

# PanSIG 2025 Drama Games Workshop

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**Warm-up: Hamster Race.** *Adapted from drama games for classrooms and workshops*  
Jessica Swale

This is a great warm-up activity to get a group focused on each other and build group feeling. It enables the teacher to quickly assess the class dynamic and identify students who will be suitable to model activities, as well as those students who might need extra support.

### Enunciation

Students can sometimes have difficulty enunciating English words correctly at an appropriate volume. These three activities will help.

### Breathing exercise

Get students to stand with their feet at a 45-degree angle. This quickly gives them correct posture and opens the chest area. With correct posture, students will be able to speak in a louder voice.

### Mmmm.

Speaking from the front of the mouth is often the cause of poor pronunciation or audibility. Get students to say 'Mmmm' while touching their throat, they should be able to feel it vibrating. Tell them that this is where they should be speaking from because English sounds tend to be produced in the back of the throat. Compare the difference by saying 'good morning' from the front of the mouth and then from the throat.

### Mime the word

Sometimes students do not open their mouths sufficiently when speaking English. This activity encourages them to think about the mouth shape when speaking English. Demonstrate by miming saying different words while exaggerating the mouth shape words like pencil basketball hippopotamus are good examples. Students guess the word. Students get in groups of 4-5 and then practice miming 2-3 words each.

### Voice Projection: Spaceball *Adapted from Theatre games for the classroom Viola Spolin*

Use this activity to help students project their voice correctly. Students stand in a circle of 5-6. Tell students that they are going to throw an imaginary ball. They should imagine what the ball is like: heavy, light, fluffy, large, bouncy and so on and then throw it in a similar manner. They must also make a sound to match how they throw the ball. Demonstrate throwing the ball to a cooperative student. Then ask students to repeat.

After the activity, explain to students that when they make a presentation, they should imagine their voice is like a ball and throw it to the audience. Get students to line up at the front of the class, ask each student to throw their voice to you while saying 'good morning'; begin with actions and then without. Ask students to repeat if they cannot throw the voice but no more than twice.

## Voice Control: What time is it? *Adapted from Drama and Improvisation Ken Wilson*

This activity helps students use different intonations to express emotion and add interest. Arrange students in a line of 5-6. Coach them through the conversation below. When they get to the last student (E), they should say the answer to the preceding student (D) who should say 'Thank you' and repeat back up the line.

Next, get students to speak in 2 contrasting styles: Angry down the line, grateful back up. Loud and quiet; fast and slow; excited and bored; and so on.

A: What time is it?

B: Pardon?

A: What time is it?

B: I don't know!

A: Ask him/her/them!

B: What time is it?

C: Pardon?

B: What time is it?

C: I don't know!

B: Ask him/her/them!

Ask students to think about what kind of style works best with different phrases and encourage them to apply it in their presentations.