KidSMART Drama Games

The following games have been selected to offer a fun and effective way of discussing, teaching or challenging different and sometimes sensitive, subject matters. They are offered merely as a suggestion to explore online citizenship and intended to be adapted to individual requirements.

On this page you will find examples of…

Warm Up games

Role Play exercises

Improvisation suggestions

And ideas to challenge Cyberbullying

WARM UP GAMES

Wake the mind and create a positive group environment. Swap the key words to fit in with your programme of learning.

SMART RULES!

On chairs, sit in a circle and give each person the name of one of the Childnet SMART Rules (SAFE, MEETING, ACCEPTING, RELIABLE, TELL). One person stands in the middle and shouts out the name of one. Whoever has that rule (or word) must change seats whilst the person in the middle must try & occupy an empty seat. When "SMART RULES" is called out, EVERYONE must change seats. The main aim is for there to be a new caller each round.

Top tip……
Although this is a great way to introduce the SMART rules, try replacing the key words with something else - character names from a play study or book, words, places, colours, numbers, countries – anything that may link with your programme or project.

SMART TABLEAUX IMAGES!

Tableaux, or freeze frame images, encourages the process of considering something in an alternative way. It promotes team work, fast thinking and physical expression. Again, anything can be explored and any age can participate. The key is to carefully select a theme that links to the session and only allow 30 seconds for each. In this instance, we are focussing on internet safety and associated words.

Primary
a) Form into groups of 4 or 5. Working as a team and using EVERYONE in the group, allow 30 seconds to physically form the shape of the letter **S**. 30 seconds for **M**, then **A**, then **R** then **T**.

b) Re-form into new groups of 4 or 5. Again, allow 30 seconds for each, and using everyone in the group, create a picture to represent the words: **SAFE, MEETING, ACCEPTING, RELIABLE and TELL**

Secondary
a) Form into groups of 4 or 5. Working as a team and using everyone in the group, allow 30 seconds to physically represent the following key words:

Communication
Safe
Meeting
Accepting
Reliable
Tell
Virus
Create
Discover
Connect
Stranger

b) This time allow 1 minute for each group to physically represent an image of:

The internet
Texting
Cyberbullying
Social Networking
PSP

c) Ask the group to come up with three positive ways of using technology and to create a physical representation of each.

Top tip……
As a lead on exercise, try handing out picture cuttings from newspapers and magazines and ask your group to decide what they think the story might be and create 3 images to portray that story (include a before & after image).

ROLE PLAY EXERCISES

Putting oneself in another's place in a particular situation is an effective way of exploring important issues and creating a forum for discussion. Although it relies on improvisation, it can easily be controlled by the session leader and is most successful when the scenarios are structured with a clear objective.

SMART ROLE PLAY!

Divide your group into smaller groups and hand out role-play scenarios. Allow each group 5minutes to devise a short scene with a conclusive ending. For example:*

Your friend has made friends with someone online whom they have never met. They are planning to meet up with this person. You are the only person who knows. What would you do?

(You have 5minutes to discuss what you would do or say and prepare a short improvisation.)

*See the KidSMART website for more scenario ideas

When ready, act out and discuss each scene by either:

a) **(Primary & secondary)** Running the scene to its conclusive ending and discuss with the audience their thoughts, feelings and what else they could have done.

b) **(Primary)** Run the scene three quarters of the way and freeze the action just before its conclusion. Discuss possible endings with the audience. What should they do next? Should they tell someone? If so, who would that be? Continue with the scene to see what happened next.

c) **(Secondary)** Run the scene three quarters of the way and freeze the action just before its conclusion. Discuss possible endings with the audience. What should they do next? Should they tell someone? If so, who would that be? Jointly select one of the endings for the performers to act out as the conclusion to their scene.

d) **(Secondary)** Run the scene to its ending and discuss alternative endings or advice. Swap roles by inviting one of the observers to stand in and re-play the new ending with their idea.

Top tip......
Select issues that affect your group or topical subjects that you are focussing on. Again, try handing out images or cuttings for the group to create a story from.
In order to maintain control, ALWAYS give clear guidelines and a time limit for both preparation and work share.

✸ CHALLENGE CYBERBULLYING

Exercises and questions aimed at challenging online bullying (cyberbullying). Their aim is to establish a group understanding of the issue and to explore opinions, emotions & preventions.

SMART ANTI-BULLYING!

The following have been selected to offer a practical group approach to discussing, defining and understanding bullying and cyberbullying.

a) Who's leading the action? (Exclusion game – Primary & Secondary)
One person volunteers to leave the circle. Without the volunteer seeing, a leader is secretly selected. On the volunteer's return, the leader initiates an action which the rest of the group must follow. When appropriate & without the volunteer seeing, the leader changes this action and again, the group must follow. The person in the middle has three chances to guess who they think the leader is.

b) Why am I different? (Exclusion exercise – Primary & Secondary)
One person volunteers to leave the room. The remainder of the group are to decide on a setting and a reason why they are different to the volunteer. For example:

Setting: Astronauts in space
Different because: The volunteer is an alien.

Setting: Birthday party
Different because: The volunteer is a ghost.

Allow the group to set up and establish the scene through improvisation or movement. The volunteer must re-join the group and engage in the situation. The group are to react accordingly. Through conversation and questions, the aim of the exercise is for the volunteer to figure out where they are and what makes the group/themselves different. They must remain in the situation and only reveal their conclusion as part of the improvisation.

c) What is bullying? (Primary & Secondary)
It may be useful to place the answers to the questions below on a wall for your group to refer back to later on. Either run the questions as a group discussion or separate into sub groups and idea share once all questions have been asked.

- What is bullying? (name calling, taking things, spreading rumours, sending abusive text messages or emails etc)
- What does the word cyberbullying mean?
- How serious do you think it is?
- How many people can be involved?

- What would you do if you knew of, or heard about someone being cyberbullied?
- What would you do if you were a friend of the person who was being cyberbullying?
- If you did choose to tell someone, who would that person be and why?
- What kind of person do you think would be a Target of cyberbullying?
- Do you think boys or girls are more susceptible?
- What do you think the impact of cyberbullying could be?
- Decide upon a group definition of the word CYBERBULLYING.

Childnet have a number of resources that may be helpful in collating information. These are:
Cyberbullying guidance: www.digizen.org/cyberbullying/overview
Let's Fight It Together (film): www.digizen.org/cyberbullying/film.aspx
Drama lesson plan: www.digizen.org/downloads/lesson_plan.pdf

d) Share a story. (Secondary)
Walk around the space and think of an incident of bullying or cyberbullying that they have heard about either from the newspapers, news or other people. Pair up and share info.
Re-form into a circle and share the stories they have been told. Once all stories have been told, ask the group what they noticed the most from the exercise. Everyone should have a story or experience to share, which reflects how extensive the problem is.

e) How does it feel? (Secondary)
There are two ways in which the following exercise can be run, so it is up to individuals to select which is more appropriate for their group. Clear rules regarding no physical contact or personal comments should be set up prior to commencing.

Walk around the space and on a given signal, turn to the nearest person and pair up. Decide who will be A or B and create a character (name, age etc). Set the scene in a fictitious location - for example, the canteen in a different school, a bowling alley or party.

Option i) To begin with, A is to be the bully and B the target. For one minute, and strictly no personal annotations or contact, A is to bully B. Swap over.

Option ii) A and B are to create a fictitious person that they will talk about in a positive way for one minute, then in a negative way for one minute.

Finally, either in pairs or together, discuss:

How does it make you feel? Which role do you feel more comfortable in and why? What would you do if it was happening to you? What makes someone a bully?

f) Pick up the action (Primary & Secondary)

The purpose of this exercise is to illustrate how quickly bullying can spread and how easy it is to become an accessory. It also presents the opportunity to discuss how the situation can be prevented. And what can be done if the situation occurs.

Establish a group understanding before the exercise. Agree on characters, initial location, objective and direction with a clear beginning, middle and end. The exercise works as a carousel and the improvisation must flow and follow on from the previous scene. There must be no physical contact at any point.

To guide the action it is advisable to ask questions as the action unfolds - What could or should they do next? How do you think the character feels? What would you do if you were in this situation?

(The following is purely a guide and example of the preparation required)

- Form a circle and select two volunteers into the centre. Remind them where they are supposed to be.
- **A** must get something off **B** (e.g a mobile, money). **B** must protest as much as possible. It is up to **A** & **B** how they go about it and whether **B** gives in or not.
- Run for a short time to establish the scene and freeze after 30 seconds or so. Remove **A** (the bully) and invite someone new into the centre.
- New location (e.g **B** and **C** are now in **B**'s house). **B** tells **C** what has just happened, but C is also friends with **A** so feels stuck in the middle.
- Establish the scene and freeze the action. Remove **B**. and invite someone new into the centre to resume the role of **A**. Change the location (e.g the school playground). A tries to get **C** on their side and pressurises them to join in the bullying.
- Establish the scene, freeze….And so on.

g) Improvise a story (Secondary)

Form into groups of four and allow each group 10minutes to improvise a short, concise story of an incident of bullying either based on points raised from the previous exercise or an idea of their own.

Encourage positive conclusions that present ways of tackling the issue.

h) Leading on……(Primary & Secondary)

Using contemporary literary examples can offer an immediate connection for young people to identify with. Take extracts from poems or novels break down into sections and act out.

For example:

Cloud Busting by Malorie Blackman

Aimed at primary pupils (8+), this touching story tells the story of friendship and individuality (told through verse and first person). Read an extract at:
www.randomhouse.co.uk/catalog/extractcb.htm?command=search&db=main.txt&eqisbndata=0440866154

What shall I do about Carla Mcfee? By Andrea Wilson

Aimed at secondary pupils, read the poem at:
http://bullypoems.wordpress.com/2008/03/11/what-shall-i-do-about-carla-mcfee/

i) Get creative!

Try creating a storyboard comic strip or cartoon using your school computers.

Record your own stories and messages on video or mobile phones and present these in an assembly.

Write and post poems on your school website
(See
www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/poetry for a selection of poems written by young people)