

*CD-ROM TOUR*  
*Features Overview*



**THE DRAMA  
GAME FILE™**

*Second Edition*

Curriculum Program for Arts and Literacy, PreK-12

**DRAMA™**  
**Education Network**  
[www.DramaEd.net](http://www.DramaEd.net)

**Products | Staff Development | Arts and Literacy | PreK-12**

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# CD-ROM TOUR

## Drama Games

Complete lesson plan provided—no drama experience needed



**Game Title** THE NAME GAME

101 Games Plus  
250 Variations!

Printable version (PDF) of lesson prints as 1 page Mac or PC

Click links to learn more about leading and assessing the games

### Keys to Success

**Teacher:** Model several different examples that they repeat in unison to get warmed up. Have everyone make a choice before starting. Accept all ideas (that are safely repeatable).

**Players:** Make a choice no one else has tried. No talking, touching, or distracting others. Make a quick choice to keep the game moving.

**Lead-in Game:** Magic Dust Adventure

### Teacher Talk

**Focus Phrases (during play):**  
Any idea is a good one—go with your instinct. Change your voice to match the feeling. No calling out ideas for others.

**Evaluation Questions (after play):**  
How did/can we use our mind creatively in this game? Our body? Our voice?  
Does it matter who/what you choose? Why?  
How many people's names did you learn today?

### Drama Skills

Imagination, Imitation  
Physical Expression  
Vocal Expression  
Spontaneity, Trust  
Observation, Reaction  
Listening, Timing  
Memory, Speech  
Concentration

### Content Areas/Integration Ideas

**Language Arts**—Alliteration Name Game  
**Dance**—do a dance move with name  
**Music**—Singing Name Game (variations)  
**Phys. Ed./Health**—teamwork, flexibility  
**Foreign Language**—say "My name is \_\_\_\_."  
**Events**—first day/week of school/camp/team  
**Social Studies**—Character Name Game (occupations, famous figures, celebrities)

### Multiple Intelligences

Bodily/Kinesthetic  
Interpersonal  
Spatial  
Linguistic (Alliteration Name Game)  
Musical

Print this game

Link opens printable version

**Game Title: The Name Game**

**The Players**  
Age: Preschool, primary, elementary, older  
Arrangement: Whole class  
Shape: Circle (standing)

**Objective:** Use mind, body, and voice creatively while learning each other's names.

**Directions and Rules**

1. Players stand in a circle so that everyone can see each other.
2. Each player gets a turn, starting with the teacher and moving around the circle.
3. Each player says his or her name in a changed voice while doing a standing body movement.
4. The entire group then imitates the name, voice, and movement in unison.
5. Start with the teacher demonstrating several possible ways—this helps warm up the group.
6. After everyone has a turn, do a quick review round to memorize all the moves and names.
7. Now play using random pass in the circle. A does his own name & move and then does E's name & move. E repeats her own name & move and then does anyone else's, and so on randomly in the circle.

**Example(s):** A says "Jackson" in a strong voice making biceps muscles, then says "Rebecca" in a silly voice making chicken wings, then Rebecca does her own, then anyone else's and so on.

**Variation(s):** Silent Random Pass: Do moves only, no eye contact, encouraging alertness and thinking ahead.  
Alliteration Name Game: Add a word that starts with first letter of player's first name (sweet Sara).  
Singing Name Game: Sing name in a clear pattern of notes with a movement.  
Memory Name Game: Go around the circle, each player doing everyone's so far (can be an elimination game—players are out if they can't remember someone's or if they make a clear mistake).  
Character Name Game: Choose from the *Occupation Cards*, or characters from literature or history.

**Keys to Success**  
**Teacher:** Model several different examples that they repeat in unison to get warmed up. Have everyone make a choice before starting. Accept all ideas (that are safely repeatable).  
**Players:** Make a choice no one else has tried. No talking, touching, or distracting others. During random pass, make a quick choice to keep the game moving—think quickly!

**Lead-in Game: Magic Circle**

**Teacher Talk**  
**Focus Phrases (during play):**  
Any idea is a good one—go with your instinct. Change your voice to match the feeling. No calling out ideas for others. Don't look at the player you are passing it to.  
**Evaluation Questions (after play):**  
How did/can we use our mind creatively in this game? Our body? Our voice?  
Does it matter who/what you choose? Why?  
How many people's names did you learn today?

**Drama Skills**  
Imagination  
Physical Expression  
Vocal Expression  
Imitation

**Content Areas/Integration Ideas**  
Language Arts—Alliteration Name Game  
Mathematics—randomness, probability, clockwise/counter-clockwise  
Music—do a dance move with name  
Phys. Ed./Health—teamwork, flexibility  
Foreign Language—say "My name is \_\_\_\_."  
Events—first day/week of school/camp/team  
Social Studies—Character Name Game (occupations, famous figures, celebrities)

**Multiple Intelligences**  
Bodily/Kinesthetic  
Interpersonal  
Spatial  
Linguistic (Alliteration Name Game)  
Musical (Singing Name Game)

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<a href="#">Welcome</a> 	<a href="#">Table of Contents</a> 	<a href="#">Philosophy</a> 	<a href="#">Instructions</a> 	<a href="#">Printing</a> 
<a href="#">Index of Games</a> 	<a href="#">Teaching Strategies</a> 	<a href="#">Arts Standards</a> 	<a href="#">Glossary</a> 	<a href="#">Character Cards</a> 

Links to frequently used sections can be found on every page

Print lessons for aides or substitutes



CD-ROM for Arts and Literacy

# CD-ROM TOUR

## Index of Games

Instantly find all the games that fit with your lesson, topic, or unit

### INDEX OF GAMES



<a href="#">Alphabetical List:</a>	Indexes the 101 games in an alphabetical list with links to each game. Ideal for quickly finding a game when the user knows the game's title. <a href="#">Printable Version.</a>
<a href="#">Drama Categories:</a>	Indexes games for each of 10 drama categories and 12 drama disciplines. Ideal for drama teachers to organize games for curriculum planning and connecting to <a href="#">Arts Standards</a> . To learn more about the drama disciplines, go to <a href="#">Definitions</a> . Includes two printable versions: <a href="#">Printable Version (drama categories)</a> <a href="#">Printable Version (drama disciplines)</a>
<a href="#">Drama Skills:</a>	Indexes games for each of 22 drama skills. Go to <a href="#">Drama Skills</a> to read more about each skill. Ideal for drama teachers to organize games for curriculum planning and connecting to <a href="#">Arts Standards</a> . <a href="#">Printable Version.</a>
<a href="#">School Subjects/ Content Areas:</a>	Indexes games for each of 10 common school subjects. Single subject elementary teachers can find all of the games that can be easily introduced into their subject area. <a href="#">Printable Version.</a>
<a href="#">Multiple Intelligences:</a>	Indexes games for each of Howard Gardner's 8 Multiple Intelligences. Ideal for any educator searching for ways to reach all the learners. To learn more, go to <a href="#">Content Areas</a> .
<a href="#">Grade Levels/Ages:</a>	Indexes games for each of the following age groupings: preschool, elementary school, middle school, high school, and adult. <a href="#">Printable Version</a>

Learn how the same games can be used for different purposes

[Printable Version](#)

Link opens printable version

69 Indexes for Easy Lesson Planning

94 games for high school students

#### Alphabetical Index of 101 Drama Games

A-B-C Improv	Gravity Game	Sound Around
Alphabet Charades	Growing to the Beat	Sound Collage
Animal Tag	Human Clay	Sound Effects Sym
Assembly Line	Imaginary Journey	Spelling Charades
Bippidy Bippidy Bop	In the Kitchen	Statues
Build a Machine	Keep the Connection	Stop and Go
Candy Magnet, The	Knots	Story Circle
Cat and Mouse	Leading Part	Style Switch
Channel Surfing	Left, Right, Over There	Survivor
Character Charades	Let's Play Ball	Syllable Charades
Character Factory, The	Lunchbox	Tableaux/Photogr
Clap Around	Magic Dust Adventure	Taxi
Classic Charades	Melting Tag	Tell and Show
Color the Photo	Mimic Circle	Transformation
Comic Strip	Mirror	Trapped!
CROW	Machine	Trust Fall
Dog and Bone	Mystery Journey	Typewriter
Dubbed Movie	Mystery Gift	Vocabulary Char
Emotional Orchestra	Mystery Voice	Walking In...
Enchanted Chalk	Name Game, The	Walking On...
Everybody Counts	Obstacle Course	What Are You Do
Fill in the Blank	Opposite Ear, The	What Do I See?
Find Your Family	Panel of Experts	What's in the Box?
Finish the Phrase	Pass the Pulse	What's Your Sign?
Follow the Feeling	Popcorn Narrator	Who's Calling?
Forces of Nature	Quotation Charades	Who's the Leader?
Foreign Film	Radio	Whose Shoes?
Freeze Tag	Red Ball	Wind-Up Toys
Gibberish	Refrigerator Dance	Witches and Wizards
Give and Take Movement	Rhyme Time Walk	Witch's Brew
Give and Take Sound	Role Reversal	Yes and Go
Give Me a Hand	Say What I Say	Zip, Zap, Zop
Gizmos and Gadgets	Scene Stack	Zoom
Grammar Charades	Silent Shapes	

Links to the 101 drama games

**THE DRAMA GAME FILE**

Index of Games: Grade Levels/Ages

Older: High School, Grades 9-12, Ages 14-18

A	A-B-C Improv	Gravity Game
B	Alphabet Charades	Growing to the Beat
C	Assembly Line	Human Clay
D	Bippidy Bippidy Bop	Imaginary Journey
E	Build a Machine	In the Kitchen
F	Candy Magnet, The	Keep the Connection
G	Cat and Mouse	Knots
H	Channel Surfing	Leading Part
I	Character Charades	Left, Right, Over There
J	Character Factory, The	Let's Play Ball
K	Clap Around	Lunchbox
L	Classic Charades	Melting Tag
M	Color the Photo	Mimic Circle
N	Comic Strip	Mirror, Mirror
O	CROW	Movin' Machine
P	Dog and Bone	Musical Journey
Q	Dubbed Movie	Mystery Gift
R	Emotional Orchestra	Mystery Voice
S	Enchanted Chalk	Name Game, The
T	Everybody Counts	Obstacle Course
U	Fill in the Blank	Panel of Experts
V	Find Your Family	Pass the Pulse
W	Finish the Phrase	Popcorn Narrator
X	Follow the Feeling	Quotation Charades
Y	Forces of Nature	Radio
Z	Foreign Film	Red Ball
	Freeze Tag	Refrigerator Dance
	Gibberish	Rhyme Time Walk
	Give and Take Movement	Role Reversal
	Give and Take Sound	Say What I Say
	Give Me a Hand	Scene Stack
	Gizmos and Gadgets	Silent Shapes
	Grammar Charades	

Use printable indexes for quick reference once you know the games



CD-ROM for Arts and Literacy

# CD-ROM TOUR Arts Standards

Standards-based instruction for all levels, preschool-grade 12



## ARTS STANDARDS

<a href="#">Printing</a>	<a href="#">History</a>	<a href="#">Aligning to Standards</a>	<a href="#">Assessment</a>	<a href="#">Example: CA</a>
<a href="#">Artistic Perception</a>	<a href="#">Creative Expression</a>	<a href="#">Historical/Cultural Context</a>	<a href="#">Aesthetic Valuing</a>	<a href="#">Connections and Applications</a>

### Assessment

How does the teacher ensure that the students are learning the knowledge and skills of the standards being addressed by the game or lesson? Here are a few assessment strategies that are appropriate for theatre arts standards as well as general use of drama as a teaching tool.

- Teacher observation allows the teacher to perform quick, informal assessments of the students' understanding and ability to accomplish a task in a drama game.
- Questions throughout the lesson give the teacher a chance to see what the students remember, what they are thinking, and what they understand about the key concepts of the lesson.
- Partner or group work provides an opportunity for an informal audience experience. This provides an opportunity for the students to share their understanding of the lesson the students understood.
- An ongoing written record allows the teacher to keep track of the ideas, vocabulary, terms, feelings, and experiences of the students.

Arts assessment strategies that enhance student learning

### Resources for arts assessment on this program

- [Evaluation Questions](#) provides crafted questions for higher order thinking skills and reflection.
- To learn how to teach students to give supportive and specific comments to each other about their creative expression, go to [Constructive Feedback](#).
- For a specific example of how to create an instant assessment rubric, go to [Keys to Success](#).
- Go to [Glossary](#) for standards-based reviewing, and assessing student knowledge.
- Go to [Classroom Management](#) to learn how to assess behavior expectations for drama. For example, assess students' progress in any of the [D-R-A-M-A Rules](#) or [Audience Etiquette](#).

[Vocabulary Cards](#)

Link opens printable version

Connect to State and National Standards

21 pages of print-and-cut cards of theatre and literary terms

callback	
casting	catharsis
center stage	character
cheat	chorus
climax	closing



### 2.0 Creative Expression

Creating, Performing, and Participating in Theatre

#### Related links

- Go to [Classroom Management](#) to learn how to maximize physical and emotional safety.
- See [Unique Personalities](#) to learn how to work with the shy, show-off, and disruptive students.
- Use the [Teaching Strategies](#) to learn how to plan and lead lessons for more creative expression.
- Read about the [Drama Skills](#) to learn the elements of creative expression in theatre.
- Explore more [Ideas for Using the Games](#) for arts and literacy purposes.
- Try the [Character Cards](#) to encourage a wider range of expression and detail for character activities.

#### Middle School Example

#### Ways to Use The Drama Game File to Teach This Standard

**Standard 6.2.2**  
"Use effective vocal expression, gesture, facial expression, and timing to create character."

- Connect to key words from the game [Indexes](#) and [Sample Classes](#)
- "vocal expression"=[Vocal Expression](#)
  - "gesture" and "facial expression"=[Physical Expression](#), [Bodily/Kinesthetic Intelligence](#), [Sample Classes # 33, 85](#)
  - "timing"=[Timing](#)
  - "character"=[Characterization](#), [Sample Classes # 24](#)
  - grade 6=index of games for [Older: Middle School](#) age students

Identify additional resources, pages, and strategies from the program

- "gesture"=[Charades Gestures](#), and all [Charades](#) style games
  - "effective"=[Constructive Feedback](#), [Keys to Success](#)
- Use [Glossary](#) and printable [Vocabulary Cards](#) to teach key terms

Learn how to analyze a standard and connect to program resources

[www.DramaEd.net](http://www.DramaEd.net)



Download free supplements that show connections to your state's arts standards

THE DRAMA  
GAME FILE™

CD-ROM for Arts and Literacy

# CD-ROM TOUR

## Teaching Strategies

Learn how to maximize student creativity, focus, and learning



### CLASSROOM MANAGEMENT

<a href="#">Introduction</a>	<a href="#">Keys to Success</a>	<a href="#">D-R-A-M-A Rules</a>	<a href="#">Consequences</a>	<a href="#">Respect Chart</a>
<a href="#">Audience Chart</a>	<a href="#">Concentration Chart</a>	<a href="#">Audio/Visual Cues</a>	<a href="#">Creative Ideas</a>	<a href="#">Conclusion</a>

More Than 100  
Teacher Support  
Pages on CD

#### D-R-A-M-A Rules

[Printable Version](#)

These rules are appropriate for any drama class with students from preschool to adult. They have been revised many times based on classroom experience to take into account common behavior issues unique to drama. The goal is to ensure the physical and emotional safety of every member of the group. If students follow these five basic rules, drama will always be a positive and creative experience for all participants. The rules were designed as an acronym for "drama" so that students remember them. Have the students make a poster of these rules for the classroom, use the Printable Version and post it as a visual teaching aid and reminder. Click on each rule below for a more detailed explanation that can be used as a mini-lesson with the students. The recommended games can help the teacher introduce each rule. By playing the recommended game, students gain an experience of the rule in action. They can discuss the meaning and importance of the rule before and after playing.

Link opens printable version

[Demonstrate control of your body so no one gets hurt.](#)

[Respect each other; raise your hand politely.](#)

[Always try!](#)

[Maintain concentration.](#)

[Audience etiquette: watch, listen, and learn.](#)

Part of a complete system of classroom management for drama

**Demonstrate control of your body so no one gets hurt.**

*Purpose:* Maintain safety, control, self-discipline, personal space, and boundaries.

*Explanation:* In many drama games, the players are moving around the room. They act out animals or machines. They might be actively moving through the space. Some get carried away and accidentally hurt someone else or themselves. The students need to move and act without bumping or touching anyone else. Sometimes, a student gets carried away with the acting. For example, a Kindergartner might really grab another student if acting out a hunting lion. It is important to demonstrate how students can pretend actions (such as scratching or pouncing) without actually touching another person (and the other person can act out a reaction).

*Real-world Example(s):* A staged fight uses control (distance), acting (reaction), repetition (to ensure proper execution and safety), and special effects (such as makeup or fake blood) to make the audience believe that someone was injured. In reality, the actors are in perfect control so no one gets hurt. Emphasize that this requires careful staging and lots of rehearsal to come across believably while maintaining safety.

*Benefits:* Learning body control and awareness of others in the surrounding space is part of the drama skill of Self-Discipline. The development of awareness of personal boundaries in movement activities enhances the student's Spatial Intelligence. The bottom line is that in order for everyone to be safe at all times, the no touching rule must be actively maintained.

*Recommended Game(s):* [Melting Tag](#), [The Candy Magnet](#), [Stop and Go](#), [Forces of Nature](#), [Human Clay](#), [Witches and Wizards](#)

Link directly to the games that best teach each rule in action

### D-R-A-M-A RULES

**D**emonstrate control of your body so no one gets hurt.

**R**espect each other; raise your hand politely.

**A**lways try!

**M**aintain concentration.

**A**udience etiquette: watch, listen, and learn.

Establish physical and emotional safety for all students



Project poster from CD, print as overhead, or enlarge and mount



CD-ROM for Arts and Literacy

# CD-ROM TOUR

## Character Cards

Use these cards to enhance literacy and creative expression



### CHARACTER CARDS FOR ARTS AND LITERACY

<a href="#">Printing and Preparing</a>	<a href="#">Using the Cards</a>	<a href="#">Occupation Cards</a>	<a href="#">Personality Cards</a>
<a href="#">Emotion Cards</a>	<a href="#">Mannerism Cards</a>	<a href="#">What Cards</a>	<a href="#">Where Cards</a>

#### Using the Character Cards for Arts and Literacy

##### Ideas for arts education

- Select cards from a hat or pass them out to develop specificity and detail for character work (see [Characterization](#)). The partner or audience guesses which card(s) were used afterwards.
- Teach variety and detail for the five W's (who, what, where, when, why) of theatre from the [Arts Standards](#). Using the cards teaches the students to develop and clearly communicate the "who" or character, the "what" or action, and the "where" or setting.
- Combine cards from different sets to generate scene and story ideas for improvisation, storytelling, puppetry, or playwriting assignments.
- Practice delivering the same line or speech in a variety of feelings and moods by choosing from the [Emotion Cards](#) or [Personality Cards](#). This will develop a greater range of expression, inflection, and emotion in the students' work for public speaking and scripts (see [Color the Phrase](#)).

##### Ideas for literacy and integration across the curriculum

- Improve students' English vocabulary and grammar for literacy programs. The cards can be used as parts of speech for grammar (see Grammar Charades).  
*Nouns* ([Occupation Cards](#) and [Where Cards](#))  
*Verbs* ([What Cards](#) and [Mannerism Cards](#))  
*Adjectives* ([Personality Cards](#) and [Emotion Cards](#))
- Build literacy skills of vocabulary comprehension, usage, and recognition by acting out and guessing the cards.
- Translate the words into any Foreign Language and use in the same way as in English to build vocabulary and grammar skills in that language.
- Combine cards from different sets to generate scenarios and story starter ideas for creative writing in Language Arts.

644 Vocabulary  
Cards in 6 Color-  
Coded Sets

6 print-and-cut  
pages to make 60  
emotion cards



Link opens printable version

WHO: Emotional Words (Adjectives) [Printable Version](#)

affectionate	frustrated	playful
amazed	furios	proud
ashamed		relaxed
bashful		relieved
bored		sad
bouncy		scared
brave		shocked
confident		shy
confused		sick
curious		silly
defiant		sleepy
depressed		stressed
desperate		strong
determined		suspicious
disappointed		terrified
disgusted		thirsty
dizzy		thrilled
excited		trapped
exhausted		victorious
frightened		

Quick-pick ideas  
add fun and variety  
to the games

Acting and guessing  
the cards during the games  
improves vocabulary

Print on business card  
sheets or thick colored  
paper and laminate



CD-ROM for Arts and Literacy

# CD-ROM TOUR

## Drama Skills

The games develop the foundational skills needed in theatre arts



### DRAMA SKILLS

Develop 22 Skills for Theatre Arts, School, and Life

#### Characterization:



Acting out a character or stepping into a role. This means creating the physical, vocal, and emotional life of a character in a detailed and realistic manner. To become a character players must learn to observe, analyze, and re-create human motivation and behavior. Characterization also means using the elements of theatre (lights, sound, costumes, scenery, and acting) to communicate character aspects (age, occupation, personality, mannerisms, motivation, and relationships). To become a character requires the skills of imagination, vocal expression, physical expression, and concentration.

#### Concentration:



The ability to sustain mental focus on a task, or on multiple tasks simultaneously. Playing, practicing, and performing develop a student's ability to concentrate on the body, and voice. This skill applies to other areas of life. Concentration games improve players' focus and attention by forcing reactions to the environment. When acting a role, students must use concentration to stay in character without giggling or breaking the reality of the moment. Concentration is like a muscle that develops with exercise and practice.

Teach key theatre concepts and terms

#### Physical Expression:



Creative use of the body to communicate a character or concept. Physical expression incorporates elements of movement, dance, and characterization.

#### Cooperation:



Working together with mutual respect and understanding. Collaboration means combining and integrating everyone's creative abilities and ideas to complete a task. Collaboration is not possible without cooperation. Collaboration is combined together. The process of collaboration includes planning, discussing, negotiating, deciding, rehearsing, and performing. Drama is cooperative learning with a tangible end result.

Link opens index of games for this skill

#### Speech:



Communication skills in oral language development. Elements of speech include projection (speaking loudly), articulation (speaking clearly), emphasis, emotion, inflection, rate, pitch, persuasion, poise, eye contact, and confident body language. Many students today have poor speech skills. They mumble through monotonous oral reports or read aloud like a dull robot. Drama helps connect emotions to words, bringing forth enthusiasm, persuasion, and passion in speaking and reading. These are the elements of true fluency in literacy.

#### Listening:



Actively listening to fellow players on stage. Often the game will not work and the problem posed by the game will remain unsolved unless players pay attention to each other. Listening requires alertness, patience, timing, and taking turns.

#### Cooperation:

Games that require students to work together in a creative setting. Students collaborate by brainstorming, discussing, negotiating, deciding, rehearsing, and performing. This is cooperative learning at its best!

- A-B-C Improv
- Assembly Line
- Bippity Bippity Bop
- Build a Story
- Color the Picture
- Comic Strip Story
- CROW
- Dubbed Movie
- Emotional Orchestra
- Everybody Counts
- Fill in the Blank
- Finish the Phrase
- Follow the Feeling
- Foreign Film
- Freeze Tag
- Gibberish
- Give and Take Movement
- Give and Take Sound

- Give Me a Hand
- Gizmos and Gadgets
- Grammar Game
- Growing to the Top
- Human Clay
- Keep the Comedians
- Knots
- Left, Right, Over There
- Let's Play Ball
- Mimic Circle
- Mirror, Mirror
- Mystery Gift
- Mystery Voice
- Obstacle Course
- Panel of Experts
- Pass the Pulse
- Popcorn Narrator
- Red Ball
- Say What I Say
- Scene Stack

Links to 60 games that develop the skill of cooperation

- Smile and Photograph
- Taxi
- Tell and Show
- Trapped!
- Trust Fall
- Typewriter
- What Are You Doing?
- Who's the Leader?
- Wind-Up Toys
- Witch's Brew
- Yes and Go
- Zip, Zap, Zop
- Zoom

Use the indexes to meet state content standards across the curriculum

The skills extend beyond drama to literacy and success in school and life



CD-ROM for Arts and Literacy

# CD-ROM TOUR

## School Subjects

Discover how drama connects to each of 11 school subjects



### CONTENT AREAS/ INTEGRATION IDEAS

<a href="#">Language Arts</a>	<a href="#">Social Studies</a>	<a href="#">Dance</a>	<a href="#">Visual Arts</a>
<a href="#">Foreign Language</a>	<a href="#">Mathematics</a>	<a href="#">Music</a>	<a href="#">Theatre</a>
<a href="#">Phys. Ed./Health</a>	<a href="#">Science</a>	<a href="#">Events</a>	<a href="#">Conclusion</a>

500 Integration Ideas Using Drama in All Subjects

#### Science:



*Integration example:* The concept of gravity is taught in [The Gravity Game](#) by acting out floating in a room without gravity. The gravity switch can be changed to the relative level of Jupiter's gravity (many times that of earth), that of our moon (less than half that of earth), or any of the nine planets. The game is a kinesthetic and dramatic way to explore our solar system.

Detailed examples show how to use drama as a teaching tool

#### Social Studies:



*Integration example:* After teaching colonial life in America, a 5th grade teacher uses [Imaginary Journey](#) to take her students on a virtual visualization to Jamestown. With eyes closed lying on the ground, breathing deeply, the students are prompted to imagine every detail about what they can see, smell, hear, touch, and taste while walking through an early colonial settlement. The teacher uses the content, facts, and information already studied in class. The students can then write about what they imagined. By using all five senses, their writing becomes instantly more detailed and descriptive. Reading, imagination, and writing are all used in a fun way for the students.

Link opens index of games for this subject

#### Language Arts



*Integration example:* The concept of rhyming is taught in [Rhyme Walk](#) by having students walk around the room to a drum and then act out a distinct action for each of five words in a family. By acting out and vocalizing the words, students interact with the meaning and pronunciation of the vocabulary while laughing and interacting. Learning becomes fun and meaningful!

#### Dance:



*Integration example:* Students learn to explore movement and energetically by playing [The Candy Magnet](#). After the strange and magical candy, a magnetic energy travels into parts of their bodies, leading them through space by their ear, belly button, or other body parts. Dance teachers can add music to this activity, and it can be used as either a warm-up exploration or as material for a creative dance.

#### Music



*Integration example:* Students learn to experiment with and repeat different rhythm patterns by playing a variation of [Sound Around](#). Instead of passing sounds in a random pattern among players sitting in the circle, they pass a short improvised rhythm either with hands clapping or with the voice. The receiving player must imitate the rhythm, and then send a new rhythm to any new player. Play continues bouncing randomly around the circle keeping all players alert and ready to receive the next rhythm.

Connect the arts: use drama to teach dance, music, and visual arts

Language Arts	
<p>Games that include specific ideas for teaching literacy skills and concepts such as vocabulary comprehension and usage, spelling, parts of speech, story elements, rhyming, and punctuation. Develop the speaking and listening components of language arts.</p> <p>A-B-C Improv Alphabet Charades A-Z Line Body Bop Carnegie Machine Carnegie Surfing Character Charades Character Factory, The Clap Around Classic Charades Color the Phrase Comic Strip Story CROW Dubbed Movie Emotional Orchestra Enchanted Chalk Everybody Counts Fill in the Blank Find Your Family Finish the Phrase Follow the Feeling Forces of Nature Foreign Film Freezer Tag Gibberish Give and Take Movement Give and Take Sound Give Me a Hand</p>	<p>Grammar Charades Gravity Game Growing to the Beat Human Clay Imaginary Journey Knots Leading Part Lunchbox Magic Dust Act Melting Mystery Mystery Voice Name Game, The Obstacle Course Opposite Ear, The Panel of Experts Popcorn Narrator Quotation Charades Radio Rhyme Time Walk Role Reversal Say What I Say Scene Stack Silent Shapes</p> <p>Sound Around Sound Collage Sound Effects Symphony Spelling Charades Stations Stop and Go Story Circle Sudo Switch</p> <p>Supper! Typewriter Vocabulary Charades Walking In... Walking On... What Are You Doing? What Do I See? Who's Calling? Whose Shoes? Wind-Up Toys Witches and Wizards Witch's Brew</p>

Links to 82 games to use for Language Arts



Experiment with your own ideas and adapt the games to fit your curriculum



CD-ROM for Arts and Literacy

# CD-ROM TOUR

## Multiple Intelligences

Use drama to reach students with academic or social challenges



### MULTIPLE INTELLIGENCES

<a href="#">Research/Sources</a>	<a href="#">Bodily/Kinesthetic</a>	<a href="#">Interpersonal</a>	<a href="#">Spatial</a>	<a href="#">Naturalistic</a>
<a href="#">Linguistic</a>	<a href="#">Logical/Mathematical</a>	<a href="#">Intrapersonal</a>	<a href="#">Musical</a>	<a href="#">Conclusion</a>

Use Drama to Differentiate for the 8 Learning Styles

### Spatial Intelligence



Link opens index of games for this learning style

**Summary description of Spatial Intelligence**  
Enables people to perceive visual or spatial information, transform this information, and to re-create visual images from memory. This intelligence is the ability to represent the world in one's mind—the way a sailor or airplane pilot navigates the spatial world, or a chess player or sculptor represents a more circumscribed spatial world. Spatial intelligence is used in the arts or in the sciences. It involves imagining things, sensing objects, visualizing patterns, images, shapes, and designs. Its core operations include accurate mental transformation of images.

#### Drama connections to Spatial Intelligence

Drama has many connections to Spatial Intelligence. Imagination and visualization are at the heart of drama education. Pantomime requires the performer to visualize the details of objects, re-creating them realistically for the audience to understand, and keep a mental map of all previously established objects in the scene. Improvisational scene work and clowning both use pantomime skills in the same manner to make the invisible objects come to life for the audience. Creative movement and many drama games engage the players in the space. In a mingle shape, the performers move randomly amongst each other. This movement creates an awareness of the space around the body, and of the spatial patterns of the other players sharing the space. Drama education teaches the elements of movement (fast, medium, and slow; bent, or twisted), and of the elements of movement (high, low, and in-between; straight vs. curved; and elements of movement).

Learn how drama accesses and develops each intelligence

Using the conventions of a stage, drama develops spatial intelligence because performers learn to stage with an awareness of the audience at all times (cheating out to the audience for visibility). Fellow performers learn to be aware of each other so as never to block each other to the audience. This awareness of the audience and fellow players on stage is a spatial skill. Playwriting requires a mental map of the stage. The playwright must be able to visualize the stage, and imagine the conventions of the theatre in order to write the dialogue. The playwright describes the scenery, and notes entrances, exits, and movements in stage directions (written in parentheses). To write a play requires a vivid and detailed imagination and the ability to visualize spatial elements well before they are ever mounted on an actual stage. Directing requires a similar mental map and sophisticated visualization skills to guide the material from page to stage.

**Related Drama Skills:** Aesthetic appreciation, characterization, concentration, imagination, imitation, observation, physical expression, self-discipline, sensory awareness (touch and shape), and stage skills.

Spatial Intelligence	
<ul style="list-style-type: none"> <li>B.C. Improv</li> <li>Character Charades</li> <li>Build a Molecule</li> <li>Candy Magnet</li> <li>Cat and Mouse</li> <li>Character Charades</li> <li>Character Factory, The</li> <li>Classic Charades</li> <li>Comic Strip Story</li> <li>CROW</li> <li>Dubbed Movie</li> <li>Enchanted Chalk</li> <li>Everybody Counts</li> <li>Fill in the Blank</li> <li>Find Your Family</li> <li>Follow the Feeling</li> <li>Forces of Nature</li> <li>Foreign Film</li> <li>Freeze Tag</li> <li>Gibberish</li> <li>Give and Take Movement</li> <li>Give and Take Sound</li> <li>Give Me a Hand</li> <li>Gizmos and Gadgets</li> <li>Grammar Charades</li> <li>Gravity Game</li> <li>Growing to the Beat</li> </ul>	<ul style="list-style-type: none"> <li>Human Clay</li> <li>Imaginary Journey</li> <li>In the Kitchen</li> <li>Keep the Connection</li> <li>Knots</li> <li>Leading Part</li> <li>Left, Right, Over There</li> <li>Let's Play Ball</li> <li>Lunchbox</li> <li>Magic of Mime</li> <li>Melting</li> <li>Mimic</li> <li>Mirror, Mirror</li> <li>Movin' Machine</li> <li>Musical Journey</li> <li>Mystery Gift</li> <li>Mystery Voice</li> <li>Name Game, The</li> <li>Obstacle Course</li> <li>Opposite Ear, The</li> <li>Pass the Pulse</li> <li>Popcorn Narrator</li> <li>Quotation Charades</li> <li>Red Ball</li> <li>Refrigerator Dance</li> <li>Rhyme Time, Walk</li> <li>Role Reversal</li> <li>Scene Stack</li> <li>Silent Shapes</li> </ul>
<ul style="list-style-type: none"> <li>Spelling Charades</li> <li>Statues</li> <li>Stop and Go</li> <li>Style Switch</li> <li>Survivor</li> <li>Syllable Charades</li> <li>Take a Photograph</li> </ul>	<ul style="list-style-type: none"> <li>Spelling Charades</li> <li>Walking In...</li> <li>Walking On...</li> <li>What Are You Doing?</li> <li>What Do I See?</li> <li>What's in the Box?</li> <li>What's Your Sign?</li> <li>Who's the Leader?</li> <li>Whose Shoes?</li> <li>Wind-Up Toys</li> <li>Witches and Wizards</li> <li>Witch's Brew</li> <li>Yes and Go</li> <li>Zip, Zap, Zap</li> <li>Zoom</li> </ul>

Links to 87 games for spatial learners



Plan your weekly lessons using these indexes to reach all learners

<a href="#">Welcome</a>	<a href="#">Table of Contents</a>	<a href="#">Philosophy</a>	<a href="#">Instructions</a>	<a href="#">Printing</a>
<a href="#">Index of Games</a>	<a href="#">Teaching Strategies</a>	<a href="#">Arts Standards</a>	<a href="#">Glossary</a>	<a href="#">Character Cards</a>

Provide every student with an opportunity to learn and succeed



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