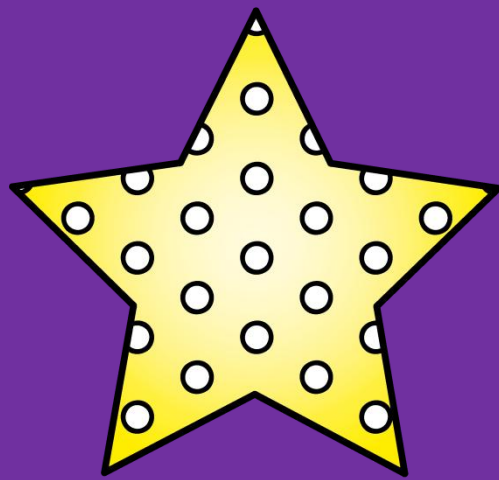


30 free
DRAMA
GAMES +
ACTIVITIES



FOR PRE-
KINDERGARTEN
TO GRADE 2

30 DRAMA GAMES + ACTIVITIES

For Pre-Kindergarten to Grade 2



3 NOSES

A fun physical warm up, promoting group cooperation

Students walk around the room. Teacher shouts out “3 noses” and the students must form groups with 3 touching noses. Call out different things for students to create groups with.

Examples (you can add in left or right to these also i.e. 10 left thumbs)

- 5 belly buttons
- 4 big toes
- 10 thumbs
- 3 ears
- 3 knees
- 4 elbows
- 2 cheeks

7 UP

A warm up to get students loosened up.

Useful for play rehearsals

In a circle, everyone counts to 7 while waving one arm up and down to the same rhythm as the counting. When the group reaches 7, do the same thing with the other arm, both legs, head and ankles (or whatever part of the body you want to warm up – make sure if you do the head, it is carefully). After the group has finished their sets of 7, do them all again, counting up to 6, then 5 and so on until the set is down to 1, 1, 1, 1, 1.

ALIEN, TIGER, COW

Warm up game encouraging the whole class to work together and build awareness of everyone else in the class

In a circle, teach and practice 3 actions/sounds

ALIEN: index fingers on head (like antenna's) and say "bleep bleep"

TIGER: right hand forward making a clawing action and "roar"

COW: hands on stomach with 2 fingers pointing out (like an udder), leaning forward and saying "moo"

On the teachers cue, each student decides to become 1 of the 3 (either an alien, tiger or cow). The group with the least amount of students is out and must sit in the middle of the circle (e.g. 10 aliens, 7 tigers and 5 cows – the cows would be out).

Variation: Also in a circle, the objective is for everyone to become the same thing at the same time. On the teachers cue, students become either an alien, tiger or cow. Keep practicing until everyone is in sync – this won't happen straight away.

ALPHABET CIRCLE

A good game for concentration and practicing ABC's at the same time

In a circle, students try to get to the end of the alphabet. The teacher starts by "throwing" an "A" to a student. To begin with the letter should accompany a throwing/pointing action. The student then throws a "B" to someone else and so forth until the group reaches "Z". Try to go as fast as possible

- Split the group into 2 teams and have a competition to see who can get to the end of the alphabet first
- You can use a ball for this activity but pointing should be sufficient
- For more advanced classes, remove the throwing/pointing action and have students throw the letters with "eye contact" only
- You can switch the alphabet for numbers and see what you can count up to.

ANIMAL MATCH

Use drama skills to act out animals and find matching pairs

Secretly give every student an animal, making sure there are at least 2 of each animal type. Direct students to act out a number of activities as their animal and to try and find other animals of their same kind.

Example animal activities:

- Catching / eating dinner
- Playing
- Fighting
- Sleeping
- Walking / running
- Grooming

APPLE, APPLE, APPLE

Technically not a drama game but a good warm up and concentration game

Students sit in a circle and the teacher allocates each child the name of a fruit (more than one student can be the same fruit and the teacher may write the fruits on the board to begin with. Use as many fruit types as you like).

One student stands in the middle of the circle and calls out the name of 1 fruit 3 times (e.g. *"apple apple apple"*). The students who are that type of fruit must shout out *"APPLE"* once before the student in the middle calls out the fruit type 3 times. If the students successfully interrupt the person in the middle before the person in the middle has finished saying *"apple apple apple"*, they stay where they are and the person in the middle must say a new fruit type 3 times.

If the person in the middle beats them and says *"apple apple apple"* before they have finished saying *"apple"* once, the student who was not quick enough replaces the person in the middle.

ASSOCIATION WALKING

Students begin to use word associations in a fun way

This is a great activity for younger students to practice word associations. Students stand in a straight line. The teacher calls out various words (ice cream; dinner; Olympics; jungle animals etc...) and the students call out words that they can think of. For every word, students get to take a step. Instruct students not to take huge steps! When they reach one side of the room, they can then walk back (if you want to keep playing).

BALL PASS MIME

A good circle activity to develop pantomime skills and interaction with mimed objects

In a circle, students pass a mimed ball to each other (only one ball at a time). Teacher starts the activity, showing the size of the ball. As the game progresses, teacher adds in additional instructions and students respond to the instructions as the game continues, catching and throwing the ball as if it has taken on the new characteristics.

- The ball becomes heavier and heavier (until it is really heavy)
- The ball becomes lighter and lighter (until it is really light)
- The ball becomes smaller (until it is tiny) (it may also be light or heavy and small)
- The ball becomes bigger and bigger (until it is huge) (and light or heavy)
- The ball becomes slippery
- The ball becomes sticky
- The ball becomes hotter / colder
- The ball becomes spiky
- The ball becomes fragrant

BODY HIDE

A fun team building activity

In groups of 5 – 6, students must 'hide' one of the group members with their bodies. The teacher and audience try to see pieces of the hidden person (shoes, an ear etc) and call out what they can see as the group adapts to hide the whole person.

Extension: When the group succeeds, remove a person so they have to hide the person with 4, 3, 2 students.

CAPTAIN'S COMING

A classic children's game that is always loads of fun.

Great to play before rehearsal of a play to get students listening and using their bodies

A classic game that is always lots of fun and a great way to get students energised. As the teacher calls out instructions, students react and the last student to do so is out (and becomes a judge).

Directions:

CAPTAIN'S COMING: stand up straight, salute and say "yes sir"

SCRUB THE DECKS: on the ground making scrubbing actions

HIT THE DECKS: Lying flat on the ground

MAN OVERBOARD: In pairs, one student is drowning calling "help help" and the other student throws them a rescue rope and reels them in

SHARK ATTACK: hands in the air screaming and running in circles

OCTOPUS: In pairs one person stands behind another and both wave their arms out to the side

You can also add in PORT (left) STARBOARD (right) BOW (front) STERN (back) and have students run to a section of the floor. The last one to get to that section is out.

DRAMA FREEZES

Practice "drama freezes"

Create characters and situations

The ability to FREEZE is vital to drama activities. Practice the following drama freezes before doing your drama activities. Count students in 1,2,3 to show the following:

- *You have just seen superman flying in the sky*
- *You have just been splashed with mud*
- *You are pointing to something interesting*
- *You have a stomach ache*
- *You are modelling for a photo shoot*
- *You are being chased by a lion*
- *You are in the middle of a big dance move*
- *You are about to crash into something*

- *You are looking up at a giant*
- *You are getting dressed*
- *You are eating messy spaghetti*
- *You just stubbed your toe*
- *You are singing in the shower*

Or try these character freezes:

- *Zombie*
- *Pirate*
- *Witch / Wizard*
- *Teacher*
- *Superhero*
- *Burglar*
- *Frog / Cat / Dog etc...*

Extension: “Freeze and Go”. Ask students to create a freeze and count them in to ACTION. On ACTION, students have to walk, move and talk or make sounds like the character or in reaction to the situation.

Check out Drama Trunk DRAMA CARDS for hundreds of character ideas + more activities!

DRAMA SCARECROW TAG

A drama twist to the classic game scarecrow tag.

Practice dramatic poses in a fun way

Like scarecrow tag but with drama freezes. You may like to start with the classic version to remind students how to play. You can also practice doing some “drama freezes” before you begin (see above activity ‘drama freezes’).

One person (or more) is “IT” and must try and catch the other class members. When a student is “tagged” they must freeze in an interesting drama pose (they may like to use one of the drama freezes they have already practiced or come up with their own). Other students in the game must try and “un-freeze” the students who are frozen by copying their drama freeze. They must stand directly in front of the frozen person when copying the freeze and try not to be tagged by the person who is “IT” themselves (otherwise they have to drama freeze as well).

EXAGGERATION CIRCLE

Students practice exaggerated gestures

Students stand in a circle. The aim of this game is to create **exaggerated gestures**. The teacher starts the game by doing a simple gesture. The next student in the circle must make the gesture a little more exaggerated. Students continue around the circle, making the gesture more and more exaggerated until it is completely over the top. Students should focus on exaggerating the gesture, not changing it completely!

Extension: add a sound to the gesture.

GIANTS, KNIGHTS AND WIZARDS

A really fun adaptation of “rock paper scissors” encouraging group ethos

In a circle, teach and practice 3 actions/sounds

GIANTS: stamp their feet with their arms in the air and say “fee fi fo fum”

KNIGHTS: draw their swords and say “en guard”

WIZARDS: throw both arms forward as if throwing a spell and say “*shazaam*”

Split the class into 2 even sized groups. The groups must stand far enough away from each other to secretly decide as a group whether they will become goblins, giants or wizards. Once they have decided (you can give them a short period to decide) the groups stand opposite each other. The teacher counts the groups in 1, 2, 3 and on 3 they must do the action/sound as a group.

Instruct students that:

Goblins beat Giants

Giants beat Wizards

Wizards beat Goblins

After they have completed the whole action/sound, the losing team must run back to their line before the winning team members catch them. Any losing team member caught by the other team becomes part of the new team. Play until all players are on one team only.

GOOD AFTERNOON, YOUR MAJESTY

A good whole group game to encourage students to use their voices in interesting ways

Teacher may practice some “silly voices” before starting the game

Teacher chooses one student to “sit on a throne” which faces away from the rest of the class (you might give them a crown as King /Queen).

Teacher chooses a “servant” from the class by pointing to them. Make sure no one gives away who has been chosen. The servant creeps up behind the King/Queen and says:

“Good Afternoon, Your Majesty” in a silly voice.

The King/Queen has to try and guess who the servant is. You may like to give students up to 3 guesses. If the King/Queen guesses, give them a round of applause and congratulate “Your Majesty”.

Take it in turns to be King/Queen or servant. It may take some practice to master silly voices but they will love the game when they master it.

GROUP FREEZE

A concentration game that focuses students on their surrounds

Students and teacher walk around the space. As soon as the teacher stops walking, students must “freeze”. See how quickly the group can freeze.

Extension: Instead of the teacher, any student (or a secretly allocated) student can stop, prompting everyone else to freeze.

LAP, LAP, CLAP, SNAP

An great activity to learn names and practice rhythm

Students sit in a circle. All students say their name around the circle. Demonstrate and practice the rhythm with actions.

Say: “Lap Lap Clap Snap”

Actions:

Lap Lap – students slap their thighs twice in time with the rhythm

Clap – clap hands once

Snap – clicking fingers once with both hands

Practice the rhythm with actions until the class has mastered it. Now switch the word “snap” with student names. Students continue the pattern.

Example:

TEACHER: *Lap Lap Clap Michael*

MICHAEL: *Lap Lap Clap Harry*

HARRY: *Lap Lap Clap Juliette*

JULIETTE: *Lap Lap Clap Eva*

Extension: Speed up the rhythm and start eliminating students who miss the rhythm

LOCATION FREEZE

Students use their imagination to create frozen “tableaux” that depict locations

Students accept “offers” made by other students and explore imagery

Students learn the drama technique of ‘tableaux’

Teacher explains that a “frozen tableaux” is a frozen picture or postcard that the students will make to show the class a location or setting. Students will be directed to get up one at a time and think of something or someone that would be in a location.

The teacher prompts students to create a “tableaux” or “frozen picture” with around 5 or 6 students, getting input from the class about what characters / things they might find in the location.

Example:

The scene is in a HOSPITAL EMERGENCY ROOM: Teacher asks students to think of characters they might find in a hospital waiting room. Teacher encourages students to interact with each other and to complement other freezes.

- *Doctor* – teacher asks one student to hop onto the stage and show a freeze like a doctor doing something in the scene. The doctor might be reading a chart or examining a patient.
- *Nurse* – teacher directs a student to take a freeze as a nurse, thinking about what the nurse might be doing. The nurse might take a freeze like they are talking to the doctor or perhaps the nurse is at the nurses desk.
- *Patient* – teacher directs a student to take a freeze as a patient. Perhaps they become the patient who is being examined by the doctor. The patient might hold their leg as if it were broken.
- *Parent* – teacher directs a student to take a freeze as the parent of the patient. Perhaps they put their arm on the shoulder of the patient or freeze like they are asking the doctor or nurse a question.
- *Paramedic* – teacher directs a student to take a freeze as a paramedic.

Perhaps they are wheeling in a stretcher bed with another patient they just picked up in the ambulance.

- *Patient on Stretcher* - Encourage students to interact in the scene and work with the existing tableaux. As the last freeze was a paramedic wheeling a patient in, encourage a student to become that patient.

Try different locations and create multiple frozen pictures! You can have as little or as many students as you like in the tableaux.

Extension: Have students come up with 1 line to say as their character. Once the frozen picture is complete, prompt the students to take it in turns to say their line.

Check out Drama Trunk LOCATION (SETTING) Drama Cards for location ideas or try OLYMPIC EVENTS for more activities!

MINEFIELD (BLINDFOLDED LEAD ACTIVITY)

A trust building activity that also helps students with listening to and giving 'stage directions'

Teacher sets up a minefield by scattering objects over the floor (books, bags, pencils, scrunched up paper etc... nothing dangerous of course). Students may like to help setting up the obstacle course. You can call the objects "mines".

In pairs, students will direct their blindfolded partner around the minefield using "stage directions" (so voices only). They should try to get from one side of the room to another without touching any mines. If there are too many students to do this at the same time, split the class into groups and have the others form an audience. Ask students to listen for "good stage directions".

Alternative: The whole class directs one blindfolded student through the obstacle course, taking it in turns to say one command each.

Teacher may need to prompt students with example commands:

Take 4 small steps forward

Take 1 large step to your right

Extension: Students have to sit down if they step on something.

Note: older students can be introduced to proper stage directions through this game (2 steps stage right, 3 steps stage left etc... but younger students should just practice giving and receiving commands).

MIRROR

A good focus activity which also acts as a gentle physical warm up

Students must face a partner and "mirror" their actions. Encourage the leader to do big and slow movements and switch around so that everybody has a turn leading. Prompt students to use their faces (do funny faces in slow motion) and to use every part of their body.

Check out Drama Trunk DRAMA SHOES for more movement activities!

OBJECTS (LIVING PICTURES)

Students work together to create shapes with their bodies

Develop pantomime skills

Teacher explains that students must use their bodies to create objects. In small groups (3-4) students work together to become different parts of objects. For example, teacher calls out “*roast dinner*” and one student becomes a carrot (lying out long and straight), one student becomes the plate (making a circle body shape around the carrot) one student becomes the roast potatoes (crouching) and one student becomes the meat (making a meat shape).

Encourage students to think creatively and tell them that there are no wrong ways to create the objects as long as they are working together.

- Give students a timeframe and count down while they are creating the freezes
- Provide individual group prompting as the groups create their freezes

Example objects: Shoe; Kite; Car; Lamp; Octopus

Extension: add in sounds and repetitive movement

Check out Drama Trunk LIVING PICTURES Drama Cards for more pantomime ideas and activities!

QUICK CHANGE ARTIST

Develop observation skills

One student becomes the “quick change artist” and stands in front of the class showing off their different angles. The quick change artist then leaves the room and changes something noticeable about themselves (puts their hair up, undoes a button, switches left and right shoes etc...). The quick change artist then comes back inside and stands at the front while the audience tries to guess the change. The first student to guess the change becomes the next quick change artist.

PRESENTS

A creative activity to practice pantomime skills and develop improvisations skills

Students think about objects and how to represent them

Before you begin, practice miming opening a present with the students showing how to mime taking the paper off and opening the flaps of a box.

In pairs, one student hands another student an imaginary present. Their partner takes the box and opens it and pulls out something that they have always wanted. The student says (in a loud and excited voice)

“I’ve always wanted a”

And interacts briefly with the object. Encourage loud voices.

This activity should be done quickly. Switch the students around a few times so they have a few goes each of giving and receiving presents.

Check out Drama Trunk MAGIC BOX and DRAMA SHOES for more mime ideas!

RECEIVER RIGHT CLAP

A good and energetic focus activity

In a circle, students throw a “clap” to any other player by clapping both hands together in a forward motion towards the person they are throwing the clap to. As well as the clap noise, the student sending the clap makes a “whoosh” sound. The student receiving the clap makes a “sucking” sound as they pull the clap to their chests (with both hands). The receiver then throws the clap to someone else. Make the game faster and faster as students get the hang of it.

Extension: Instead of the receiver throwing the next clap, ask the person on the right or left of the receiver to throw the next clap after the receiver has received it.

STRING OBJECTS

Students work together to create shapes

Encourages group communication

You will need a long piece of string for this activity.

Students take hold of the string with both hands and hold it at around waist level. Explain to students that they must work as a group to create the shapes you call out with the string (i.e. circle, square, triangle).

- You can also split the class into groups and see who creates the shape first.
- Ask students to try and make shapes without any sound or with their eyes closed

THIS IS MY FRIEND

A great “get to know you” activity

Students practice talking to each other and presenting information to the whole class

Teacher splits class into pairs and tells the class that they only have “1 minute” to do this activity (this will prompt students to think quickly and because it is short, the quieter students will feel more confident as they know they don’t have to talk for a long time).

In just 1 minute, one partner must tell the other as many things about themselves as possible. The teacher may prompt this before students begin with some examples of things that they may talk about. Teacher tells students that once they are finished talking for 1 minute, their partner is going to introduce them to the class and tell the class a few things about them.

Example prompt questions:

- *What is your favourite food?*
- *Do you have any pets?*
- *Do you have any siblings?*
- *What do you love to do (hobbies)?*
- *What was your last teacher’s name?*
- *What did you do on your last birthday?*
- *Name some things that you love.*

Once the students understand the activity and have been given some prompts, teacher counts the first student in and says ACTION. Teacher walks around and encourages / helps students.

Once a minute is up, the teacher asks their partners to tell the class 2 – 3 things about their new friend. The class may sit down for this. Now, switch over so that everyone has a turn to introduce a new friend.

TOUCH THE COLOUR

Not a drama game but a really fun warm up activity to get the class moving

Familiarise a new space

Teacher calls out different colours and students must find something in the space which is that colour and “touch it”.

- Can add the instruction that students are not allowed to touch each other (although I never have)
- Can eliminate the last student to find something
- Can repeat colours but tell students they are not allowed to touch the same coloured thing more than once

TRAFFIC LIGHTS

A fun little warm up game to get students up and moving and listening to instructions

Can be played quickly

Students walk around the room and following the cues that the teacher calls out. The last student to act is out and sits down. Students that are out may like to help the teacher and spot the last students to act. When students have the hang of it, it’s fun to call out the same cue 2 or more times in a row and catch students who move, stop etc...

RED – *Students stop still with both feet on the ground*

YELLOW – *Students stand with one foot in the air*

GREEN – *Students walk around the space*

Optional: OTHER COLOUR (either have just one other colour (i.e. purple) or when the teacher calls out any colour other than red, yellow or green) – students must wave their arms and do a little dance.

WHO’S GOT THE KEYS TO THE CASTLE?

A favourite game for this age group

Sit down game

Practice drama voices and facial expressions

One student stands at the front with their back turned to the rest of the class. The rest of the class sit quietly in a huddle in front of the teacher. The teacher quietly chooses one student to have the “keys” and quietly hands that student the keys. The student with the keys gives them a jingle and all of the students put their hands behind their backs and pretend that they have them.

Students are instructed to look “*as guilty as possible*” so that the student at the front thinks that they have the keys.

Students are also given a character voice to say the following line 3 times

(e.g. witch, ghost, pop singer, mouse, giant) when the student at the front turns around (this is practicing character voices). Each time they say the line, it gets a little louder (practicing volume).

When the student at the front turns around, the class says (3 times all together):

“Who’s got the keys to the castle?”

The student at the front has 3 guesses to guess who has the keys. As the student guesses students, they reveal their hands to either have the keys or be empty.

Students may also like to suggest what character voices to use.

Check out Drama Trunk CHARACTER and QUIRKY CHARACTER Drama Cards for hundreds of character ideas!

YES, LETS!

A classic drama game teaching students to accept offers

Students use movement, gesture and voices

Students practice improvisation and responding

Teacher explains that in this game, the most important thing is that you accept “offers” made by everyone to do an activity and puts lots of energy into acting out the activity, using your voice and actions.

The teacher prompts students to find their own space in the room and practices some actions. When the teacher says “Let’s ...*activity*...” the class must all say “Yes, Lets” loudly and then start acting out that activity.

Example:

The teacher calls out “*Let’s dig a hole*” and the class says “Yes, Lets!” and start acting out digging a hole. The teacher should join in with the actions and saying “yes, lets”. Students can add dialogue and sounds but don’t push this until they are more comfortable.

Lets: Drive a car / Ride a horse / Skip around the class / Brush our hair / Catch a butterfly / Tell a naughty child off

The teacher should encourage a very loud and enthusiastic “Yes, Lets!” which will impact the energy the students put into acting out the activities. Students may also be prompted to loudly suggest their own “Lets...” activity that the rest of the class will then follow.

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