

## DRAMA EXERCISES

### Structured Improvisations

*Aim:* To support young people in exploring and sharing a range of ways in which gang and gun crime can have real and long-lasting impacts.

*Time:* One lesson per Structured Improvisation.

*Resources:* One copy of the Structured Improvisation per group (maximum of five per group).

*Space:* Although a Drama Studio is ideal for these activities, it isn't necessary. A classroom will do, especially if you are able to clear a designated area as a Performance Space.

#### **Introduction:**

- Conduct a warm-up activity. Activities in which you can include themes included in the plays work best
- Explain the task: young people are going to work in groups to plan, prepare and perform short dramas based on the Scenario.
- Read the Scenario aloud. Tell the group that their dramas should have clear beginnings, middles and ends – and that every person must have a speaking part.
- Lay out any additional parameters you want to set (for example, you might decide that, in terms of set, groups will be allowed three chairs to create a bench and nothing more).

#### **Application:**

- Create the groups, sending each to a different area of the room.
- Circulate amongst the groups, allowing around twenty minutes for planning and preparation.
- Bring the class back together for the performances. Remind them that actors should speak loudly and clearly – and that audiences should watch and listen in silence.
- Select one group to perform. At the end of the performance, ask the audience for constructive comments and add some of your own. Repeat this process until all the groups have performed.
- Facilitate a closing plenary discussion, looking at all of the performances through the lens of a selected character. If time allows, discussions can take place in groups, but if not this will work as a whole class exercise.

#### **Further Notes**

- Structured Improvisations 1, 2 and 3 can be extended by Hot Seating characters from within the improvisation.
- Structured Improvisation 4

You will need to tell half of the groups that the crime is supplying cannabis and the other half that it is possessing a gun.

Remind the group that they are voting on the basis of what they have seen or heard, not on their own feelings.

Extension: Activities need not end at the end of the performances and can be extended with writing challenges such as diaries, newspaper reports, scripts and posters (persuasive writing).