

## LET'S GET MOVING

*Drama in education can be a great way to have fun in the classroom while reaching key learning objectives too. Here are some pony themed ideas, which can also help teach inclusion and teamwork.*

### **Game 1 - I like ponies**

**Goal** – to find commonalities between children in the group

**Set up** – set up the chairs in a circle facing in. There should be one less chair than there are children.

#### **How it works**

The person in the middle says a statement about something they like. Eg. I like ponies  
If you also like ponies, then you have to get up and find a new chair. But it can't be the chair next to you. If you don't like ponies then you'd stay put.

The next person stuck in the middle then comes up with a statement for something they love. Eg. I like ice cream

#### **Reflexion**

Were you surprised by what you had in common with other children in your class?

### **Game 2 Body shapes**

**Goal** – teamwork, working together, inclusion. Understanding that not everyone has the same abilities. Eg some people are better at seeing

#### **How it works**

Break the kids into groups of 4.

The teacher calls out various shapes and the kids have to make it on the ground using all of their bodies. Older children can do this activity without talking.

Eg. Make a horseshoe. They form a giant U shape on the ground

It can be played as a knockout competition where the slowest group is pulled out or all in all the time.

#### **Other examples**

- Form a T for Taffy
- Make a star

#### **Reflexion**

How did they go working together?

How were they able to use non-verbal cues to work together as a group?

What became more important when you couldn't use your voice?

Talk about how when we can't use one of our senses we rely more on other ones.

### **Game 3 - Pony Camp**

**Goal** - To improve children's listening skills and understanding of horse terminology. The changing group numbers help them mix in different social circles.

#### **How it works**

The teacher explains that they are the troop leader at Pony Camp.

They will give commands and the class have to perform those movements. For younger groups limit it to 3 commands. It can be played as a knockout competition where the slowest person has to sit on the side or all in all the way.

Command examples

Ponies in a line – all the kids have to form one line

Ponies form a squad – the kids have to form groups of four, with all four on their knees like ponies

Clean the stables – kids have to do a shovelling action like they're cleaning out a stable

Dismount – The children mime dismounting from a horse, throwing one leg over and "landing" on the ground.

Trot on – the kids all trot around the room, prancing with high knees

Halt - they stop what they are doing

### **Game 4 If you knew me/ truth or lie**

**Goal** - to share information about themselves and increase social comfort. Watch as well as listen. Observe body language.

#### **How it works**

The leader breaks the kids into pairs. The children take it in turns to talk about themselves for 30 seconds. Each child has to throw one lie into the conversation. The other person has to guess which part was a lie.

#### **Reflexion**

How did you go? How easy was it to tell if someone was lying? What information did you learn about your partner? Did you or your partner feel uncomfortable lying? What sorts of things might someone do with their body if they aren't telling the truth? (eg. Fidget, avoid eye contact, smirk)

### **Game 5 - Pony impulse**

**Goal** – teaching non-verbal communication

You will need – a coin, a toy pony, unicorn or similar soft toy.

#### **Instruction:**

- Split the class into two even lines, with the pony down one end and the teacher at the other end.
- Place the pony at the end of the line between the last two players on each team

- Students hold hands and all close their eyes, except the two children at the head of the cues with the teacher.
- The teacher flips the coin. If it lands on heads the children send a squeeze pulse down the line and try to be the first to grab the pony.
- If the coin lands on tails, neither team sends a squeeze pulse down the line
- The child at the front of the line then goes to the back until everyone has had a turn

**Reflexion** – How did it feel having the different roles and responsibilities? Eg being the eyes for the team, verses being part of the team? Did you find you relied on your other senses when you had your eyes closed? Eg listening for the coin to drop

### **Game 6 - No speaking**

**Goal** – working together without talking

Exercise 1

Photo copy up the four illustrations from the book, and then cut them into jigsaw shapes.

Match up the puzzle with out talking to each other.

Break younger children into smaller groups with one puzzle each. Older children should be able to cope with all four puzzles in the centre of the room.

Exercise 2.

The children must order themselves in a line with out speaking, going;

- Tallest to shortest
- Darkest hair to lightest hair
- Alphabetical order of first name
- Oldest child to youngest child

**Reflection** – what did we learn by not speaking? Which activities were harder? ie ones where we had visual clues or not. Did you find people took on different roles with in the group?

### **Game 7 – The Same same but different flower**

**Goal** – to encourage discussion about what makes them similar and different.

**Set up** – a huge sheet of butcher’s paper or a whiteboard

Divide the class up into groups of about 4/5 children

**Instruction:** Each group is to draw a big flower with a large circle in the middle and the same number of petals as participants in the group.

They need to find things that they all have in common to go in the circle. They fill their petal with things, which make them unique. Ideally steer away from physical attributes eg. Red hair

Reflection: Ask each group to share their flower. Discuss how it feels to have similarities and differences with the group. What did they learn by talking to eachother?

## **Game 8 – The Same same but different flower**

**Goal** – what is it like not being able to use your eyes?

**Props**- Get creative. Anything will do. A pencil in a jar, a triangle, a bell, knocking on the door.

### **Instructions**

Have the children sitting down. They all have to close their eyes. Play various sounds to them and get them to guess what the sound was after each noise.

To make this harder for older children, you might like to play a sequence of sounds. The children must remember the sounds and write them down. You could also ask them to use as many descriptive words as possible.

### **In Pairs**

- ask the kids to break into groups of two. Then one child closes their eyes and the other one must describe the object in the room with out using the objects name. eg it is wooly and is all over the floor (carpet).
- They then choose another object in the room and give it to their “blind” partner to feel and describe, and guess what it is.
- Swap over roles

### **Reflexion**

How did it feel not being able to use your eyes? What other senses did you rely on? How much did you have to rely on your partner to describe what they were seeing?