



November 21-23, 2014

ARTS, DRAMA

Off The Page, Onto The Stage!

Lights! Camera! Action!

Drama activities engage girls (and Guiders). From an early age we have all played "make believe" and we all have hopes and dreams. Drama activities let us explore our hopes, express our dreams and communicate without having to "own" our actions.

Drama can be used to learn, share, teach and express ourselves. We can hide behind a character, use humour to convey a challenging concept, allow our motions to be revealed or to simply have fun. What follows are ideas, games and activities which you can use in your units, training sessions or at events. All of these activities can be adapted for different age groups and themes. All of these activities can be modified to meet various program requirements for the Girl Guide Program. Examples have been provided in parentheses. For questions or clarification, please contact emmamcgee@sympatico.ca.

Break a leg!

Setting the Scene

We Are All The Same

Leader: Distribute one Smartie to each participant; ask them not to eat it, but to look at it.

Ask participants to think of a word that describes the physical appearance of the Smartie.

Ask each participant to share their word (blue, round, cracked, chipped, shiny, dull etc.).

Ask participants to bite their Smartie in half and take a look inside the Smartie.

Ask, "What do you see inside your Smartie?" (Answer: Chocolate)

Explain, "Our Smarties are just like the girls we work with, in our units. On the outside they are all different. Some are shiny and bright, while others may be dull or a bit cracked. They are different shapes and different colours. The key to working with girls is to remember they are all like Smarties: different on the outside, but we are all the same on the inside! We need to treat our girls with respect, honour their differences, but recognize that we have the same hopes, dreams and feelings."

*credit: Kris McGee



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Warm Ups and Getting Silly

Purpose:

- develop a sense of movement
- warm up their bodies and voices
- become comfortable in space provided
- introduce participants to other individuals in the group

Woosh

- Begin with everybody standing in a circle.
- The first person waves both hands at her neighbour (on either side), saying `**Whoosh`**.
- The neighbour passes the Whoosh to her neighbor by waving her hands at the next neighbour, and that way the Whoosh is passed around the circle.

There are 4 other sounds/movements that can be made:

- **Whoa**: indicated by saying "whoa", and holding up both hands in a stop motion. A "Whoa" changes the direction of the Whoosh.
- **Zap**: instead of passing the Whoosh to your neighbor, it gets zapped to the person you point to with your hands clapped together. The receiver continues with either a Whoosh to his neighbor, or another Zap to another person. A "Whoa" after a Zap returns to the Zapper.
- **Grooooooooooovellicious**: for this one the whole group bends down and up again in a groovy way, all saying Grooooooooooovellicious. Afterwards, the person who started the Groovellicious sets the Whoosh in motion again, in any direction.
- **"Freak-out"**: indicated by waving both hands in the air. Everybody starts screaming and moves to the center of the circle. When everybody's freaked out a new circle is formed, and the starter of the Freak-out sets the Whoosh in motion again.

*credit: Camp Conestogo Summer Camp



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Fire and Water

Begin with all participants standing in a circle.

Each participant identifies someone else as her "water" and her "fire". This is done silently, in her mind, without sharing with anyone else.

Participants are asked to move around the room (you can vary their speeds, motions, method of travel etc.). While moving they are always trying to keep their "water" between themselves and their "fire".

Return to the circle to discuss the difficulties associated with spacing, being discreet and impact of one person's actions on another person. Repeat as often as you wish.

*credit Kitchener Parks and Recreation summer staff training session

Creativity

Purpose:

- to encourage spontaneous thought and action
- to demonstrate there is no "wrong" answer or action
- to build self confidence and a sense of fun

What are you doing?

Participants stand in two lines (behind one another), with the first person (front of the lines) facing the audience.

The first person of line A says to the first person in line B, "What are you doing?"

B says, "lighting a fire." and moves to the end of the B line, so a new girl becomes the front of the B line. (give the girls a theme, e.g. Camping, Cooking, Service Work, Travel etc.)

Girl A begins to act out "lighting a fire".

(new) Girl B asks, "What are you doing?"



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Girl A (while acting out, lighting a fire" replies "putting up the tent" and moves to the end of the A line, so a new girl becomes the first person in A.

Girl B begins to act out "putting up a tent".

(new) Girl A asks, "What are you doing?"

Girls continue to respond with different possible actions based on the theme provided.

*credit: Arts and Drama Camp - Adullam Ministries

Doctor's Office

Prepare slips of paper with "characters" written on each slip in advance. For example: doctor, 5 year old, grandma, model, pilot, pirate, princess, teacher.

Set three chairs up, to represent a doctor's waiting room.

Three participants enter and sit on a chair (as they enter, they pick a character from the bowl of slips).

Using only their body language, they must communicate to the audience who they are through their actions, facial expressions and behaviours.

After they leave the waiting room, the audience can guess the character of each participant.

*credit: 25th Kitchener Pathfinder unit activity



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Learning and Sharing

Purpose:

- to take in information
- to reinforce concepts and ideas
- to be exposed to new ideas, opinions and facts
- to share knowledge learned

Topic Tennis

You can "play" singles, doubles or teams...

General play: select a relevant topic (Camping, World Centres, Careers, First Aid etc.)

Players face each other (in singles), X-X, or forms two lines with the front person facing each other,
ooooooooX Xoooooooo.

The first person mimes hitting a tennis ball to their opponent. While doing so, she says a word that is connected to the theme "tent".

The second person mimes returning the ball and says "campfire".

Play continues until someone repeats a word, or cannot think of a word connected to the theme.

In the case of team play, after the participants mime hitting the ball and says "tent" she would move to the end of the line, so that the line moves forward with a new individual at the front of the line. Remind girls to speak loudly, so that everyone can hear the words that have already been said.

Credit: Language Class, grade 5, Wilson Avenue Public School



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Eh to Zee (A2Z), Talk with Me

In small groups of 3 or 4, girls sit knee to knee on the floor.

Beginning with the letter A, and moving through all the letters of the alphabet, girls will try to tell a story (e.g. the story of Crystal Palace), explain the purpose of something (why we use three basins for washing dishes at camp), identify how something works (why a campfire needs tinder, kindling and fuel) or simply create a list of topic words (things you would take on a hike).

Girls take turns going around their mini-circle. To simplify and assist, girls can each "pass" once or twice, if they are really stuck on a letter.

E.g.: Songs

Auntie Monica

Black Socks

Clementine

Donkey Riding

Credit: Camp Conestogo LIT camp



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Antique Roadshow

Participants pass around a day-to-day object (connect it to your theme or topic e.g.: tent peg, dishpan, globe, uniform tie, mesh bag etc.).

Participants take on the role of antique expert and describe the use, purpose, design, construction of this "ancient" item.

E.g. Tent Peg "This 17th century nose piercing tool was designed by the famous Mount Pierre de Frontenac who designed and built these nose piercers using only a local forge and hand crafted tools. The earliest piercers were made from iron, but the well-to-do designed their piercers in gold and silver. Many engraved their family crests upon the rounded or hooked end. This hood was used by the servant honoured to do the piercing. He or she would tie a think rope around the hook to help with the extraction. The nose piercer quickly went out of fashion when it founds to be more useful by wandering mistrals to hold down the edge of their cloth tents and shelters. No one wants a dirty nose piercer after a minstrel has used it in the ground."

credit: high school drama class, Elmira Secondary School

Slideshow

In groups of 4-8 (patrols or tent groups would work well).

Each group develops a story which contains information that they are sharing (based on your topics or themes: World Centres, Lord and Lady BP, service in the community etc.). The group can write the story out ahead of time, or the Guider can provide a story for the girls.

The narrator reads the story and clicks through a slide show of pictures from her recent "trip". The remaining group members act out each slide as a tableau.

Sample Story - a girl who has traveled to Our Chalet...

Thank you for coming to hear about my recent trip to Our Chalet. As many of you know I was thrilled to travel to Adelboden, Switzerland. I have brought along a slide show to share with you this evening.

Click (girl can use a TV remote etc. as a prop)



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In this first slide you can see my entire group lined up with our heavy backpacks at the airport security desk. We were required to have a current passport and a return ticket booked from Toronto to Geneva and back.

Click

Here is our group riding the train from Geneva to Adelboden. The trip took about 2 hours, but the train system in Europe is very comfortable and efficient.

Click

We were not expecting the steep hike from the train/bus stop up to Our Chalet. It was a 20 minute hike, non-stop. You can see we were exhausted, hot and sweaty when we reached the top.

Click

The accommodations at Our Chalet are fantastic. We slept in shared rooms of 4-6 girls. This is the view from my window. Check out those mountains!

Click

After a hearty breakfast of granola, cheese and yogurt our group set out on a hike to the Woodcarvers Hut. Here you can see the Woodcarver and the wonderful cuckoo clocks he made.

Click

Every hike seemed to be uphill, on the way there and on the way back. On our second day, we went zip-lining, rock climbing and rappelling down a gorge. Here are my friends trying all of these activities.

Click

I made a lot of new friends on my trip. This photograph is of the staff at Our Chalet. They are volunteers from all over the world. Most come for either 4 or 6 months and work in the kitchen, on program or doing housekeeping.

Click

I was sad to leave Our Chalet, but you can see from this final picture that our patrol was excited to head for home after an exciting week long vacation. Here is the final picture of us. Friends for life!

Credit: high school drama course, Elmira District Secondary School

Story Credit: Kris and Emma McGee