

Treehouse Theatre

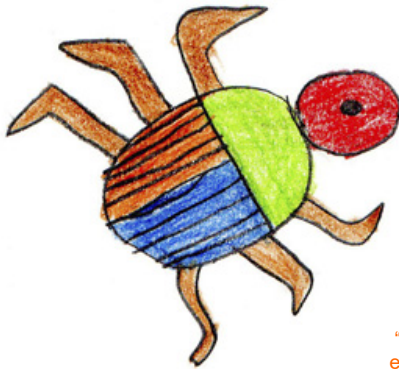
A Play-in-a-Day Ancient Egypt: History's Mystery

"They will remember it because they enjoyed themselves and were part of the performance. Hands on is great!" St John's Primary, Isle of Wight

When Ned Knitwinkle, enthusiastic if inept Egyptologist, attempts to join a secret Egyptology society, he is thrown back in time to Ancient Egypt until he has learned enough to pass the society's entrance exam.

Disguised as an Ancient Egyptian, Ned encounters people from all walks of Egyptian life – from Cleopatra to a mummy-in-progress. In a land full of bounty, riches and inspiration, Ned is amazed by eccentric Pharaohs, gory rituals and over-taxed tradesmen. He learns a lot, but there's an archaeological twist in the tale.

"Very positive feedback from parents... 'children didn't stop talking about it!'"
Wootton Primary, Isle of Wight



"You helped us use our voices properly and read our lines with expression. The best parts were when Charmion had to die with Cleopatra, and when Aidan and George had to stab you"

Curriculum Links

History: The play is linked to

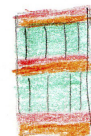
- 2014 KS2 History Curriculum unit "The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt"
- The former QCA History Scheme of Work Unit 10 "What can we find out about ancient Egypt from what has survived?"

Drama: Various performance techniques are introduced, including: Breathing for Acting; Mime; Voice work; and Characterisation

Main topics covered in the Play

- Building of the pyramids
- The role of priests and Egyptian gods in daily life
- How and why a mummy is made
- Beliefs about the afterlife
- Home life in Ancient Egypt
- The role of a scribe and a day in his working life
- Working people: a builder, a metal worker, and a linen factory owner and his workers
- Egyptian hierarchy
- The Amarna dynasty, starting with Pharaoh Akenaten and his wife Nefertiti
- Pharaoh Tutankhamun, his wife Ankesenamun, and his uncle Ay
- The fall of the Amarna dynasty and Pharaoh Horemheb.
- Cleopatra and Julius Caesar
- Farming in ancient Egypt
- Cleopatra and Anthony
- Cleopatra's death and the defeat of Egypt by Rome
- The role of archaeology in discovering what happened in the past

"I also enjoyed learning how to get brains out before mummification – that was disgusting and funny"



Treehouse Theatre

A Play-in-a-Day with Treehouse Theatre Notes for Teachers

Please circulate to all staff involved – thank you

General Notes

History and Drama are naturally suited for each other, and a Play-in-a-Day with Treehouse Theatre is fast-paced, challenging and very memorable. We have high expectations of the children that we work with, and give them responsibility to perform, because as every teacher knows, children usually live up to the expectations that you have of them.

Of course, there's a lot of information to absorb in our plays (the whole of the Tudor Dynasty in an hour for example!) but we are not necessarily expecting children to recite back facts and figures afterwards. Instead, children are excited by the subject matter and have a new enthusiasm for history.

We aim for our Play-in-a-Day to be a very rewarding and confidence-inspiring experience for the children. The inclusive and supportive atmosphere of the day ensures that everyone goes away with that wonderful feeling of having 'put on a show together'.

Preparation for the day

Prior to our visit, please divide your children into 4 groups for the morning workshops. Your timetable will indicate how many children should attend each workshop, and each child will attend one workshop. Please aim for a mixture of reading abilities and enthusiasm in each group.

Many schools set up a carousel of activities for the morning (of which the Treehouse workshop is one), and the enclosed activity pack may be helpful with this.

No specific academic preparation is needed for the day, and we do not assume any prior subject knowledge.

We always encourage children to dress up for the day if they wish to do so, and the pack includes ideas for both dressing up and a 'themed lunchbox'.

Use of the Main hall as the Theatre Space

Our actor (Ben Lindsey-Clark) will arrive at 7.45am to prepare the hall for the day. He will make use of standard school equipment, such as mats, gym horses, benches, chairs and tables to make the seating area and any staging needed.

The hall will be required all day (including before school starts and break, right up to the end of the school day), and will not be available for general school use. Please would you ensure that breakfast clubs etc are held elsewhere on this day and ensure there are no assemblies or similar events planned. Most schools need their hall for lunch – that's fine but please let us know in advance so we can adjust your timetable accordingly.

Staff Meeting

There will be a quick staff meeting in the hall with our actor Ben Lindsey-Clark before school begins, to discuss the role of the school staff during the day.

Whole Cast Assembly

Everyone starts the day in a 10-minute assembly, to make the objectives of the day clear to the children. In the assembly at the start of the afternoon, Ben will introduce some performance skills and voice work.

Workshops

There is one workshop for each of your 4 groups, running consecutively throughout the morning. All the workshops have a range of parts – from small non-speaking roles, to parts requiring both acting and lines. There are also parts for whole audience participation. All the workshops will take place in the hall. Groups are with their teachers when not in the hall for their workshop.

In line with our child protection policy, all workshops must be attended by at least one member of school staff.

The Performance

The stars of the show and the audience are one and the same in our performances. The children all have the opportunity to have a part in the play themselves, and to watch their fellow students perform. Our performances are all either 'In-the round' or with the children seated in the centre of a 4-sided stage.

A Play-in-a-Day is not suitable for inviting parents, or uninvolved year groups, to watch.

Behaviour and Inclusion Policy

We expect students to enjoy the day and rarely encounter behaviour issues. However, if any particular student causes significant disruption to the workshops or performance, we would expect a member of school staff to address this rather than for Ben to need to pause the performance to do so. Students with specific behavioural difficulties be partnered with an adult for the workshop that they attend.

Treehouse Theatre

Teachers Resources for The Ancient Egyptians

This complimentary resource pack is provided for your school to use in whatever way will be most useful. Some of the activities could be used during the morning, to support a carousel of activities, for when children are not in their workshop with us.

The information has come from a variety of sources. Where relevant, the source is noted on the document, as you might like to refer to the original for follow-up work. We have also included a list of useful websites, some of which may prove helpful for research, and some may be fun to visit in lessons.

If you have any suggestions as to how we may improve this pack, please let us know at info@treehousetheatre.com

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- 1 Ancient Egypt word search
- 2 Ancient Egypt Crossword & Fact sheet (contains info needed for crossword)
- 3 Hieroglyphics activity & information sheet
- 4 Symbols of Ancient Egypt activity
- 5 Make your own clay cartouche / paper cartouche activity
- 6 Pyramids of Ancient Egypt information & activity
- 7 Mummified Animals information & word scramble; Make a Mummy activity
- 8 Make an Ancient Egyptian cat statue activity
- 9 Ancient Egyptian Childrens Games, How to play Seega
- 10 Pen-friends
- 11 Play-in-a-Day - Dressing up as an Ancient Egyptian
- 12 Play-in-a-Day Food! Prepare an Ancient Egyptian lunchbox; Ancient Egyptian recipes
- 13 Play-in-a-Day - Song Lyrics
- 14 Drama Games

Ancient Egypt Word Search

A	M	U	L	E	T	G	R	X	C	I	S	L	V	E
R	T	P	H	A	R	A	O	H	H	O	A	N	K	H
C	A	H	B	C	E	K	S	Q	O	H	R	S	M	H
H	B	I	E	Q	H	M	E	L	I	N	C	E	T	T
A	D	P	X	B	A	T	T	B	D	A	O	H	U	E
E	L	A	N	D	E	L	T	A	C	R	P	C	D	M
O	G	P	E	P	N	S	A	E	I	Y	H	U	O	P
L	F	Y	M	M	U	M	S	W	L	F	A	O	G	L
O	A	R	P	G	I	Y	T	G	D	J	G	T	P	E
G	I	U	Y	T	C	H	O	S	Y	Y	U	R	Y	D
I	H	S	O	D	U	R	N	W	N	B	S	A	R	J
S	J	M	A	R	E	T	E	J	A	X	P	C	A	A
T	B	X	L	I	F	Q	K	O	S	F	M	V	M	G
C	R	E	H	P	A	R	G	O	T	R	A	C	I	X
E	S	P	H	I	N	X	U	P	Y	S	S	R	D	N

Can you find these words hidden in the grid?

AMULET

ARCHAEOLOGIST

ANKH

CARTOGRAPHER

CARTOUCHE

DELTA

DYNASTY

EGYPT

HIEROGLYPH

MUMMY

NILE

PAPYRUS

PHARAOH

PYRAMID

ROSETTASTONE

SARCOPHAGUS

SPHINX

TEMPLE

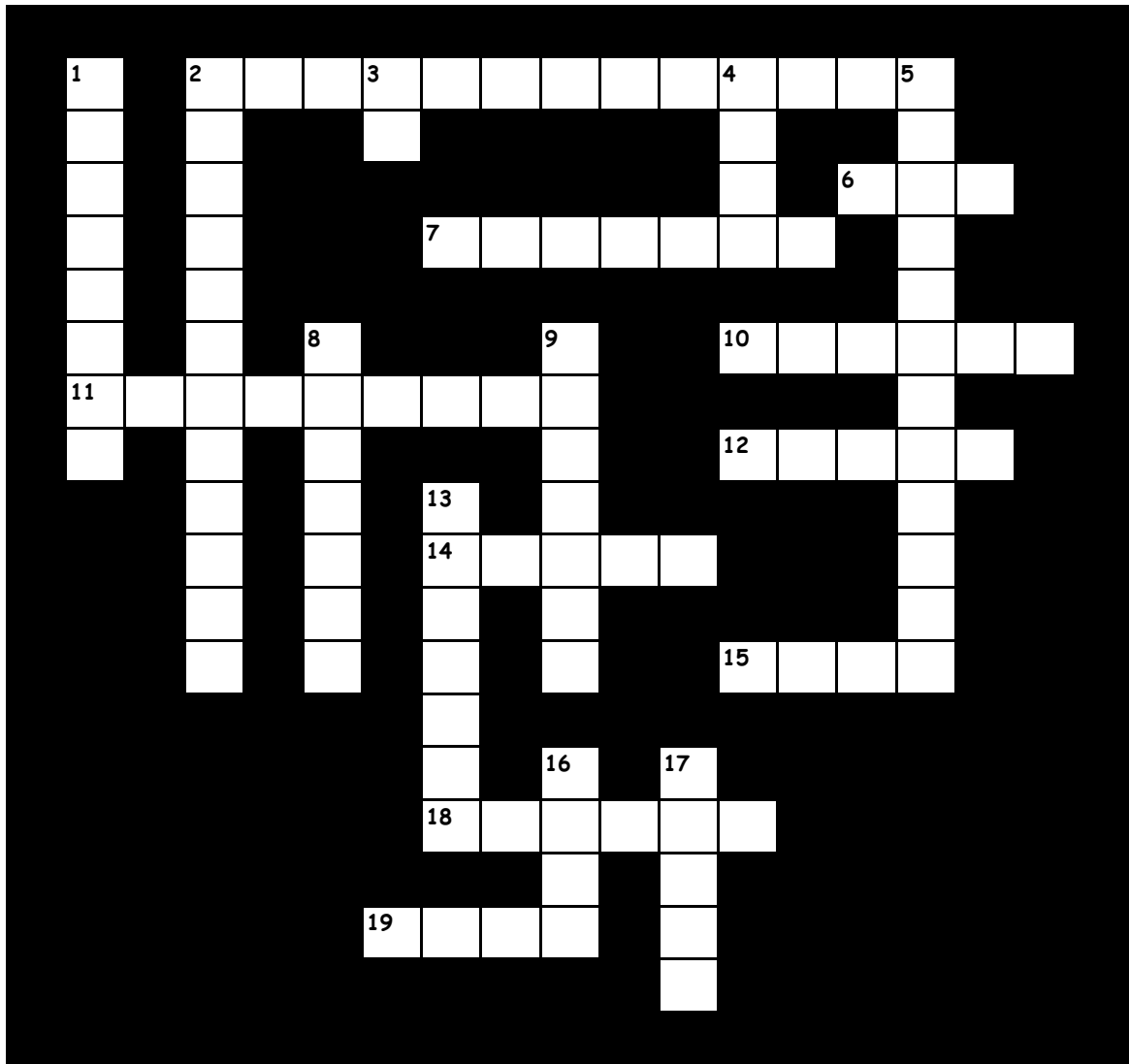
THEBES

TOMB

Ancient Egypt Word Search

A	M	U	L	E	T	G	R	X	C	I	S	L	V	E
R	T	P	H	A	R	A	O	H	H	O	A	N	K	H
C	A	H	B	C	E	K	S	Q	O	H	R	S	M	H
H	B	I	E	Q	H	M	E	L	I	N	C	E	T	T
A	D	P	X	B	A	T	T	B	D	A	O	H	U	E
E	L	A	N	D	E	L	T	A	C	R	P	C	D	M
O	G	P	E	P	N	S	A	E	I	Y	H	U	O	P
L	F	Y	M	M	U	M	S	W	L	F	A	O	G	L
O	A	R	P	G	I	Y	T	G	D	J	G	T	P	E
G	I	U	Y	T	C	H	O	S	Y	Y	U	R	Y	D
I	H	S	O	D	U	R	N	W	N	B	S	A	R	J
S	J	M	A	R	E	T	E	J	A	X	P	C	A	A
T	B	X	L	I	F	Q	K	O	S	F	M	V	M	G
C	R	E	H	P	A	R	G	O	T	R	A	C	I	X
E	S	P	H	I	N	X	U	P	Y	S	S	R	D	N

Ancient Egypt Crossword



Crossword Clues

Across

2. Egyptian writing
6. Animal which represents the goddess Bastet
7. Where pharaohs were buried
10. The god of mummification
11. The animal which represents the god Sobek
12. Cloth made from flax fibres
14. Season of flooding
15. Longest river in the world
18. Used by farmers to water their fields
19. What most farming tools were made from

Down

1. An object from ancient Egypt
2. Animal which was a danger to boats on the river Nile
3. The sun god
4. The river god
5. This Egyptian insect rolls balls of dung around
8. Stone tablet found with writing in 3 languages
9. Ancient Egyptian capital city
13. Paper made from reeds
16. Where poor people were buried
17. A preserved body

Crossword answers

Across

2. Hieroglyphics
6. Cat
7. Pyramid
10. Anubis
11. Crocodile
12. Linen
14. Akhet
15. Nile
18. Shaduf
19. Wood

Down

1. Artefact
2. Hippopotamus
3. Ra
4. Hapi
5. ScarabBeetle
8. Rosetta
9. Memphis
13. Papyrus
16. Sand
17. Mummy

Facts about Ancient Egypt

Source: <http://www.woodlands-junior.kent.sch.uk/Homework/Egypt.html>

Geography

Egypt is located in the northern part of Africa and was once divided into two kingdoms. The kingdom in Lower Egypt was called the red crown and the one in Upper Egypt was known as the white crown. Around 3000 B. C. the pharaoh of the north conquered the south and Egypt became united. The pharaoh's name was King Narmer (sometimes called Menes). He founded the first capital of Egypt where the two lands met. It was called Memphis. The River Nile flows northwards through Egypt to the Mediterranean Sea. It is 6,650 km (4,132 miles) long, and the longest river in the world.

The River Nile

Most Egyptians lived near the Nile, and the river provided many things for them. Every year between June and September the Nile flooded, and the river would burst its banks. This flood season was called akhet. When the floods went down, thick mud covered the fields, which was excellent soil for growing food. Egyptians would thank Hapi the river god for bringing the floods each year, and fertility to the land. Egyptians also caught fish from the river. Reeds called papyrus grew by the river and Egyptians used them to make paper and boats. The Nile was the fastest way to travel, so it was an important trade route in Ancient Egypt.

Farming

Egyptian farmers grew crops like wheat, barley, vegetables, figs, melons, pomegranates and grapes. Their tools were usually made of wood. They dug canals from the river Nile to carry water to their crops. To move water from the canal they used a shaduf. This is a large pole balanced on a pivot. It had a rope with a big bucket hanging from one end, and a heavy weight on the other end to balance it. The farmer lowered the bucket into the canal to fill it with water. Then he pushed down on the counter weight to lift the bucket, swung it around on the pivot, and emptied the water on his field.

Clothes

Ancient Egyptians wore lightweight clothing made from linen, which kept them cool in their hot country. Farmers grew flax, and the fibres from the flax plants were made into linen. The Egyptians wore make-up and jewellery to honour the gods.

Pyramids

Pyramids are the stone tombs of Egypt's Pharaohs. The Egyptians believed that if the pharaoh's body could be mummified after death the pharaoh would live forever. The tombs were designed to protect the buried Pharaoh's body and his belongings. Most of the pyramids can be found on the western side of the Nile River, on the edge of the dry desert. The dry heat helped to keep the mummified bodies from decomposing. Ancient Egyptians were buried with their belongings and the tomb walls were painted with scenes from the dead persons life. By examining the objects (artefacts) and paintings in the tombs, we have been able to understand a lot more about life in Ancient Egypt.

Animals and Gods

There are many gods in the Egyptian religion. Some images of Ancient Egyptian gods and goddesses show them with a human body and the head of a bird or an animal. Animals were chosen to represent the powers of the god.

The most famous Ancient Egyptian insect is the Scarab Beetle. The Egyptian name for the scarab was Kheper. The Egyptians considered the scarab beetle to be a holy animal. The Egyptians believed that the scarab beetle represented their sun god, Ra. They believed that scarab beetles rolled the sun across the sky the same way they would a ball of dung.

Crocodiles were a real danger to the Egyptians. Like other dangerous animals, they were considered to be holy in the hope that in return they would not attack humans. Crocodiles were represented by the god called Sobek.

The hippopotamus was a danger to boats on the river Nile, and to people working on or near the riverbanks. The goddess Tauret represented these animals, and offerings were made to her in the hope of keeping her calm.

Anubis, the god of mummification, was represented by the jackal. Jackals scavenged for food and were often found in cemeteries. For this reason jackals became associated with the dead.

Bastet was the Goddess of Protection of joy, love, pleasure and pregnant women. The cat is the animal incarnation of the goddess Bast or Bastet. She a loving goddess who enjoyed music and dance.

Writing

Ancient Egyptians used pictures called hieroglyphics to represent words, actions and sounds.

There were more than 700 hieroglyphs to remember, so being a scribe was a hard job. Scribes wrote on paper made from reeds called papyrus.

In 1799 a stone tablet was found which had writing on it in Greek, Egyptian, and in hieroglyphics. It was called the Rosetta Stone. For 20 years scholars compared the three sorts of writing and eventually managed to read the hieroglyphics.

Mummification

A mummy is the dead body of a person or animal that has been preserved. The Egyptians believed that when they died they would travel to another world and live another life. They would still need all their belongings, which is why Egyptian tombs were full of practical items like bowls and clothes.

It took about 70 days to prepare the dead body. The organs were removed, then the body dried and wrapped in strips of linen. Only rich people could afford to be mummified after they died. Poor people were buried in the sand, and rich people were buried in tombs. Egyptian kings were buried in pyramids.

Egyptian Hieroglyphics

Source: <http://www.uponreflection.co.uk/heiro/01.htm>

Activity

Write your name in Hieroglyphics

Glyph	Letter	Glyph	Letter	Glyph	Letter		
	Short A E or O		P		Long A		QU
	B		Soft S		Hard C or K		Sharp S or Z
	CH		SH		D		T or TH
	Long E or Y		Long U		F or V		X
	Soft G or J		SDM		Hard G		CZ
	H		SW		I or Y		DD
	L or R		MW		M		PR
	N		KZ		Long O, OO, Short U, W		

Egyptian Hieroglyphics

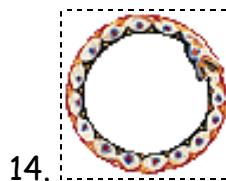
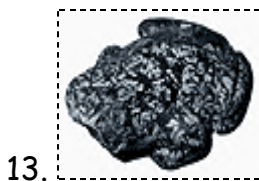
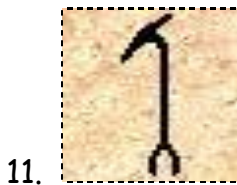
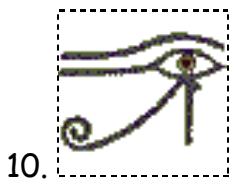
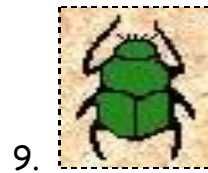
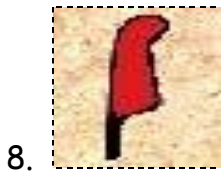
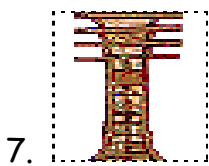
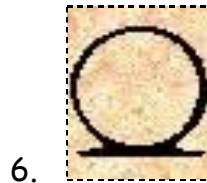
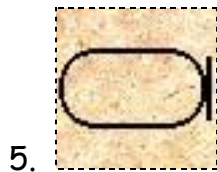
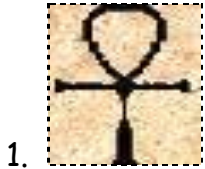
Source: <http://www.uponreflection.co.uk/heiro/01.htm>

Worksheet: Write your name in hieroglyphics

Glyph	Letter	Example	Symbol	Glyph	Letter	Example	Symbol
	Short A E or O	bat, bet, bog	Vulture		Long A	rave, bay	Arm
	B	boy	Leg		Hard C or K	catch, kip	Basket
	CH	chick, church	Tethering rope		D	door,	Hand
	Long E or Y	feel, ferry	Reed leaf		F or V	forest, very	Horned viper
	Soft G or J	bridge, jelly	Swimming serpent		Hard G	grab	Pot stand
	H	hit, hip	Twisted wick or flax		I or Y	pine, sin	Reed leaf
	L or R	lie, rule	Lion		M	mother, mice	Owl
	N	knife, nut	Water		Long O, OO, Short so, U, W	spoon, mug, water	Quail chick
	P	pen	Mat		QU	quail	Basket, Quail chick
	Soft S	hiss	Folded cloth		Sharp S or Z	sun, zebra	Door bolt
	SH	shimmer	Pool of water		T or TH	time, tight	Loaf of bread
	Long U	use, good, flu	Reed leaf, Quail chick		X	extra, xray	Basket, folded cloth
	SDM		Owl with small bird		CZ		Pen
	SW	swan, swatch	Crook		DD	fodder, muddle	
	MW		Waves		PR	prism, print	Room
	KZ	rocks	Arms				

Symbols of Ancient Egypt - core

Match the pictures below with the descriptions then cut them out and stick them together.



Djed

It is believed that the Djed shows a human backbone. It represents stability and strength.

Cartouche

A cartouche represents a long oval loop of rope in which a name is written. The cartouche represents encircling protection, thus protecting the person whose name was written inside.

Sphinx

With its human head and body of a beast, the sphinx had access to all wisdom and strength, and also symbolised the riddle of human existence.

Eye of Horus (Udjat)

The Eye of Horus symbolises healing and protection

Frog

The frog is a symbol of Fertility and Regeneration.

Ankh

This is the symbol for eternal life, also referred to as the Key of Life. Its design appears to combine the symbolic cross of Orisis and the oval of Isis.

Feather of Maat

This represents truth, justice, morality and balance.

Ba

Looking like a human crossed with a bird, the Ba is what we might call someone's personality. It would leave the body at the time of death. During the daytime the Ba would make itself useful, and at night it would return to the tomb.

Shen

A circle of rope representing infinity and the eternity of the universe.

The Lotus Flower

This is a symbol of the sun, of creation and rebirth because at night the flower closes and sinks underwater, at dawn it rises and opens again.

The Flail and Crook

A symbol of royalty, majesty and dominion.

Ouroborus

This symbol of a snake swallowing its own tail represents rebirth, immortality, and the round of existence, evolution, continuity, and perpetual movement of the universe.

Scarab

The scarab is a symbol of renewal and resurrection, a favourite charm or amulet, and often used by Pharaoh as a royal seal. Scarabs are also called dung beetles.

Was

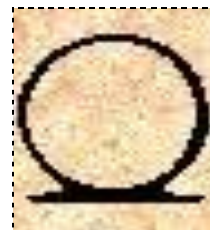
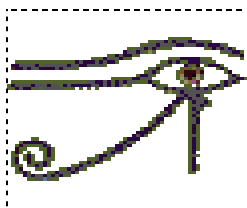
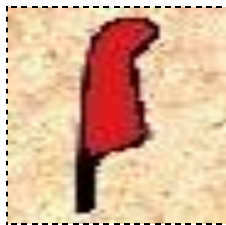
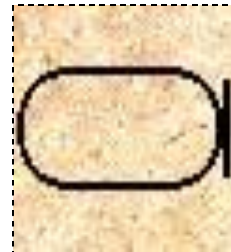
This is a symbol of power and dominion. The Was sceptre (a special staff) is carried by deities as a sign of their power.

Amenta

This symbol represents the Underworld or Land of the Dead. Originally it meant the horizon of the sunset, which may be shown by the shape of the 'sun' with two rays of light coming down on to the land.

Symbols of Ancient Egypt

Match the pictures below with the descriptions then cut them out and stick them together!



Cartouche

A long oval loop of rope. A name can be written inside it, to protect that person.

Sphinx

With its human head and body of a beast, the sphinx had wisdom and strength.

Eye of Horus (Udjat)

The Eye of Horus is a symbol of healing and protection.

Frog

The frog is a symbol of Fertility and Regeneration.

Ankh

The cross of Orisis with the oval of Isis. This is the symbol for eternal life, and is known as the Key of Life.

Feather of Maat

This represents truth, justice, morality and balance.

Ba

Looking like a human crossed with a bird, the Ba was like a soul. It would leave the body at the time of death. During the daytime the Ba would make itself useful, and at night it would return to the tomb.

Shen

A circle of rope representing infinity and the eternity of the universe.

The Flail and Crook

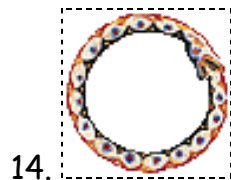
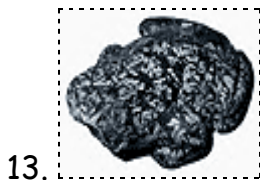
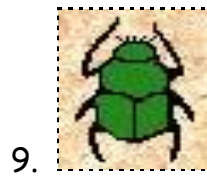
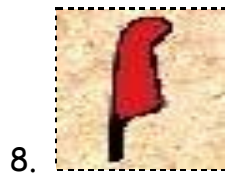
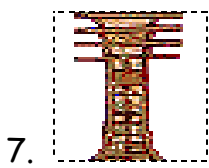
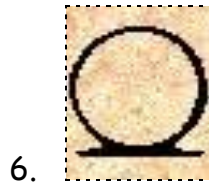
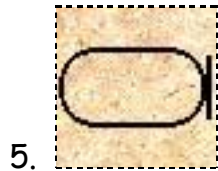
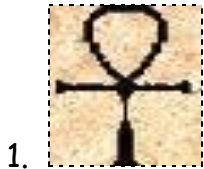
A symbol of royalty, majesty and dominion.

Scarab

Scarabs are also called dung beetles. It is a symbol of renewal and resurrection, and a favourite charm or amulet.

Symbols of Ancient Egypt

Match the pictures below with the names and descriptions, then cut them out and stick them together!



Symbols Of Ancient Egypt

Ankh

This is the symbol for eternal life. The Ankh was believed to unlock the mysteries of heaven and earth; hence it is also referred to as the Key of Life. Its design appears to combine the symbolic cross of Orisis and the oval of Isis. It is often shown being carried by the gods and pharaoh. The gods are often seen holding an ankh to someone's lips, which is considered to be an offering of "The Breath of Life", needed for the Afterlife.

The Flail and Crook

A symbol of royalty, majesty and dominion. It denoted Pharaoh's role as guardian of the People of the Nile. The crook and flail were used in all royal ceremonies and were part of the mortuary regalia of the kings, ensuring the continued welfare of the deceased in the Afterlife.

Amenta

This symbol represents the Underworld or Land of the Dead. Originally it meant the horizon of the sunset. Later, it became the symbol of the west bank of the Nile, where the sunset and also where the Egyptians traditionally buried their dead.

Ba

The Ba, which looks like a bird with a human head, is what the Egyptians may have called someone's personality. It would leave the body at the time of death. During the daytime the Ba would make itself useful, and at night it would return to the tomb. At this time, it would look for the mummy of the person to which it belonged. Often the Egyptians would supply the Ba with a statue in the likeness of the deceased in case the mummy was lost or damaged.

Cartouche

A cartouche is the elongated form of a Shen. The shape represents a loop of rope in which a name (usually the Pharaohs) is written. The cartouche represents encircling protection, thus protecting the person whose name was written inside. Some tombs were even made in the shape of a cartouche (Tuthmoses III, for example), affording extra protection.

Shen

A circle of rope representing infinity and the eternity of the universe. It was commonly used decoratively in jewellery.

Djed

It is believed that the Djed is a rendering of a human backbone. It represents stability and strength. It was originally associated with the creation god Ptah, who was also called the "Noble Djed". As the Osiris cults took hold it became known as the backbone of Osiris. A djed column is often painted on the bottom of coffins, where the backbone of the deceased would lay; this identified the person with the king of the underworld, Osiris. It also acts as a sign of stability for the deceased' journey into the afterlife.

Feather of Maat

This represents truth, justice, morality and balance. It was pharaoh's job to uphold Maat. When a pharaoh died, Maat was lost and the world was flung into chaos, and only the coronation of a new pharaoh could restore Maat.

Scarab

The scarab is a symbol of renewal and resurrection, becoming a favourite charm or amulet, and often used by Pharaoh as a royal seal. Scarabs are also called dung beetles because of their practice of rolling a ball of dung across the ground. The Egyptians observed this behaviour and equated it with the ball of the sun being rolled across the sky. They confused this balled food source with the egg sack that the female dung beetle laid and buried in the sand. When the eggs hatched the dung beetles would seem to appear from nowhere, making it a symbol of spontaneous creation. Khepri was the scarab headed sun god associated with resurrection.

Eye of Horus (Udjat)

The Eye of Horus symbolises healing and protection. Horus lost his eye during a confrontation with the god Seth, but his wife, the goddess Hathor, restored it.

Was

This is a symbol of power and dominion. The Was sceptre (special staff) is carried by deities as a sign of their power. It is also seen being carried by kings and later by people of lesser stature in mortuary scenes

The Lotus Flower

This is a symbol of the sun, of creation and rebirth because at night the flower closes and sinks underwater, at dawn it rises and opens again. According to one creation myth it was a giant lotus, which first rose out of the watery chaos at the beginning of time. From this giant lotus the sun itself rose on the first day. The lotus was the emblem of Upper Egypt.

Frog

The frog is a symbol of Fertility and Regeneration. The frog's life cycle became the hieroglyph for 100,000 and it often decorated a shen ring to wish the pharaoh a 100,000-year reign.

Ouroborus

This symbol of a snake swallowing its own tail is common to both Egyptian and Greek mythologies. It represents rebirth, immortality, evolution, continuity, and perpetual movement of the universe. It symbolises unity and infinity, with no beginning and no end. The snake turning endlessly on itself represents the cycle of day and night, life and death, heaven and earth, good and evil.

Sphinx

The sphinx was the sign for protection and wisdom. With its human head and body of a beast, the sphinx had access to all wisdom and strength, and also symbolised the riddle of human existence.

Clay Cartouche activity

A cartouche is a special oval shape in which to write your name. The cartouche is formed by a tied rope, which represents eternity and gives protection to the person whose name is written inside the oval.

The hieroglyphs are read towards the tied end. Names can be written from left to right (as we do), from right to left (backwards!), or from top to bottom.

How to make a clay cartouche.

Using modelling clay or a similar material, make a flat oval shape 20cm long and 10cm wide.

Write your name in hieroglyphics on a piece of paper so that you can copy it. Using a pencil carefully carve the symbols into the clay.

Make a long thin worm of clay and stick it around the edge of the oval shape to represent the rope. Cross the ends at the end of your name to show the 'tied' end.

When it's dry, you can paint it. Remember that Ancient Egyptian painters used mainly black, white, blue, red, green and yellow.

Paper Cartouche activity

A cartouche is a special oval shape in which to write your name. The cartouche is formed by a tied rope, which represents eternity and gives protection to the person whose name is written inside the oval.

The hieroglyphs are read towards the tied end. Names can be written from left to right (as we do), from right to left (backwards!), or from top to bottom.

How to make a paper cartouche.

Cut out the cartouche on the next page. Decide which way around you would like it to be - the 'tied' end can be to the left, right or at the bottom.

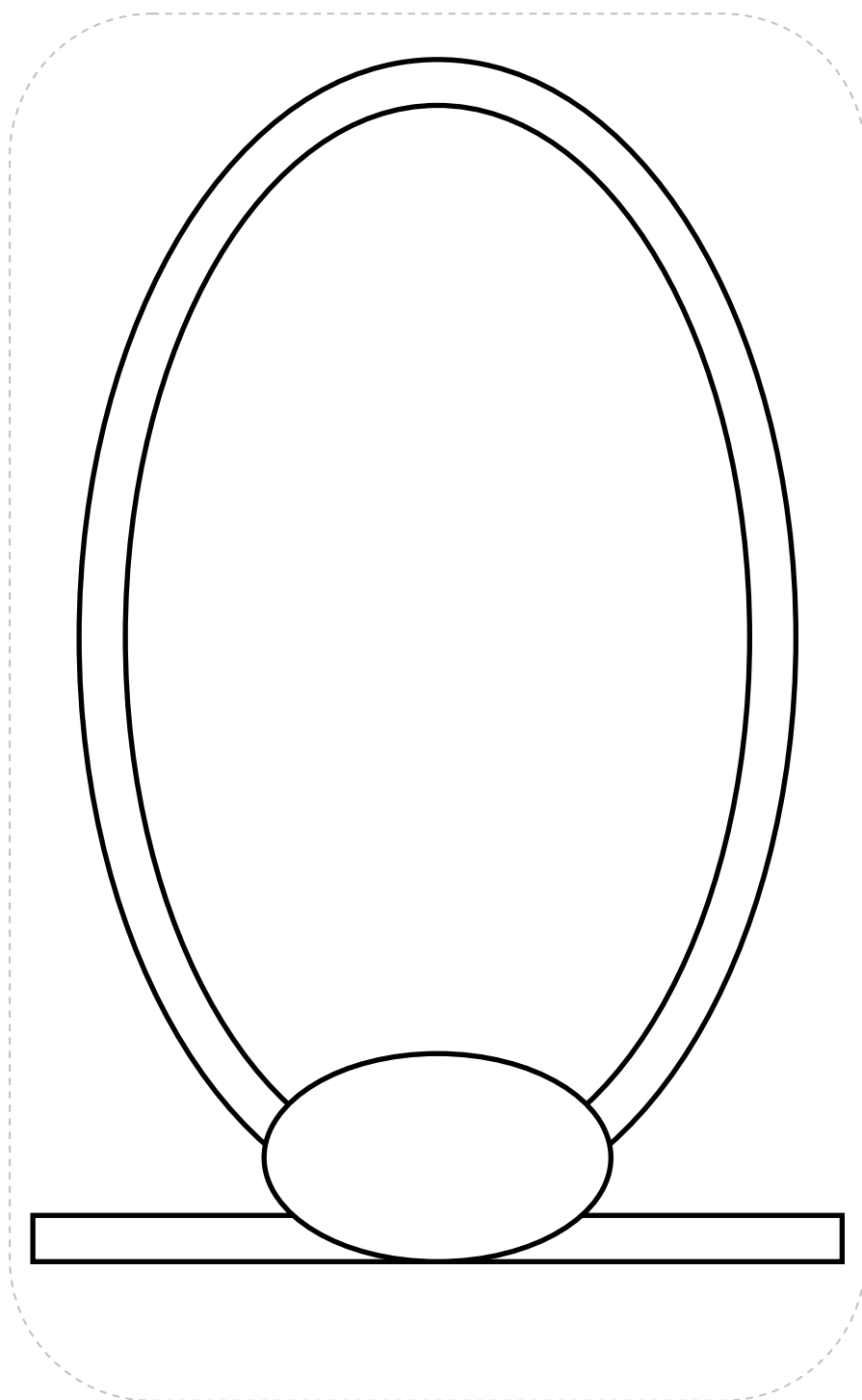
Write your name in hieroglyphics, writing towards the tied end. Make sure you use pencil, or ink that won't run.

Decide which of the Egyptian gods you would like to protect you and draw a symbol to represent them in the circle. For example, you might draw a scarab beetle to represent Ra, the sun god.

You might like to colour in the border too. Remember that Ancient Egyptian painters didn't use many colours: black, white, blue, red, green and yellow.

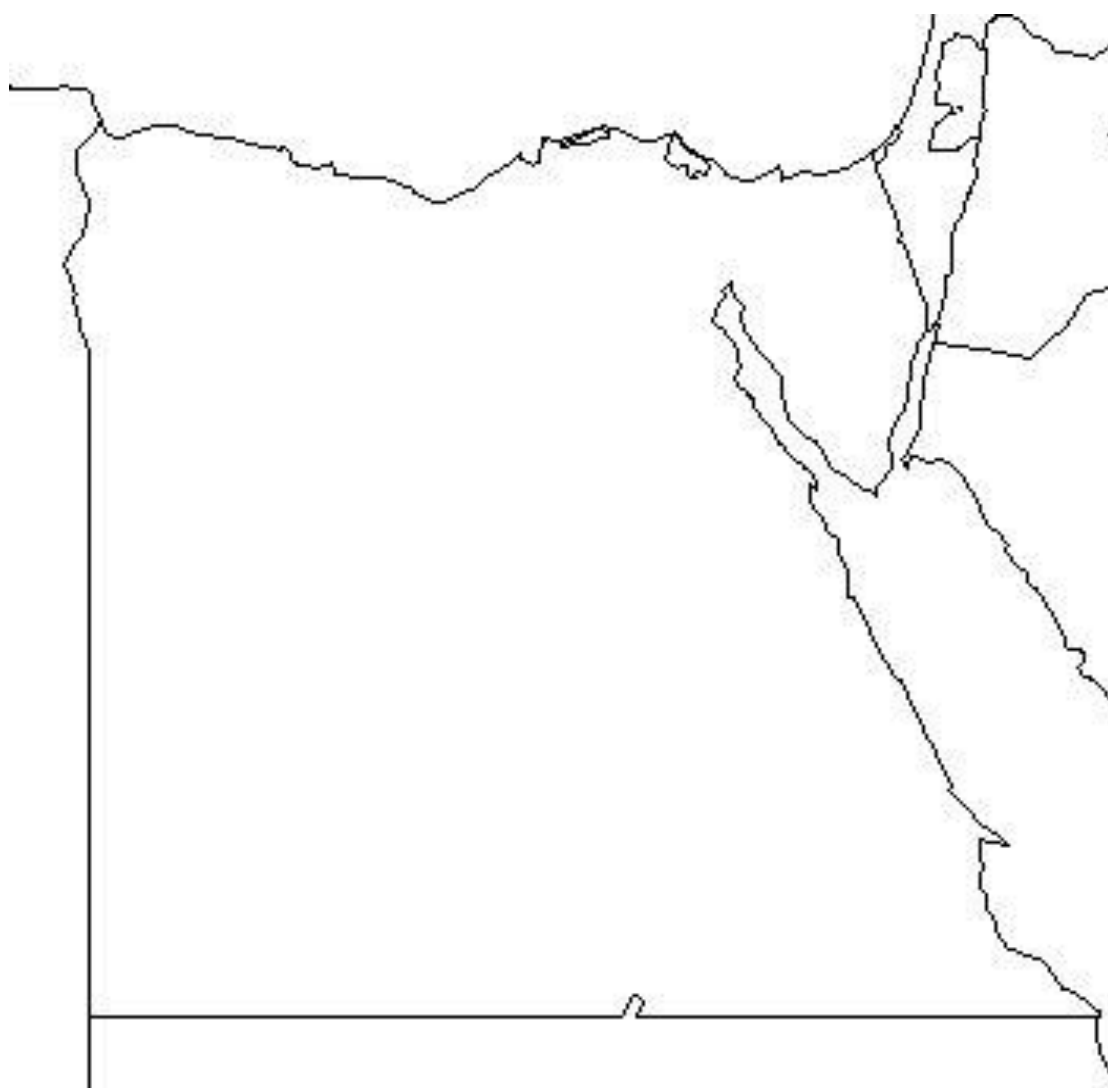
If you would like your cartouche to look really ancient, gently rub a damp, used, teabag over the paper. This will stain it brown, just like papyrus paper! When your cartouche is dry, cut it out and stick it onto coloured card.

Cut out this cartouche:

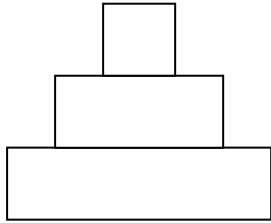


A blank outline map of Egypt

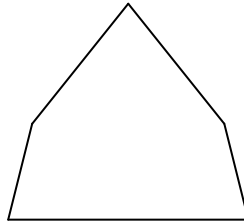
Source: <http://geography.about.com/library/blank/blxegypt.htm>



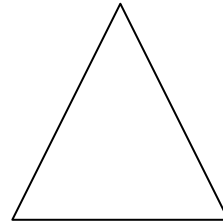
Pyramids of Ancient Egypt



Step pyramid



Bent pyramid



Great pyramid

4,600 years ago, Pharaoh Djoser built the first pyramid. It was the Step Pyramid at Saqqara. It was 62 metres high, and made of huge limestone blocks.

Pharaoh Snefru built the Bent Pyramid at Dashur. It's called the Bent Pyramid because of the change in angle halfway up the sides.

The Great Pyramid at Giza is the largest of them all. It is 146.5 metres tall, and each side is nearly 200 metres long. It was built by Pharaoh Khufu.

Make a map of Ancient Egypt

Start with a blank outline map of Egypt.

Using an atlas to help you, draw the River Nile onto the map in blue.

Find the places where these three pyramids were built - Saqqara, Dashur and Giza. Mark each place with a black dot and write in the name next to the dot.

At each location, draw a small pyramid that's the right shape.

Why did Ancient Egyptians mummify animals?

Millions of animal mummies have been found. They are often mummified using the same elaborate and time-consuming techniques used for human mummies. All kinds of animal mummies have been found, including beetles, lizards, hawks, fish, and shrews, to say nothing of millions of cat mummies.

Animals could be mummified as pets, offerings to gods, as sacred animals in their own right, and even as 'food'.

Like today, many Ancient Egyptians kept pets, and were very fond of them. When their pets died, their owners wanted the animal to continue into the afterlife. Ancient Egyptians kept all sorts of animals as pets, from cats and dogs, to baboons, gazelles and monkeys.

Ancient Egyptians believed that you could take possessions with you to the next life. Joints of cows and whole birds were mummified and buried with dead humans so that the person would have something to eat in the afterlife.

Sacred animals, which were seen as the incarnations of gods, were mummified and buried as if they were an important human. Bulls and crocodiles were often mummified for this reason. Pilgrims could buy mummified animals and leave them as offering for the gods.

Can you unscramble these mummified animals?

lubl

drib

nabobo

eleteb

tca

woc

shif

olocdrice

whers

lazglee

Make a Mummy activity

You will need

- Something to make your mummy's body from - plasticine or air drying clay, for example.
- Plaster of Paris bandages or mod roc
- Water
- Scissors
- Paint - especially black, gold & turquoise.

What to do

- Firstly, look at some pictures to see what shape mummies were.
- Mould your plasticine or clay into a basic body shape. Add some arms folding across its tummy, and a headdress. Don't worry about fine details like a face, as you will be wrapping the body in bandages anyway.
- If you are using clay, you will need to let it dry before the next step.
- Cut your plaster of paris bandages into short thin strips. Think about how you are going to wrap your mummy - you might want to start at the feet. Dip each strip of bandage into a pot of water and wrap around your mummy. Wrap each strip quite quickly because it dries fast. Don't smooth the strips down too much so they look like bandages.
- Wipe your hands on a paper towel before washing them - it's not a good idea to get plaster of paris into your drains!
- Have a look at pictures of mummies to see how they were decorated. When your mummy has dried, paint it in an Egyptian style.
- Shawabtis were magical statuettes that Egyptians were buried with. They believed that the shawabti would become their servant in the afterlife. The shawabti figure usually had the dead persons name written on them in hieroglyphics. If you would like to make your mummy into a shawabti figure, write the name of one of the Pharaohs in hieroglyphics on it.

Make an Ancient Egyptian cat statue activity

You will need

- Newspaper balls, card and similar junk modelling items.
- Masking tape
- Plaster of Paris bandages or mod roc
- Water
- Scissors
- Paint

What to do

- Firstly, look at some pictures of cat statues made by Ancient Egyptians, to see what shape they were.
- Use newspaper balls and card held together with masking tape to build up the frame of your cat statue.
- Cut your plaster of paris bandages into short thin strips. Dip each strip of bandage into a pot of water and wrap around your statue. Wrap each strip quite quickly because it dries fast. Smooth each strip down before doing the next one.
- Wipe your hands on a paper towel before washing them - it's not a good idea to get plaster of paris into your drains!
- Have a look at pictures of cat statues to see how they were painted. They were usually black and often wore jewellery. When your statue has dried, paint it in an Egyptian style.

Ancient Egyptian Children's Games

Children in Ancient Egypt played lots of games that are similar to the games that you and your friends play today. They played team games like hockey, and games of skill like marbles. They also played board games - a game called 'Hounds and Jackals' looks like the original version of Snakes and Ladders. Another game called Senet was very popular, and is a bit like draughts or backgammon.

Seega is a very old Egyptian game that's easy to learn because it is similar to noughts and crosses.

Ancient Egyptian children also played simple games which have been played by children all over the world for thousands of years - running races, piggybacks, wrestling, leapfrog, competing to jump the highest or furthest, and playing tag.

We know about the games that Ancient Egyptian children played because artists drew pictures of them playing. But although we can see what they are doing, we often don't know the rules of the games - so if you feel like playing Ancient Egyptian games with a few of your own rules, that's OK!

How to play Seega

Seega is a game that was played by Ancient Egyptians, and is still played today - it must be good!

It's very easy to learn, and it's a bit like noughts and crosses.

What to do

Cut out the counters, and the playing board

Decide who is noughts and who is crosses, and set the board up like this.

X	X	X
O	O	O

Variation

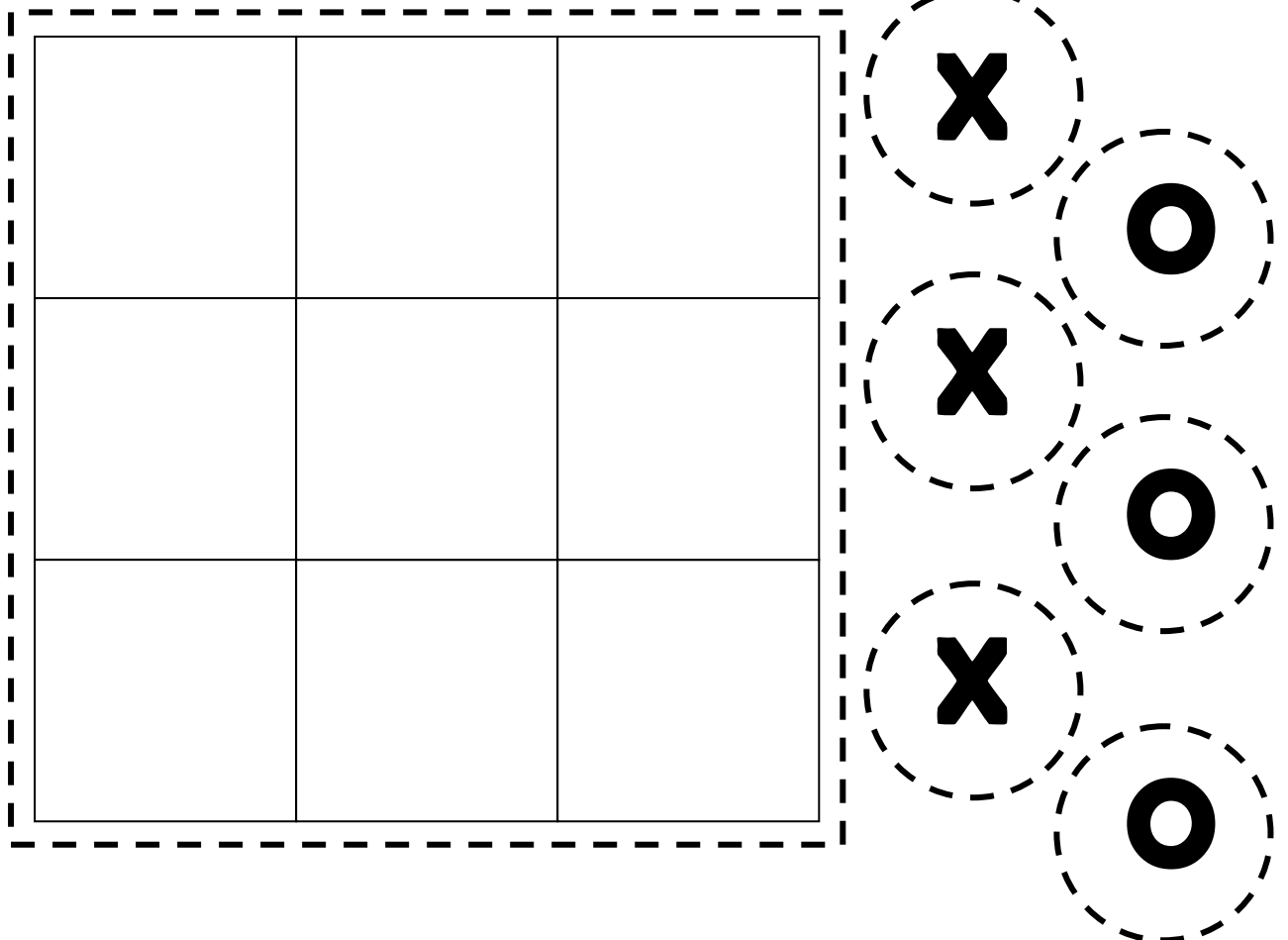
Each player can choose an Ancient Egyptian symbol (like an ankh, eye of horus, etc), and decorate their three counters with their chosen symbol instead of using noughts and crosses.

How to play

Take it in turns to move one of your pieces one or two squares. You can move in any direction in a straight line, but you are not allowed to jump over other pieces.

How to win

Be the first to get your three pieces in a straight line - up, across or diagonal - other than the starting line.



Ancient Egyptian Pen-friends

Imagine you have an Ancient Egyptian pen-friend exactly the same age as you.

Think about what their life might be like.

- Where do they live?
- Are they rich or poor?
- What sort of work do the people in their family do?
- Do they go to school and what do they learn about?
- Do they have to work?

Fill their details into the box below:

Name: _____
Boy or girl? _____ Age: _____
Favourite symbol: _____
Likes: _____
Dislikes: _____

Now write them a letter in the box below.

- Ask two questions that you would like to know about life for somebody your age in Ancient Egypt.
- Tell them two things that you think they would find interesting about your life.

Dressing up as an Ancient Egyptian

Ancient Egyptians wore very simple and practical clothes, usually made from folded linen of various thicknesses. With very little style changes in over 3000 years, the introduction of pleating caused quite a fashion sensation in the New Kingdom! The thickness of the linen showed people how rich you were, with the most expensive cloth being so thin that you could see through it. Ancient Egyptians liked the purity of white cloth, although Pharaohs are often pictured wearing decorative and colourful clothes, and striped headdresses. People also showed off their wealth by wearing jewellery.

You might prefer to dress up as an adult, because although some tomb paintings picture children wearing simple linen tunics, children usually went naked until they were 12 or so! They wore jewellery like their parents, and girls wore hair ornaments too. Children wore their hair in a distinctive side-ponytail, called the 'lock of youth'.

However you decide to dress, home-made is great - you don't need expensive outfits.

Men and boys clothes

Men usually wore a kilt. The length of the kilt could be anywhere from thigh to ankle, depending on current fashions. During the Middle Kingdom, men started wearing an extra piece of linen slung over one shoulder, which slowly evolved into sleeves. Men sometimes wore jerkin style tops and long flowing robes for warmth. Boys might also wear tunics, a shorter version of the dress described below.

- To make an Egyptian mans kilt, you just need to wrap a rectangle of white cloth around your waist once or twice, and tie the top corners together to keep it up.

Women and girls clothes

Women's clothes were usually full-length dresses made from white linen. The dress could be worn covering both shoulders or just one. In the New Kingdom, dresses with short wide sleeves became fashionable.

- To make an Egyptian ladies dress, simply cut a head-hole in the centre of a large rectangle of white cloth. Put your head through the hole and tie a belt around your waist to hold the sides together.

Hairstyles

Both men and women shaved their heads, and wore decorative wigs. Headdresses and hair ornaments were popular. Children wore often wore their hair in a side pony-tail called the 'lock of youth'

Jewellery

Everyone wore jewellery to show off his or her wealth. Even peasants wore jewellery, though of a poorer quality. Neck collars were very popular, and often made from clay beads, gold, glass or semi-precious stones. Amulets in the shape of your favourite god or goddess were very popular too. People also wore wide bracelets, anklets, armbands and earrings.

Cosmetics

Ancient Egyptians used lots of creams and oils because their climate was so hot and dry. Doctors recommended the fat from crocodiles, cats and hippopotamuses for moisturiser. Eye colours and lip paints were made from various minerals, and the most popular colours were green and black. Green was thought to have magical significance because it was linked to the god Horus, and was very fashionable at the time when the pyramids were being built. Sometimes people painted green from their eyebrows right down their nose. By the time of the New Kingdom, the black paint called kohl was more popular.

An Ancient Egyptian Lunchbox

Can you put together an Ancient Egyptian lunchbox?

Egypt, with its fertile Nile valley, was the envy of the desert people who lived in the surrounding countries. Ancient Egypt seemed to be full of food, with its huge areas of pastureland to grow wheat and barley, groves of fruit trees, fish and waterfowl from the river, and fertile fields in the Nile floodplain where a huge variety of vegetables could be grown.

The basic diet of Ancient Egyptians was bread, beer and onions, which almost everyone ate every day. Unfortunately, poorer people ate little else, and only the richer people enjoyed the amazing variety of food available.

So what did the Ancient Egyptians put in their lunchboxes?

Here are a few ideas...

Bread

Egyptian bread was notoriously gritty, resulting in mummies with very worn out teeth! Wholemeal pitta bread is probably the most similar bread available today. Poorer people ate little else besides bread. Egyptians sometimes made their bread into animal shapes or human figures.

Onions

Egyptians LOVED onions, and preferred to eat them raw! That's not as eye watering as you might think - Ancient Egyptian onions were smaller and sweeter than modern onions, and were probably quite like spring onions.

Fruit and Vegetables

Cucumber, cress, radishes, lettuce ('long' varieties like the modern Cos lettuce), and wild celery could all be found in ancient Egyptian salads. They also ate gourds, garlic, leeks, and roasted papyrus root.

Dates, pomegranates, figs, plums and grapes were popular fruits, and were both eaten fresh and made into drinks. Egyptians also grew apples, melons, watermelons, pears and cherries, and ate nuts such as walnuts and almonds.

Meat

If you have any meat in your lunchbox, it should be mutton or goat. If you were nobility, you might occasionally have beef, however pork was thought unclean and never eaten.

Birds were often caught in the reedbeds of the Nile. Eggs were popular, usually ducks, geese or pelicans eggs. Fish were an important source of protein.

Pulses

Many types of pulses were grown in Ancient Egypt, including lentils, chickpeas, broad beans and peas. Falafels were made in ancient Egypt, just as we would make them today.

Sweet stuff

Egyptians made the worlds first sweets, and carved the recipes into stone tablets!

Honey was used as an all-purpose sweetener, perfect for coating your locusts.

Drink

Ancient Egyptian mothers used to give their children beer to drink with their lunch at school! You could bring ginger beer instead, or perhaps milk or grape juice.

Ancient Egyptian Recipes

Ancient Egyptian Sweets

This is one of the oldest recipes known, and was found carved into a clay tablet.

Ingredients

200g of fresh dates
1 tsp cinnamon
 $\frac{1}{2}$ tsp crushed cardamom seeds
50g finely chopped walnuts
Honey & ground almonds for coating

Method

1. Add a little water to the dates, and use a mortar and pestle (or a blender) to make them into a paste.
2. Stir in the cinnamon, cardamom and walnuts.
3. Roll into sweet-sized balls, brush with honey, and roll in the ground almonds.

Foul Medames (pronounced 'fool')

This is the national dish of Egypt, and the recipe will have changed little from Ancient Egyptian times. Serve with pita bread.

Ingredients (to serve 4 people)

1 16oz can of cooked fava beans (drained & rinsed), or dried fava beans soaked overnight then cooked.
1 large chopped onion
1 large, finely chopped tomato
 $1\frac{1}{2}$ tbsp olive oil
1 tsp cumin powder
2 tbsps fresh chopped parsley
Juice of 2 lemons
 $\frac{1}{2}$ tsp chilli powder
Salt and pepper to taste

Method

1. Fry onion in the olive oil until browned.
2. Add the cumin and chilli powder and gently fry for a further minute or so.
3. Stir in all remaining ingredients and cook on a medium heat for 15 minutes.
4. Serve with pita bread

Falafels (makes about 30)

This recipe is for traditional spicy patties that can be popped in a lunchbox, or serve 3 or 4 inside a warm pita bread with a dollop of natural yoghurt on top.

Ingredients

200g dried fava beans, soaked overnight	1 tbsp baking soda
200g dried chick peas, soaked overnight (or omit the fava beans and make with 400g of chickpeas)	$\frac{1}{2}$ tsp chilli powder
3 big cloves of crushed garlic	3-4 tbsps finely chopped parsley
1 finely chopped large onion	1 tsp ground coriander
6 large chopped spring onions	$1\frac{1}{2}$ tsp ground cumin or cumin seeds
3 tbsps flour	1 tsp salt
	$\frac{1}{2}$ tsp black pepper
	Vegetable oil for frying

Method

1. Drain and rinse beans, remove skins, and pound / grind / blend to mince finely.
2. Fry onions gently in oil until browned, then add garlic and fry for a further 2-3mins.
3. Add the onions, garlic and all other remaining ingredients to the beans, and pound or process into paste.
4. Cover and stand for an hour or two
5. Make patties using about 2 tablespoons of mixture, about 5cm across.
6. Let them stand for 15 minutes, then fry until golden brown

Lyrics for 'Ancient Egypt - History's Mystery'

This song features in 'Ancient Egypt - History's Mystery'. We don't expect children to know the words, but they are very welcome to join in with the chorus if they would like to!

Thanks To Me, Doctor Fah

(To the tune of Ob-la-di Ob-la-da, in E)

If the bogey man is living up your nose
Or there are evil spirits in your tum
I have got a potion that can deal with those
Or with a sprite that's causing you a spotty bum.

(Chorus)

Thanks to me, Doctor Fah, Life goes on, la-la
La-la-la-la life goes on.
Thanks to me, keep your ba, life goes on, la-la
La-la-la-la life goes on.

The heart is where your body does its thinking from
It's controlling everything you do
It makes your blood and nervous system carry on
As well as muscles, tendons, ligaments and poo.

(Chorus)

So you know where to come to fix a nasty sprain
Or you need a tooth extraction done instead
I can fix your headache when you are in pain
By drilling little holes into your head.

(Chorus)

So if you need something
Just come see Doctor Fah!

Drama Games

Adverbs (aka In the Manner of the Word)

Curriculum Links

PHSE / Literacy

Preparation and Equipment

You will need:

- Enough space for the participants to sit in a circle.
- Displayed word bank of adverbs.

Aims of the game

For a member of the group to guess the adverb chosen by the group, due to the portrayal of that word by the group.

How to play

A member of the circle is chosen by the leader or at random to leave the room. The participants then suggest an adverb that can be acted out in a given situation. It works well for three suggestions to be made and a vote to be made to decide the word to be used, although if a word bank is used, this may not be necessary, and first suggestions can usually be accepted. (In order to use this activity as an aid to increasing vocabulary, adverb word banks can be visibly displayed as preparation to the game, and if the game is played regularly, changed occasionally.) When a word has been decided upon, the 'guesser' returns to the room. Willing actors are then chosen to mime or improvise simple actions or scenes in the manner of the word, in the centre of the circle. For example, brushing one's teeth **hesitantly**. The guesser is allowed three attempts to guess the word, after which they are told the word and a new guesser is chosen.

Variations

The guesser can be encouraged to think of scenes or mimes whilst they wait outside for the word to be chosen, members of the group can suggest things (if chosen by the guesser to do so), or a combination of these can be used.

The scenes can be restricted to simple mimed actions involving one actor for younger or less confident children. For more confident children, improvised scenes involving dialogue (e.g. buying bread from the local shop) with a central character exhibiting the word (identified beforehand), or all participants behaving in the manner of the word (specify).

Situations can be also be prepared beforehand, on cards.

Evaluative questions

What acting skills are you using in this game? (E.g. Improvisation, characterisation, mime, spontaneity) What thinking skills are you using? (E.g. Imagination, creativity, language development.) What words have you learned playing in this game, and do you have a better understanding of what they mean?

Drama Games Categories

Curriculum Links

PHSE / Literacy / Science / Humanities

Preparation and Equipment

You will need:

- Enough space to stand in a circle

Aim of the game

To remain in the game for as long as possible, to be the last person left.

How to play

Players stand in a circle. A category is chosen for this round of the game. This category could be anything that has enough things within that category to make it possible for everyone playing to think of at least one thing each. Let's say, mammals, for example. Going around the circle clockwise, the players must clearly state a member of that category: cat, dog, bear, lion, etc. They must do this without repetition, hesitation or deviation (including inaccuracy, such as saying 'snake' if the category is mammals.) If they break one of these rules, they are out and must step back from the circle. The game continues until one person is left, or a different number of winners (decided on beforehand, e.g. the last six people).

Variations

The game can be used to support different curriculum areas by choosing specific categories: countries, reptiles, invertebrates, chemical elements, British monarchs etc.

This game is very challenging for younger children, and can be made easier by allowing longer hesitations or by using only very simple categories, like colours or boys' names.

Evaluative questions

What was difficult about the task? What are you learning by playing? (Concentration, listening, vocabulary, thinking quickly.)

Drama Games

Circle Silly Walks

Curriculum Links

PHSE

Preparation and Equipment

You will need:

- Enough space for the players to stand in a circle.

Aim of the game

To successfully copy someone's silly walk and then provide a new one for someone else.

How to play

One member of the circle begins by doing any silly walk across the centre of the circle and touching another member of the circle. The person who has been touched must copy the walk, and half way across the circle change it to a new one, before touching someone else. That person copies the new walk, changes it, and so on, until the last person to be touched is the person who was the first to cross the circle. Children can put off thinking of a new walk if they are struggling by walking around the inside of the circle until they've had time to demonstrate the new walk adequately.

Variations

Music could be used to inspire different expressive walks, with the children walking around the room at random (all children simultaneously), to come up with ideas for the game above or to work on gaining confidence at moving expressively in a group situation.

Circle silly walks can be used for children to demonstrate or work on walks that, silly or not, suit a character they may be playing in another current drama project.

Evaluative questions

How did you feel doing this activity? Has it help you overcome any shyness? What else have you learned? (Thinking quickly, observation skills, using body movement expressively.)

Drama Games

Fruit Bowl

Curriculum Links

PHSE / PE

Preparation and Equipment

You will need:

- A circle of chairs, one for each participant minus one chair which is placed in the centre of the circle.

Aims of the game

To avoid the centre chair.

To warm up bodies and minds.

How to play

All participants sit on the chairs provided and are allocated one of three different names of fruit, for example, apples, pears or bananas. The person in the centre chair then calls out either one of the types of fruit or says 'Fruit Bowl!' If 'apples' was called, all the apples have to move to a new chair (warn children to be aware of others to avoid collisions!); if 'bananas' was called all the bananas move, and so on. If 'Fruit Bowl!' is called, then **all** the participants need to find a new chair. Whoever is left without a chair in the circle has to sit in the middle and call the next fruit.

Variations

An extra element of fun and dramatic potential is added to the game by forfeits being given to whoever ends up in the centre. Ideally, these can be prepared beforehand, and they should be to encourage lowering inhibitions and drama skills like recitation, singing, dancing, mimicking etc. With older children, (KS3 upwards) the children can make suggestions on the spot, but younger ones may need time to come up with ideas, from which a set of forfeit cards can be prepared.

Evaluative questions

How do you feel after playing this game? What is important about warming up before doing any drama or PE? What does doing the forfeits help you to do?

Drama Games

Hot Seating

Curriculum Links

PHSE / Literacy

Preparation and Equipment

You will need:

- This works best with one chair set either in front of an audience, or with the audience in a semi-circle around the front of the chair.

Aim of the game

The work on characterisation, or allow children opportunities to communicate with characters to further their knowledge.

How to play

Either the leader or children who have been allowed time to prepare themselves with other exercises and research take up the 'hot seat' and are questioned about their character by members of the audience. The responses will be either created spontaneously or in keeping with what the hot-seated actor knows already about the character. In this way it develops and cements characterisation if the children are working on that, or provides them with a fun way of finding out about, say, a historical character, if played by the teacher.

Variations

This can be used in conjunction with a Play-in-a-Day to explore characters involved in the play in more detail. The children can play their own characters, and create whole back stories for their characters in the process, or teachers can play characters to provide more detailed information about them.

The hot seating can be done in pairs or groups with children taking turns to be the hot-seated character. This is far less intimidating for less confident children and can build towards sitting before the whole class later on.

Evaluative questions

What new things have you found out about your/my/your partner's character? How can knowing this help you to play your character better?

I told you to keep your dog on a lead!

I'll never pick my nose in public again.

My real name is...David Attenborough!

Where did you get all that money from anyway?

Never mind. I always preferred standing up in any case.

I wonder what happened to all the washing up?

That's the last time you'll ever catch me on a boat!

OK, bye then. But can I have my shoes back, first?

Drama Games

Last Lines

Curriculum Links

PHSE / Literacy

Preparation and Equipment

You will need:

- A large space.
- A set of last lines (One possible set is provided).

Aim of the game

To develop and perform an improvised short play given the last line as a starting point.

How to play

Divide children into groups of five or six. Provide each group with a last line card, explaining that they are going to make up a short play which they are going to perform to the class, and that the play must finish clearly with the line on the card. Provide 10 or 15 minutes for the to prepare their play, having established any ground rules you feel appropriate. They should be told that the play cannot be more than 3 minutes long. It should move in a logical sequence of events making sure the audience are shown enough of the action for it to make sense, but not to dwell on unnecessary detail. Actors should concentrate on staying in role, showing some development of their character in the course of events and making sure they speak slowly, clearly and loudly, to ensure the audience can follow the action. They should reach a clear and believable ending. After each performance children can reflect on their performance and receive constructive criticism from their audience.

Variations

This game can use an infinite number of possible last lines. They could be tailored to inspire plays about particular historical events, or to explore pertinent topical issues or social relationships.

Evaluative questions

What was good about the play? What did you think of the acting? Did they stay in character? What changes did we see in this character? Were there any events that were not needed to move the story on? Was there anything they could have shown us that they didn't? How could the play have been improved? Could you hear everyone? What can we do to improve this?

Drama Games

Name Game

Curriculum Links

PHSE / Literacy / PE

Preparation and Equipment

You will need:

- Enough space for a circle.
- A beanbag or cuddly toy, or for a PE link, a basketball, football, tennis ball can be used to practice passing or catching at the same time.

Aim of the game

For everyone in the group to have had a turn as quickly as possible.
To warm up, and learn names.

How to play

Whilst being timed, standing or sitting in a circle (depending on the variation), one player (who we shall call Ted) has the beanbag and speaking across the circle to someone (who we shall call Sam) calls 'Hello Sam!' and throws the beanbag to that person across the circle. Sam catches it and calls back 'Thank you Ted!' Sam then calls 'Hello, Deirdre!' to a third player, throws the bag to Dierdre, who calls 'Thank you, Sam!' and so on. There are to be no repeats, everyone must call and pass to someone who has not yet had a turn. It therefore helps if children are encouraged to have more than one name in mind. At the end, the beanbag is passed back to Ted, who finishes the game by saying his thank you to the person who passed him the bag. If the game is repeated for a given group, the group should try to improve upon their time.

Variations

The person holding the beanbag at the start can run around the circle, back in through their place to the centre of the circle, and simply call out the name of another player before placing the beanbag in the centre on the floor. The child who's name was called then jumps up, grabs the bean bag from the centre, circumnavigates the circle, and calls the name of another player before placing the beanbag in the centre again and so on. Rules about non-repetition and when the game ends are the same. This variation works as a more physical warm-up, the other as a mental warm-up.

Evaluative questions

Why do we need to know each other's names? What is important about warming up before doing any drama or PE? What thinking skills did this help you with? (Memory, concentration.)

Drama Games

Spot the Leader

Curriculum Links

PHSE / Literacy

Preparation and Equipment

You will need:

- Enough space for the players to stand in a circle.

Aim of the game

To copy the leader without giving away whom the leader is, or to guess whom the leader is (if it is your turn to be the guesser).

How to play

With the players standing in a circle, it is explained to them that one person will be the leader and that he or she will perform simple repetitive movements which everyone else will have to copy, without letting on who the leader is. One person is chosen to be the guesser, and they leave the room. The leader is then chosen, and he or she clearly identifies themselves the benefit of the other players. The guesser is called back in as the game commences (not before, or guessing is too easy!). The leader can do things like clapping hands, crossing and uncrossing legs, hand gestures, scratching heads, etc. Each movement should continue for about 15 or 20 seconds before changing. Avoid jumping movements (tiring and noisy). The guesser watches from the centre of the circle and has three chances to guess before being told who the leader really was.

Variations

The leader could perform simple mimes as the movements: brushing hair, getting dressed etc.

Evaluative questions

Did you enjoy the activity? What did you learn from it? (Using body movement effectively, looking carefully at movement, reading body language, communicating without talking.)

Drama Games

Time Travel

Curriculum Links

PHSE / Literacy / History (Periods can be chosen to suit current topics, possibly as an out of the ordinary assessment activity).

Preparation and Equipment

You will need a good large space.

Aim of the game

To use drama to imaginatively support learning about different historical periods.

How to play

The children sit in a space. Having explained that they are going to imagine they are travelling back in time, you (the leader) then narrate them through a sequence of events to help them. Ask rhetorical questions to stimulate their imagination as much as possible, rather than tell them everything they see:

You are your time machine. What does it look like? Does it have windows or not? Find the door. How does it open? Do it. Step inside and have a good look around. Where are the controls? What else is there to look at in here? Are there any screens? What do they show? Make yourself comfortable, and set the controls to the date we are going to – this could be pre-established, or you may take suggestions from the children – now press the start button and 3...2...1...off we go! Experience the ride! What can you see in the windows and display screens? How does it feel!?

And...we've landed! Open the door and step slowly out. Have a good look around. What can you see?

Now, you need to report in to your headquarters and describe what you see. What kind of place are you in? What are the buildings like? What are people wearing? What are they doing? Make sure you describe things carefully – your headquarters can't see what you see because the time difference interferes with cameras. What's happening? Is there a story to tell here? Do you need to get involved?

Allow the children time to play and explore in this new world, before instructing them to return to the present.

Variations

Children can describe things to the leader rather than to themselves through their imaginary communication equipment, but they will have less immediacy with their imaginative play and less opportunity to talk. A good oral feedback session afterwards or some written work to follow up will allow more opportunity to explore things that were missed through a lack of attentive audience.

This can be used as a jumping off point for paired work and then group work (in that order) using the same ideas. When this more polished improvisation develops, children can check historical accuracy with the teacher as they progress, but they should be allowed space to develop their own ideas.

Evaluative Questions

Did you enjoy that? Was it difficult? In what way? Was that acting? Why?

Drama Games

Wink Murder

Curriculum Links

PHSE / Literacy

Preparation and Equipment

You will need:

- A circle of chairs (or sit on the floor in a circle) with clear space in the centre.
- A hat full of scraps of paper, one for each participating child. Most will have nothing on them at all, but one has an M (for Murderer) and one has a D (for Detective).
- A mat could be used to aid safe falls.

Aim of the game

If you are the murderer, to remain undetected for as long as possible. Everyone else should try to die as dramatic a death as possible when murdered whilst trying to guess whom the murderer is (without giving it away to the detective).

How to play

Sit in a circle. Pass the hat of scraps around. The murderer and the detective having been thus notified, the detective leaves the circle. He is free to walk around the circle as the deaths start to occur.

The murderer gets to work by winking at selected members of the circle, who then walk to the centre and die as dramatically and as imaginatively as possible. If the game is played for no longer than twenty minutes or so, then nobody should have to die the same death. If necessary, short monologues could be encouraged to help the children explain how they are dying (e.g. “No...don’t push me off this cliff...no...I can’t fly! NOOOO!). After their death, the murdered victims leave the circle, either by standing behind their chairs or moving back from the circle (if played on the floor.)

Play continues until either all the potential victims are dead (in which case the murderer has done very well!) or the detective guesses the murderer. The detective can be allowed 3 guesses.

The process is repeated to select a new murderer and detective.

Variations

Multiple murderers can speed things up but children will still need to wait for each other to die for safety purposes, and to keep attention focussed on one person at a time, unless they work out joint deaths!

Evaluative questions

Which deaths did you enjoy? What makes this game fun to watch? (Good deaths)

What does it encourage you to do and get better at? (Performing in front of others, thinking creatively, overcoming self-consciousness.)