

# Treehouse Theatre

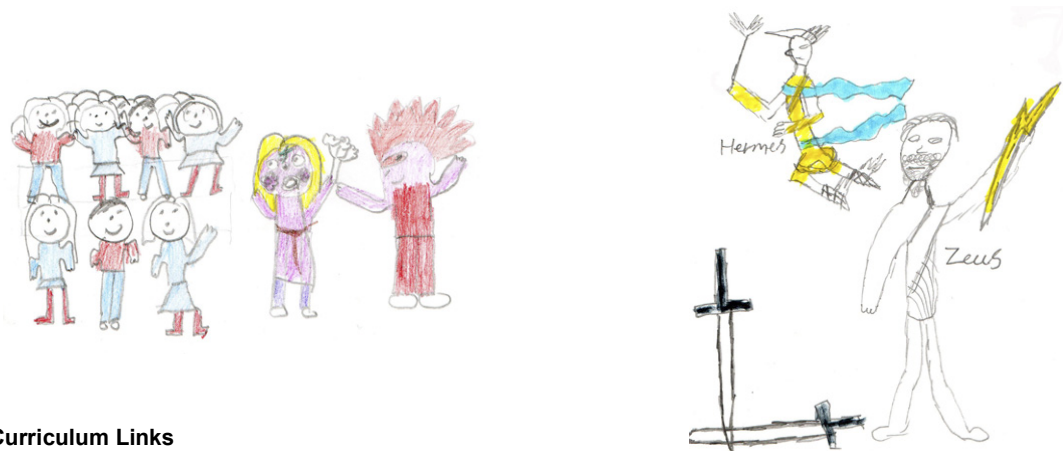
## A Play-in-a-Day War and Peace in Ancient Greece

"An excellent presentation of Greek life – humorous and informative" Foxhills Junior School, Hampshire

'War and Peace in Ancient Greece' is a lively and humorous journey through 100 years of Greek History, from war with Persia to the fall of Classical Athens. We see events through the eyes of Zeus, and the tragic Olympian hero, Alcibiades.

Theatre, athletics, music, mythology and warfare combine to show us a world trying to be fair and civilised, and not always quite managing it.

"The resource pack was full of ideas we have used to make the day more enjoyable for the children. Loved the Greek lunchbox idea" Hamworthy Middle school



### Curriculum Links

**History:** The play is linked to

- 2014 KS2 History Curriculum Unit "Ancient Greece – a study of Greek life and achievements and their influence on the western World"
- The former QCA History Scheme of Work Unit 14 "Who were the Ancient Greeks", and Unit 15 "How do we use Ancient Greek ideas today".

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

### Main topics covered in the Play

- The creation myth (Titanomachia)
- Greek war tactics – the phalanx, use of triremes
- The Persian Wars & victory by Greece
- Differences between Athens and Sparta
- How the marathon was born
- The Peloponnesian wars – Sparta retreats from Athens
- A Day at the Olympics – Alcibiades becomes an Olympian hero
- The Pentathlon
- Role of religion at the Olympics
- The Pankration
- Politics – the Assembly and Greek democracy
- Alcibiades becomes a politician
- Shopping in the Agora
- Greek daily life
- Greek masked theatre - seen as a play within a play: Persephone and the Pomegranate Seeds
- The disgrace, exile and assassination of Alcibiades
- The end of the Peloponnesian wars – Sparta defeats Athens
- The legacy of Ancient Greece



"I enjoyed the day so much, especially performing in front of the rest of year 5"

"My favourite part was performing the songs. I liked being Herapedes the soldier and doing a speech"

# 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 War and Peace in Ancient Greece

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](mailto:info@treehousetheatre.com)

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## Famous Ancient Greeks Word Search

H	E	R	H	H	A	S	S	E	T	A	R	C	O	P	P	I	H
A	R	T	E	M	I	S	O	A	L	C	I	B	I	A	D	E	S
D	H	R	R	A	P	O	S	C	A	P	H	R	G	R	D	A	H
S	A	P	O	S	O	L	O	E	R	C	L	A	S	I	H	P	Y
A	E	G	D	Z	S	R	A	S	L	A	G	U	R	E	O	H	H
R	H	S	O	C	E	O	R	T	U	C	T	P	P	C	R	R	A
O	D	Y	T	H	I	M	I	D	O	S	I	E	E	H	E	O	Z
G	P	E	U	A	D	I	S	P	E	R	Y	R	S	R	T	D	P
A	R	I	S	T	O	P	H	A	N	E	S	N	E	H	E	I	E
H	A	D	E	S	N	E	H	I	P	S	O	C	O	P	M	T	L
T	E	N	I	R	E	P	Z	E	Z	U	E	Y	I	I	E	E	T
Y	P	A	E	G	E	U	S	A	R	E	D	R	O	I	D	S	O
P	P	P	I	H	S	M	I	D	A	S	A	T	A	R	I	S	T
L	A	P	L	A	T	H	P	H	E	S	A	S	U	E	Z	U	S
A	O	L	L	O	P	A	L	C	P	Y	T	H	E	P	E	R	I
R	D	P	A	R	C	H	E	M	E	D	E	S	H	P	N	P	R
T	Y	R	E	P	E	D	I	O	N	O	N	M	E	M	A	G	A
E	P	E	R	S	E	P	H	O	N	E	E	R	A	L	P	H	A

Can you find these famous Ancient Greeks hidden in the grid?

AEGEUS

AGAMEMNON

ALCIBIADES

APHRODITE

APOLLO

ARCHEMEDES

ARES

ARISTOPHANES

ARISTOTLE

ARTEMIS

ATHENA

DEMETER

DIONYSUS

HADES

HEPHAESTUS

HERA

HERODOTUS

HIPPOCRATES

MIDAS

ODYSSEUS

PAN

PERICLES

PERSEPHONE

PLATO

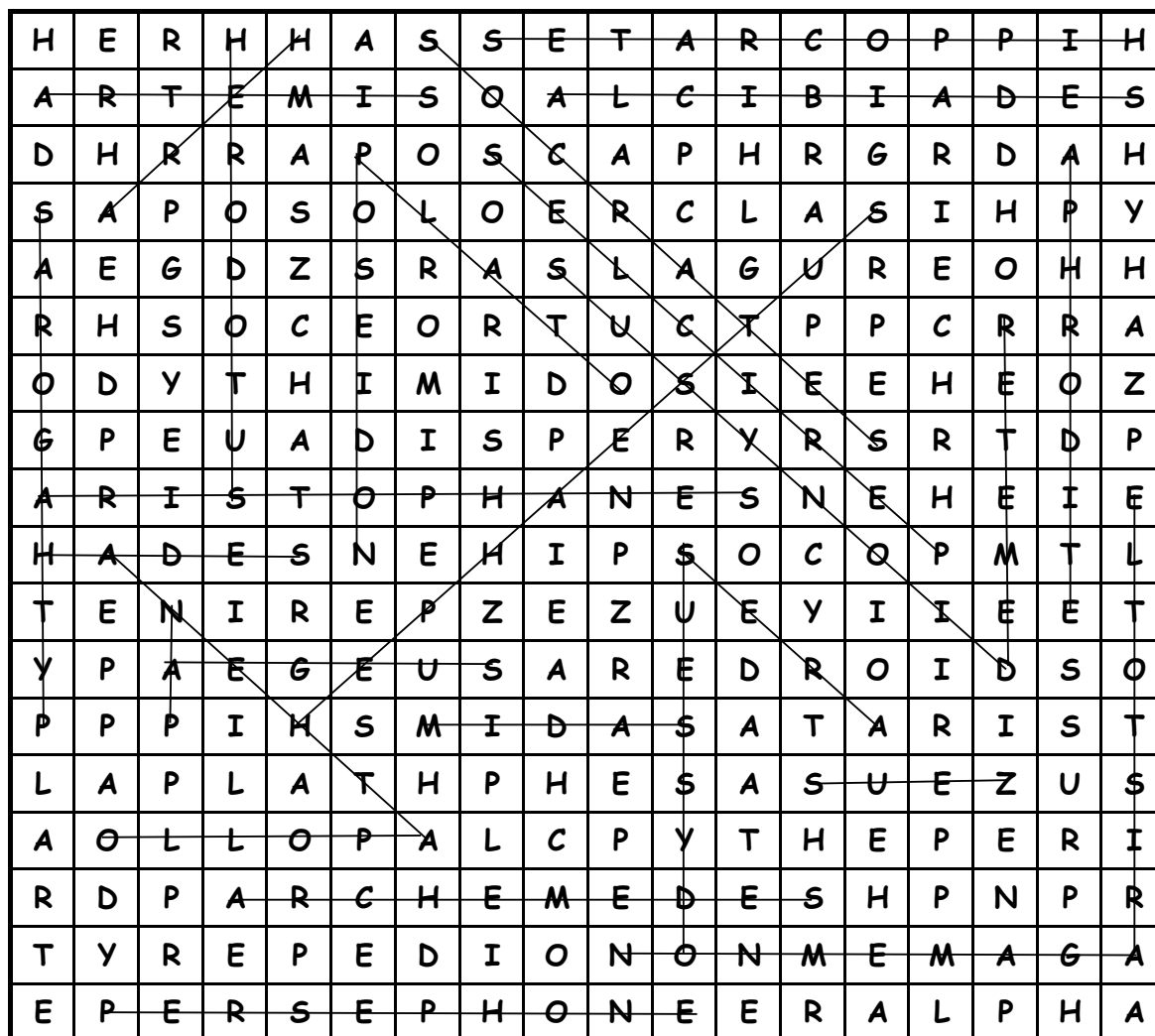
POSEIDON

PYTHAGORAS

SOCRATES

ZEUS

## Famous Ancient Greeks Word Search



## Men or gods?

All the names below are either men or gods. Can you find out who is who?

Cut out the names and stick them onto the following page.

All the men lived in Ancient Greece, so stick the names of the men in that area. Most of the gods lived on Mount Olympus, so stick the names of the gods in that area.

ALCIBIADES

DIONYSUS

SOCRATES

PLATO

HIPPOCRATES

DEMETER

PERICLES

APOLLO

APHRODITE

PYTHAGORAS

ARCHEMEDES

ODYSSEUS

PAN

HERODOTUS

PERSEPHONE

ATHENA

HADES

ARISTOTLE

ARISTOPHANES

ZEUS

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ALCIBIADES

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APOLLO

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ARCHEMEDES

ODYSSEUS

PAN

HERODOTUS

PERSEPHONE

ATHENA

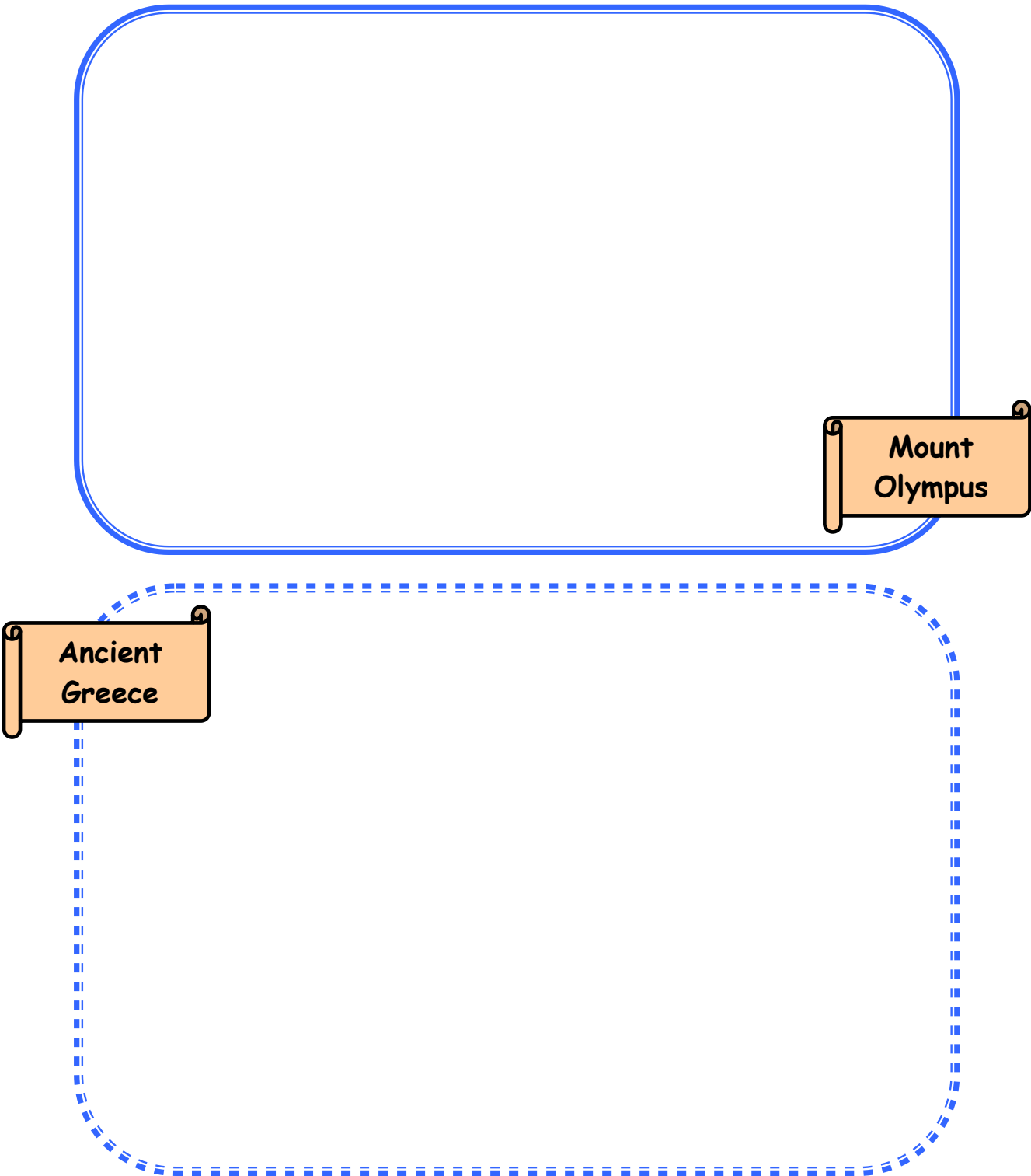
HADES

ARISTOTLE

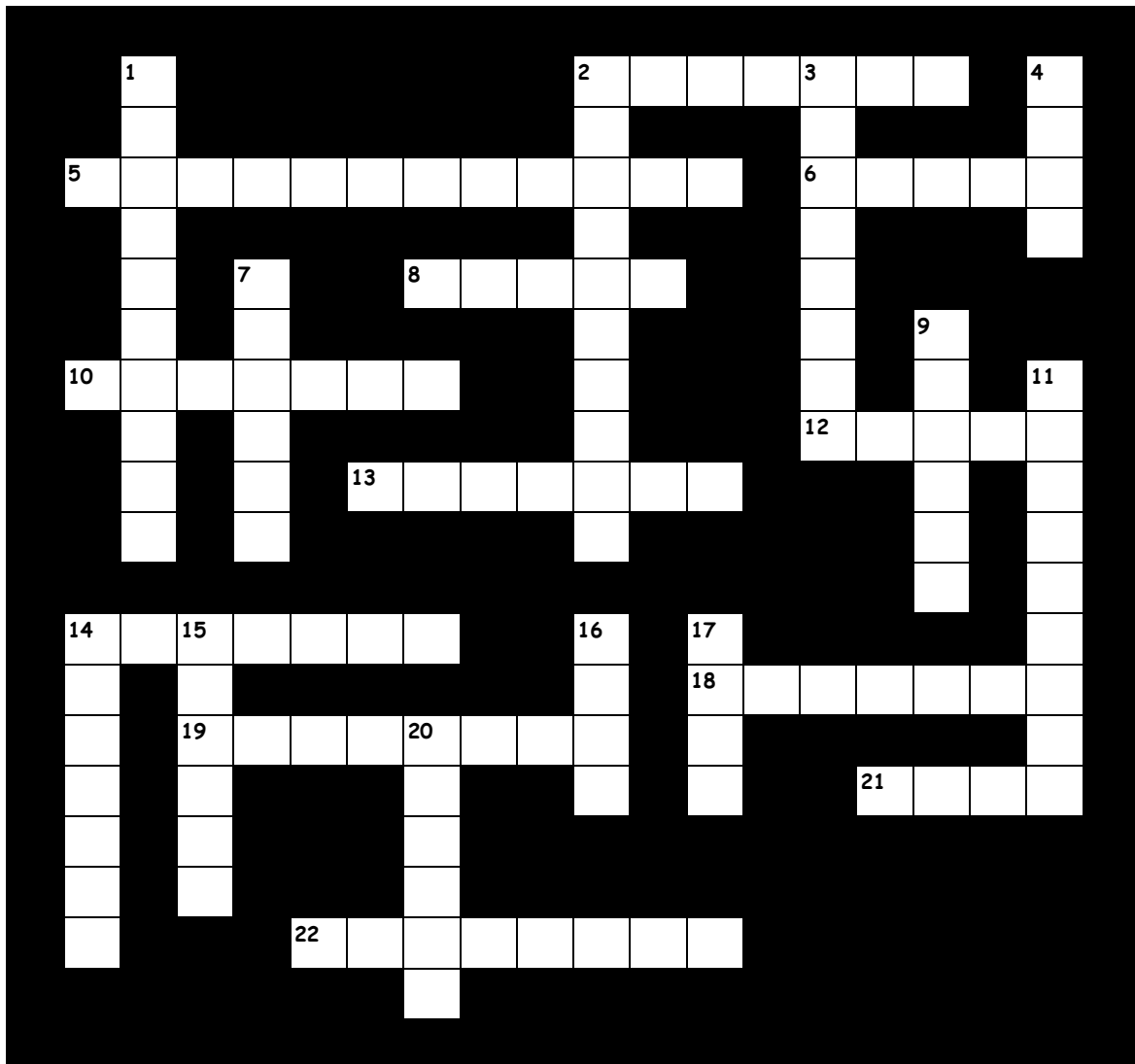
ARISTOPHANES

ZEUS

Men or gods?



## Ancient Greece Crossword



## Ancient Greece Crossword Clues

### Across

2. Box shaped fighting formation used by Ancient Greeks (7)
5. Children's game played with pieces of bone, today known as jacks (12)
6. Poet, author of The Iliad and The Odyssey (5)
8. Greek marketplace (5)
10. Two-wheeled racing cart pulled by horses (7)
12. Unpaid servant owned by a citizen (5)
13. Vase-like container for oil, wine, water, etc (7)
14. A play in which many of the important characters die (7)
18. Greek city, which hosted the largest athletic competition in Ancient Greece, occurring every four years (7)
19. Greek name for the hero Hercules (8)
21. Randomly chosen group of citizens who decide the verdict at criminal trials (4)
22. Chitons and hermations are articles of what? (8)

### Down

1. Olympic competition made up of five different events (10)
2. Greek fighting event, a mixture of boxing and wrestling, with few rules (10)
3. Greek hero with a famously weak heel (9)
4. Stringed instrument, often with a tortoise shell sound box (4)
7. The messenger god (6)
9. City state with a harsh military tradition (6)
11. One-citizen-one-vote system of government invented by Ancient Greeks (9)
14. Warship with oars and sails (7)
15. Important city-state, home to many politicians and philosophers (6)
16. Face covering worn by actors (4)
17. Wooden hoops, dolls, rattles, spinning tops and clay animals are all examples of Ancient Greek children's \_\_\_\_\_ (4)
20. Simple tunic worn by most Ancient Greeks (6)

## Ancient Greece Crossword Answers

### Across

- 2. Phalanx
- 5. Knucklebones
- 6. Homer
- 8. Agora
- 10. Chariot
- 12. Slave
- 13. Amphora
- 14. Tragedy
- 18. Olympia
- 19. Heracles
- 21. Jury
- 22. Clothing

### Down

- 1. Pentathlon
- 2. Pankration
- 3. Achilles
- 4. Lyre
- 7. Hermes
- 9. Sparta
- 11. Democracy
- 14. Trireme
- 15. Athens
- 16. Mask
- 17. Toys
- 20. Chiton

## **War and Peace in Ancient Greece – A Timeline**

2000 BC	The Minoans of Crete are reaching the peak of their power
1200 BC	Troy is destroyed, as described by Homer
800 BC	The Greek alphabet is developed
776 BC	First recorded Olympic Games
750 BC	Homer wrote the Iliad and the Odyssey
530 BC	Around this time, Athenian potters developed the famous style of decorating black pots with red figures
508 BC	Foundations of democracy are laid
490 BC	Persians try to invade Greece, but are defeated at Marathon
480 BC	Persians take Athens, burn the city and destroy the Acropolis. Athenians then destroy the Persian fleet at Salamis, using the trireme for the first time.
479 BC	Spartans lead a Greek army to defeat the Persians at Plataea, ending Persians invasions of Greece
472 BC	The Olympic Games is now spread out over 5 days, instead of packed into just 1 day
468 BC	The playwright Sophocles enters his first tragedy into a drama competition, and beats the well known playwright Aeschylus
461 BC	Outbreak of the First Peloponnesian War between Sparta and Athens
447 BC	Work starts on the Parthenon
446 BC	End of the First Peloponnesian War

443 BC	Pericles becomes one of Athens leading politicians, and supporter of democracy
431 BC	Outbreak of the Second Peloponnesian War between Sparta and Athens
423 BC	First performance of 'The Clouds' by comic playwright Aristophanes, which jokes about the teachings of Socrates
407 BC	Plato becomes one of Socrates' pupils
405 BC	Second Peloponnesian War is won by Sparta, ending Athenian supremacy
367 BC	Aristotle becomes a student at Plato's Academy
334 BC	Alexander the Great defeats the Persian Empire with a Greek and Macedonian Army
331 BC	Alexander the Great founds the city of Alexandria in Egypt, which will become the largest city of the Greek world.
327 BC	Alexander the Great invades Northern India, after conquering Syria, Asia Minor, Egypt, Babylonia, and Persia.
300 BC	Euclid founds a school of geometry in Alexandria
280 BC	Two of the Wonders of the Ancient World are built - the Lighthouse at Alexandria, and the Colossus of Rhodes.
146 BC	The Roman Empire gains control of the Greek mainland

## War and Peace in Ancient Greece - Timeline Activity

Can you draw lines to match the dates from the left hand side, with the events on the right hand side?

480 BC	First recorded Olympic Games
508 BC	Persians try to invade Greece, but are defeated at Marathon
776 BC	Persians take Athens. Athenians then destroy the Persian fleet
461 BC	Foundations of democracy are laid
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331 BC	Alexander the Great invades Northern India
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146 BC	Alexander the Great founds the city of Alexandria in Egypt
327 BC	The Roman Empire gains control of the Greek mainland
405 BC	Outbreak of the First Peloponnesian War

## Greek Theatre in Athens

Athens had two festivals in honour of Dionysus, the Great Dionysia in March, and the Lenaia in January. Both included competitively performed plays. During the festivals, there would be four days of acting, with up to 17 different productions to see. Rich citizens financed the plays, and the actors were paid by the state. Huge numbers of ordinary Athenians watched the plays, and they all received a grant so that they could attend free. At the end, a jury voted on who would win the coveted myrtle wreath.

Greek actors always wore masks. They were big, and used to clearly show what kind of person each character was. Even the people sitting right at the back could see what was happening, especially if the actors stood on stilts or wore padded shoes. The amphitheatres used for performances had very good acoustics, so you could hear what was being said even if you arrived late and had to stand at the back! Usually, only a few actors were on stage at a time. The chorus was a separate group of actors who commented on the action on stage so that the audience understood it better. There was only very basic scenery in Greek performances, and few props.

The Greeks were the first people to write serious plays about people and their emotions. They often wrote plays based on myths or legends, which everyone knew. At the Great Dionysia festival, each tragic playwright competed with a quartet of plays: three tragedies with a common theme, and one comedy to finish with. The Greek audience were happy to watch different interpretations of the same myths again and again. The most famous Greek tragic playwrights were Aeschylus, Sophocles and Euripides.

Comic playwright Aristophanes wrote the only surviving Greek comedies, though we know of hundreds more. From the point of view of a middle class farmer, Aristophanes mocked every aspect of society, including the gods. In Greek comedies, there was usually a prologue in which all the actors clowned around before introducing the play. The chorus would then arrive in spectacular fashion, and often opposed the actors with arguments and songs throughout the course of the play.

## Make a Greek Theatre Mask

### You will need:

A4 card (1 piece per mask)

Scissors

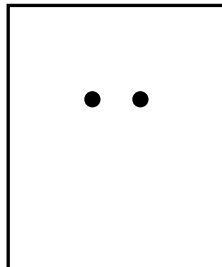
Hole punch

Thin elastic (about 30-40 cm per mask)

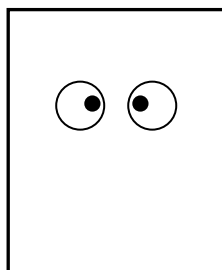
Colouring pencils, crayons, markers or paints

### What to do:

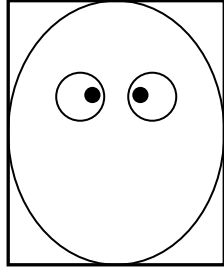
1 Measure the distance between your eyes like this - Close your eyes and very gently put 2 fingers (thumb and second finger works well) on your eyes. Move your hand away from your eyes without moving your fingers, and open your eyes. Put your fingers onto the card and mark where your eyes will be with 2 dots. The dots should be about a third of the way down the card, and in the middle.



2. Draw eyes around the dots, making them a bit bigger than your own eyes.



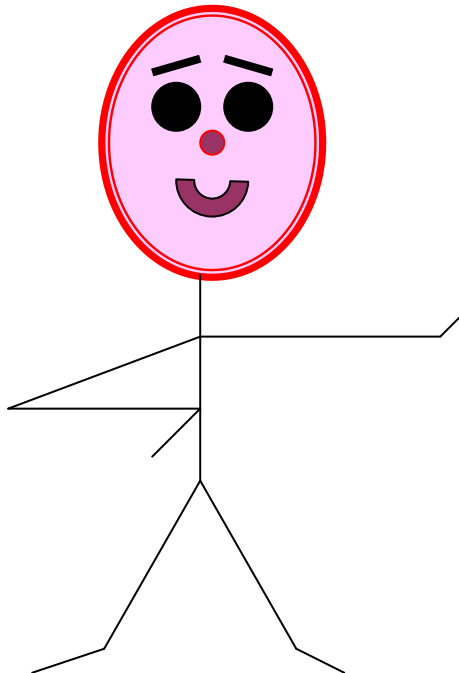
3. Draw the mask head shape around the eyes, making it as big as you can. Make sure it touches the edge of the card at the sides. You need to use most of the card, or your face will show.



4. Decorate the mask, not forgetting to draw on a mouth and nose. Before you start, you might like to think about what sort of expression your mask is going to have. It could be happy, sad, angry, confused, surprised, funny, serious, etc...

5. Cut out the mask, including the eye-holes.

6. Use a hole punch to make holes at the sides a few centimetres below the level of the eyes. Make the holes about 2cm in from the sides of the mask so that they don't tear. Tie each end of the piece of elastic through a hole. Your mask is ready to wear!



## Make a Greek Tile activity

The pottery and tiles made by Ancient Greeks often pictured scenes from daily life. A lot of what we know about Ancient Greece has been learnt from studying the pictures on vases and tiles.

Artists like to draw pictures of ordinary people doing everyday activities like collecting water, pouring our wine and making bread. They also drew the Greek gods and goddesses, as well as sporting and battle heroes.

Greek potters made the clay pots and tiles out of red terracotta clay. When the clay was baked, they painted the pot or tile plain black. When the paint was dry they would scratch off the paint to make a red pattern or picture.

### Equipment needed.

Red (terracotta) air-drying clay, or ready made terracotta tiles.

Black paint

Ruler, pencil and paper

Pointed object to scratch in the design – the point of a compass or a stylus is ideal

Varnish or PVA glue to finish

### What to do.

1. Make a tile out of a slab of clay, about 10cm square. Let it harden.
2. On a piece of paper, draw a square the same size as your tile, and design your picture. You could use a design copied from a book, or draw your own original design. It could be a picture, or a repeating pattern in a Greek style, or a mixture of both – using a pattern as a border works well.
3. Paint your tile black and let the paint dry.
4. Using a stylus or something similar, scratch your picture into the black paint – the red clay will show through where you have scratched off the paint.
5. Coat your tile in varnish or PVA glue to finish it off.

### Variation.

You could use little terracotta pots instead of tiles for this activity.

## Make a Greek Mosaic activity (1)

Ancient Greeks liked to make Mosaic floors in the main room of their houses. Mosaics were traditionally made from sticking small coloured pebbles into a bed of sand. To make more complicated pictures, the artist used tiny clay tiles. Mosaics might be a simple pattern or a detailed picture of Greek life.

### Equipment needed.

A tile (old bathroom tiles are fine)

Ruler, pencil and paper

Black paint

Collection of coloured pebbles, smooth glass, beads, pasta, dried beans, dried lentils, and similar items to make the mosaic.

PVA glue

### What to do.

1. On a piece of paper, draw a square the same size as your tile, and design your pattern. You could use a mosaic design copied from a book, or make up your own original Greek style pattern.
2. Paint your tile black and allow it to dry
3. Spread a thick layer of PVA glue onto your tile, taking care to go right up to the edges.
4. Use coloured pebbles, smooth glass, beads, pasta, dried beans, dried lentils, and similar items to make your mosaic pattern. Make sure you stick the pebbles (or whatever else you are using) as close together as you can.
5. When your tile is completely dried, you can paint a thin coat of PVA glue over it to seal it.

### Variation.

Thick squares of card could be used instead of tiles.

## **Make a Greek Mosaic activity (2)**

Ancient Greeks liked to make Mosaic floors in the main room of their houses. Mosaics were traditionally made from sticking small coloured pebbles into a bed of sand. To make more complicated pictures, the artist used tiny clay tiles. Mosaics might be a simple pattern or a detailed picture of Greek life.

### **Equipment needed.**

Air drying terracotta clay

Ruler, pencil and paper

Collection of coloured pebbles, smooth glass, beads, pasta, dried beans, dried lentils, and similar items to make the mosaic.

PVA glue

### **What to do.**

1. On a piece of paper, draw a square the size of the tile you are going to make – about 15cm square is perfect. Use this template to design your mosaic. You could use a mosaic design copied from a book, or make up your own original Greek style pattern.
2. Using air drying terracotta clay, shape a tile about 15cm square.
3. Use coloured pebbles, smooth glass, beads, pasta, dried beans, dried lentils, and similar items to make your mosaic pattern. Press the pebbles and beads into the clay.
4. When your tile is completely dried, you can paint a thin coat of PVA glue over it to seal it.

## The Greek Alphabet - Activity 1

This is the Greek Alphabet. Each letter has a name too.

Greek Letter	Greek name	English letter
α	Alpha	a
β	Beta	b
γ	Gamma	g
δ	Delta	d
ε	Epsilon	e
ζ	Zeta	z
η	Eta	h
θ	Theta	th (q)
ι	Iota	i (j)
κ	Kappa	k
λ	lambda	l
μ	Mu	m
ν	Nu	n
ξ	Xi	x
ο	Omicron	o
π	Pi	p
ρ	Rho	r
σ	Sigma	s
τ	Tau	t
υ	Upsilon	u (v)
φ	Phi	ph (f)
χ	Chi	ch (c)
ψ	Psi	ps (y)
ω	Omega	o (w)

In this box, write your name in Greek letters. Try spelling it out loud using the Greek names for the letters.

## The Greek Alphabet - Activity 2

The Ancient Greeks invented their alphabet about 2,700 years ago. Even though it's so old, there are lots of letters in it which you will probably recognise because they look similar to English letters.

Look at the Greek letters and their names in the left hand columns below and write what you think the English letter might be in the right hand column. The first one has been done for you.

Greek Letters	Greek name	English letters
α	alpha	a
β	beta	
ε	epsilon	
ι	iota	
κ	kappa	
δ	delta	
ο	omicron	
σ	sigma	
τ	tau	

## **Ancient Greek Children's Games**

Children in Ancient Greece played lots of games that are similar to the games that you and your friends play today. They played ball games similar to cricket, football, baseball, basketball and hockey. They also played indoor games using dice, marbles, knucklebones (like jacks), backgammon and checkers.

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

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

### **Morra - 2 player game.**

This is a game that's still played today in parts of Europe, especially Southern Italy.

Both players make a fist behind their backs. At a signal, they each hold out their hands, displaying a certain number of fingers. The first player to call out the correct total number of fingers is the winner.

#### Variation

A third player gives the signal to hold out the hands - they could say 'now!' for example. The losing player gives the signal in the next game.

## Knucklebones - 2-4 player game

'Knucklebones' are actually the wrist bones of animals like sheep or pigs, and are about the size of dice. Knucklebones was a very popular game because it was so easy for children to get hold of the bones. You could use modern jacks instead of real bones if you prefer! You need 5 knucklebones each.

There are lots of variations on this game, which is still widely played today. This description is for a popular version.

- To decide who goes first, each player throws all 5 of their knucklebones into the air and tries to catch as many as possible. Then each player throws again, using the knucklebones they caught the first time round. Whoever gets the highest score goes first.
- In turns, throws all your knucklebones on the ground. Pick one up - this will be your jack.
- Throw the jack into the air, pick up another knucklebone from the ground, and catch the jack. Put the knucklebone you just picked up into your free hand.
- Repeat this until you have picked up all of your bones.
- If you drop a bone or miss the jack, you are out and it's the next person's turn. Next time it's your turn, start again at the beginning.
- When someone has managed to pick up and hold all the bones in one turn of play, they go on to try to pick up all the bones at once in one throw of the jack. They then try to pick up the bones in pairs, then a group of three followed by a single.



## 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.)

## **How to dress like an Ancient Greek**

Most Ancient Greeks used a simple sheet for clothing, wrapped around them in various ways. One of the most popular styles was called a chiton. Men's chitons were knee-length, and women's were ankle-length. Long decorative pins were used to hold the material in place.

Cloaks were made of a plain oblong piece of thicker cloth, often with decorated edges. They were called himations. Soldiers wore special short cloaks called chlamys, which didn't get in the way when the soldiers were fighting.

Women usually plaited their hair or wore it up, using a net or ribbon to hold it in place. Most people wore simple sandals, though they would usually go barefoot at home.

### **Make your own Greek costume**

You could use an old sheet and make a chiton to wear. Favourite Greek colours were white, saffron (mustard yellow), and red.

Boys could wear an extra large single colour T-shirt, which should be knee-length. Wear a belt around your waist. A small single colour blanket would make a perfect himation.

Girls could wear an ankle length plain single colour dress, like a night dress, loosely belted. Girls also wore himations like boys, and sandals.

### **How to make and wear a chiton**

#### **You will need:**

A white sheet  
A few safety pins  
A belt or piece of rope

#### **What to do:**

1. Fold the top third of the sheet over
2. Then fold it in half lengthways
3. Wrap the sheet around your body (under your arms). Use safety pins to hold the open side closed. Use two more safety pins to hold the sheet at your shoulders.
4. Tie a belt around your waist, and off you go!

## How to make and wear a chiton

### You will need:

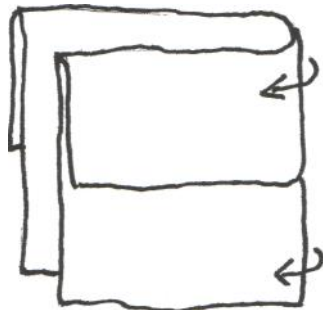
A white sheet

A few safety pins

A belt or piece of rope

### What to do:

1. Fold the top third of the sheet over, then fold it in half lengthways like this -



2. Wrap the sheet around your body (under your arms). Use safety pins to hold the open side closed. Use two more safety pins to hold the sheet at your shoulders.



3. Tie a belt around your waist, and off you go

## **Ancient Greek Cooking**

### **Ancient honey and sesame fritters**

Source: The Classical Cookbook, Andrew Dalby and Sally Grainger.

Please note that this recipe contains sesame seeds.

**Serves 4**

#### **Ingredients**

120 grams plain flour  
2 dessert spoons (30 grams) of honey  
Olive oil for frying  
1 dessert spoon (15 grams) of toasted sesame seeds  
A little water

#### **Method**

1. Mix the flour, half the honey, and enough water to make a dough.
2. Divide into 4 and make each piece into a flat round shape.
3. Heat 2 spoons of oil in a pan and put one fritter into the pan. Turn it over a few times to make sure both sides are fried. So the same for the other 4 fritters.
4. Serve them hot, with the rest of the honey poured over them, and sesame seeds sprinkled on top.

## **Ancient Greek Kikeon**

Source: The Classical Cookbook, Andrew Dalby and Sally Grainger.

Kikeon is something between food and drink. The word 'kikeon' means to thicken by stirring.

### **Ingredients**

120 grams of semolina  
375 grams of ricotta cheese  
2 dessert spoons (30 grams) of honey  
1 small egg (beaten)

### **Method**

1. Soak the semolina in plenty of water (enough to easily cover it) for 10-15 minutes
2. Strain it and add the rest of the ingredients
3. Heat the mixture slowly, while stirring until it thickens - don't let it boil.