

This pack provides ideas for socially distanced drama games and simple activities that can be delivered in the school hall, cleared classroom, or at desks. For each game and activity I've specified the amount of space required and any equipment you might need. I have included as many games and activities as possible that use a range of spaces – as all drama teachers know that we have to be flexible from one lesson to the next! – and that suit different ages and abilities.

They've also been, vaguely, organised into: icebreakers; verbal/mental games; movement/physical activities and those linked to creative performance. At the back of the pack are some additional resources that support activities. For the purposes of this pack I've used the generic terms 'teacher' and 'student'.

Any activities that are completed at desks usually require a small performance space at the front of the classroom. In cleared classrooms you need to ensure that there's enough distance between students for activities to take place safely. For activities that require a larger space, or for those of you lucky enough to have a school hall or drama studio to work in, distancing must still apply and you should ensure that the room is well-ventilated with fresh air. Don't forget that – weather permitting – outside drama is always an option!

Also included in this pack are **Guidelines For Delivering Socially Distanced Drama**. These mostly apply to drama delivered in the school hall or drama studio, but should also apply in the cleared classroom or when children are working at their desks. These guidelines in no way supersede any school or government policies and procedures that are currently in place.

I hope you find this pack helpful. Other drama teaching materials from Arts On The Move that may be of use for you are: [KS2 Classroom Drama Lessons](#), [The Technique](#) (desk drama that's suitable for any year group!), the [KS2 Drama and Theatre Home Work Activities Pack](#) and the [KS3 Drama and Theatre Home Work Activities Pack](#). Please visit the [Arts On The Move](#) website to see all of the drama teaching materials offered by Arts On The Move.

If you have any comments about this pack, need any further support, or would like to request specific drama teaching materials that aren't currently available, please email info@artsonthemove.co.uk

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SEQUENCING MOVES

Ideally should be played in a school hall, drama studio, or outside but could be played in a socially distanced cleared classroom or beside desks, or at the front of the room. No equipment required.

Students stand in a circle or beside their desks. Ask them to stand with feet together and explain that they are going to move their feet to one rhythm/action and their arms to another – then they'll put the two together to create a sequence. First, feet: the right leg goes forward on the count of 1, to the side on the count of 2, then back together on 3. Repeat the same process with the left leg. So they have 1, 2, 3 with the right foot, then switch to 1, 2, 3 with the left – forwards, out, together. Practise a few times. Now work with the arms: both arms go out to the front on the count of 1, up above their heads on 2, out to the side on 3, then back down by their sides on 4. So the arms go in a pattern of 4 counts and the legs go in a pattern of 3 counts. Practise a few times. Now put the two together! Allow time for this to go horribly wrong a few times but encourage students to have a go! Link to discussions on muscle memory and physical theatre.

BUZZY BEES

Can be played with students standing beside their desks, or socially distanced in a cleared classroom or drama studio. No equipment needed.

On 'Go' students move around the game space or beside their desks pretending to be bees, buzzing and flapping their tiny insect wings. After a short time of buzzy warm up call out a letter, for example, 'The letter P'. Begin to count down from ten. During this time students need to adopt the pose of something beginning with that letter. It can be a noun, verb, adjective, proper noun, anything at all. For example, for the P letter you might be plump, pig, pleased, puffy, picky, poor, or pumpkin. On zero students must freeze on the spot. Get them to hold those freezes! Now walk around the room and ask each student in turn what they are. If two students say the same thing they sit out the next round. This helps to drive creativity right to the top of the scale! Repeat the activity as often as you like.

MARKET STALL HOLDERS.

Can be played with students sitting or standing at their desks, or socially distanced in a cleared classroom or drama studio. No equipment needed.

Students are 'market stall holders'. Shout out a letter and point to a stall holder. They have to tell you who they are, where they're from and what they sell. Each answer has to begin with the letter you called out. For example, with the letter G the answers could be: 'I'm Gary from Germany and I sell Gloves'. Students end with a mime of them selling their wares and then freeze! In between each turn, students should mime selling to imaginary customers and positioning items on their stall.

FREEZE FRAMES FOUR O’CLOCK FRIDAY (cont’d)

Hotseating

Select individual characters/objects from a freeze frame and place those students on the ‘hotseat’ at the front of the class to work in role. Allow the rest of the class 1 minute to think of a question that they would like to ask this character/object which will help them to learn:

- more about their role in events
- more about how they felt about what they did or didn’t do
- how they feel about other characters
- whether they feel they could have changed anything, and how.

Students on the hotseat should remain in role all of the time they are being questioned. Limit the number of questions asked, or the time allowed, or both.

Diary Entries

Students spend up to five minutes writing a diary entry for one of the characters from the poem. They should think about the events they took part in, how they felt, what they wish they’d done differently, and what their hopes are for the future. Invite some of the students to read these aloud to the rest of the class.

FREEZE FRAMES ROMEO AND JULIET

Can be performed with students sitting at their desks, or socially distanced in a cleared classroom, school hall, or drama studio. Ensure that students work at a safe distance. You’ll need: a copy of the poem Four o’clock Friday (at the back of this pack); writing materials.

Read the extracts to the class and leave them on permanent display if possible. Discuss the pivotal moments, or highlights, of the story. These should include:

- The feuding Capulets and Montagues
- Romeo and Juliet meeting
- Romeo and Juliet getting married – Friar Lawrence
- Tybalt killing Mercutio. Romeo killing Tybalt
- More feuding between the Capulets and the Montagues
- Romeo being banished by Prince Escalus
- Romeo and Juliet dead (Romeo by poison, Juliet by Romeo’s dagger)
- The Montagues and Capulets being reconciled
- A golden statue

Select one student from the class. They work at the front of the room and take up the position of a character from any of the moments, or scenes, in the play. This could be a main or peripheral character. This student stays frozen in position. When other students think they know which scene this character is from, they raise their hand. Select another student from these and they move to join the first student and freeze in position as another character from the same scene. This process continues until you have a complete freeze frame of a specific scene from the story of Romeo and Juliet. Then invite the rest of the class to suggest which scene the freeze represents, what’s happening, and what characters are being depicted in the freeze frame. Students need to remember this freeze frame for later. Continue repeating this process until a freeze frame has been created for several pivotal scenes from the story.

PEOPLE'S BINGO

Someone who has a sister	Someone wearing something pink	Someone who's read all of the Hunger Games books	Someone with blue eyes	Someone who hates carrots
Someone who owns a red bike	Someone who has a brother	Someone who isn't wearing trainers	Someone who dyes their hair	Someone who writes poetry
Someone who plays the guitar	Someone who watches Star Trek	Someone who has a ginger cat	Someone wearing glasses	Someone with a pet dog
Someone who has never been horse riding	Someone who likes cheese and onion crisps	Someone who sings in a choir	Someone who has never been to Nando's	Someone who has size 10 feet