

A Creative Drama Resource

for children
and their teachers



THE GAIETY

Introduction

This drama resource pack was made for and with the children of Braehead Primary School, as part of the first year of The Gaiety's Young Start Ayr North project, supported by the National Lottery Community Fund.

Throughout the year, project facilitators Florence Logan and Heather Watters led a series of weekly after-school drama workshops and holiday clubs for all primary age groups. This resource was developed collaboratively with the P4-P6 learners who attended the Senior Drama Club:



Aria



Lilly



Kyden



Imogen



Ava



Selena



Evangel



Lola



Sophia

This resource was also made in response to the P2 Junior Drama Club's favourite games and activities, to their ideas, curiosity and excitement: Adriel, Austin, Aria, Amara, Evie, Paige, Grier, Ella-May, Rowan, Paige, Emma, Daisy, Kingsley, Laine and Lexi. Throughout the year, the Seniors regularly planned and co-delivered the Junior Drama Club workshops - becoming role models, mentors, creative champions, workshop leaders and drama facilitators in training.

A year that counts

Here are some project statistics that the Senior Drama Club helped us pull together:

33 Junior and **35** Senior
after-school workshops

16 Junior workshops
planned and delivered
with the Seniors

66
games
played

24 drama club
members

170 pupils exploring drama in
the classroom through a series
of introductory workshops

2 Holiday
Drama Clubs

1 full length theatre production,
'Be Careful What You Wish For'
created by the Seniors,
performed to an invited
audience of P2s and teachers

35 drama
awards given

29 children
attending holiday
club

28 mini
performances
created

462 packets
of crisps eaten

1 Senior Drama Club trip to The
Gaiety, which included an
interview with Creative Director
Laila Noble, and tour with
volunteers Mike and George!

1,662
grapes
munched

58 grapes accidentally
dropped and squashed
on the floor

10,000
good ideas

10 trillion
laughs and giggles

At least
1,300
dramatic moments

**Beyond
infinity**
new things learned

Watch the Drama Club in action!



bit.ly/ysan1

What the young people say

100% of the Seniors said they loved working with the Juniors.



"I like that when they need help, I can help them, and then they feel ok. It makes me feel good too."
- Ava, P6

"It's my favourite when they're here. It's fun because there's more people to clap for us when we do our shows."
- Daisy, P2



bit.ly/ysan2

Here's Aria sharing her experience of working with the Junior club.

100% of the Senior Drama Club members agreed with the following statements:

- ✱ "Since joining Drama Club, I would describe myself as a creative person."
- ✱ "Since joining Drama Club, I feel more confident trying out new things than before."
- ✱ "I feel free to express myself in my own way here."

Read more about the importance and impact of making space for drama and performing arts in schools.



bit.ly/ANapp1



How to use this resource

Throughout this guide, you'll find icons to help you navigate.

Large square icons indicate the type of activity:



Preparation activity



Warm-up activity



Drama activity



Performance-making activity

Smaller icons give more details about the games and exercises:



Duration



Age Range



Category



Materials



Drama Framework



Downloadable Resource



This guide includes QR codes to scan for extra videos and resources.

Drama expert interventions give examples of how to include the learners in the decision-making. You'll find them on square orange sticky notes like this one.

Drama Frameworks

The Right to Dream and the Right to Be Different and Be Heard workshops contain 5 drama frameworks:

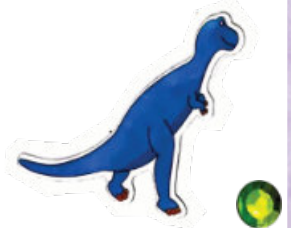
✱ Freeze! Zing! Whoosh!

✱ Letter-in-role

✱ 3 Step Story

✱ Frozen Statues

✱ Mini-Theatre



These frameworks can be adapted to any subject you are currently exploring, and work for any age. Whether they are attached to a specific subject or not, including drama in a classroom supports learners' mental, emotional, social and physical wellbeing, offers a dynamic framework to develop creativity, speech, language, communication and literacy skills, and inherently supports the Curriculum for Excellence Expressive Arts experiences and outcomes.

Drama Materials Pack

Alongside this booklet, the resource includes a drama pack full of props, costumes, backdrops and lights. Any materials you need from the kit are noted at the top of each activity. Feel free to use the materials to inspire your own activities too!



Before you get started, some words of wisdom from the Drama Club...



"Be kind and be helpful"
- Ava, P6

"Believe in yourself"
- Kyden, P6



"Do drama and never give up, even if it's hard"
- Aria, P5



"Work with everybody and try their idea even if you don't like it at the beginning, and please do drama."
- Selena, P5



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A drama workshop made for a Lower and Upper Primary class to work together in a buddy system format.

Throughout this guide, you'll find links to additional resources and information. To access all the resources for this pack in one place, visit the Gaiety's website.



 bit.ly/4ymYSKi



The Right to Play!

The collection of drama games in this section are some of Braehead Primary's favourites. They're perfect either as a warm-up to begin a workshop, or as a standalone activity.



Ask the class to vote on which game they want to play, or nominate two learners as your chosen facilitators for a designated period (week/month/term) who then have responsibility for choosing and leading games over that time.



The Sun Shines On... The Wind Blows When...

This is Kyden's favourite game!



P1 - 7



5 to 10 mins



Ice breaker game



Spots or parachute

How to play The Sun Shines On... The Wind Blows When...



bit.ly/ANapp2

Keeper of the Keys

A Junior Drama Club favourite - this game focuses on sensory awareness, concentration and sneakiness!



P1 - 7



10 mins



In-role game



Keys, blindfold and 1 chair

How to play Keeper of the Keys



bit.ly/ANapp3



This Isn't A...

There are no wrong answers, apart from the right answer.



P1 - 7



10 mins



Imaginative game



Piece of wool, a pop tube or a spot from the pack, or another random object

How to play
This Isn't A...



bit.ly/ANapp4

Yes, No, Please, Banana

Such a favourite that Braehead learners have started playing it on the playground during breaks. It is a great acting challenge to do before a performance-making activity (and a wee bit silly too!)



P4 - 7



15 to 25 mins



Drama improv game



None

How to play
Yes, No, Please,
Banana



bit.ly/ANapp7

Pizza Legs

This is Ava's favourite game! She loved sharing it with the Junior drama group. This game has no winner, no losers, only right answers and there's the option of a memory game too!



P1 - 7



10 mins



Creative game



None

How to play
Pizza Legs



bit.ly/ANapp5



bit.ly/ysan4

Yes, No, Please, Banana is Evangel's favourite - visit the link to find out why. She even shares a scenario you could use when you play!

10

What are you doing?

This is one of Sophia's favourite games! The Seniors chose to play this game when they met The Gaiety Theatre's CEO and Creative Director Laila Noble, and they all played it together on the big stage.



P4 - 7



10 to 15 mins



Drama improv game



None

How to play What are you doing?



bit.ly/ANapp8

Collective Counting



P3 - 7



5 to 10 mins



Focus teamwork game



None

How to play
Collective Counting



bit.ly/ANapp6

Taxi Driver

This was a favourite during the school-wide consultation workshops!



P4 - 7



10 to 20 mins



Drama improv game



2 chairs

How to play Taxi
Driver



bit.ly/ANapp9



The Right to Dream!

This workshop includes:

- * A drama activity for P1-P7
- * A performance activity for P3-P7



Dream Worlds



Freeze! Zing! Whoosh!



P1-P7



Full class activity, all working together



15 to 25 minutes



None (unless you'd like to add costumes, props or a backdrop)

In drama, we build worlds. Together, we can bring back worlds from the past, envision worlds of the future and imagine utterly otherworldly places too, inspired by our very real dreams, ambitions, opinions and interests. We can use cool sets, props and costumes to bring these worlds to life, but ultimately, drama is all about determination, collaboration, and imagination - all of which you already have and multiplies when you work together!



1. Freeze!

Step 1

Define your stage area. Remember you can use the spots in the drama pack.

Step 2

The facilitator introduces a world. It might be...

🌸 a water park world

🌸 an alien planet

🌸 an enchanted forest

🌸 a giant circus tent

🌸 a world stuck in the Victorian era

🌸 a world years in the future, or long ago!

🌸 a sticky bubble-gum and sweetie world

Step 3

The facilitator invites the participants to put their hand up if they have an idea of a frozen statue that belongs in the world, to place themselves in the stage area, and freeze! Remember, in Freeze! Zing! Whoosh! you can become a character, an object, a place - you can become anything you can think of!

🌸 In the sticky bubble-gum and sweetie world, you could be an explorer, stuck in a bubble-gum bog.

🌸 When making an alien planet, you could be Artemis 2 in orbit, flying next to it.

Once there are 3-10 frozen statues (maybe even a full class frozen statue!), it's time to move on to Zing!

Ask the learners for suggestions. What is their dream world? Their favourite place?



2. Zing!

The facilitator points at a frozen statue and says “zing!”. This brings them to life for a few seconds. They can move, react to the situation and say a short line that their character might say. Afterwards, they return to their original frozen statue.

🌸 In the bubble-gum world, you could say “how am I ever going to get out of here? I’m supposed to be back on my planet by 7!” whilst trying to free yourself from the sticky swamp.

🌸 As Artemis 2, you could slowly circle around the stage, voicing one of the astronauts inside: “I’m not sure about this... this planet looks a bit... strange”

After every performer has been ‘zinged’, it’s time to move on to Whoosh!

3. Whoosh!

The narrator/leader says ‘Whoosh!’ with a swooping hand action. This clears the stage and the performers return to their seats, ready to create the next world.

After a few rounds, the teacher can delegate the role of narrator/leader to a learner and can become a participant. Teachers - they will love to see you perform!

Click here for a story-making variation of Freeze! Zing! Whoosh!



 bit.ly/ANapp10



Be Careful What You Wish For



3 Step Story



Performance-making in small groups



P3-P7



2-3 hours (includes writing, performance-making and sharing)



Take a look at the backdrops, props and costumes to inspire your creations. Remember - multiple groups can use the same things. You can share during rehearsals and then each group can have everything when it's their time to perform. Before performing, why not put up the stage lights for some extra drama!

+ Print-outs of the **character-making worksheet**
(1 copy per person)

+ Print-outs of the **performance-making worksheet**
(1 copy per group)



bit.ly/ANapp11



bit.ly/ANapp12

Classroom materials: pens and pencils



bit.ly/ysan7



bit.ly/ysan5



Listen to Selena and Kyden talk about their Be Careful What You Wish For performances which they shared with the Junior drama club.

Invite a younger class to come see the Be Careful What You Wish For performances. The younger learners can recreate their favourite moments as frozen statues after, or create mini versions in the tabletop theatre. This also gives the older performers the opportunity to perform for an audience which feels less intimidating and more supportive than a school-wide performance, but more exciting and meaningful than just doing it for your own class. It's a good stepping stone if you're looking to make an assembly show.

Step 1

Make groups of 3 (this can work with groups of 4 or 5 - just double up on roles!)

Step 2

Assign roles:

Role A - a person with magical powers (a fantastical creature, a superhero, a witch, a wizard, an elf, a mushroom fairy...)

Role B - a person who meets Role A and makes a wish to change something in their life.

Role C - a person who is affected by the wish Role B makes.

Step 3

In your groups, build your characters using the **character-making worksheet**. Even though you are building your own characters, make sure the characters make sense together.

Step 4

Create 3 frozen statues of your character. Each statue should show a different side of your character's personality!

🌸 E.g. Frozen statue 1 shows the character casting a spell, frozen statue 2 shows them feeling lonely in their isolated castle, frozen statue 3 shows them singing (their biggest dream is to be a pop star).

Step 5

The facilitator asks each group to share their 1st, 2nd and then 3rd statues, one group at a time.

Step 6

As a class, discuss what the structure of a story is (a beginning, middle and end) and what a good story needs (an element of surprise, relatability, intrigue...)

Step 7

In your groups, brainstorm and build your performance's plot by using the **performance-making worksheet**. Remember to give it a title!

Step 8

Bring your story and your character to life! Find a space to practice and rehearse your performance a few times.

Remember these performance tips:

- ✳ Make sure your voice is clear and that the audience can see you.
- ✳ Learning lines off by heart can be tricky and can take a long time. Instead, learn the general idea of what you need to say, and when you need to say it. Listen and react to what is happening in your performance and have fun with it!
- ✳ Decide which areas are off-stage (the wings) and what area is your stage. You can use the spots from the pack. Remember to follow the wing rules: no chatting, no big movements, don't distract the audience from what's happening on stage.
- ✳ If there are multiple locations in your story, show this by moving from one area to another, still on stage, or by exiting/entering the stage completely.

Step 9

Share your performances! And make time to discuss your standout moments from other people's performances. Being a committed audience member is just as important as being a committed performer - you learn so much by doing both.



bit.ly/ysan8

Listen to Lola talk about her pirate performance.

Extension activities

Table-top theatre

See how you can explore the same framework with the table-top theatre or shadow puppet theatre from the pack!

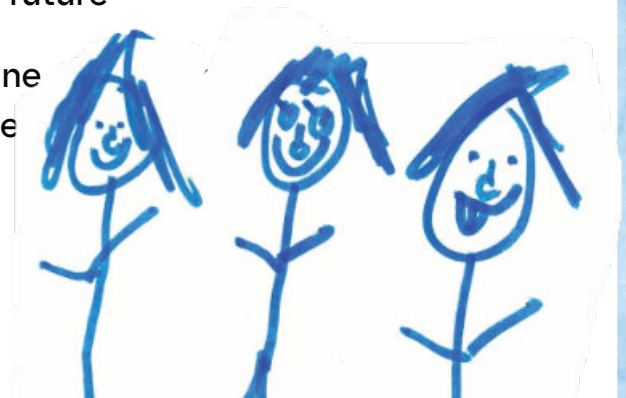


 bit.ly/ANapp011



Visual art activities

- * Draw self-portraits set 15 years in the future
- * Create visual timelines. On your timeline that have already happened in your life you hope will happen in the future.



Creative writing activities

It is 15 years in the future, and you have just achieved something amazing, one of your dream goals.

- ✧ Option 1: Write a diary entry about this day, from the perspective of your future self.
- ✧ Option 2: Write a newspaper article as a journalist talking about you and your achievement in the 3rd person.

Remember, this achievement should be important for you, no one else! Maybe it's becoming an astronaut, making the world's most perfect cake, or buying your granny a fancy new house.

Here are a few questions you can think about if you're feeling a bit stuck about what to write:

- ✧ What emotions did you feel leading up to and after the achievement?
- ✧ What impact will your achievement have on your life, on the people around you, and on the wider world?
- ✧ What were the smaller achievements that happened on the way?
- ✧ What were some tricky moments on the journey to this achievement? And how did you overcome them?
- ✧ Who supported you to get there?

Feel like transforming your creative writing into a monologue? Click here to read some tips!



 bit.ly/ANapp012

Click here to listen to Sophia talk about the monologue she created and performed.



bit.ly/ysan9

The Right to Be Different and Be Heard

Unlikely Friendships

A drama workshop made for a Lower and Upper Primary class combined in a buddy system format.

During this workshop, we'll explore themes of respect, difference, friendship and understanding, whilst promoting cross year-group collaboration and peer-to-peer support. This workshop includes;

- ✖ 1 prep activity for P4-P7
- ✖ 2 warm-up games
- ✖ 1 drama activity
- ✖ 1 performance activity



Preparation Activity for Upper Primary class



Creative writing/letter-in-role



10 to 15 minutes



Paper and pencils/pens

In this activity, you are going to take on the VIP role of a theatre's Creative Director at your very own up-and-coming theatre. Have a quick discussion about what this job entails.

Read a Q&A with Laila Noble, Ayr Gaiety Theatre's Creative Director, about her job and her love of theatre.



bit.ly/ANapp013

And explore our theatre-inspired word bank to support your discussion and any follow-up activities here!



bit.ly/ANapp14

Think about the following questions:

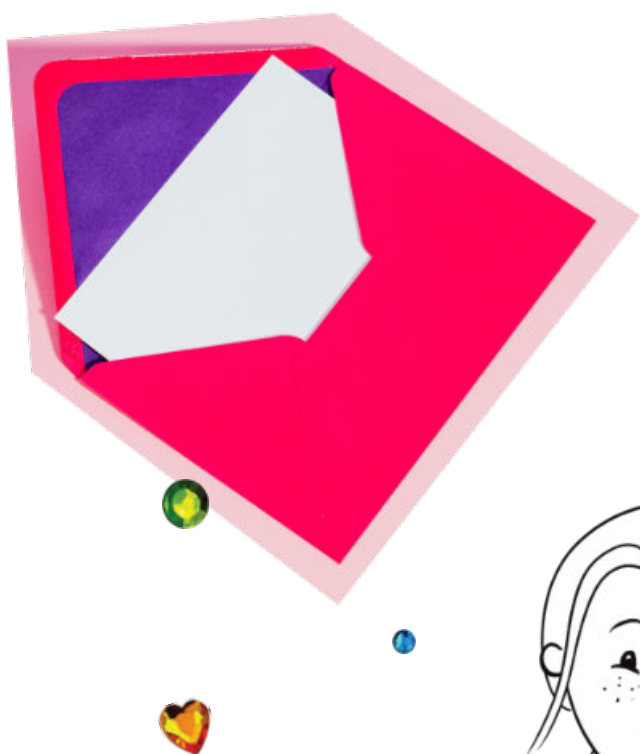
- ✱ What is theatre?
- ✱ What is a live performance?
- ✱ How is a show at the theatre, on a stage, different from a TV show or a film?
- ✱ If you were a Creative Director, what kind of shows would you want to put on? Dance, theatre, comedy, musical? Shows for kids? What themes? What stories?
- ✱ If you had a theatre, what would it be called?

Your task is to write a letter to your younger buddy as your theatre's Creative Director. In this letter, you need to ask the brilliant minds of Braehead Primary to come up with a new show starring two people who become unlikely best friends. Here are two questions to think about when writing the letter:

- ✳ Why have they asked the Braehead Primary for help? What's special about Braehead Primary?
- ✳ Why is the show's theme important?

Think about the design of your letter too! Is it very fancy? Is it TOP SECRET?

Each learner should write their own individual letter to their buddy; however it is possible to pair 2 older learners with 1 younger and vice versa - adapt accordingly. These letters will be shared with the younger buddies later on in the workshop, so keep them safe in the meantime!



Listen to Aria share an example of a 'letter-in-role' that she wrote to the Junior drama club. In this letter, she is a good witch asking the P2 drama club for help to find her gems and frogs that have gone missing. She needs them to complete a very important spell.



bit.ly/ysan10

The following activities are made for both classes combined.

Lines, Clusters and Spectrums



Full class icebreaker game



10 to 15 minutes



None - but requires working in a gym hall or outside

Lines

The facilitator asks the group to make a line, according to a specific prompt, as quickly and as quietly as possible, e.g. birthday month, height, number of siblings...

Clusters

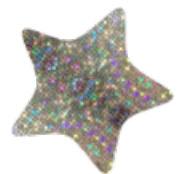
The facilitator asks the group to make smaller groups, clusters, where they all share the same answer to the question. Ask each group to shout out their answer, one at a time, e.g. favourite ice cream flavour, letter at the start of your name...

Spectrums

The facilitator explains that one side of the room will represent one answer and one side of the room will represent the other answer, and anywhere in between represents a mix of both answers, e.g. left side of the room is dogs, right is cats. If you prefer dogs, then place yourself all the way to the left. If you prefer cats but still love dogs, then you're almost in the middle but still to the right. If you love both equally, you're in the middle. For each question, the facilitator asks a couple of participants why they have placed themselves in that spot.

Bonus curriculum connection

Using spectrums is a useful way to quickly gauge what people's thoughts and opinions are, and make space for learners who don't always want to put their hand up, e.g. inventors: which invention do you think has changed the world the most? The car, invented by Karl Benz, or the phone, invented by Alexander Graham Bell?



Rock, Paper, Scissors Evolution



Full class movement game



10 to 15 minutes



None

In this game of rock, paper, scissors, as you lose or win matches, you get to evolve and level-up, but also level down. For this variation, you will play in teams, pairing up with your buddy from the other class, taking turns to be the rock, paper, scissor maker.

How to Play

First, decide what the 3-5 different levels of evolution are - e.g. - level 1 egg, level 2 chicken, level 3 dinosaur, level 4 superhero, level 5 giant. Create a type of walk or an action that players do to symbolise each level. Then, find a space in the room with your buddy. When the facilitator says 'begin!', everyone moves around the space, all like level 1. As you meet other teams, play a game of rock, paper, scissors. If you win, you evolve into the next level. If you lose, you either stay at the first level or, if you made it up a level, you go back down to the previous one. After a while, the facilitator freezes the game and asks the players to separate themselves into groups according to their current evolution. Remember to applaud each group!



Character Creation



Creative brainstorm and frozen statues



20 to 30 minutes



Teamwork - in their buddy pairs



Pens, pencils and printouts of the **Unlikely Friendships character sheet** (1 per pair/trio)



bit.ly/ANapp15

Before starting this activity, invite the Upper Primary class to share the letter they wrote as a Creative Director with their Lowery Primary buddy!

Part 1: Character Brainstorm

Step 1

Have a quick discussion about the letter - either as a whole class or using the pair-share format. What does unlikely mean? What makes people become friends? What does it mean to be a good friend? Do you know any examples of unlikely friendships? What is theatre? How is a show at the theatre, on a stage, different to a TV show or film?

Step 2

Give each pair an **Unlikely Friendships worksheet** to complete. Just like the letter said, they need to create two new characters that form an unlikely friendship. The Upper Primary learner can help their younger buddy with writing their answers. The learners can draw their answers too.

Step 3

Share your characters!



Part 2: Bringing Ideas to Life

Step 1

Find a space in the room where each pair can easily move.

Step 2

In your pairs, create 2 pairs of frozen statues of your characters: one that shows their similarities, and one that shows their differences. E.g. Statues n°1 show two characters who love football. Statues n°2 show that one of the characters is really confident, but the other one is really shy.

Step 3

Share your frozen statues!

Step 4

In your pairs, create 2 more frozen statue pairs: 1 that shows the characters before they meet, and 1 that shows them after they meet. E.g. Statue 1 shows two lonely characters. Statue 2 shows two characters helping each other achieve their football dreams together.

Step 5

Share your frozen statues!



Origin Story



3 step story and mini-theatre



Performance-making in small groups



2-3 hours (includes writing, drawing, performance-making and sharing)



Tabletop theatre, white card, sticks and colour-changing torches from the pack, and the possibility of making the room slightly darker.

Classroom Materials: tape, scissors, pens, pencils, and any other craft materials you'd like to use - you can also make puppets with wooden spoons or socks.

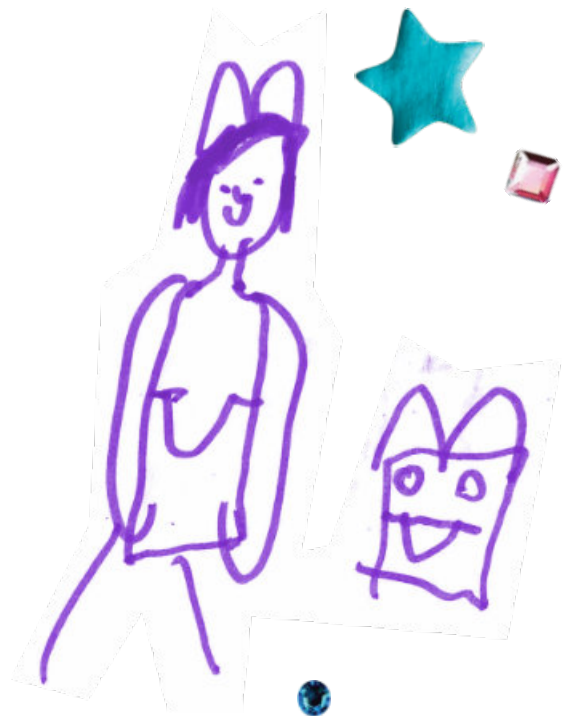


With the help of your **Unlikely Friendships worksheet** and the ideas behind your frozen statues, create a performance about your characters' friendship origin story, which you will perform in the tabletop theatre.

Think about the following questions:

- ✧ Where did they meet?
- ✧ Did they get along straight away?
- ✧ What made them bond?
- ✧ Why is it a surprising friendship?

The upper primary learner will be the story's narrator, whilst the lower primary learner will be the puppeteer, moving the characters in the tabletop theatre. If you're in a bigger group, just double up on roles!



Step 1

Find a space in the room where you can write, draw and rehearse in your pair.

Step 2

Draw your characters on white card, cut them out and tape them to the top of long sticks. If you have time, you can also draw some props or background elements (add these to sticks as well so you can hold them or tape them to the top or bottom of the back of the theatre).

Step 3

Create your origin story. The upper primary narrator can write down key points of the story, a full script, or just remember it all in their head - whatever works! You can use the **performance-making worksheet** to make sure you have a clear beginning, middle and end.

Step 4

As part of the show's narration, include 1-3 lines which the younger performer/puppeteer can say as one of your characters, e.g:

🌸 The Narrator: "Just when James was about to give up and go home, Sam tapped on his shoulder and said":

🌸 The Puppeteer (playing Sam): "Would you like to play football together? I just got a new ball."

Step 5

Bring the story to life! As you finish writing your story and making your characters, rehearse your performance, and take turns rehearsing in the tabletop theatre.

Step 6

Share your creations! Turn down the lights and use the torches to make your very own stage lighting. Choose the colour that best represents your story and give the torches to members of the audience to light the tabletop theatre, swapping who gets to hold them in-between shows. After each sharing, the audience can share their stand-out moments of the performance.



We hope you enjoy using this resource!

Please share the variations and adaptations that worked for you with your fellow teachers. And don't forget to listen to the drama experts, the children themselves!

This drama resource pack was created by Florence Logan with the Senior Drama Club, designed and illustrated by Cat Major, and co-ordinated by The Gaiety's Marketing & Communications department. All video content was captured and edited by Ruari Barber-Fleming, photography was captured by Ruari Barber-Fleming and Florence Logan.

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youngstart

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THE GAIETY

