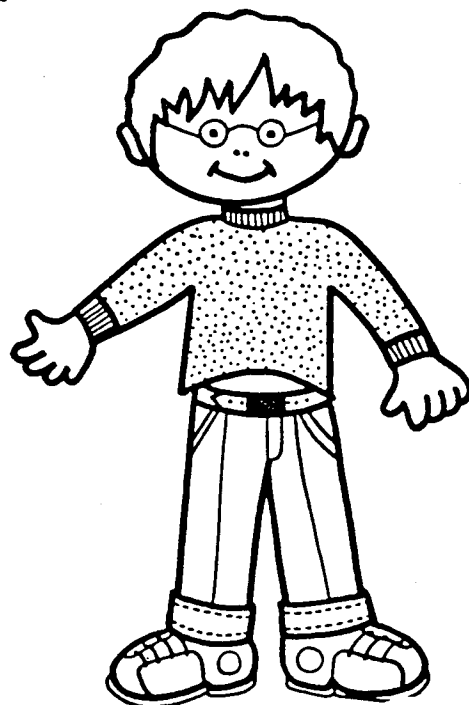




# DRAMA ACTIVITIES FOR A SELF CONCEPT PROGRAMME



A	1 - 12	<i>Concentration Activities</i>
B	1 - 13	<i>Trust Activities</i>
C	1 - 8	<i>Sensory Awareness Activities</i>
D	1 - 10	<i>Relaxation Activities</i>
E	1 - 7	<i>(a) and (b) Role Play</i>
F	1 - 10	<i>Problems and Solutions</i>
G	1 - 6	<i>Group Decision</i>

# A. CONCENTRATION ACTIVITIES

## 1. Numbered Limbs:-

Children lay on their backs. Number limbs, right arm 1, left arm 2, right leg 3, left leg 4. Each one is raised when number is called. Lower when number is called again.

## 2. Alternate Words:-

Children in pairs. Using the sentence - "We are all very proud of our school", one child says "We", the other says "are" etc., saying alternate words and aiming to speak smoothly, as if one person is talking. Children can then make up their own sentences.

## 3. Don't Stop:-

Children sit in pairs facing each other. Each partner recites a nursery rhyme or poem, without faltering or stopping, while watching the other's face. Variation:- tell a joke or describe each other or say a table.

## 4. Change the Action:-

Children stand in a circle. One child is sent outside. A leader is chosen to start a simple movement e.g. clapping and the rest join in. Leader keeps changing the movement. Child who was outside, comes in and stands in the centre of the circle and looks around to find out who is changing the action. Three guesses we allowed.

## 5. With the Beat:-

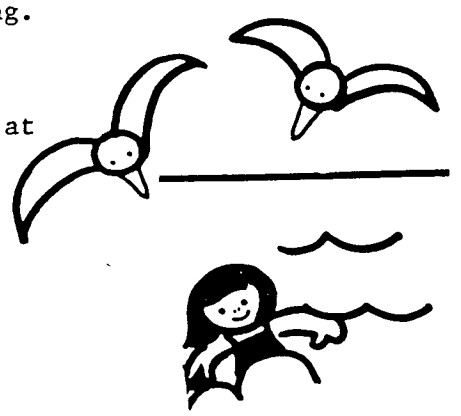
Children sit in a circle. Begin a steady slow beat with hands and fingers - clap, clap, click, click. Leader says his own name on the first click and the name of another person on the second click and so on. If the rhythm is broken, start again, clap, clap, click, click.

## 6. I have a Strange Aunty:-

She likes monkeys but hates chocolate. A word game where children see a pattern of likes and dislikes. e.g. likes animals and hates food. So leader starts off with the sentence and each child in turn says something - e.g. likes bikes and hates children (no) next one might say she likes lions and hates butter (right). The variations are endless e.g. double letter words, vowel at the beginning.

## 7. Hobbies:-

Children sit in a circle. Each takes a turn at making up a strange hobby to match their initials. e.g. Michael Jones munches jubes or Susan Smith splashes seagulls.



A. CONT:

8. Yes/No:-

In pairs sitting opposite. One person asks a question, other person answers "yes", then "no" to second question, "yes" to third and so on. If the person answering laughs then they reverse roles.

9. The Minister's Cat:-

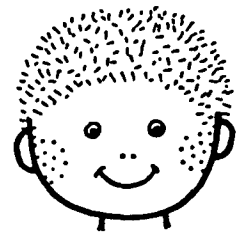
In a circle, one person suggests a letter. e.g. B, then starts "The Minister's cat is a balancing cat". Then all tap out a rhythm of two claps on knees and two clicks of fingers and the next person says "The Minister's cat is a beautiful cat", then the rhythmic taps, and so on round the circle, all saying "b" words. Repeat with different letters.

10. Trains and Stations:-

Children sit in a circle. A spotter sits in the centre and has to find out where the train is located. Others join hands and pass a hand squeeze (the train) around the circle. One, two or three people according to size of circle, can be 'stations' and call out "toot-toot" as the train passes through. A station cannot be spotted. A station can hold a train or change its direction. When a spotter correctly guesses the train's position, then they change places.

11. Throw-a-Face:-

Sitting in a circle, one player puts on a wide smile, wipes it off and throws it to another player who displays it and throws it etc. Variation - change the expression to a frown, look of horror or any clear facial expression.

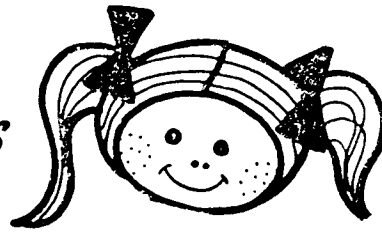


12. Fruit Salad:-

Children sit on chairs in a circle. One person removes their chair from the circle and stands in the middle. He/she labels round, orange grapefruit. When the centre person says "orange", all the oranges change places and he/she tries to sit in an "orange" seat. Whoever is last stands in the middle. If person in centre says "fruit salad", all change seats. The object is not to stand in the middle at all.



## B. TRUST ACTIVITIES



### IN PAIRS

1. Stand back to back, arms linked. Sit down and stand up together. Face each other, hold hands, feet touching, stand and sit together.
2. Stand side by side, feet slightly apart, inside feet touching, inside hands firmly clasped. Lean outwards to full extend of inside arms, balancing each other. Pull carefully back again. Swap over leg and arm.
3. One is 'clay', the other is 'sculptor'. The sculptor moulds the clay very carefully into a required shape (leader or teacher call out a sportsperson, an animal, a winner etc.). Reverse roles.
4. One lays flat on back, other person carefully lifts each limb, and lower gently. Then, kneeling behind, lift head with two hands and lower. This can be done with the body tensed or relaxed. Compare them. Reverse roles.
5. Stand one behind each other. Person in front falls backward, and person behind bends arms towards body, palms open, to support them and push them up to a standing position again. Variation, stand face to face.
6. One person blindfolded, other one talk them through a "minefield" (sheets of newspaper on floor). Rest of the group stand in two lines either side of minefield.
7. One person is blindfolder, the other stands slightly behind him with left hand on his shoulder (to steer gently) and the right hand holding blindfold person's right hand. Lead them round room, end up by an article and blindfolded person feels it and guesses it. Reverse role.

### IN A GROUP:

#### 8. Knots:

Stand in a circle, hands in the middle and join hands with two other people (don't get both hands of one person). Now, unknot the circle without letting go hands except to adjust grip to avoid discomfort.

#### 9. Knee Circle:

Form a circle holding onto the waist of the person in front. Move in closely and lower yourself down till you are sitting on the knees of the person behind. (All must sit down together). Then stand up again.

B. CONT:10. Person Ball:

One person in centre, others in a tight circle. Person in centre stands relaxed, eyes closed but must only move his/her feet and keep rest of body very straight. Others push him/her gently, on the shoulders, between each other and round the circle.

11. Lean-Out:

In a circle, hold hands, slowly lean out from the centre till circle is almost at breaking point.

12. Roll Over:

All lay side by side, touching each other in a long line. End person gets up and rolls gently (staying in a feet-together, arms by side position) over the line of bodies. Lays down at the other end. Next person rolls over.

13. Finger-tip Touches:

Class lie in a circle on backs, finger-tips touching. All eyes closed. Teacher taps one person on shoulder, he/she conveys slight pressure through right index finger to neighbour's hand. Neighbour passes it on. The tension moves around the whole circle. Everyone must concentrate, not invent a new pressure.

## C. SENSORY AWARENESS ACTIVITIES

1. Observation:

With a partner, stand opposite and look hard at each other, clothes, hair, accessories etc. Turn back to back, alter one article (e.g. put watch on other wrist, undo button, push sock down etc.) On teacher's signal turn back to face each other. Can you identify which article has been altered and how?

2. Identifying Disguised Voices:

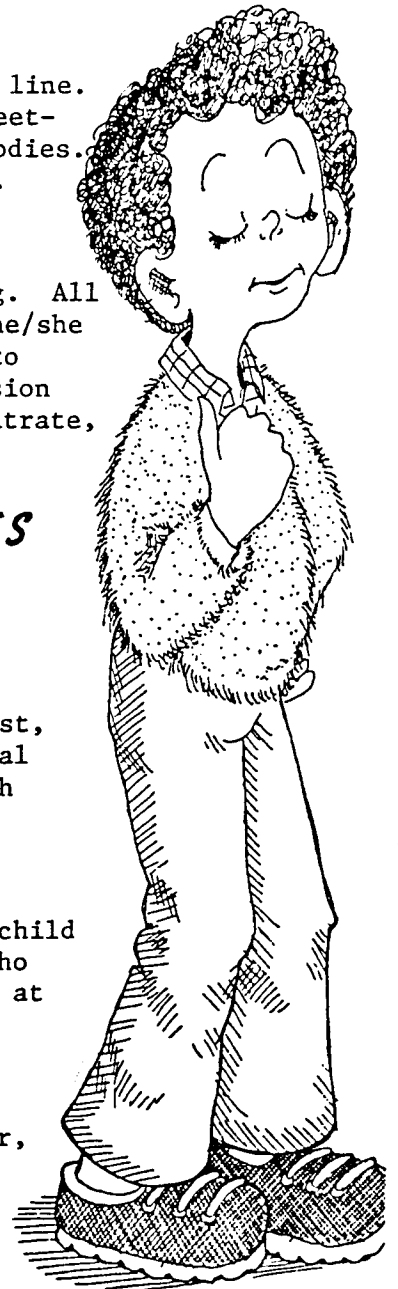
One person at the front, back to class or group. A child selected by the teacher says in a disguised voice "Who is it?" If the person guesses correctly they remain at the front.

3. Smells:

In pairs, take a blindfolded partner on a guided tour, allowing them to smell different things around the school. (e.g. flower in the garden, grill in the staff room, lavatory!).

4. Creative Sounds:

Sit in a circle, each one in turn makes a creative sound as teacher says the name e.g. a seashell, the ocean, a hiss, a bark, a howl, a car engine idling, a squeaky shoe, a jet, a tinkle, a zoom, a fly, a scratch, a crackle, a pop, a breeze. Variation - make up a sounds story together.



B. Cont:

5. Taste:

Either individually or altogether mime eating icecream, sucking a lemon, a hot potato, very fizzy drink etc.

6. Balancing:

Try balancing a book on your finger, arm, foot, head. Increase the number of books on your head. Try moving between two spots without dropping any.

7. Movement:

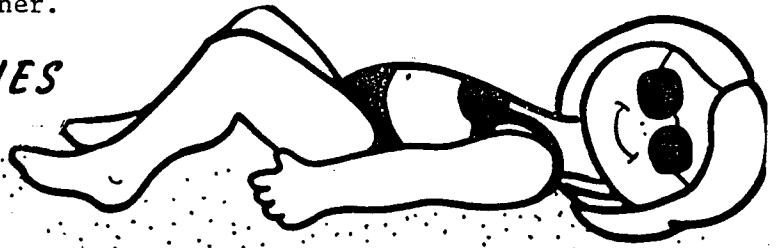
Each person selects a spot on the floor. Teacher calls out - sneak up on it, jump on it, be repelled by it, attack it, occupy it, be attracted to it.

8. Walking:

In a circle move around, firstly as babies crawling, then toddling, four year olds at Kindy, in Year One, Year Seven's on the oval, teenagers going on a date, at a disco, going to work, walking up the aisle, pregnant, middle-aged after a hard day, a frail pensioner.

## D. RELAXATION ACTIVITIES

1. Stand as tall as you can. Slowly curl down into a tight ball. Uncurl slowly along the floor.
2. Stand up. You are an ice-block. The sun melts you slowly away till you are a pool of water.
3. You are a balloon. Be all limp and floppy on the floor. You slowly fill with air (to teacher's count to 10). You are rising and floating through the air. The air is let out and you collapse in a little heap.
4. Lying on the floor in a relaxed position, gradually tense the body inch by inch starting from toes and working up body till whole body is tight. Hold. Release all at once.
5. Lying relaxed, eyes closed. Think of a colour, everything is that one colour (teacher provides emotive description of scene).
6. Lying relaxed, eyes closed, a shell is gradually growing all around you. You are contained within the egg. Inside it is soft and smooth, feel all of its surface with your hands and feet.
7. Variation, spaceman in capsule, bird hatching. Lying down, screw up face, eyes, tense whole body till it hurts - relax.
8. You are trapped in a net, push, pull, trying to escape, find an opening, collapse exhausted.



D. Cont:

9. Lying on your back, imagine you are on a cloud. Move your hands slowly and easily in slow motion. Try to achieve a floating sensation.
10. Class lying on backs, relaxed. Close eyes, be quiet, imagine they are looking at a pitch black sky. Listen to your own breathing. Imagine tension in your body is elastic and can be pulled out carefully from toes, feet etc. Feel weightless and imagine you are on a cloud rising slowly to the black sky. Bring them back to the ground slowly - talk very quietly.

## E. ROLE PLAYING/PROBLEM SOLVING/DECISION MAKING

1. Child A and Child B:

- A helping B with a job. B decide what you are doing.
- A losing an article and B giving help.
- A choosing a T.V. programme and B disagreeing.
- A disturbing B's quiet activity e.g. reading.

2. Child and Parent:

- Child coming home late, parent worried.
- Child asking parent for a pet.
- Child has broken something and apologises to parent.
- Parent telling child, granny is coming to stay.

FEELINGS:

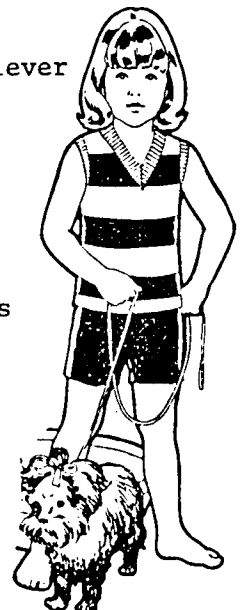
3. Sadness:
  - a) A decide why you are feeling sad. B, you have to find out why A is sad and try to help and cheer them up.
  - b) A child is sad because no-one will play with him/her. A parent (or teacher) tries to suggest ways the child can make friends or join in.

4. Happiness:

- a) Something terrific has happened to A and A can't wait to tell B all about it.
- b) Parent praises child for something good, clever or kind he/she has done.

5. Love:
  - a) A and B are sisters/brothers. A is upset and crying because a bigger child had hit him/her. B comforts, hugs and listens to the problem.

- b) A child always wanted a dog and takes the neighbour's dog for walks. The neighbour says that they have to move somewhere where pets aren't allowed and as the child loves the dog, he/she may have him.

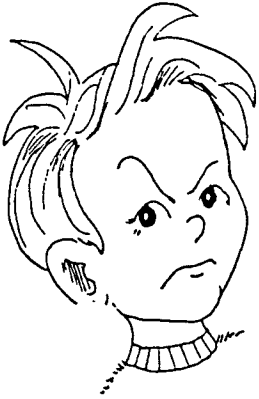


6. Loneliness:

- a) A has a problem to think about and decides to go to a quiet spot in the park to think about it. B wants to go to the park with A. A explains the need to be alone sometimes.
- b) The child feels he/she is not wanted and can't do anything right, so decides to run away. A neighbour meets A walking down the street with a small case and asks where A is going.

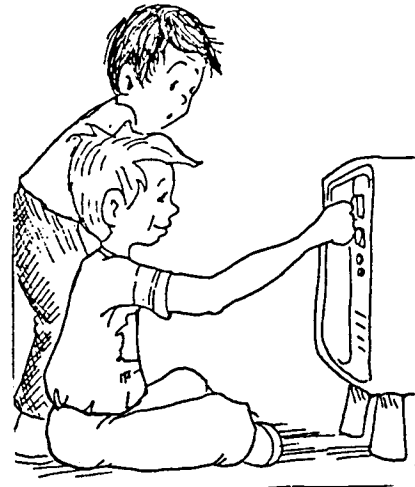
7. Anger:

- a) A has just completed some difficult homework and gone to the kitchen for a drink. Little brother/sister comes in and scribbles all over the work. A gets very angry at little brother/sister. Parent discusses what can be done. Little brother/sister is too small to understand about important homework.
- b) A doesn't like B and is always teasing him and pulling his hair. B gets very angry and is about to hit back. A teacher comes up and tries to find out why A doesn't like B and what can be done about it.



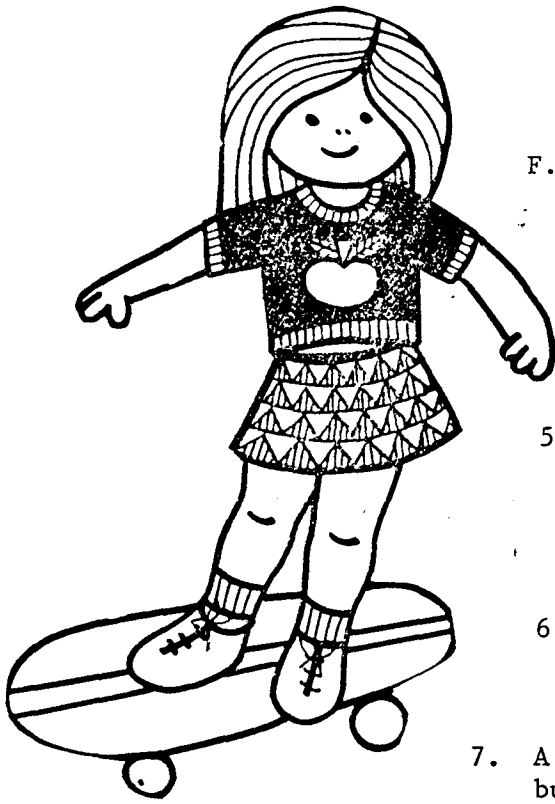
## F. PROBLEMS AND SOLUTIONS

1. A and B are watching T.V. A says he's not allowed to watch that programme. B says that he is and it's his house and T.V. What decision would A make?

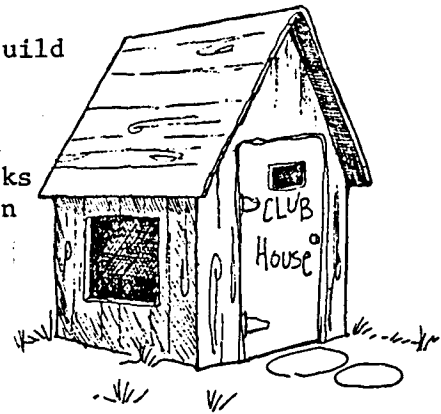


2. A and B find a \$50 on the ground. A wants to use it to buy a game their teacher wants for the class. B thinks they should take it to the police station. What decision would they make?
3. The child asks his mum/dad for money for a trip. The parent says he can't afford it at the moment so he can't go. What solution to the problem could they find?



F. CONT:

4. A uses his brother/sister's skateboard without asking as he/she thought it would be O.K. B says it is not O.K. and is really angry. What should A do next?
5. A child is happy because her best friend has invited her over to make popcorn. When she gets home the mother/father reminds the child he/she promised to visit granny after school. What happens next?
6. A and B are playing a game. A accuses B of cheating. A says he/she will get big brothers after B. What will B say?
7. A knows tomorrow is Mum's birthday but if he/she buys her a present there won't be any money left to go to the footy. B calls for A to go to the footy. What will A do?
8. Mum or Dad asks the child to put the cake back in the fridge. The child forgets and later on sees the dog has eaten most of it and made a mess. Mum or Dad comes in and is very cross. What should the child do?
9. A and B live next door. They decide to build a cubby in A's yard because it is bigger and B's father gives them all the wood and helps them. When B has to move house he/she wants to take the cubby but A thinks it should stay in the yard. What decision might they make?
10. A and B are best friends and have always been in the same class. B is very clever and is going into a different class next year. Will they be as close next year? What might they say to each other?



## G: GROUP DECISION MAKING

### 1. One For All:

There are six people in a balloon. There is a hole in it and it is slowly losing altitude. If all the people stay on board, the balloon will land in shark infested waters and all will be eaten. If one person jumps over board, the balloon will reach the island.

Give each child a character card e.g. a doctor, a teenager, an old man who knows the islands etc., and allow one minute to convince the class that they shouldn't be the one to jump. Class votes on who should go (on large sheet with each character's name) and give reasons why or why not each person shouldn't jump.



### 2. Crossing The River:

Five explorers, each with a horse, pack of food, water bottle, rifle, long rope, axe, knife, spade and compass arrive at a flooded river (5m wide). They need to cross the river to continue north on their exploration of this area and are making a map as they go. They are 5 days travel from the coast where the ship left them.

In groups of 5, discuss the situation and decide on a realistic answer to the problem. Could improvise the decided action at this stage. Each group could nominate someone to report back on the group's decision, then the class vote on which idea would work. Or each "explorer" could write up his/her diary entry for that day, giving brief details of what happened.

### 3. The Isolated Tribe:

Divide class into two groups. One group is an isolated tribe. You have never met anyone outside your tribe. You are unaware of the rest of mankind and the world. Decide what kind of life you live? What things will you need to think about? (Brainstorm a list for later use e.g. homes, family life, hunting, cooking, chiefs, gods etc.). Everyone in this group allocates himself a role and build up your tribal activities.

The second group are explorers who have just discovered the isolated tribe but have not approached them yet. Your job is to research the tribe. How will you go about it? How will you approach the tribe? What will you want to find out about? The teacher could role play an international arbitrator bringing the two groups together to find out what they have learned about each other.

Class decision on whether to allow media in, missionaries, medical aid etc., or should tribe be left in peace?

G. CONT:

4. The New Road:

A new road is to go straight through this area to link up with the Freeway and quicker travel to Perth. Discuss types of people who live around here and choose a role for yourself e.g. a pensioner, a new immigrant, a teacher, a fisherman, a shop keeper etc.

Teacher takes the role of a councillor come to inform the residents about the new road and the benefits it will bring - but certain homes will have to go but compensation will be paid. Discuss, let residents have their say, then decide whether you are for or against the new road.

5. The Shelter:

The Third World War was started. You are the only one whose family has built a bomb shelter in the neighbourhood. There are ten children but your parents say there is room for only six. You may choose six from this group:

- a pretty twelve year old, clever, good at music.
- a six year old aboriginal boy, no shoes, has a gun.
- a nine year old with rich parents, can pay a lot.
- a eight year old girl who cries a lot, bad tempered.
- a mentally retarded eleven year old girl, she can't speak or walk, but is no trouble.
- a twelve year old boy, athletics champion.
- a ten year old Portuguese boy, not much English, but very funny.
- a thin pale girl of ten, looks afraid.
- a four year old girl, sister of the athletics champion.
- a big Italian boy, still at Primary School, threatens you.

Role play some talks between shelter owner boy and some of the above children. Decide on which six you should take in.

6. The Shipwreck:

You have been ship wrecked on a desert island and have a secret supply of food. You decide to share it but don't know how far it will go. Put "1" by the first person you'd share with, a "2" next to the second person you'd give it to and so on.

NUMBER HERE	
	myself.
	a thin old man, trembling with cold.
	your best friend.
	a young pregnant woman.
	a strong young man with injured leg.
	a twenty year old man who threatened you with a knife.
	a screaming three year old girl who has lost her mother.
	the captain who is bossy but actually does little.

Discussion of reasons for choosing certain people.