

## Warm-up drama activities

### Different Voices, Different Occasions:

Create a space in your classroom and have students sit in a circle, on the floor or on a chair. Each student selects one card from a container on which they write a location, they pass the card onto the next person who writes a person (i.e., friend, teacher, guardian) on the other side. Place a chair in the middle and ask a student to sit on the chair, invite another student to speak to the student as if it were the person listed on the card in the appropriate tone of voice for the given location. After the student speaks, the rest of the class guesses the location of the conversation and who is speaking. You could add specific characters from the Deep Sea information.

### Sculpture Wheel:

Students get into pairs, A and B. A's stand in a circle facing outwards, B's move to stand opposite their partner. A's are now lumps of clay and B's are the artist/sculptor. Give the artist a title for their piece, this can be abstract or real, the B's must create a sculpture, which they feel reflects the title. They can only touch the 'clay' with their permission or they tell them how to move. The 'clay' cannot speak and must do exactly as the artist says. Once the sculptures are ready B's move clockwise around the circle and look at the 'works of art', once back to their places, the partners swap, you can do this so that each person has at least 2 turns. Good warm up titles include: 'A Sunny Day', 'The Oscars', 'Last Day of School', you can then relate the titles to the Deep Sea topic.

### Hot seating:

This activity can be used with the Deep Sea background information and character descriptions from the assembly script (in the pack). Ask the actors to study their character background sheets and prepare a short fact sheet for their character. This can be done on paper or they can memorise the answers. Ask the remaining members of the class to split into pairs and think of two questions they would like to ask the characters. Give the whole class 10 minutes to prepare before inviting the actors to take a seat at the front of the classroom. Open the class up to questions and ask them to direct their question to the individual characters. The actors must answer the questions in character using the information they have looked at in the preparation time. However there may be some answers they will have to make up or guess. At these points the teacher can stop the class and ask them if they agree with this answer or if they would answer in any other way that may be in keeping with the character. In this way the whole class and the actors can build up a picture of the character, which will help inform the final piece – the assembly.

### Staging

The assembly can be performed as a *role play* where the actors interact with each other and walk around the stage, or it can be performed as a *reading* with the actors staying in one place reading from their scripts and remaining facing the audience.

The PowerPoint slides can be used with either type of performance and will enhance the audiences' understanding of the piece.

For those students performing 'still images', ask them to create images with their bodies during certain parts of the piece. For example when Akeyo (Granny) is describing the children carrying the 10-litre water container, a few students could create an image of the children and how heavy the water they are carrying, is and Akeyo could point to them as she is speaking. Or when Rebecca (Mum) says that one in twelve Kenyans suffers from HIV or AIDS, this statistic can be represented by one of twelve students sitting down when this statistic is read out.

Students can also create pieces of set to increase the audience awareness of the issue. Ask the students to pick out the most important parts of the play, the words and phrases, which they think say the most about the situation. Students can create banners and signs with the students that display these words. In the play have the rest of the students in a line behind the actors or in a tiered group. When the words are spoken the signs are lifted to emphasise the point which is being made, some of them may be repeated which will give them even more emphasis. This is also helpful for the audience who may miss some of the language and therefore some of the meaning of the piece.