

Carissa Schmidt
Drama across the curriculum
Game 1

Title: Machine

Ages: 2nd Grade

State Standard: 2.4.01 Discuss the structure and purpose of governance.

A. Recognize how groups and organizations encourage unity and work with diversity to maintain order and security.

Objective: “To make players interdependent.” This relates to how the Whos in Whoville had to work together as a community for their voices to be heard.

Materials: A large space.

Instructions: “One player enters the playing area and becomes part of a large object or organism (animal, vegetable, or mineral). Examples include a machine, clockworks, abstract mechanisms, animals, natural elements. As soon as the nature of the object becomes clear to another player, he or she joins as part of the whole. Play continues until all are participating and working together to form the complete object. Players may assume any movement, sound, or position to help complete the whole.” This could also be done with sounds. One child would go to the space and begin making a sound (perhaps an animal sound) then, one by one, the other children join in with a different animal sound. They can make a sound along with a motion as well.

Source: Spolin, Viola. Theater Games for the Classroom, A Teacher's Handbook. Northwestern University Press. Evanston, Illinois. 1986. p. 68.

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Game 2

Title: The Exploding Hum

Ages: Kindergarten

State Standard:

K.1.03 Recognize the contributions that individuals and people of various ethnic, racial, religious, and socioeconomic groups have made to the development of civilizations.

a. Recognize contributions of different cultures around the world.

Objective: To get the children to work in unison for a common goal.

Materials: An open space

Instructions: Players stand in a circle and join hands. Then they all crouch down and start a low hum, gradually building momentum and volume and standing up at the same time, until they “explode”.

Source: http://scs.une.edu.au/Drama/2004_Photos/Documents/Drama_Games.pdf

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Game 3

Title: Hey, Horton!

Ages: 3rd grade

State Standard: 3.4.03 Understand the rights, responsibilities and privileges of citizens living in a democratic republic.

g. Identify ordinary people who exemplify good citizenship.

Objective: The students will role play different attitudes to determine what makes up good or bad citizenship.

Materials: spoon, cotton ball, small, soft ball (tennis ball, Nerf ball), basket, slips of paper with students names on them

Instructions: Have the students come up with a list of morals that the characters in the Horton books have. (For example: Horton- loyalty, faith in others, respect for others despite their size, protection of those with less ability. Mayzie- self preservation, freedom. Hunters- they believe in killing animals for sport, unless it is more profitable to sell them, etc.)

Draw names from the basket to have one child play Horton, one child play Mayzie, two children play the hunters, some children can be assigned jungle animals to represent Horton's associates, and others can play the parts of Whoville citizens. You can play the two books, *Horton Hears a Who* and *Horton Hatches an Egg*, separately in different games, or have two groups going at once, one to perform for the other.

Once the roles have been assigned, have the child playing Horton sit cross-legged in the middle holding the cotton ball on the spoon (for *Horton Hears a Who*) or place the ball in their lap.

Using the list of morals, each student will make an attempt to get the "flower" or "egg" from "Horton," or make "Horton" drop it or lose control of it. For example, a "panther" from the jungle animals will slink up to "Horton" and say "Hey Horton, you know watching over that flower is ridiculous. Why don't you put it down and come play tag?" A "monkey" may come up next and say "Hey Horton, holding that flower makes you seem so different. Why don't you let me get rid of it for you and we'll get some lunch?" Horton can then either 1. Stick to his morals, or 2. Drop the cotton ball and go play or eat lunch with the other child. Once "Horton" drops the ball and finishes pantomiming tag or lunch or whatever, a new child rotates in to be "Horton". If "Horton" sticks to his morals and no child can persuade him to drop the ball, all the children encircle Horton and say "Hey, Horton! Maybe you've got a good idea here after all 😊"

The class can then discuss what happened in the activity and determine whether or not the characters displayed good citizenship.

Source: Carissa Schmidt