the animal rescue league (you love cats)

Your house will go to your dog. It has been a faithful companion animal and you want it to have a home when you're gone.

Your jewellery will be sold at auction in order to raise money for the children's hospital near your house. You haven't decided about the rest, a sum total of \$150,000. Your butler has always been good to you. Your niece/nephew is also sweet. You are waiting to hear what they have to say. You feel that if they can show you how good they really are you will give the money to either one of them.

