



Light Up School Learning

Drama Games for Teachers

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Foundation



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What is the purpose of this pamphlet?

We hope that you have fun using this pamphlet. Within its pages you will find a variety of drama games that can be used in your lessons across the curriculum, from Physics to History.

At the top of each page you will see a short description of the game. Below this we have included a flow chart of instructions to give you a sense of the game, whether it be for imagination, focus or characterisation. However, we encourage you to use them wherever and however you see fit within your lessons.

Scan the QR codes with your phone to find a descriptive video of the game that demonstrates how to play, with tips from our team of brilliant facilitators.

We hope you and your students enjoy trying out something new and getting creative together.

Travelling Light Theatre Company

Who we are

We are a children's charity and theatre company based in Bristol. We create outstanding theatre for and with young people that inspires their thinking, engages their emotions and fires their imaginations.

Since 1984, we have been at the forefront of professional theatre for young audiences, touring award-winning productions to schools, theatres and festivals around the UK and internationally.

We also manage a thriving participation and creative learning programme for children and young people aged 7–25, including weekly drama groups and family activities in the school holidays. Our Creative Learning programme provides engaging activities to support pupil confidence, self-expression and curriculum learning.

www.travellinglighttheatre.org.uk



Stop Go

Jump Clap

**Get the body moving
and energy flowing.**



**Scan me for a video
demonstration**

1 Participants are asked to follow instructions that are called out by the teacher, with the aim of working together as an ensemble and moving as one group.



2 On the instruction 'Go' they must walk around the space, not bumping into one another and trying to avoid walking in a circle.



3 On 'stop' they must stop moving and freeze.



4 On 'Clap' they must do 1 clap but with the aim that the whole group clap in unison as one.



5 On 'Jump' they must do 1 jump but with the aim that the whole group jump in unison as one.



6 Once the group have practised each of the instructions a few times the instructor can then add in 'opposites' – so 'stop' becomes 'go' and vice-versa, and 'clap' becomes 'jump' and vice-versa. This can be really playful. More instructions could also be added as an extension, e.g. 'centre' (they group in the centre), 'audience' (they turn to face audience), 'partner' etc, or themed to a topic.





Sound



Cake

**One for testing out
those vocal chords.**




Ka
Ka
Ka
Ka

ba


cha
cha




**Scan me for a video
demonstration**





1 A vocal warm up that can be done in a circle or from behind desks. Standing allows their breathing to be clearer as there is no pressure on their diaphragm. Groups can explore a variety of vocal sounds that actors use to warm up, in a fun and cohesive way.

 **2** Ask them to imagine they have a mixing bowl in front of them and what ingredients they might put in to make a cake. “We are going to make a *Sound Cake* so let’s put in some sounds, repeat after me” (whilst pretending to tip in your ingredients) **‘Ka ka ka, Cha cha cha, Ba ba ba, Ga ga ga’**.


3 These can be any sounds you like but don’t do so many that you can’t remember them when you repeat it. Just use the first 2 if you like. “Now this cake needs a little magic that comes out of the end of your fingertips and sounds like this... **Phzzz phzzz**. And because this cake is magic it appears in front of your face and makes you go... **WOW**”. Encourage a big mouth (which stretches your face).




 **4** Continue with different descriptions of how it feels to eat the cake such as, “eat the cake in one gulp but it’s very chewy like toffee or swallow and as the cake travels down into our tummies we’re going to make a high note slide down to a low note like this. It tastes good so let’s rub our tummies and make a **mmmmmmmm** sound”.



5 “Oh no something went wrong, it feels funny in my tummy. Drop your jaw, stick out your tongue and make a...**URRGGHHHH**. Oh no it’s coming back up. Time for a low note slide to high. **Bleagh**”. And you finish with a funny vomit sound.

 **6** Repeat with them making all the sounds at the same time as the teacher. Try a final time fast speed which groups often find funny!



Hip

Hop

A call and response energy raiser. A physical game that warms up the brain.



Scan me for a video demonstration

1 The teacher demonstrates to the group the series of call and response, which each have an action assigned to them. “When I say Hip, you say Hop” & “When I say Hop, you say Hip” (whilst showing the actions)

- ➡ **Hip** (pop your hip) **Hop** (hop on spot)
- ➡ **High** (point high) **Low** (touch the floor)
- ➡ **Pop** (hands outstretched) **Corn** (chop up corn)
- ➡ **Peanut Butter** (spread on toast) **Jelly** (wobble bodies)
- ➡ **Superman** (hands on hips)
Dodododooo (One hand in air, superman flying pose)



2 You can practise these, trying to build up speed and trying to catch the group out.



3 As a group create a sound and action to use if you go wrong (like a buzzer sound), decide if someone that goes wrong is out, or they do the buzzer sound and continue to play.



4 The group can make suggestions for their own words or phrases that can be split into 2 parts, along with actions for them. Examples: **Lap/Top** and **Hot/Dog** and **Rain/Bow** and **Hair/Band**.



5 Add these into the game. The group could take it in turns to be the leader too.



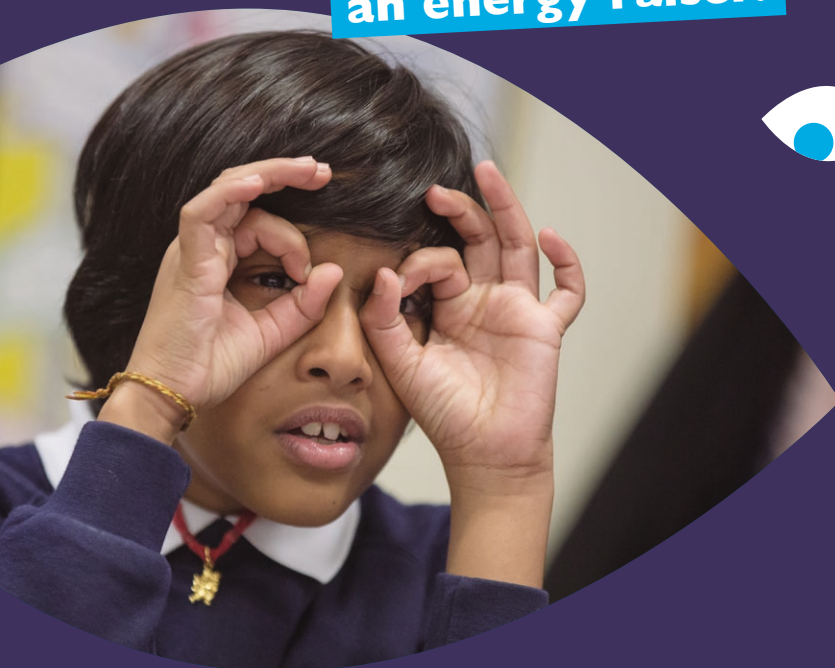
6 The words/phrases could also be linked to topics/themes/subjects you're doing in school too.





Look Up Look Down

Good for regulating energy,
you can make it a focus activity
or you could adapt for
an energy raiser.



Scan me for a video
demonstration

1 Everyone stands in a circle.

2 Each round of the game the leader will say the following:

“Look up” (everyone in the circle must look up to the ceiling, heads fully up)

“Look down” (everyone in the circle must look down to the floor, heads fully down)

“Look up” (everyone in the circle must look directly at someone else in the circle.)

3 If a participant is looking at someone and that person is looking back at them then they must solemnly nod to one another and sit down. (There may be multiples of this in one round).

4 If a participant is looking at someone and that person is not looking back at them then nothing happens and they remain standing and wait for the next round.

5 Continue with the ‘look up, look down, look up’ until either everyone is sat down (if there’s an even number of players), or until you only have 1 person stood up and the game is over.

6 You can choose whether the ‘winners’ are the ones remaining standing, or the ones sat down first, or you can decide to keep it a secret whether you want to be the first out or the last – experiment and see if this changes the tactics of the game!

Rules

You can’t change who you’re looking at in that round once you’ve looked up at them.

You can’t look at the same person consecutively each round.

You can’t pre-plan with anyone that you’re going to look at one another.

Energiser version

Same as above but if you look up and someone is looking back at you then you must both perform a loud and dramatic death as you fall to the floor – the sillier and more OTT the better!

Adaptations

You could change what it is that happens when two people look at one another to suit a particular topic (E.g. Roman soldier salute) / historical character (E.g. Florence Nightingale holding up lamp) / dance (you share a celebratory dance with one another) etc.

Red Ball • Blue Ball

An ensemble, pattern-based game that can be used to build focus and trust.



Scan me for a video demonstration

1 This game is best played with everyone stood or sat in a circle and with physical objects (like several coloured balls or bean bags). Alternatively, the game can be played with imaginary balls/beanbags. The game can also be played with students sat at their desks, if this works for the group/class.

2 Ask the students to go around and clearly say their names out loud for all to hear. This is important as it allows all young people to speak out loud in the space.

3 You start by picking up a ball/beanbag/imaginary object and throwing it to someone across the room. You will do this by clearly stating the colour/object you are passing to them, followed by their name. For example: **“Red Ball, Stevie”**.

4 The person receiving the ball shall respond with thanking the person they have received the ball from, before repeating the process and passing on to another person in the space. For example: **“Thank you Casey. Red Ball, Liz”**.

5 Continue with the Red Ball pattern until the group are comfortable passing it around.

6 When the group are ready, assign a student to start another pattern with a Blue Ball. Repeat the process with both the Blue Ball and Red Ball in motion.

Additional/ Alternative options

Add in as many different patterns as the group can handle. Try to keep the rhythm and only move on if the group are comfortable. You can swap the ball for subject terminology in order to help retention on a specific subject.


“Red Ball, Stevie!”

Bird over Head (birds eye view)




One for teamwork, great for groups and shifting perspective.


1 Ask the participants to imagine there is a bird overhead.




2 In small groups, participants use their bodies to spell a word, one letter at a time.




3 They will give a thumbs up to each group after each letter is complete, to let them know they can move on to the next letter. The group who can spell the whole word the fastest wins.




4 This activity is great for teamwork, working in groups and shifting perspective.



5 Every member of the group must be involved in the creation of the letter.



6 You could start by asking groups to create a specific letter, or follow the order of the alphabet, as a warm-up.




Object Manipulation




Generating creative ideas and group focus is the name of this game.


1 In a circle, take for example a pen (or any other object).




2 Pass the object around the circle. Each person must use it as something else by miming it out (stick, ball, piece of clothing, instrument, etc).




3 The rest of the group must try to guess what the transformed object is.



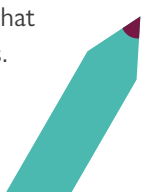
4 This is a fun activity that encourages generating creative ideas and using imagination by transforming everyday objects. There is no right or wrong.



5 For a verbal version of the game (without the guessing), each person says, "***This isn't a roll of tape, this is a...***".



6 This could be played in small groups or collectively.





Role on the Wall



A great game for character exploration and a chance to try on someone else's shoes.



1 The outline of a body is drawn on a large sheet of paper, which is stuck onto the wall. This can be as simple as a drawing of a gingerbread man, or the teacher can carefully draw around one of the participants lying on a roll of paper.



2 Words or phrases describing the character are then written directly onto the drawing or stuck on with sticky notes.



3 You can include known facts such as physical appearance, age, gender, location and occupation, as well as subjective ideas such as likes/dislikes, friends/enemies, opinions, motivations, secrets and dreams.



4 You can vary the approach, for example known facts or external influences can be written around the silhouette, and thoughts and feelings inside.



5 The class can return to add more ideas, thoughts and feelings as they discover more about the character over time.



6 This can be used in a variety of ways. For example, for historical people or for creating fictional characters.

It could support exploring different perspectives of a particular event. A way to support 'putting yourself in someone else's shoes' and Hot Seating (the group ask questions of one person playing the character – they respond 'in character').





Magic

Box

**Imagination, topic
exploration and more.**



1 Start by introducing the box. ***“This is a magic box”***
(A box with a lid. It could be decorated if you wish).

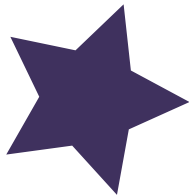
2 ***“What might be inside?”***
Ask for suggestions. This allows for leaps of imagination. If we opened it, what might happen?

3 ***“This magic box is going to help us with our story. What if the box contained story ideas – what would the story be about?”*** Mime taking ideas out of the box.

4 ***“What if the box had a story – where has it come from? If it belonged to someone – who might they be? How did it get here?”***

5 ***“If Magic Box was a box of ideas – what ideas shall we put into it?”***
Write ideas to put in or mime putting in.

6 There could be real objects inside to support a topic such as history. Questions this could prompt; what could they be used for? Why are they in the box? Where are they from? When was this used? Who might they belong to? This could also support developing a character by putting yourself in the shoes of someone else.



Home rhythm

**Great for teamwork
and group focus.**



**Scan me for a video
demonstration**


- 1** Establish a basic rhythm (this is your 'home' rhythm).
- 2** Repeat the rhythm into your body and embed this as a group.
- 3** Take in turns to 'freestyle' a rhythm whilst everyone continues with the 'home' rhythm.
- 4** If you want to extend the activity, get into smaller groups to create a new rhythm to perform back with the home rhythm.
- 5** This could be using different parts of your body, performed as a routine.
- 6** Share back with the class.





Samurai

**Want to raise energy levels?
Try out this battle game
for two teams.**



This is a battle game for 2 teams but begin by teaching the whole group the moves all facing you. There are 5 attack moves and each one has its own specific defence which must be exact.



**Scan me for a video
demonstration**

1 Start by teaching the whole group these five moves:

1 Hold an imaginary sword with 2 hands pointing up to the sky. The defence is a duck to the floor.

2 Go down on one knee and swipe your sword down low towards their feet. The defence is a straight jump up.

3 Step forward and lunge for their stomach with two hands on the sword. The defence is a jump backwards, two feet together and hands brought up in front of you arms extended.

4 Side swipe your sword from left shoulder to right hip, two hands on the sword. The defence is to jump in the direction the sword is travelling.

5 Same as above but the opposite direction.

2 Teach everyone the attack and get them practising the defence moves using all 5 attacks. Try jumping straight back up ready for the next move.

3 Split into two teams facing each other and one person steps forward as leader. Leave plenty of space between the teams, they must never make physical contact. They all bow to signify the beginning of a battle.

4 The leader chooses an attack but the whole of the opposite team must make the correct defence move. Play moves back and forth between each team. Encourage players to take responsibility for their own mistakes and take themselves out of the game if they do the wrong move or are later than the rest of the group. Set up a space for players who are knocked out to sit or stand and cheer their team to win.

5 If the leader makes a mistake the first person to step in and take their place continues by choosing the next attack. You can play with no one getting out and just a leadership swap to encourage physical warm up and ensemble movement.

6 These 5 attack and defence moves can also be used to create paired fight choreography, perhaps encouraging a slow motion movement.



Top tips

for embedding creativity into your lessons

A guide to making helpful choices for you and your students. Use the flow chart to kickstart your idea, remember these tools can be mixed and matched to suit your lesson.

- What topic would you like to bring a little spark to within your classroom?
- How long do you think this moment needs to be? Are you looking for a five minute shake up or a full lesson plan? Think about the shape of your lesson including a warmup, ensemble time and then maybe a paired exercise. Give time to go away and create, end with a whole group reflection.
- Classroom rituals can be very rewarding. A stage image on the board when they perform, a box of costumes that they can dip into or a piece of music to signify a change within the classroom. Try a lab coat and goggles to be the science expert or a wig and cloak to be the judge in a courtroom!
- What space do you need in the classroom? Or could you plan for time in the hall or playground? Many creative moments can be adapted to happen behind desks if there are barriers to changing space.
- Have a plan up your sleeve for anyone who may struggle with the freedom within an activity. Perhaps a special role for anyone who needs it. Sometimes it can be fun to ask someone to draw the game instead of playing it, so the moment can be 'recorded' and looked back at afterwards.
- Take time to model with a TA or student before sending pupils off to try something new. If an exercise is complex start off simply and add different stages along the way.
- Be flexible and ready to change your plan if necessary. This might happen if you are trying out new things and it's a sign of risk taking and not failure.

Choose your... TOPIC

Does it explore
PEOPLE?

ART

Puppetry

IMAGE

Freeze
Frame

DIALOGUE

Impro

Hotseat

Ensemble Impro
Town Meeting

Does it explore
PLACES?

MUSIC

Song

Soundscape

WORDS

News
Desk

Flying
Carpet

IMAGE

Time
Machine

Ensemble Action
World Building

Does it explore
PROCESS?

SOUND

Rhythm

Number
Games

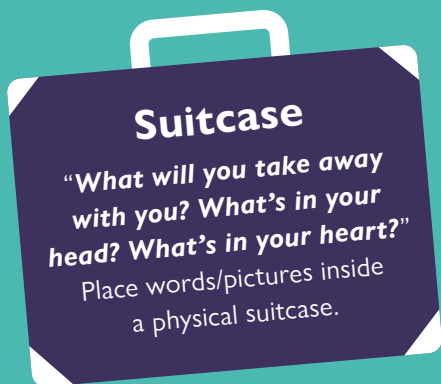
MOVEMENT

Body
Machines

Dance

Object
Animation

Ways to reflect



Continuum line

Place yourself on a line to represent where you are/how you’re feeling etc. Other version of this – washing line continuum, put your name on it using a peg.



Weather

Weather check in/out to build emotional literacy and expression. Example “*I was thunder and now I’m more rainbow*”. Adaptations – “*What kind of biscuit are you?*”
Use images for accessibility.

Graffiti Wall

Could be with drawings or words. This is more accessible for early years.

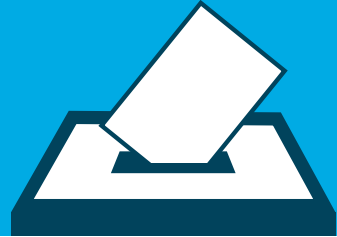


Postie

Post-it note on someone's back – evaluating each other – what they did well.

Secret box

Where students can put private reflections. You decide if they are shared or not.

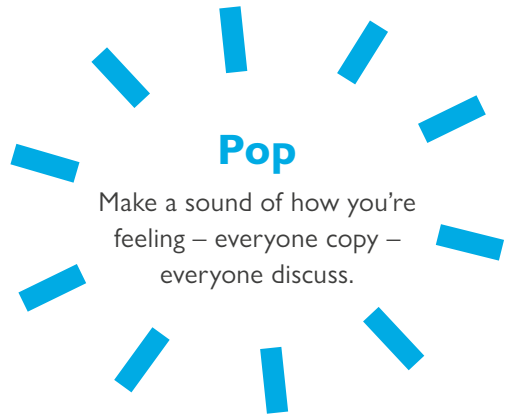


High Five

Drawing around your hand, and labelling each finger (e.g. thumb is something you enjoyed, next finger is something you found hard).

Pop

Make a sound of how you're feeling – everyone copy – everyone discuss.



Mindful seed

What skills would you want to continue to grow after this project? What would this seed look like when you've grown it? e.g. 'confidence tree'.

Vox Pops / radio interview

Students can interview each other to check understanding.

Glossary

The Product

Ensemble: Working together as a whole group

Tableaux / Freeze Frame / Still

Image: An image made with bodies that doesn't move (like a photo)

Mime: Acting without words

Abstract / Non-naturalistic:

E.g. representing an emotion with your body

Naturalistic: Recognisable representations of life

Orchestration / Soundscape:

Use of sound (pre-recorded / live vocal / made sounds) to support action

Structure: Having a clear beginning, middle, end, or different types of structure to a piece (Linear, Non-linear, Flashback, 1st person/ 3rd person narrative, Split screen (2 things happening side by side, or alternating between))

Form: The form a piece takes (Game show, Ghost story, Puppetry show, News report, Fairytale, Advert, Storyboard, Musical, Radio play, Audio book)

Chorus: Greek theatre origins, working and often speaking as one

Levels: Making sure that the performers think about low, middle and high levels and what this represents

Staging: In the round: performed in middle of a circle; **End on:** audience directly facing the stage/performance; **Specific area/place:** e.g. by the book shelf because the piece is about reading; **Promenade:** the performance happens amongst the audience; **Thrust:** the audience sit on 3 sides; **Traverse:** audience make a corridor, performance in the middle

Blocking: Where the actors place themselves on stage (not in front of anyone else, unless you intentionally want them hidden, where you want audience to focus, stage pictures, levels, entrance and exits and making these clear)

Performance/ Individual

Stage presence: Having confidence on stage. Being focussed.

**Connection (with character/
with audience):** Making a clear decision about where you're looking (e.g. at audience, or another character).

Facial expressions

Projection: Can we hear them?
Not shouting. Clarity and good diction.

Diction: Expressing individual words clearly.

Physicality: The use of your body to express character, emotion, or theme.

Positive Feedback Vocab

Sharp, Clear, Focussed, Imaginative,
Collaborative, Creative



Creative Learning Opportunities

Travelling Light can offer your school

Arts Day & Play in a Week

Our Arts Days and Play in a Week activities are a great way of creatively exploring topics in groups and supporting your curriculum. Please contact us to find out more or you can watch a short video about Play in a Week on our website – scan the QR code below.

Bespoke Workshops (EYFS, KS1-4, FE & HE available)

We work with many different settings for our bespoke workshops. If you have a specific project that you would like us to support, do get in touch and we can match you up with one of our experienced facilitators.

Work Experience programmes

We offer a range of invaluable work experiences for students of a variety of ages and abilities. This can be tailored to suit your students and course requirements.

Teacher/Whole staff CPD

Travelling Light can deliver both face-to-face or online training for staff. We want to help give teachers the tools they need to confidently use creativity in their everyday teaching.



Scan me to
find out more

With thanks to...

Our 5 partner schools and all the fantastic teachers involved

Our brilliant Light Up School Learning artists: Raph Clarkson, Liz Felton, Casey Lloyd, Carlota Matos, Laura Street, Stevie Thompson, Willow Vidal-Hall & Kate Pasco

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Travelling Light

Just bring your imagination

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