Creative Dramatics in the Classroom
Presented by: Dr. Richard M. Cash

SPACE WALK[1]

Purpose: Developing focus, following direction, group awareness and team building

Define a "space" that is clear of obstruction and barriers. Show students the parameters of the space—students must stay within the boundaries of the space. Ask a group of students to come to the space and walk without making any sounds. They are to pay attention to others in the space, avoid bumping into others and having an awareness of the group as one.

- Inform the group that they are to stop as one when the word STOP is used by the teacher. Repeat the start and stop as many times as necessary until the group can stop as one.
- Try different types of walking, such as walking in pudding, walking with purpose, walking to the principal's office, or walking to a favorite event.
- Try walking in different types of shoes, such as athletic shoes, high heels, sandals, a shoe with a broken heel, shoes that are too big/small, clown shoes, etc.

Curriculum connections:

- Language Arts:
  - Have students walk like a character from a book.
  - Have students walk with the emotions of a character from a scene in a book.
  - Use Space Walk to explore vocabulary, saying, "Walk as if you are *emancipated*." Or "Stop as an *acute angle*."
- Math:
  - See vocabulary example above.
  - Have students walk in shapes, such as a box step for a square, diagonally, in a straight line, circle and so forth.
- Social Studies:
  - Have student walk as historical figures.
  - To develop a community, as students walk, they should visually connect with each member of the group, by looking their partners in the eye and saying their own name.
- Science:
  - Students move in the space like hot/cold molecules.
  - Designate students as different types of cells and ask them to move through the space as if it were a living thing.
- Other considerations:
  - This is a great activity to do at the beginning of a school year or new class. It helps students become comfortable with one another, learn to respect personal space and learn classmate's names.
  - If a student is unwilling or unable to participate by following directions, ask the child to watch from the side lines. Have him/her watch the others citing the ways other students showed respect for personal space.
  - Ask all students to participate to the best of their abilities. Students with physical limitations move as they can—no child should be excluded due to any limitation.
  - Consider having students be the leader, while the teacher watches the group for interpersonal interactions, abilities to follow directions and cohesiveness of the class.

[1] Adapted from: McKnight & Scruggs, 2008

Give and Take [2]

Purpose: Developing speaking and listening skills, following directions, team building, and self-confidence

Give:

Begin this activity with the Space Walk. Have group STOP and assume a neutral position (one that is comfortable). In Give, only one person may move at a time. The leader moves around the group, weaving in and out of the students. The leader stops and gives the movement over to another member—there is no need to alert the other member of the "give"—the students should sense that they have been given the opportunity to move. This passing of the movement continues until all members have had a chance to move. The activity is done in silence, until students are comfortable and understand the method.

Take:

This activity is the opposite of Give. One person begins the movement until another member "takes" the movement away. Again, no words or signals need to be exchanged—students must build a sense of community to "feel" when someone takes the movement away. If more than one student moves, call STOP to pause the members. Have them regroup and refocus.

Curriculum connections:

- Language Arts:
  - Develop spelling by having the moving person spells a word and then "gives" a word to another member to move and spell.
  - Review a chapter in a book.
  - Create a story.
- Math:
  - Have students skip count up by different integers.
  - Work out mental math while moving.
  - Review vocabulary.
- Social Studies:
  - Review time-lines, chapters or events.
  - Review vocabulary.
- Science:
  - Discuss the outcomes of an experiment.
  - Review vocabulary or concepts.
- Other considerations:
  - Students not participating in the activities should watch for members who may be not giving or taking with fairness.
  - Encourage students to use their whole body as they move, noting that one can walk tall, crouch or even crawl.

[2] Adapted from: McKnight & Scruggs, 2008

Creative Dramatics in the Classroom
Presented by: Dr. Richard M. Cash

SCAMPER[3]

Purpose: Developing creative thinking, collaboration & team work, critical reasoning

S=Substitute

C=Combine

A=Adapt/Adjust/Add

M=Modify/Minimize/Maximize

P=Put to other use

E=Eliminate

R=Reverse/Revise/Rearrange

Use the letters of SCAMPER to come up with new ideas or create unique products.

AD Game[4]

Purpose: Developing creative thinking, team work, speaking and listening skills, critical thinking, self-confidence

Put students in groups of five to eight. Have them SCAMPER an object or create something entirely new. After students have SCAMPERed, tell them they will act as an advertising team to sell their new product. However, they may not confer with each other. Students form a line and randomly step forward to make a statement that describes the worthiness of the product. After the first person, each student begins their statement with "Yes, and…" to build on the prior statement. Continue until all of the group members have had a chance to share a statement. Remember: There are no mistakes—only opportunities.

Curriculum connections:

- Language Arts:
  - Use SCAMPER to create a new story—then sell the story to a publisher.
- Math:
  - Use SCAMPER to come up with a new way to solve a problem—sell the idea to the class.
- Social Studies:
  - Use SCAMPER to come up with new legislation—sell the idea to your constituents.
- Science:
  - Use SCAMPER to create hybrid organisms or GMO—sell the idea to a manufacturer.
- Other considerations:
  - Begin SCAMPER with common objects, such as a pencil or pen, to get students accustom to the process.
  - Encourage students to use SCAMPER in their daily life to solve problems.

[3] Cash, 2016, 2017
[4] Adapted from McKnight & Scruggs, 2008

Think Fast[5]

Purpose: Developing creative thinking, critical reasoning, problem solving, team work, planning, listening and speaking skills

Collect an assortment of odd objects (such as: small empty container, a foot of plastic tubing, wooden spoon) and place them in a large bag. Arrange students in group of eight to ten. Give each group of students one of the objects. Have them pass the object around their group coming up with new ways to use the object, or what the object could be (not what it really is). Students may not repeat what someone else has said, nor can they "pass." The group that can get the object around the circle the fastest "wins" the round.

Curriculum connections:

- Language Arts:
  - Use the items to craft a story.
  - Use the items to review vocabulary.
  - Using adjective, verbs or nouns to describe the items.
- Math:
  - Have students describe the items using only math vocabulary.
  - Have students describe the items using geometric terms.
- Social Studies:
  - Describe where the item may have been produced.
  - Describe the newly created item as either a "need" or a "want."
    - Wooden spoon as a sword: "You will need this item when dragons attack."
- Science:
  - Describe the items based on their material make-up.
  - Change the item from its current state of matter to a new state of matter.
- Other considerations:
  - Encourage students to use all their senses while doing this activity.
  - For students who need more time in thinking, practice this activity without the pressure of speed—slowly build student confidence before attempting to go quickly.
  - Put several items together to create one new object.
  - Use the items creatively to create a scene for a story.

[5] Cash, 2017

ROLE[6]

Purpose: Developing creative thinking, critical reasoning, problem solving, team work, planning, listening and speaking skills

Using four different colored index cards, create four categories: ROLE, OCCASION, LOCATION and EMOTION. On the index cards write words that correspond to each of the categories (such as Role: mechanic, florist, patrol officer; Occasion: birthday, wedding, graduation; Location: at a lake, on a boat, in a park; Emotion: happy, sad, crabby, delighted). Divide the students into small groups. Each group randomly selects one card from each category. The students then must create a scene or develop a story that includes all four categories. Each group presents their scene or story to the other groups—other groups can guess or decide which four card the preforming group drew.

Curriculum connections:

- Language Arts:
  - Create new and creative stories or poems.
  - Use vocabulary from literature for the four categories.
  - Use the ROLE cards to write a descriptive essay or personal narrative.
- Math:
  - Have students create math word problems using the ROLE cards.
  - Change the Role card category to geometric shapes—then using all four categories write a create story about the shape:
    - Role: Triangle
    - Occasion: Fundraiser
    - Location: In a grocery store
    - Emotion: Excited.
- Social Studies:
  - Change the ROLE cards to fit a period in history,
    - Have students create journal entries, letters or correspondence between individuals from that time period.
- Science:
  - Change the ROLE cards to ROBE:
    - **R**eaction
    - **O**utcome
    - **B**ond
    - **E**lement
- Other considerations:
  - Have students create their own set of ROLE cards, which they can swap with other teams.
  - Use content vocabulary or words that may be unfamiliar to the students—they will need to investigate the words and then use them within multiple contexts.

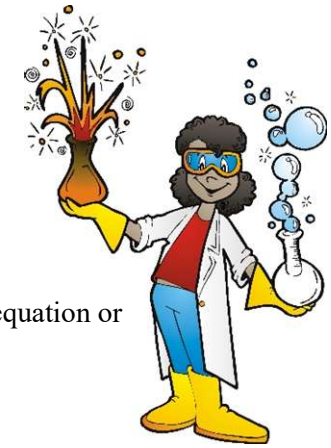
[6] Cash, 2017

Creative Dramatics in the Classroom
Presented by: Dr. Richard M. Cash

Dr. Know-It-All[7]

Purpose: Developing speaking and listening skills, content knowledge, critical reasoning, problem solving, creative thinking

In this activity, a small group of students must work as "one mind" of Dr. Know-It-All. Arrange five to eight chairs at the front of the room. Invite students to fill the seats. Tell them they are to act as the brain of Dr. Know-It-All to answer questions from the class. However, each member of the team may only use one word at a time. When all members have spoken their one word, they should have answered the question. The teacher or a student acts as the moderator. This is a great activity to use for review or to prepare students for an upcoming quiz or exam. If incorrect answers happen, it is up to the class members to ask follow-up questions to correct the misinformation. Remember: There are no mistakes—only opportunities.



Curriculum connections:

- Language Arts:
  - Dr. Know-It-All can be the author of a piece of literature.
  - Use this activity to help students understand or review vocabulary.
- Math:
  - Dr. Know-It-All must tell students how to solve problems.
  - Turn the activity around: Have Dr. Know-It-All provide students with an equation or expression to solve.
- Social Studies:
  - Dr. Know-It-All can be a person from history or act as an event in time.
  - Turn the activity around: Have Dr. Know-It-All ask students how historical events have affect them personally.
- Science:
  - Dr. Know-It-All can be a famous or controversial scientist.
  - Use this idea to come up with new ideas in the frontier of space exploration, having Dr. Know-It-All be an alien from another galaxy.
- Other considerations:
  - Rotate the students into the role of Dr. Know-It-All, making sure every student gets a chance to be a part of the mind.
  - When crazy, non-sensical, incorrect answers happen, the moderator should redirect the question for Dr. Know-It-All to make adjustments.
  - Writing the one-word response on chart paper or the board can help students make sense of the answers.
  - Have the students who are not a part of Dr. Know-It-All work collaboratively on questions.

RESOURCES:

-Cash, R.M. (2016). *Self-Regulation in the Classroom: Helping Students Learn How to Learn.* Minneapolis, MN: Free Spirit Publishing, Inc.
-Cash, R. M. (2017). *Advancing Differentiation: Thinking and Learning for the 21st Century.* Minneapolis, MN: Free Spirit Publishing, Inc.
-McKnight, K.S. & Scruggs, M. (2008). *The Second City Guide to Improv in the Classroom.* San Francisco, CA: Jossey-Bass

[7] Adapted from: McKnight & Scruggs, 2008

