

THE DRAMA CLUB



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Introductory Session

Total Time: 60 Minutes

1. Select a Student Volunteer

10 Minutes

- Select a student volunteer for your respective class to assist the teacher.
- The student volunteer will participate in all the club activities and also assist the teacher as and when required.

2. Selection of Club Activities

25 Minutes

- Discuss and select any 10 out of the 12 given activities.
- The Teacher In-Charge can ask students to vote for each activity.
- Students can vote by raising their hands and Teacher In-Charge takes the count.
- Decide which activities you all would like to do first and create a sequence of your selected activities.
- The student volunteer will write the selected activities on an A4 sheet.

3. Activity: Share Your Thoughts!

25 Minutes

- Put up a chart paper on the class board and paste that A4 sheet paper (which has the list of selected activities) at the centre of the chart paper.
- Distribute post-it notes to all the students in the classroom.
- Ask the students to write their thoughts, ideas and feelings related to The Drama Club on the post-its. For example, a student may write 'exciting' or 'I am fascinated by theatre' or 'I enjoy creating a set' or 'I love to say dialogues and act on stage' and so on.
- A student will get only one post it to write.
- Once the students finish writing on the post-it note, they will stick their note on the sides of the chart paper. (Refer to the given image)
- The Teacher In-Charge will then summarize and read the post-it notes.



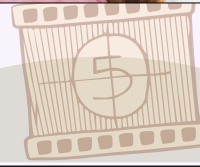
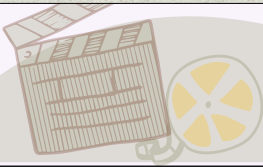
WARMING UP TO DRAMA

Activity 1: The No-sense Dictionary

20 minutes

Procedure

- The students sit down in a circle.
- One student starts by saying a word.
- The student sitting next has to come up with any word randomly, which does not have to be connected to the first word.
- For instance, the first student says the word 'spaghetti' and the second student says the word 'book.'
- The third student has to immediately come up with a sort of statement which will have to include the two words mentioned earlier.
- The student can come up with anything, as long as it is fun and creative. A fun sentence could be something such as "The spaghetti has recently been declared as one of the most delicious forms of bookmark that any book lover could use, especially while reading during a meal."
- To make it fun, you can also change the order and pick any two people at random to say the words and a third random person to come up with the definition.



WARMING UP TO DRAMA

Activity 2: Classroom Door Design

Materials required: A4 size art sheet, Pencils and coloured pencils, Rulers

Optional: collage items such as fabric scraps, magazine tear outs, ribbons, coloured tissue, or gift wrapping paper

Let's Create

40 minutes

- Each student will create an art work to decorate the classroom door for Drama Club.
- Give each student a blank sheet.
- Students will create designs on their art sheet for the Drama Club classroom. They can brainstorm a list of topics or images related to Drama that they want to use to decorate their doors.
- Door designs should be creative and reflective of what you do and learn in drama class. They could be entertaining, educational, thought provoking, inspiring, attention- grabbing, or use interesting materials or techniques. Students could create something seasonal, or related to theme. The options are only limited by the students' imaginations.



DRAMA GAMES

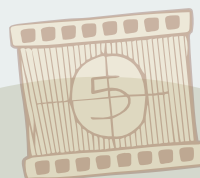
Games play an important part in Drama and Theatrics. It leads us to understand that there are various ways to perform drama. For example, using facial expressions to show emotions, using body language, and body movement to create a physical expression, speech and diction to strengthen the dialogue, and so on. The following drama games address the same goals. Any 2-3 games can be chosen and played one after the other or repeated more than once as per the interest of students.



Game 1 - Walk and Stop

15 minutes

- Students stand in a line.
- They will start walking as soon as you SAY ALOUD THE WORD 'WALK' and stop walking as you SAY ALOUD 'STOP'.
- As you find the students are in sync with the commands. Change the combination of words and actions.
- So when you call out loudly 'walk' they will stop and when you say aloud 'stop' they will walk.
- This has to start slow, then accelerate the speed of giving the command and thereafter the action.



DRAMA GAMES

Game 2 - Pass the Energy Circle

15 minutes

- Let the students stand in a circle.
- Select a leader to start the game.
- He would start a verbal sound like Ha..Hoo..Ha or Boom...Oops, and so on
- The other students will make the same sound in a clockwise direction ending at the leader to be the last in the chain.
- Students need to make the same sound in turns as fast as they can.
- A new leader can be decided for the next sound.
- The goal of the game is to transfer higher energy around the circle. In a round, each subsequent player should increase their pitch higher until the caller ends off with the highest pitch.



Game 3 - Cross the Street







15 minutes

- The teacher gathers the students on one side of the room.
- Each student is instructed to cross the street as the character the teacher calls out. For example - "Cross the street as _____."
- These can be famous people, animals, or even inanimate objects.
- For Improvisation:
 - ✧ The teacher can increase the difficulty level by also including a situation or additional factor affecting the activity of crossing the street, for example, Cross the street like a Penguin but in heavy traffic or rain.
 - ✧ Character contradiction can be used, for example, Cross the street like a slow hare. (hare is a fast-moving animal but here he is asked to be slow)

DRAMA GAMES

Game 4 - Tongue Twisters

15 minutes

- Ask the students to speak the following Tongue twisters.
 - A student may only speak one twister, can speak the same twister more than once, or speak all the twisters one after the other. You may add a new twister if you want.
 - The following twisters can be verbally spoken by the teacher or can be displayed on the whiteboard.
1. She sells seashells by the seashore. 
 2. A big black bug bit a big black bear. 
 3. The great Greek grape growers grow great Greek grapes.
 4. I saw a kitten eating chicken in the kitchen. 
 5. I scream you scream, and we all scream for ice cream.
 6. If you notice this notice, then you will notice that this notice is not worth noticing. 
 7. Any noise annoys an oyster, but a noisy noise annoys an oyster more.
 8. Rubber baby buggy bumpers. 
 9. Can you can a can as a canner can can a can? 

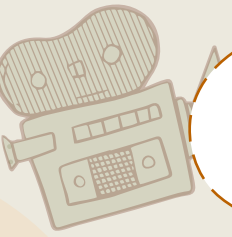
Game 5 - Try Not To Laugh

15 minutes

- This activity is a group activity.
- A group is asked to consider one of the group members to be invisible.
- All the group members will pretend to search for that invisible member without interacting with him in various places in the classroom.
- The invisible member will do various actions and put an effort to be seen such that it may make the other members laugh.
- The first member to laugh or make eye contact with the invisible person will be considered out of the game.
- The game can be continued till one single member remains in the group.



THE CHAIR THIEF



An essential skill that drama requires is collaboration. The Chair Thief is a great activity to achieve collaboration, connection, attentiveness and fun. It is a high energy activity that keeps all the students engaged while having a lot of fun.

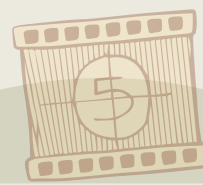
Materials required:
One chair per participant



Procedure

60 minutes

1. All players sit on a chair, scattered throughout the room. There is one empty chair.
2. Student 'A' gets appointed as the Chair Thief and stands at the opposite end of the room. Student A's goal is to sit on a chair. However, student 'A' may only walk slowly.
3. The group wants to prevent student A from sitting on the empty chair. Contrary to Student 'A', they are allowed to run.
4. Whenever student 'A' walks towards the empty chair, they quickly switch chairs, leaving a new empty chair somewhere else in the room.



THE NIGHT WATCHMAN

The Night Watchman activity requires participants to imitate statues under the watch of a Night watchman. The participants will try to move without getting caught.

60 minutes

Procedure

- First, decide which student will be the Night watchman. This student can move around freely during the game.
- Other students take the form of statues and freeze to any action.
- The students can take a few steps around and also change the action, but the Night watchman must not see them move.
- Once the Night watchman sees a student move, the student is out of the game.
- The Night watchman can do things to make the students laugh and move.
- However, the Night watchman cannot touch any of the students.
- Set the rules of the game accordingly.
- It would be best if actions such as breathing, blinking, and smiling are not counted as movements that will disqualify a player.
- Any student that the Night watchman catches becomes the new Night watchman.



THE MIME ACT

Let's Imagine & Enact

10 minutes

- Today we are going to imagine how we feel, taste and hear with our five senses.
- Using facial expressions and body movements you will enact the given word or situation as read.
- You will not use any word or sound to express your actions.
- Relax and let us begin to enact.
 - ⤴ You see a car is about to hit you
 - ⤴ A teeny, tiny bug is crawling up your arm
 - ⤴ You see a snake in the bush
 - ⤴ You can smell freshly baked cookies
 - ⤴ You can smell a garbage truck pass by
 - ⤴ You taste your favourite chocolate or ice cream
 - ⤴ You happen to eat bitter gourd (Karela)
 - ⤴ You hear a fire alarm
 - ⤴ You are listening to soft soothing music
 - ⤴ You touch ice
 - ⤴ You pat a soft furry animal
 - ⤴ You get pricked by a sharp needle



Let's Understand

35 minutes

- This kind of non-verbal expression is called miming.
- Mime is an acting technique and a form of silent art that suggests action or emotion. It is communicating without words and only by using gestures, facial expressions and movement.
- A person performing mime is also called a mime artist.
- Mimes frequently paint their faces white as if they are wearing a mask.
- Eyebrows and eyes are then lined in black, with bright red or black lips. Often tears or other markings are added to the face.
- To complete the look, mimes will often wear a striped shirt, beret and white gloves. Although it is fun to dress part of a mime, all of these activities can be done without any makeup or costumes.
- Let's watch a video to understand it better.
- Play the Video Resource - [Meet A Mime](#)

THE MIME ACT

Let's Prepare & Enact

20 minutes

- Now you will try to prepare mime acts in groups.
- The club members will be divided into 4 groups.
- Groups will be given one of the following outlines for a group mime.
- You will have 10 to 15 minutes to prepare.
- You can also add in the scenes to make it interesting.
- Anyone member from the group can come and pick up the chit from the bowl to know the assigned outlines for the act.

Prior Preparation

Prior to the session make 4 chits 'The Concert', 'Hijack', 'At the Railway Station' and 'The Bank Robbery' and put them in a bowl.

The Concert

- ✦ Audience arrives for the outdoor concert.
- ✦ Band enters with different instruments.
- ✦ Audience is very enthusiastic, claps, jumps up and down and waves hands in the air.
- ✦ One person faints.
- ✦ Security arrives and removes him.
- ✦ No one takes any notice.
- ✦ Band plays on.
- ✦ Girl gets up on the stage and tries to touch members of the group.
- ✦ Security removes her.
- ✦ It starts to rain and after a while everyone goes away disappointed.



Hijack

- ✦ Passengers board the plane.
- ✦ They are welcomed by the air hostess.
- ✦ The plane takes off.
- ✦ One hijacker takes over the plane and another one holds up the passengers.
- ✦ One passenger faints.
- ✦ This distracts the hijacker for a second.
- ✦ Pilot overcomes him.
- ✦ The air hostess holds him and the handcuffs are put on him.
- ✦ Pilot overcomes the second hijacker and handcuffs him to hijacker 1.
- ✦ All the passengers cheer the pilot as he gets the plane to land.



THE MIME ACT

The Bank Robbery

- ▲ Cashiers arrive bored and yawning they open up their desks and talk to each other.
- ▲ People come in and walk up to the cashiers and withdraw money.
- ▲ Suddenly two robbers come in wearing masks.
- ▲ They ask everyone to lie on the floor and they hold up the bank clerks and make them hand over the money.
- ▲ Little old lady trips a robber and he falls and spills the money.
- ▲ Security guard then overpowers the robbers and takes off their masks.



At the Railway Station

- ▲ The railway station is full of passengers, workers, hawkers, and shopkeepers.
- ▲ A passenger enters the railway station.
- ▲ A train is about to leave and the passenger is running towards the train to board it.
- ▲ Passenger is trying to hold the door but can't.
- ▲ The passenger misses the train and is upset.
- ▲ A man is watching the passenger miss his train. He is reading the newspaper and calls him to sit next to him.
- ▲ He tries to comfort him and tells him to take the next train.
- ▲ A seller enters and is trying to sell a bottle of a cold drink.
- ▲ Passenger denies it but he insists.
- ▲ Passenger gets irritated and asks him to leave.
- ▲ Ticket checker enters and is asking everyone to show their tickets.
- ▲ He reaches the passenger and asks for the ticket.
- ▲ The passenger looks for the ticket in the first pocket and then in the other but doesn't find it.
- ▲ Passenger realizes that he hasn't brought the ticket and tries to run.
- ▲ The ticket checker runs after the passenger.



Let's Perform

15 minutes

- Groups will come one by one and perform.
- Each group will have 5 minutes to present the act.
- The rest will watch their performances.

COMMUNICATION CHAIN

Procedure

60 minutes

1. Have the students form a straight line.
2. All the students should face the same direction.
3. Select another participant who will be the last person on the line and take the lead.
4. The leader will write down an action. For instance, "I was taking a walk and saw someone. I waved and fell." Keep the note in your pocket.
5. After, the leader will tap the participant standing in front of them and demonstrate the action they wrote without verbal cues.
6. Then that participant taps the next person and demonstrates the action.
7. The demonstration will continue up to the beginning of the line.
8. Then, the first person on the line will have to guess what the action is.
9. The fun of the game lies in misunderstanding. When players misinterpret a gesture, the message gets muddled and miscommunicated, and the final participant's guess can become hilariously off-base.
10. The writer of the action reveals the action from the note he had written at the start.



Some action ideas for the activity could be -

- | | |
|----------------------------------|--------------------------------|
| • Reaching the top of a mountain | • Trying to Google something |
| • Visiting a museum | • Superman saving a little boy |
| • Having a nightmare | • Building a sand castle |
| • Riding a horse | • Making microwave popcorn |

THE EXPERT

A great impromptu exercise that requires kids to quickly come up with original material. This activity encourages students to use both their prior knowledge of a topic and their imagination. It requires students to use role, relationship, situation, voice, and movement to create dramatic meaning.

60 minutes

Procedure

1. In this activity students become "experts" on certain subjects.
2. Students take turns going in front of class.
3. The student is given a subject that the he is supposed to be an expert in (i.e. Cereal, Hairstyling etc.)
4. The student must talk about that subject expertly for one minute.
5. What makes this game extra fun, is that there is only one rule — the expert can never stop talking, even if they run out of facts well before their time is up. Students should just keep talking, making up anything at all about the topic, no matter how absurd or far-fetched.

Please Note: Consider adding some sort of prop to make it more fun. Perhaps some silly professor glasses, or a clipboard, etc.

Topics that could be given to students -

- | | |
|---|--|
| <ul style="list-style-type: none">• Swatting a fly• Walking and chewing gum• Superhero• Burgers• Memes• Making paper rockets | <ul style="list-style-type: none">• Movies• Sports• Eating chocolate• Milkshakes• Cartoons |
|---|--|



GIVE A VOICE-OVER

10 minutes

1. Let's Watch

- Ask the students:
 - ~ Have you seen videos with funny voice-overs?
 - ~ What do they do in it?
 - ~ What is a Voice-over?
- We project our voices at different volumes to reach people standing at different distances to get ourselves heard. This is called Voice Projection. A sense to fluctuate the pitch/volume of your voice to reach the maximum audience.
- Let us watch a video to understand this.
- Play the Video - Give a Voice- Over - Funny Voice-over
- Explain to them that funny voice-over based videos are an example to understand how perception works to bring out a different side of a situation.
- This activity is useful to understand and create new characters and stories bringing in different perceptions of the same set of events.

2. Let's Create

5 minutes

- A video will be played on the screen.
- Each group has to give a voice-over to the video.
- Each group takes 5 minutes to write the dialogues for the voice-over.
- Play the video - Give a voice-over - Activity.

****The teacher can play the video multiple times if required.**

3. Let's Present

45 minutes


The teacher plays the video.

Each group takes turns to present their voice-over.

****The teacher has to play the video for each group.**



ROLE ON THE WALL



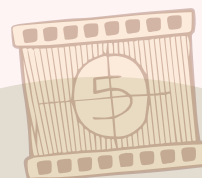
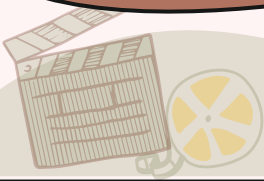
Materials required:
Chart Paper (One chart paper for each group),
Sketch Pens, Post-its,
or small square pieces
of paper in sufficient
numbers



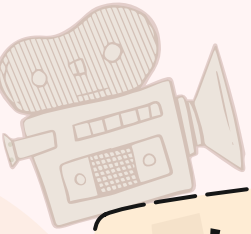
Let's Decide

15 minutes

- Divide the students into small groups.
- Each group will decide on one movie character or a real-life famous personality.
- Some examples for reference are:
 - ⤴ Spiderman or Thor (Super Hero characters from the movie Spiderman and Marvel Movie)
 - ⤴ Bahubali (From the movie Bahubali)
 - ⤴ Sheldon Cooper (from the famous series The Big Bang Theory)
 - ⤴ Mirabel (Central character from the movie Encanto)
 - ⤴ Enola Holmes (From the movie Enola Holmes - Sister of the famous Sherlock Holmes)
 - ⤴ Harry Potter (From the movie Harry Potter)
 - ⤴ Virat Kohli or Harmanpreet Kaur for Cricket
 - ⤴ P V Sindhu for Badminton
 - ⤴ Moana



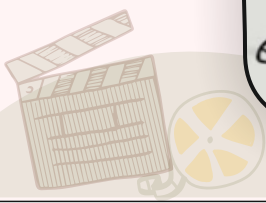
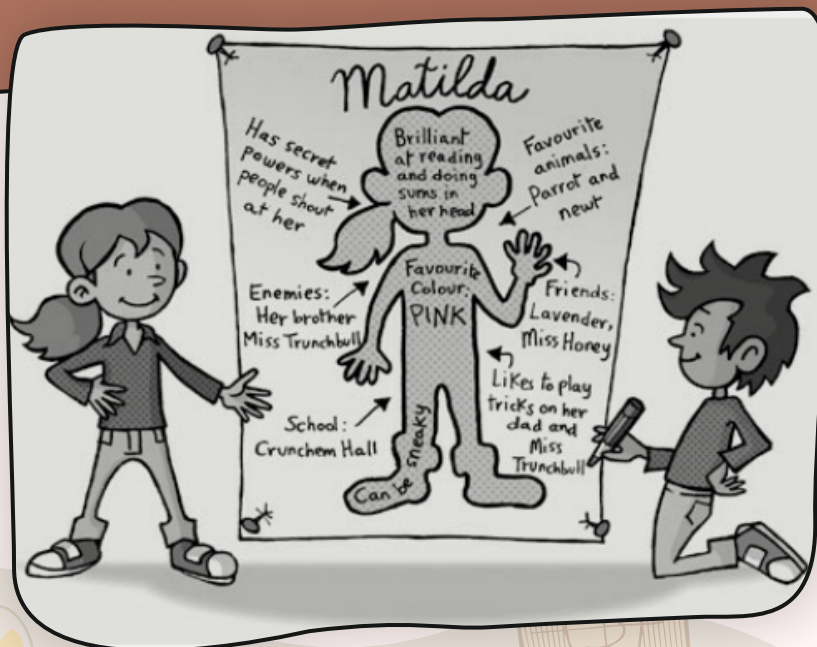
ROLE ON THE WALL



45 minutes

Let's Think and Write

- On a chart paper draw an outline of the figure to roughly represent the character you have selected keeping space below for the next part of the activity.
- Distribute post-its, each group member can write what they think about the character, below are given a few points to think about the character description:
 1. The students can describe the character in his/her own words.
 2. Why is your favourite character?
 3. Why do you think the character became famous?
 4. If you were to rewrite the character, how would it be different?
- Stick the post-its on the chart paper.
- In the blank space below the figure, discuss the answers to the following questions and write them down with a sketch pen. One of the group members can write the answers on behalf of the group.



RECREATING YOUR FAVOURITE TALES

Let's Recreate

30 minutes

- Today you will recreate stories in groups and present them in class.
- Each group will choose their favourite tale or short story and recreate them in their own way.
- It can be in a drama form, the group can also add comedy or a twist at the end of the story.
- The groups are free to change the character's qualities, the moral of the story, the climax and so on.
- It can be a short extract from the story and can be presented with a twist.
- The group act must not exceed 5-7 minutes, including the introduction and the announcing of the title.
- The groups can use different props to project different scenarios.

Let's Act it Out

30 minutes

- Each group will come one by one and perform their recreated story.
- Make sure the dialogues are clear and audible to the audience.
- Audience please maintain silence when other groups are performing.
- So put your hands together and welcome the first group to recreate their favourite tale.



CHARACTERS COME ALIVE

This activity can be a unique display of characters by the students. Each club member will prepare a 1-2 minute performance to showcase any character they want to represent. Characters can be fictional and non-fictional. The club members can act out a scene with the dialogues or simply talk about the character they have selected.

Prior Preparation

- The members need to carry the required materials for their performance.
- They can dress as the character or create a mask and so on.

(The teacher-in-charge needs to inform the club members about the activity prior to the session. Parents can help the students prepare for the activity.)

Let's Perform 60 minutes

Today we are going to perform and bring our characters alive.

Each club member will be given 1-2 minutes to perform.

So put your hands together and welcome our first performer because it is SHOWTIME!!

****The teacher-in-charge can record and share the club members' performances on the School's Facebook page.**



STREET PLAY

15 minutes

Let's Understand

- Ask the students:
 - ▲ Do you know what a Street Play is?
 - ▲ Have you seen a Street Play?
 - ▲ What is the difference between a play and a Street play?
- Let us watch a video to understand this.
- Play the Video - Street Play - What is a Street Play?
- Street Plays are generally created for a cause. The cause may be to make people aware of social issues, environmental issues, and so on.
- They are performed outdoors with a unique repetitive line or couplet to create impact and help people understand the message better. Music can be an added advantage to the performance.

45 minutes

Let's Create

- In this activity Students will create street plays on real life issues.
- The class can be divided into small groups.
- The students can discuss and come up with topics for social issues like girl child education, problems faced by students in the education system, water scarcity, pollution, saving energy and so on.
- 25 minutes will be provided to prepare a skit of 4-5 minutes.
- Each group will come and present the skit in the class.

