

DRAMA GAMES MAIN ACTIVITY

Jobs Now and Then

Players: Whole Group

Age: 5 to adult

Time: 5 minutes

Skills: Concentration

Summary: In this activity the students will make freeze frames of different Elizabethan jobs some of which still exist today.

Materials: Download and printout and laminate the Jobs Now and Then Cards. There are 2 jobs per card so cut in half after laminating.

Check that the children know what a freeze frame is. It is a still image or statue, just like a photograph or when you press Pause on a remote control.

Instructions:

1. Children need to go into pairs or small group- no more than 4
2. Tell them that they will get a card which depicts a job and that they will have 5 minutes to decide how to demonstrate the job together. They can both do the same job, or you can have one person doing the job and the other one joining in, for example being a customer, work colleague or another character
3. Give each pair a card
4. Ask the children look and read the card and set the time for 5 mins.
5. When 5 minutes is up teacher claps hand to freeze the children
6. Now look at each pair/group
7. Teacher claps my hands bring your freeze frame to life for a few moments... and when I clap freeze again!
8. Who can guess what job this pair are showing?
9. Repeat swapping cards or using old or new jobs or mixing it up!

KS2: If you wish you can also use thought tracking to find out what the characters might be thinking. Tap one of the characters on the shoulder and ask them to say what their character might be thinking or feeling. For each pair ask if the children think it is a job we do today. Do they think that all those jobs only existed in the time of Elizabeth I?

DRAMA GAMES WARM UP

Stop, Go, Face, Clap!

Players: Whole Group

Age: 5 to adult

Time: 5 minutes

Skills: Concentration

Instructions:

Classroom Version

Students walk around the room. The teacher asks them to do four simple actions: stop, go, jump and clap. The teacher starts simply, using these instructions one at a time. When the students are confident with the instructions, the teacher starts to use the instructions in combination, for example, 'stop, jump, clap, clap'. Finally, just when the students think they have 'got it', tell them that the instructions now mean the opposite of what they really mean. So 'Go' means 'Stop', 'Jump' means 'Clap' and so on. This usually causes much hilarity and head-scratching.

Online Version

Teach four simple actions: stop, go, face and clap. 'Go' means pretend to walk, 'Stop' means stop as still as a statue, 'Face' means make a funny face and 'Clap' means clap your hands.

The teacher starts simply, using these instructions one at a time. When the students are confident with the instructions, the teacher starts to use the instructions in combination, for example, 'stop, face, clap, clap'. Finally, just when the students think they have 'got it', tell them that we have entered an alternate universe and the instructions now mean the opposite of what they usually mean. So 'Go' means 'Stop', 'Face' means 'Clap' and so on.