

Drama Warm-Up Activities

Check out Closing The Gap Article: Curtain Call - The Show & The Voice Go On
<http://www.pinetreesociety.org/documents/CurtainCall.pdf>


Activity #1

A student who is using augmentative voice output, gives the following directions to each classmate out in the hallways and the rest of the class must guess what they are doing when they return to the classroom to act it out.

<ul style="list-style-type: none">• carve with a knife• I feel chilly• croak like a frog• walk with a crutch• file a fingernail• flip a coin• skate on ice• imitate a teacher• sharpen a pencil• put on earrings• you've just heard sad news• you have an itch• play an instrument• you hurt your knee• tie a knot• have a toothache• show you are thirsty• phone up a friend	<ul style="list-style-type: none">• tie a shoe• comb your hair• brush your teeth• make a telephone call• wash your face• eat an ice cream cone• climb a mountain• go swimming• iron some clothes• mow the lawn• read a book• drive a car• eat some watermelon• eat some soup• butter some bread• sit on a tack• wring out a wet cloth• wave goodbye to someone
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Activity #2

A student uses voice output to provide a sound effect and two classmates must create a 1 min. skit using the sound effect for the rest of the class. Take turns or have the student use a switch and spinner to select the next names to come up and perform the 1 min. play. The following are some examples...

<ul style="list-style-type: none">• make the sound of wind• record the sound of an instrument• make the sound of applause• the class records the sound of people cheering• make the sound of a pistol• make the sound of a plane• record the sound of footsteps• record moans of pain• record laughing• record the sound of a big yawn• make the sound "ouch!"	
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Activity #3

Have classmates work in groups to perform a well known story (e.g., The 3 Little Pigs) and have the student periodically use the voice output device to change the emotional tone (e.g., from sad, to happy, to angry, to goofy, to afraid, etc.) as they work through the story.

Activity #4

Improvisation: A small group of classmates must spontaneously create a short 5-10 min. skit for classmates. The student uses a switch and spinner periodically throughout the skit to add or change some aspect of the skit and the performers must immediately adapt. Changes posted either on a Step-by-Step Communicator or an All-Turn-It Spinner could include:

- location (indoors versus outdoors, Hawaii versus North Pole, kitchen versus boardroom, etc.)
- occupation of some of the participants
- age of the participants
- an object used in the skit
- time of day or year (modern versus ancient)
- every time someone hears a certain word, they have to cry

Activity #5

Death In A Minute: This activity involves classmates putting on a skit that is no longer than 5 minutes. A student could use a voice output device (e.g., "one minute left") or create a sound effect (e.g., explosion) to indicate at some point during the skit, that the group has 1 minute for one of the characters to die.

Activity #6

Puppet People: Two or more actors begin a skit and one of them is the special needs student, perhaps using a pre-programmed voice output device for his/her lines. They may speak but rely on volunteers from the audience to physically direct their movements.

Activity #7

Frozen Statues: Three or four actors assume a frozen statue of a person, object or creature. The audience has to guess what it is. A spinner is used with a switch by the student to select the next 3 poses, but only the actors get to see what they are. The audience must guess what they are.

Activity #8

Moving In Rhythm: A group of actors decides on a short skit they will act out (5 min.). The student uses a switch and tape recorder, or a voice output device to mark out a rhythm and the actors must move to that rhythm. (The audience could help pre-record the rhythms on the voice output device using clapping, vocalizations, instruments, sound effects, etc.). As the skit proceeds, the student selects a new rhythm and the actors must move to the rhythm (e.g., jazz, marching, ethereal music, etc.)

Activity #9

Create A Joke: A joke is given to each group, omitting the punch line. Each group re-enacts the joke, but supplying their own punch line. The audience decides if it is better than the original, which is on the student's Step-by-Step Communicator.

Activity #10

Sound Effects From The Audience: A short skit is performed by a small group of classmates and as appropriate, the actors pause, and the audience fills in with the sound effect appropriate at for that action or scene. The student can join in with applause recorded on a voice output device.