



A Night To Remember

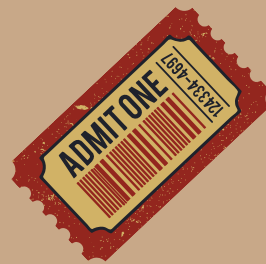
DRAMA ACTIVITIES



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WHY DRAMA?



Interactive and immersing environment



Emotional engagement and physical activities



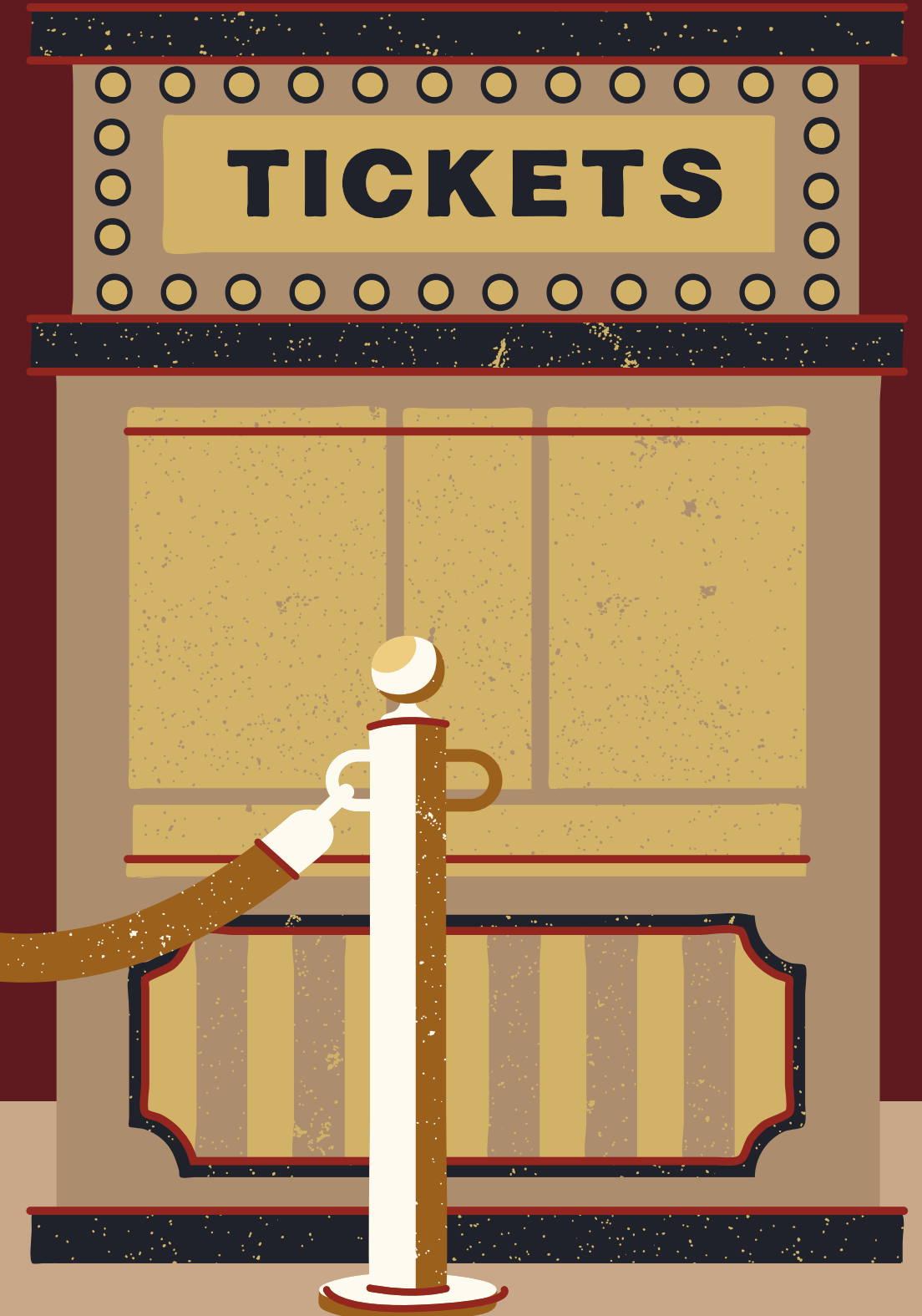
Facilitates the language acquisition



Real-world application

INTRODUCTION

TICKETS



INTRODUCTION

- **Enhanced Communication Skills**
 - Drama encourages children to use language in practical and dynamic ways. Role-playing, storytelling, and improvisation help students practice speaking, listening, and responding in English, fostering fluency and confidence.



INTRODUCTION

- **Active and Experiential Learning**
 - Unlike traditional classroom methods, drama immerses students in experiential learning. It allows them to explore new vocabulary, grammar, and expressions through action and interaction, making language learning tangible and memorable.



INTRODUCTION

- **Building Confidence and Reducing Anxiety**
 - Many young learners feel shy or anxious about speaking in a foreign language. Drama provides a supportive space where mistakes are part of the process, reducing fear and encouraging participation.



INTRODUCTION

- **Cultural and Emotional Connection**
 - Drama often incorporates stories, characters, and scenarios that reflect cultural aspects of the language being learned. This enriches cultural understanding and helps students connect emotionally with the material, deepening their engagement.



INTRODUCTION

- **Development of Soft Skills**
 - Beyond language, drama helps in building teamwork, empathy, problem-solving, and creativity. These skills are essential for holistic development and complement academic learning.



INTRODUCTION

- **Making Learning Fun and Motivational**
 - Children learn best when they are engaged and motivated. Drama activities like role-plays, skits, and mime turn learning into an enjoyable experience, encouraging active participation.



WARM UPS



PASS A CLAP

- Children stand in a circle and one of them starts with clap that they pass to the person standing next to and also says the word “clap”. The person who accepts the clap says it as well at the same time – they say it together (two people.)
- After whole round T changes the clap to something else and they continue in the same way.



PASS AN ACTION

- Teacher Starts a simple action (e.g., clapping hands). Each student repeats and slightly modifies it before passing it along.



WHAT AM I?

- One student takes on the role of a character or object. Others ask yes/no questions to guess their identity.



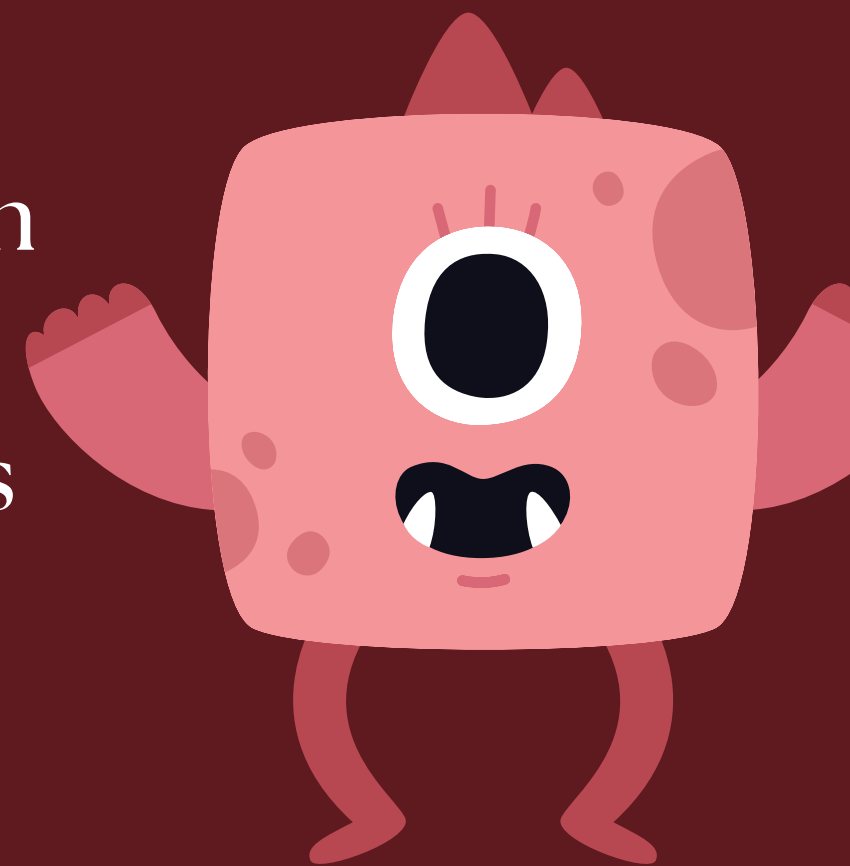
CHARACTER WALK

- Children walk around the classroom in a neutral way.
- Call out different types of characters, and students must immediately embody that character in the way they walk, move, or behave. Examples include:
 - A sneaky spy.
 - A superhero.
 - A grumpy old man.
 - A happy child who just got a gift.
 - Someone carrying something heavy.
- After a few rounds, introduce variations like emotions (e.g., nervous, excited) or scenarios (e.g., walking through mud, balancing on a tightrope).



MONSTER CHARADE

- Children stand in a circle, each of them has a piece of paper on the floor, pencil in their hands, music plays they move around the circle, when music stops they get down and start drawing a body part, when the music plays again they have to stand up and move, this procedure repeats several times until they have each their monster to describe.
- Variation: they draw anything else and then we guess what is everyone's mysterious object :)



ROLE PLAYS



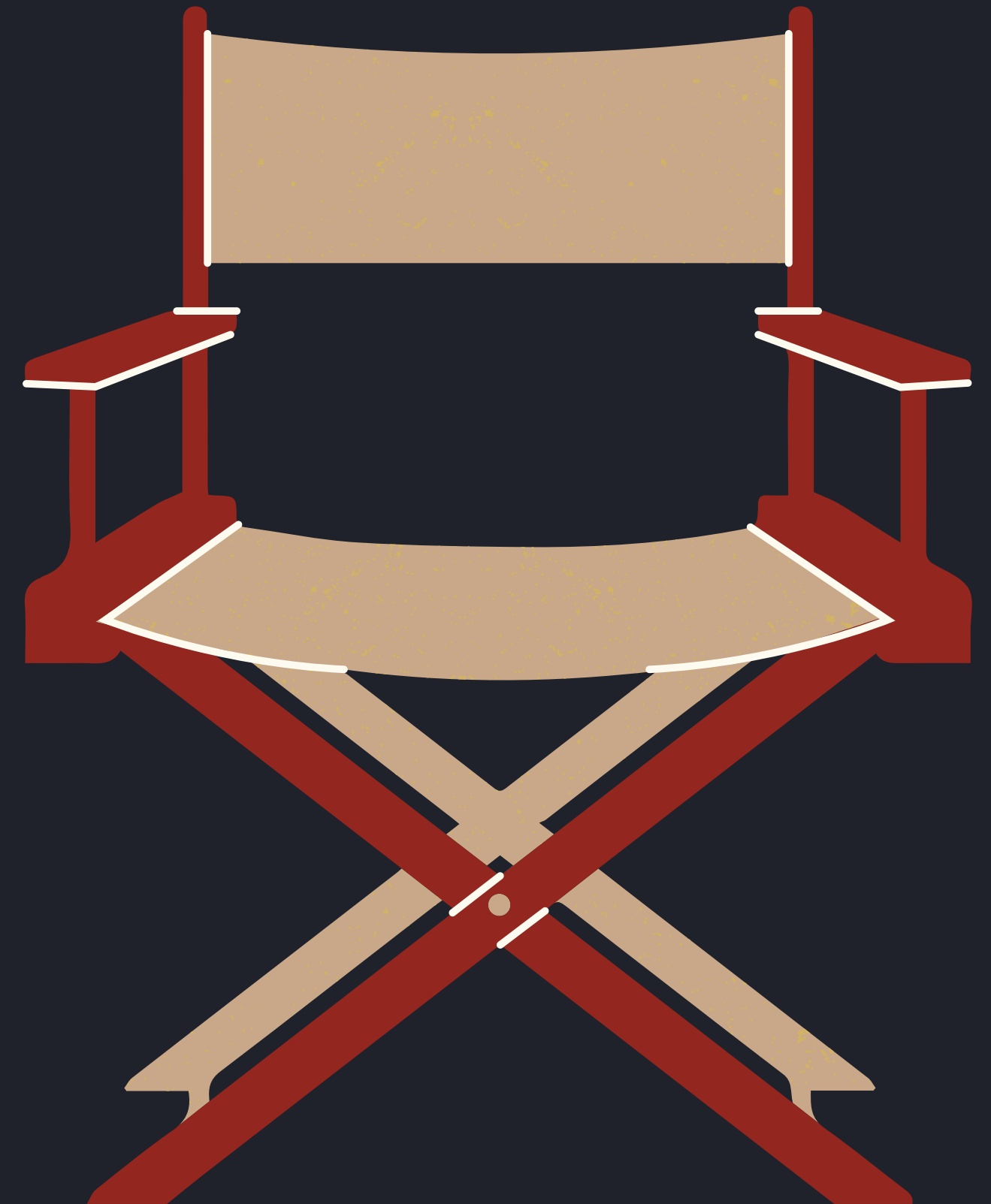
EVERYDAY SITUATIONS

- Ordering food at a restaurant.
- Asking for directions.
- Visiting a doctor.
 - Focus: Practical speaking and listening skills.
 - Twist – add specific emotion



FAIRY TALE - ROLE PLAY

- Students act out a simplified version of a fairy tale, e.g., Goldilocks and the Three Bears, Snow white, Little Red Riding Hood, The Mitten, Gingerbread man,
 - Focus: Sequencing, storytelling, and dialogue practice.
 - Advice: give them twisted scenerios: *"Do you like my porridge? No! It´s too hot! How about my auntie´s one? Yes, it´s just right."*



STORY HOT - SEATING

- At first in pairs, one student asks how do they feel in a role of (Little Red Riding Hood), what do you remember you have in your basket, where are you going? etc
- Later this may be done among groups and finally one hot seat for a whole class - and they switch in there.



ADDED VALUE TO DRAMA

Emotional learning

- at first, children put on paper what they like on other person (4 values)
- then comes the rhyme

2,4,6,8, who do we appreciate?

you, we think it's you

why?

coz you're nice, talented, friendly and cool...



STORY-BASED DRAMA

A Night To Remember



Chicken Little

Big Blue Fish and
Small Red Fish

Enormous
elephant

Find a Bin to Put it in

PAYING ATTENTION ?

- Mr. Wiggle and Mr. Waggle
- Respond to the word
- Soundtracks
- Lively Pictures
- Who stole the cookie?
- Jack and Jill
 - *Jack and Jill went up the hill (pretend to climb)*
 - *To fetch a pail of water (mime carrying a bucket)*
 - *Jack fell down (fall dramatically)*
 - *And broke his crown (touch head)*
 - *And Jill came tumbling after (roll hands or pretend to fall).*



WHEN DRAMA MEETS OTHER SUBJECTS

The enormous turnip - drama play

- Take a little seed...seed, seed, seed
- Put it in the ground ... dig, dig, dig
- Here comes the sun...shine, shine, shine
- Pour some water ... all around
- The plant grows big...so big, big, big
- That will be... a big turnip.
- Now pull it out...pull, pull, pull
- That's not enough...say you, you, you
- Help us with the plan...help, help, help
- Look, here's the turnip...that's the end.



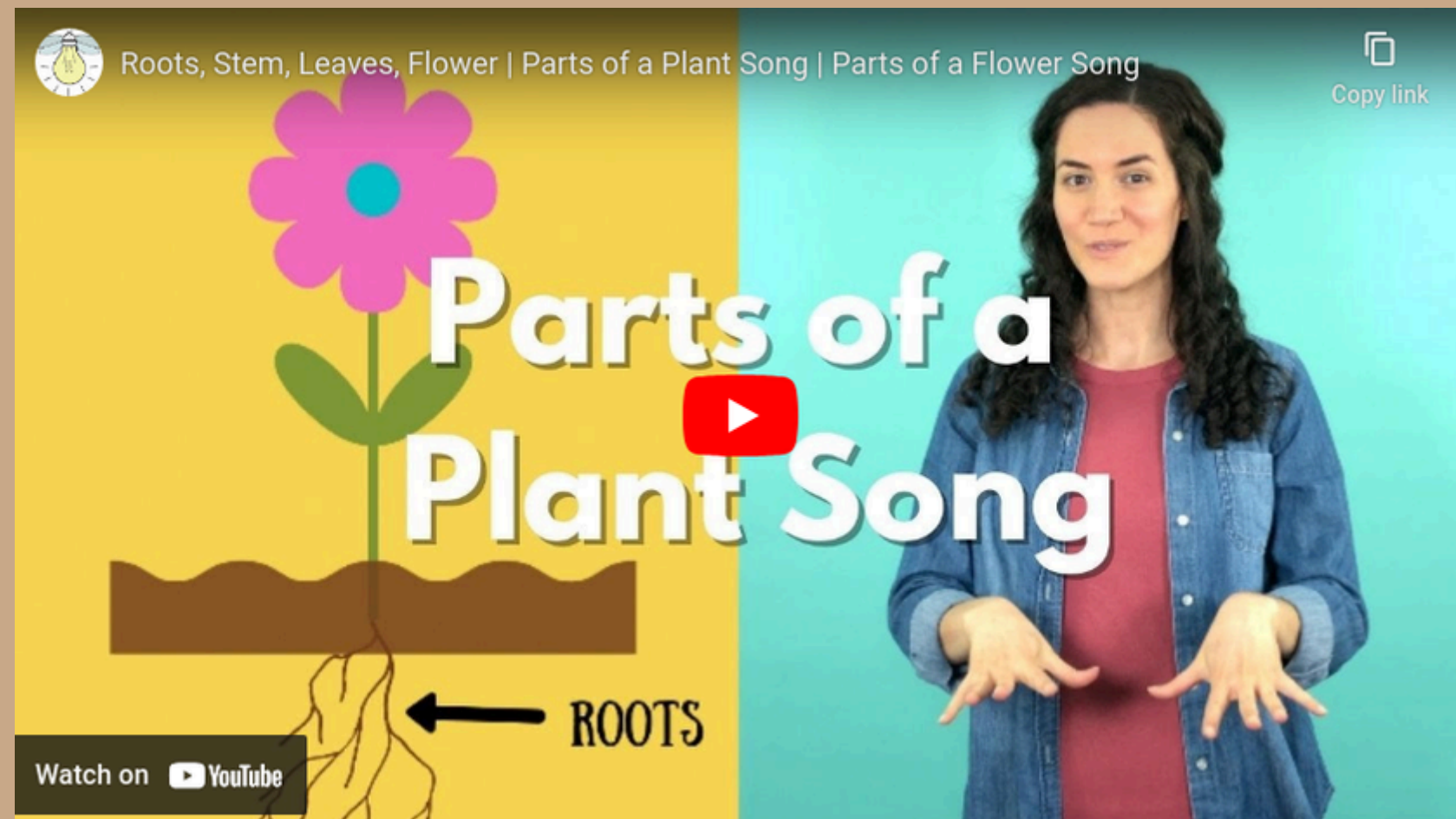
WHEN DRAMA MEETS OTHER SUBJECTS

The enormous turnip - song

- One turnip seed in the ground
- Water the seed all around
- Here comes the sun
- The turnip seed grows
- grows and grows and grows



WHEN DRAMA MEETS OTHER SUBJECTS



ROOTS, STEM, LEAVES FLOWER

CHORUS

Roots, stem, leaves, flower
Needs sun, air and little rain shower
Roots, stem, leaves, flower
Needs sun, air and little rain shower

VERSE 1

We start with a tiny seed in the ground
Buried in the dirt, roots will be found
The roots get water and form a base
The roots will hold the plant in place

VERSE 2

The stem holds the plant up straight and tall
It helps make sure the plant doesn't fall
The stem carries water up from the dirt
The stem helps keep the plant alert

VERSE 3

The leaves are not just there for show
The leaves will work to help the plant grow
They take in sunlight and make it sweet
The leaves make food for the plant to eat

VERSE 4

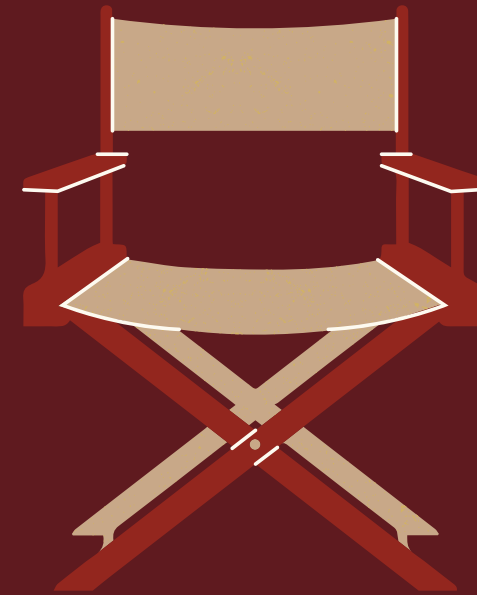
The colorful flower is so very bright
Bees will stop and rest in their flight
They pollinate flowers and spread it around
Then the seeds fall to the ground

FIREFLYFAMILYTHEATRE.COM

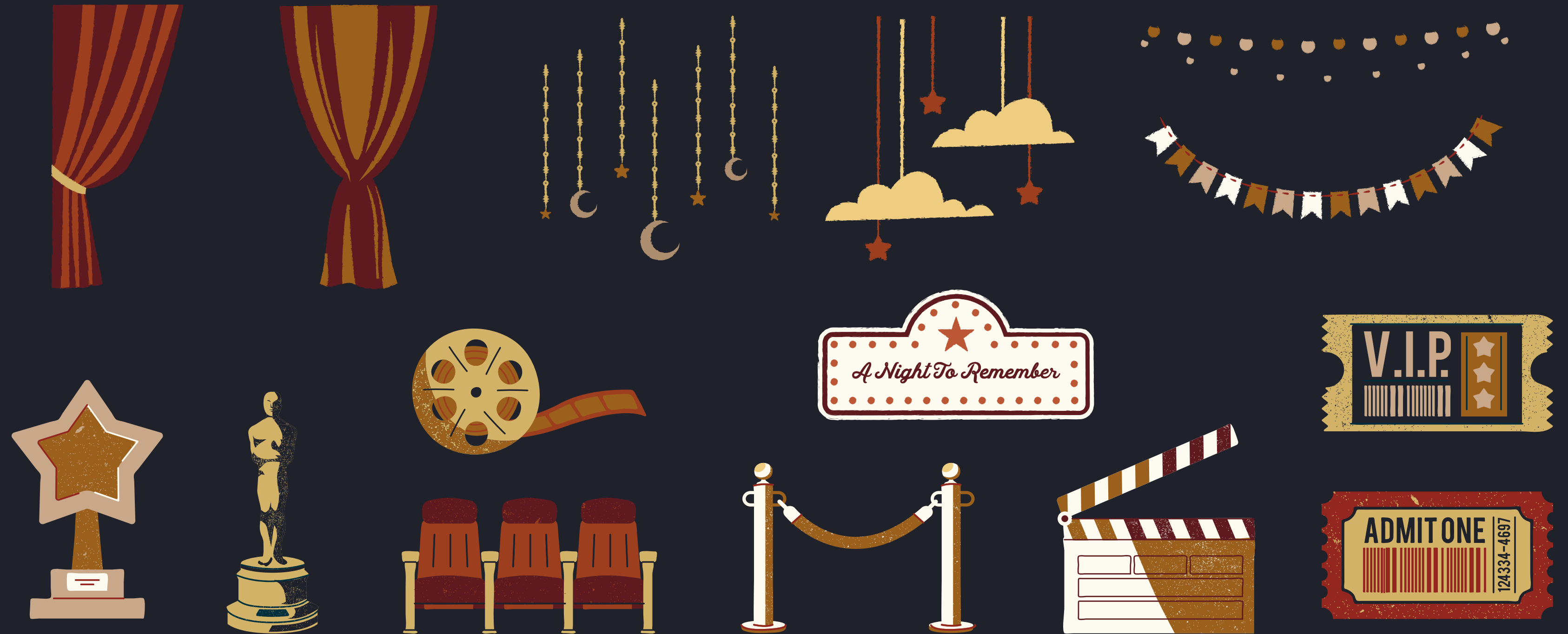
The image is a lyrics sheet for a song. It has a pink border. At the top left is a sun icon. The title is 'ROOTS, STEM, LEAVES FLOWER'. Below it is the chorus, which is repeated twice. There are four verses, each with two columns of text. On the right side, there is a small illustration of a pink flower with a bee on it, and a diagram of a plant with roots. At the bottom, the website 'FIREFLYFAMILYTHEATRE.COM' is listed.

In the same way e.g. Life cycle of a frog/butterfly

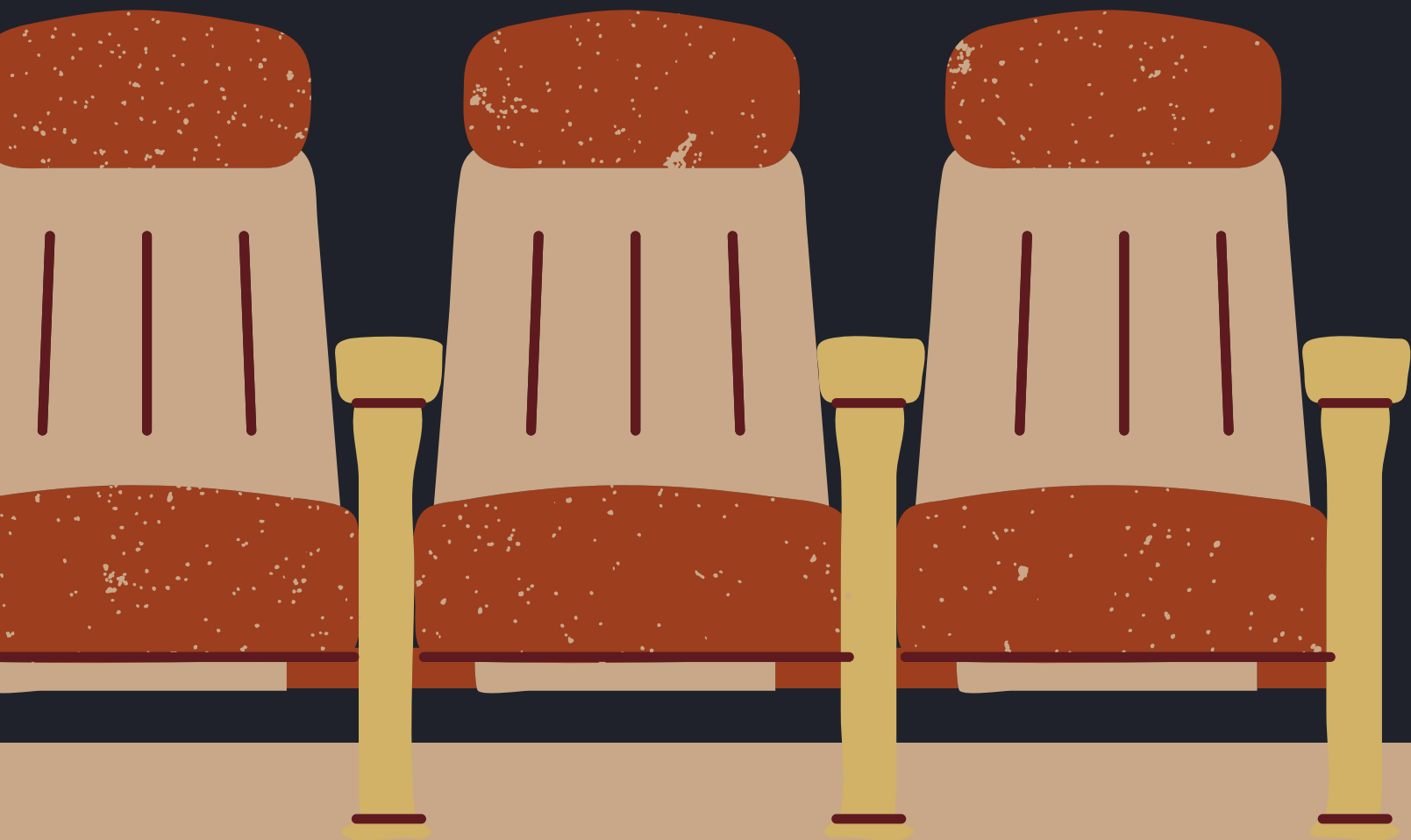
IF I WERE NOT UPON A STAGE



FREE RESOURCE PAGE



LET'S SHARE



FAMOUS THEATRICAL QUOTES



"Do things at your own pace. Life's not a race."



"One step at a time. You'll get there."



"You have the courage to begin again."

BYEEEE

Don't hesitate to ask any questions!

