



*Egg-stravagant*  
**EASTER**  
*Dance & Drama*

**Lessons Plans 2017**





**Day 1:**  
'Easter  
Eggstravaganza'



<p><b>Activity Name:</b> Easter Eggstravaganza - The Easter Bunny</p>	<p><b>Drama Focus:</b></p> <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Body language</li> <li>• Facial expression</li> <li>• Voice</li> <li>• Physical theatre</li> </ul>
<p><b>Risk Assessment:</b></p> <ul style="list-style-type: none"> <li>• Provide enough space when working in small groups to avoid bumps, collisions, and the floor is clear of any slips or trip hazards.</li> </ul>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
<p><b>Quals:</b> Activate Through Drama Level 1</p>	<p><b>Timings:</b> Approx. 45 - 60 mins.</p>
<p><b>Learning Expectations:</b></p> <ul style="list-style-type: none"> <li>- Development a well-known Easter character using characterisation and role play.</li> </ul>	<p><b>Age Range:</b> 5 - 12</p>

**Activity Description:**

- **Warm up: 'Anyone Who':** Children sit in a circle on chairs. One child stands in the middle of the circle. Their aim is to 'steal' a chair, when others stand up. The child in the middle asks questions. If the questions applies to the children sat on chairs they must swap seats with someone else, meanwhile the child in the middle tries to sit down. Getting to know you game.
  - Discuss with the group their understanding of the Easter Bunny. Traditionally the Easter Bunny was seen as a similar character to Father Christmas, assessing whether children had be well behaved all year, and if so they were given chocolate, sweets and toys.
- Divide the children into small groups. Decide which group is a 'good' child and 'naughty' child. Each group are to create a short scene about their child and why they deserve or don't deserve Easter eggs this year. Within the scene show how they have behaved and how they feel now that Easter is here. Focus on characters and role-play. Allow time to rehearse, perform and reflect.
- **Cool down game - 'Keeper of the Easter Eggs':** The children sit in a circle with one child blindfolded in the middle. The child in the middle is a sleeping Easter Bunny. He has fallen asleep and the keys to the Egg factory have been left out. The 'naughty children' must creep around the circle to try and steal the keys.

<p><b>Inclusion Ideas:</b></p> <p><b>SPACE:</b> Set some easy and hard tasks to ensure all children are involved and challenged appropriately.</p> <p><b>TASK:</b> Facilitator to walk around the groups and offer ideas and suggestions when needed.</p> <p><b>EQUIP:</b> Create an already made examples of 'good' and 'naughty' characters, to allow children to see a few examples.</p> <p><b>PEOPLE:</b> Group children of different ages together to allow younger children to learn from the older ones.</p>	<p><b>Low No's Ideas:</b></p> <ul style="list-style-type: none"> <li>• All activities can be completed in pairs or small groups.</li> <li>• Devising of scenes can be longer or shorter to suit size of the group, ability and time.</li> </ul> <p><b>Delivery Tips:</b></p> <ul style="list-style-type: none"> <li>• Offer examples and suggestions throughout the lesson.</li> <li>• Refer to a range of drama techniques to encourage the use of them and their understanding.</li> <li>• Performance of scenes can be shown in small snippets or as an art gallery showcase to afford all children the opportunity to perform something, if they so desire.</li> <li>• Early on in the week, encourage performance work but don't force children to do so if they don't want to. Allow confidence to grow first.</li> </ul>
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<b>Activity Name:</b> Easter Eggstravaganza - Easter Actions	<b>Drama Focus:</b> <ul style="list-style-type: none"> <li>• Mime</li> <li>• Movement</li> <li>• Music</li> </ul>
<b>Risk Assessment:</b> <ul style="list-style-type: none"> <li>• Risk of collisions during the cool down game.</li> <li>• Provide enough space for all activities and games.</li> <li>• Electrical equipment not to be operated by the children.</li> </ul>	<b>Equipment:</b> <ul style="list-style-type: none"> <li>• Pre-prepared 'Easter Action' slip</li> <li>• Instrumental music</li> <li>• CD player</li> </ul>
<b>Quals:</b> Activate Through Drama Level 1	<b>Timings:</b> Approx. 45 - 60 mins.
<b>Learning Expectations:</b> <ul style="list-style-type: none"> <li>- Explore Easter related actions using movement and mime to music.</li> </ul>	<b>Age Range:</b> 7 - 12

**Activity Description:**

- **Warm up game - 'Bunny, Lamb & Chick':** The children make a large circle and stand in groups of 3. They label themselves the three Easter animals, 'Bunny, Lamb & Chick'. Animals are called, that child from each team must run around the circle and back to their group, who have made an arch with their arms. They must run through their arch and grab the Easter egg from the centre of the circle.
  - Children to work in pairs or small groups. Give each pair/group an 'Easter Activity' slip. *For example - Finding Eggs in the garden, eating chocolate, making Easter bonnets, playing with spring animals, celebrating with family, etc.*
- Play a piece of instrumental music to the group. Discuss with the children what emotions and feelings the music makes them think of. Ask the children to create a movement sequence to the music that demonstrates the action they have just been given. This doesn't have to be a dance, but can be if a group choses too. Focus needs to be on movement and mine.
- Showcase a few examples and discuss the drama techniques.
- **Cool down game - 'Four Corners':** Using pictures or words create four corners. Corner 1- Easter Eggs. Corner 2-Chicks. Corner 3- Hopping bunnies. Corner 4-Lambs. Ask the children to demonstrate the mime they associate with that Easter action/animal. Children start in the middle. The facilitator shouts out the names of the different corners. When the children run to each corner they must enact a suitable mime. After a few goes the last child to each corner/or any child who does the incorrect action is out, and supports the facilitator.

<b>Inclusion Ideas:</b>	<b>Low No's Ideas:</b>
<b>SPACE:</b> Allow groups an appropriate amount of space when devising movement and mime sequences.	<ul style="list-style-type: none"> <li>• All activities can be completed in pairs or small groups.</li> <li>• Allow more time for movement and mime activity if low numbers.</li> <li>• Watch all performances, rather than showcase examples.</li> </ul>
<b>TASK:</b> Facilitator to walk around the groups offering ideas and suggestions when necessary.	<b>Delivery Tips:</b> <ul style="list-style-type: none"> <li>• Provide example ideas of movement sequences related to the super power they are given.</li> <li>• Offer examples and suggestions throughout the lesson. Refer to a range of drama techniques to encourage the use of them and their understanding.</li> <li>• Use the art gallery showcase, to allow all children the opportunity to perform something, if they so desire.</li> <li>• Early on in the week encourage performance work, but don't force children to do so if they don't want to. Allow confidence to grow first.</li> </ul>
<b>EQUIP:</b> Offer ideas related to a few examples on the paper slips, when explaining the movement activity.	
<b>PEOPLE:</b> Group children of different ages together to allow younger children to learn from the older ones. Introduce roles of responsibility, such as director and choreographer.	

<p><b>Activity Name:</b> Easter Eggstravaganza - Easter Scripts</p>	<p><b>Drama Focus:</b></p> <ul style="list-style-type: none"> <li>• Script writing</li> <li>• Character development</li> <li>• Role play</li> </ul>
<p><b>Risk Assessment:</b></p> <ul style="list-style-type: none"> <li>• Ensure groups are small for warm up game to prevent children hurting themselves.</li> <li>• Ensure all pens and papers are kept on tables during script writing to avoid any slips or trips.</li> <li>• Ensure there is enough space to play the cool down game.</li> </ul>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Examples of script writing</li> <li>• Paper</li> <li>• Pens</li> <li>• Tables (If necessary)</li> <li>• Photocopier (If possible)</li> </ul>
<p><b>Quals:</b> Activate Through Drama Level 1</p>	<p><b>Timings:</b> Approx. 45 - 60 mins.</p>
<p><b>Learning Expectations:</b></p> <ul style="list-style-type: none"> <li>- Work in pairs / small groups to create a piece of script based on Easter.</li> </ul>	<p><b>Age Range:</b> 7 - 12</p>

**Activity Description:**

- **Warm up game - 'Chocolate Mess':** In small groups children hold hands with each other. They must cross hands across the circle, to create a knot. They are going to create a chain of 'Chocolate Mess'. In silence they must untangle the 'knot' without letting go of hands. Repeat.
  - Divide the group into pairs. Ask each pair to write down words, phrases and events related to Easter. Discuss with the group how to write a script. Show examples if necessary.
- In pairs write a short script based around Easter. It can include any characters they so wish- these can be human characters or animals. They need to include character names, what they are saying, stage directions and character emotions, body language, facial expressions and voice.
- Swap the scripts between different pairs. Allow time for each pair to read the script and bring it to life. If possible photocopy the scripts for the groups. Otherwise improvise the script.
- Perform all or parts of the scripts and discuss the drama techniques.
- **Cool down game - 'Easter Murder':** The children sit in a circle and a detective leaves the area and a murdered is selected secretly by the facilitator. The murderer kills people by either sticking their tongue out at others or winking at people. (Depending on the age and ability of the children). The detective stands in the middle of the circle and tries to work out who the murderer is before only 3 people are left.

<p><b>Inclusion Ideas:</b></p> <p><b>SPACE:</b> Offer tables and chairs when completing the writing task.</p> <p><b>TASK:</b> Facilitator to walk around the groups offering ideas and suggestions when necessary.</p> <p><b>EQUIP:</b> Provide Easter character examples suitable for different age and ability to suit all children part and challenge learning.</p> <p><b>PEOPLE:</b> Group children of different ages together to allow younger children to learn from the older ones. Introduce roles of responsibility, such as director.</p>	<p><b>Low No's Ideas:</b></p> <ul style="list-style-type: none"> <li>• All activities can be completed in pairs or small groups.</li> <li>• Allow more time for either the script writing process or the rehearsal process.</li> </ul> <p><b>Delivery Tips:</b></p> <ul style="list-style-type: none"> <li>• Provide example ideas of script work so children understand what a script looks like.</li> <li>• Offer examples and suggestions throughout the lesson. Refer to a range of drama techniques to encourage the use of them and their understanding</li> <li>• Use the art gallery showcase, to allow all children the opportunity to perform something, if they so desire.</li> </ul>
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**Day 2:**  
'Easter  
Eggstravaganza'



<b>Activity Name:</b> Easter Eggstravaganza - Pantomime	<b>Drama Focus:</b> <ul style="list-style-type: none"> <li>• Pantomime</li> <li>• Mime</li> <li>• Movement to music</li> <li>• Body language</li> <li>• Facial expressions</li> <li>• Gesture</li> <li>• Storytelling</li> </ul>
<b>Risk Assessment:</b> <ul style="list-style-type: none"> <li>• Ensure children know the limitations of safe movement and mime actions.</li> <li>• Ensure performance and rehearsal space is cleared and sufficient space is provided.</li> <li>• Don't allow children to use electrical equipment</li> <li>• Ensure children stay hydrated throughout rehearsals.</li> </ul>	<b>Equipment:</b> <ul style="list-style-type: none"> <li>• Music</li> <li>• CD player</li> </ul>
<b>Quals:</b> Activate Through Drama Level 1 / Drama Product Orientation	<b>Timings:</b> Approx. 45 - 60 mins.
<b>Learning Expectations:</b> <ul style="list-style-type: none"> <li>- Work in small groups to create a pantomime, using mime, movement and music to tell an Easter story.</li> </ul>	<b>Age Range:</b> 5 - 12

**Activity Description:**

- **Warm up game - 'Speak without words':** Stand in a circle and point to a child and ask them to translate into words what you are doing. For example, pretend to cry, sweep the floor, wash your face, drive a car, etc. Repeat with a child in the middle. The emphasis is on mime and pantomime. Encourage the children to do Easter related mimes, if possible.
- Discuss Pantomime - one way to communicate without using words. Instead you use face expressions and body language to express the words. Actions needs to large and exaggerated.

Divide the children into small groups. As a group focus on an Easter activity, such as cake baking, bonnet making, wrapping presents, finding Easter eggs, making an Easter meal etc. Or a combination of lots of different Easter activities.

Ask each group to act out their Easter activity through pantomime. They must focus on mime, movement, facial expressions, gesture, body language and storytelling. Allow rehearsal time.

Add a piece of music to accompany their rehearsals. Ask the children to focus on movement to music and pantomime.

- **Cool down:** Allow time to show case all of the groups and run the performance so it tells the story of Easter. Discuss drama techniques used.

<b>Inclusion Ideas:</b>	<b>Low No's Ideas:</b>
<b>SPACE:</b> Set some easy and hard tasks so that children of certain abilities can be challenged appropriately.	<ul style="list-style-type: none"> <li>• Ask groups to create more than one scene .</li> <li>• Devising of scenes can be longer or shorter to suit size of the group, ability and time.</li> <li>• Watch all performances, rather than showcase examples.</li> </ul>
<b>TASK:</b> Facilitator to offer ideas and suggestions for possible movements they could create.	<b>Delivery Tips:</b> <ul style="list-style-type: none"> <li>• Provide example ideas of movements and mimes related to the chosen activity.</li> <li>• Offer examples and suggestions throughout the lesson. Refer to a range of drama techniques to encourage the use of them and their understanding.</li> <li>• Use the art gallery showcase, to allow all children the opportunity to perform something, if they so desire.</li> <li>• Ensure the children focus on movement, rather than dance.</li> </ul>
<b>EQUIP:</b> Facilitators to support each group with using the music to create movements.	
<b>PEOPLE:</b> Group children in mixed age and ability groups, to support and challenge learning. Encourage whole class collaboration.	

<p><b>Activity Name:</b> Easter Eggstravaganza - Egg Hunt</p>	<p><b>Drama Focus:</b></p> <ul style="list-style-type: none"> <li>• Physical theatre</li> <li>• Mime</li> <li>• Improvisation</li> <li>• Problem solving</li> <li>• Team work</li> </ul>
<p><b>Risk Assessment:</b></p> <ul style="list-style-type: none"> <li>• Closely monitor classroom objects suitable for the obstacle and assess their safety before doing the obstacle course.</li> </ul>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Enough blindfolds for half the group</li> <li>• Festive music</li> <li>• CD player</li> </ul>
<p><b>Quals:</b> Activate Through Drama Level 1 / Drama Product Orientation</p>	<p><b>Timings:</b> Approx. 45 - 60 mins.</p>
<p><b>Learning Expectations:</b></p> <ul style="list-style-type: none"> <li>- Use teamwork to safely navigate the Easter Bunny on Easter morning to deliver all the eggs. Use physical theatre to create the obstacle course.</li> </ul>	<p><b>Age Range:</b> 5 - 12</p>

**Activity Description:**

- **Warm up game - 'Pulse Racer / Egg Grab':** The children stand in two rows opposite a partner. One end is the facilitator with a coin. The other end of the rows is a chair with an Easter Egg (or anything easy to grab) The two children closest to the facilitator are in charge of the 'Pulse'. When the facilitator tosses 'heads', the two children squeeze the person next in the rows hands, and the pulse is squeezed down the line, giving the signal that the present can be picked up. Count up points and repeat.
  - As a group discuss what obstacles the Easter Bunny might face on Easter morning when hiding the eggs. As a class create an obstacle course using chairs, mats etc. that represent the problems the Easter Bunny might encounter when trying to hide eggs. Try and encourage physical theatre, where the children physically create some of the objects themselves. Set rules and expectations to ensure the course is safe.
- Divide the group into two halves. One group represent the objects and watch the others. The other half work in pairs to guide their blindfolded partner safely across the course. They must follow their instructions to reach the other side of the course. Other students will intermittently shout false information or opposing instructions. Repeat and alter.
- **Cool down game - 'Once upon an Easter Bunny...':** Students sit in a circle and go around the circle one at a time to create a story. They are only allowed to say one word at a time, and the story must make sense and be themed around Easter. Continue until the AP decides it has finished.

<p><b>Inclusion Ideas:</b></p> <p><b>SPACE:</b> Set some easy and hard obstacle courses so that children of certain abilities can be challenged appropriately.</p> <p><b>TASK:</b> Encourage children to watch their peers for ideas and suggestions, plus offer facilitator ideas. Younger children can work in pairs with older children, if necessary.</p> <p><b>EQUIP:</b> Younger or children less able don't have to be blindfolded.</p> <p><b>PEOPLE:</b> Encourage children to work together as team and support younger and those less able. Encourage older and younger children to work together.</p>	<p><b>Low No's Ideas:</b></p> <ul style="list-style-type: none"> <li>• Add in more mats and chairs and less children using physical theatre.</li> <li>• Allow more than one go of the blind fold activity.</li> </ul> <p><b>Delivery Tips:</b></p> <ul style="list-style-type: none"> <li>• If odd numbers for 'Pulse Racer / Egg Grab', give the responsibility of coin master to a child.</li> <li>• Offer examples for each activity to support those children who are less confident.</li> <li>• Encourage team building and team support with this activity.</li> </ul>
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<b>Activity Name:</b> Easter Eggstravaganza - Easter scenarios	<b>Drama Focus:</b> <ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Character development</li> <li>• Facial expressions</li> <li>• Body language</li> <li>• Physical theatre</li> <li>• Mime</li> <li>• Levels</li> <li>• Still image</li> </ul>
<b>Risk Assessment:</b> <ul style="list-style-type: none"> <li>• Ensure there is sufficient space for the warm up game and cool down game.</li> <li>• Ensure category cards are cleared away once they are no longer needed.</li> </ul>	<b>Equipment:</b> <ul style="list-style-type: none"> <li>• Category scenario cards (See overleaf)</li> </ul>
<b>Quals:</b> Activate Through Drama Level 1 / Drama Product Orientation	<b>Timings:</b> Approx. 45 - 60 mins.
<b>Learning Expectations:</b> <ul style="list-style-type: none"> <li>- Use category cards to explore plot, performance and a range of drama techniques, in order to create an Easter scene.</li> </ul>	<b>Age Range:</b> 5 - 12

**Activity Description:**

- **Warm up game - 'This is a...?':** Students sit in a circle. A random object is passed around the circle. Each student must introduce their 'object' to the others. The 'object' can be anything other than what it actually is and linked to Easter. They must demonstrate how it is used and what it is for. Others can ask questions about it and ask to look at it or try it out. Try and encourage roleplay and the creation of a character as they demonstrate their object.
  - Divide the children into small groups. Three categories are laid out for them - Place, Time and Scenario. Each pile contains examples of each, related to Easter (See overleaf). Each group selects a piece of paper from each pile to take back to their group for discussion. The three categories put together will create a random theme/plot. (For example - Chocolate shortage, 8pm, Library).
- Ask the groups to brainstorm what could happen in a simple scene. Focus on characters and physical theatre elements. Discuss a range of drama techniques that the performance must contain. Allow time for rehearsal and performance.
- **Cool down game - 'Sleeping Bunnies':** The children lie on the floor in role as an Easter animal. It's a competition to see who can lie the stillest for the longest. When the AP taps them, they must silently stand up and line up ready to leave for the next activity.

<b>Inclusion Ideas:</b>	<b>Low No's Ideas:</b>
<b>SPACE:</b> Set aside enough space per group, so groups can work effectively together.	<ul style="list-style-type: none"> <li>• All tasks can be extended or shortened as necessary.</li> <li>• Brainstorm as one group for the performance category task.</li> </ul>
<b>TASK:</b> Act Pro to walk around the groups and offer ideas and suggestions when needed.	<b>Delivery Tips:</b> <ul style="list-style-type: none"> <li>• Offer examples and suggestions throughout the lesson.</li> <li>• Use the art gallery showcase, to allow all children the opportunity to perform, if they so desire.</li> </ul>
<b>EQUIP:</b> Encourage older children to take responsibility for the category cards in each group.	
<b>PEOPLE:</b> Group younger and older children together to challenge learning.	

## Easter Scenario Cards

### Place

- Kitchen
- Meadow
- Beach
- Church
- Garden
- Library
- School

### Time

- Midnight
- Midday
- 10pm
- 6am
- 5pm
- 11am

### Scenario

- There is a chocolate shortage
- The Easter Bunny has been kidnapped
- It's snowing on Easter morning
- The Easter Bunny forgot to set his alarm
- The naughty children stole all the Easter eggs
- The dog sat on the little girls Easter bonnet



**Day 3:**  
'Easter  
Eggstravaganza'



<b>Activity Name:</b> Easter Eggstravaganza - Alternative Ending	<b>Drama Focus:</b> <ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Knowledge reminder</li> <li>• Mime</li> <li>• Characterisation</li> <li>• Thought tracking</li> <li>• Still image</li> </ul>
<b>Risk Assessment:</b> <ul style="list-style-type: none"> <li>• Ensure the space is clear for the warm up game.</li> <li>• Clear away hazards after use.</li> </ul>	<b>Equipment:</b> <ul style="list-style-type: none"> <li>• Large paper</li> <li>• Pens</li> <li>• Prepared Easter words and events</li> </ul>
<b>Quals:</b> Activate Through Drama Level 1 / Drama Product Orientation	<b>Timings:</b> Approx. 45 - 60 mins.
<b>Learning Expectations:</b> <ul style="list-style-type: none"> <li>- Through improvisation and performance explore different versions of Easter and Easter events.</li> </ul>	<b>Age Range:</b> 5 - 12

**Activity Description:**

- **Warm up: 'Chocolate & Egg':** The children stand together in pairs with their arms linked. Two children play a game of tag among the linked pairs. One being the 'Chocolate' and the other the 'Egg'. If a tag occurs, the roles are reserved, with a one-second delay. If the children being chased links arms with one of the pairs, the child at the other end of the new trio becomes the one being chased. Repeat as necessary.
  - On the floor scatter a large range words related to Easter. Write them on prepared individual pieces of paper. Ask each child to pick up a word or event they know, or that they have heard of. They don't need to know every detail. If they know one that isn't on the list, then that is fine. With a partner discuss what the word or Easter event they have selected. Feedback a few examples, depending of the group size.
- Divide the children into small groups and ask them to select one of the words/phrases/events within their group. One they think they know the best. They then must think of three 'What if's...' related to their story. *For example - 'What if... The Easter Bunny didn't set his alarm and overslept?' 'What if... Grandad came down in the night and ate all the Easter Eggs'. 'What if... people didn't hide eggs, but cabbages instead?'*
- Share a few examples from each group. Create a short improvised scene that incorporates at least one of the 'What If's...' they have just created. How does the scene / story change? What effect does it have? Which characters no longer exist? Showcase a few examples or short snippets of the performances.
- **Cool down game - 'Photograph':** Each group must create a photograph/still image of a moment from their scene. They must incorporate thought tracking for each character. The facilitator will tap each child in turn on the shoulder and they must say, in role as the character, how they are feeling at that moment in time.

<b>Inclusion Ideas:</b>	<b>Low No's Ideas:</b>
<b>SPACE:</b> Children to sit in a circle during whole group discussions.	<ul style="list-style-type: none"> <li>• All tasks can be shortened or lengthened to suit any size group.</li> </ul>
<b>TASK:</b> Facilitators to support each group and offer ideas when necessary.	<b>Delivery Tips:</b> <ul style="list-style-type: none"> <li>• Use the Art Gallery showcase techniques in order to allow all children to show a section of their work.</li> </ul>
<b>EQUIP:</b> Facilitators to support younger or less abled children when selecting Easter words / phrases.	
<b>PEOPLE:</b> Group children in mixed age and ability groups, to support and challenge learning.	

<p><b>Activity Name:</b> Easter Eggstravaganza - Chocolate Machine</p>	<p><b>Drama Focus:</b></p> <ul style="list-style-type: none"> <li>• Essence Machine</li> <li>• Physical Theatre</li> <li>• Mime</li> <li>• Sound</li> </ul>
<p><b>Risk Assessment:</b></p> <ul style="list-style-type: none"> <li>• Ensure there is a safe and suitable space to play the warm up game. Discuss with the children the dangers of 'chasing' and 'catching' and what is acceptable behaviour.</li> <li>• Ensure there is enough space to safely create an Essence Machine.</li> <li>• Discuss with the children the use of levels and discourage them from standing on one another when creating an Essence Machine.</li> </ul>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>
<p><b>Quals:</b> Activate Through Drama Level 1 / Drama Product Orientation</p>	<p><b>Timings:</b> Approx. 45 - 60 mins.</p>
<p><b>Learning Expectations:</b></p> <ul style="list-style-type: none"> <li>- Use an Essence Machine to focus on representing a chocolate egg factory, using physical theatre and mime.</li> </ul>	<p><b>Age Range:</b> 5 - 12</p>

**Activity Description:**

- **Warm up game - 'What's the Time Mr Bunny?':** The children line up at one end of the room and a selected child stands at the other end, with their back to the group. This child is 'The Easter Bunny'. The children call out in unison 'What's the time Mr Bunny', and 'The Bunny' answers by giving a time. For example '2 o'clock'. The children take as many steps towards 'The Bunny'. This is repeated until 'The Bunny' answers 'Easter Egg Hunt' and turns and chases the children back to the start. If 'The Bunny' catches anyone, they are out. Repeat as necessary.
- Discuss that over the year the Bunnies have been hard at work making and wrapping all the Easter Eggs. In pairs they are to create a short mime demonstrating Chocolate Eggs being made and wrapped in the factory. Their mime can represent any moment of the factory process. The pairs showcase a few of their mimes to the class. As a group the children are going to create one large 'Essence Machine'. A large repeated mime that involves all the children demonstrating the huge chocolate egg making factory. One-by-one each pair will go into the centre of the circle and 'add on' their section of the machine. They repeat their mime until all pairs have joined. They must all be connected to one another. Add in sounds if necessary. Divide the children into small groups. 4/5 per group. Give each group an Easter related word or phrase. Ask them to create their own 'Essence Machine' that represents this word. Allow time to rehearse.
- **Cool down game - 'Easter Art Gallery':** Ask all the groups to be ready in starting positions and one at a time point to each group to show a snippet of their machine. Clap when you have seen a snippet, but they must remain focused in case you select their group to continue their performance.

<p><b>Inclusion Ideas:</b></p>	<p><b>Low No's Ideas:</b></p>
<p><b>SPACE:</b> Children to sit in a circle during whole class discussions.</p> <p><b>TASK:</b> Facilitator to offer ideas and suggestions for the Essence Machine.</p> <p><b>EQUIP:</b> Facilitators to support younger or less abled children.</p> <p><b>PEOPLE:</b> Group children in mixed age and ability groups, to support and challenge learning. Encourage whole class collaboration.</p>	<ul style="list-style-type: none"> <li>• All tasks can be shortened or lengthened to suit any size group.</li> <li>• To lengthen the warm up game, after a few goes ask the children to move like woodland animals.</li> <li>• If time ask the children to direct another groups Essence Machine.</li> </ul> <p><b>Delivery Tips:</b></p> <ul style="list-style-type: none"> <li>• Offer examples of what an Essence Machine is and how it works.</li> <li>• Use the Art Gallery showcase idea to show a snippet of everyone Essence Machine.</li> </ul>

<b>Activity Name:</b> Easter Eggstravaganza - Easter Props	<b>Drama Focus:</b> <ul style="list-style-type: none"> <li>• Character building</li> <li>• Props/costumes</li> <li>• Role play</li> <li>• Improvisation</li> </ul>
<b>Risk Assessment:</b> <ul style="list-style-type: none"> <li>• For the warm up game ensure all bags, coats and other hazards around the room are moved and tidied away.</li> <li>• Ensure that children sat down keep their feet tucked under their chair so they don't trip anyone up.</li> <li>• Ensure all props and costumes have been risk assessed to make sure they are safe from hazards and breakages.</li> <li>• Ensure that all props and costumes are appropriate for the age group.</li> </ul>	<b>Equipment:</b> <ul style="list-style-type: none"> <li>• A large selection of props and costumes related to Easter. <i>For example - An apron, a pair of bunny ears, a mixing bowl, an Easter Egg, a toy lamb etc.</i></li> </ul>
<b>Quals:</b> Activate Through Drama Level 1 / Drama Product Orientation	<b>Timings:</b> Approx. 45 - 60 mins.
<b>Learning Expectations:</b> <ul style="list-style-type: none"> <li>- Use props and costume to create and experiment with a range of Easter characters.</li> </ul>	<b>Age Range:</b> 5 - 12

**Activity Description:**

- **Warm up game - 'Budge':** The children sit on chairs spread around the space, facing in all different directions- minus two chairs. Choose one child to be the chaser and another to be the runner. Everyone else sits down on a chair. Start off with the two players a good distance from each other, amongst the chairs. The game begins with the chaser pursuing the runner between the chairs. When the runner needs a rest, they can go up to anyone who is sitting down, touch their chair and say "Budge!" That person gets up and the runner sits on the chair. Now the chaser has a new person to catch while the first runner has a rest. Once the chaser has caught their prey (by tapping them on the shoulder) then they swap roles – or two new players can be chosen.
- Ask the children to select one prop or costume from the selection offered. Ask the children to create a character based around the prop or costume they have chosen. They must incorporate characterisation and physical theatre elements into their character. The prop/costume can be used as a character stimulus and/or to support their character work. (For example- An apron helps support the character work related to a little girl decorating a cake for the first time. For example- a pair of bunny ears helps support a character who is the Easter Bunny).  
Children work with a partner to create a short scene where the two characters they have just created might meet. Ask the children to think about what they might discuss, where the scene might take place and how they can incorporate the props/ costumes into the scene. Allow time to rehearse. Perform and evaluate.
- **Cool down game - 'Daft Easter Dictionary':** The children sit in a circle. The facilitator selects a child to say a random Easter related word. The next child in the circle says an unrelated word. The following player has to give a definition as though the two words were the name of an object. For example, let's imagine that Billy says "Chocolate" and Jessica says "Lamb". James might say, "Chocolate Lamb" what happens if lambs eat too much chocolate. Continue around the circle with another two words and a definition – and so on all the way round.

<b>Inclusion Ideas:</b>	<b>Low No's Ideas:</b>
<b>SPACE:</b> Children to sit in a circle during whole class discussions.	<ul style="list-style-type: none"> <li>• Children to create more than one character and one scene if numbers are low.</li> <li>• Both the warm up and the cool down can be played for as long as necessary.</li> </ul>
<b>TASK:</b> Facilitator to offer ideas and suggestions for possible Easter characters they could create.	<b>Delivery Tips:</b> <ul style="list-style-type: none"> <li>• Offer examples of how props and costumes can create different Easter characters.</li> <li>• The cool down game is quite hard, so allow children to work in pairs is necessary.</li> </ul>
<b>EQUIP:</b> Facilitators to support younger or less abled children.	
<b>PEOPLE:</b> Group children in mixed age and ability groups, to support and challenge learning. Encourage whole class collaboration.	



**Day 4:**  
'Easter  
Eggstravaganza'



<b>Activity Name:</b> Easter Eggstravaganza - Material Madness	<b>Drama Focus:</b> <ul style="list-style-type: none"> <li>Physical Theatre</li> <li>Props and material</li> <li>Mime</li> </ul>
<b>Risk Assessment:</b> <ul style="list-style-type: none"> <li>Ensure all material and fabric has been risk assessed and is suitable for the age group and is appropriate for the activity.</li> <li>Ensure all pieces of material are cleared away after use, to prevent slips and falls.</li> <li>Ensure children have enough space to safely play the warm up game and main physical theatre activity.</li> </ul>	<b>Equipment:</b> <ul style="list-style-type: none"> <li>An assortment of pieces of material and fabrics, large and small, different textures and colours.</li> </ul>
<b>Quals:</b> Activate Through Drama Level 1 / Drama Product Orientation	<b>Timings:</b> Approx. 45 - 60 mins.
<b>Learning Expectations:</b> <ul style="list-style-type: none"> <li>- As an ensemble, create an Easter object / animal, using physical theatre and pieces of material.</li> </ul>	<b>Age Range:</b> 5 - 12

**Activity Description:**

- **Warm up game - 'Bunny, Lamb & Chick':** A fun group version of 'Paper, Scissors, Stone'. Divide the group into two teams. Tell the teams to go on either side of room. Each team secretly decides if they are going to be 'Bunny, Lamb or Chick'. They line up on two sides of the room facing each other. The teacher counts 1, 2, and 3. On each number the groups takes one step forward. On "3" they take up the position of the character the group has decided on:
  - **Bunny:** goofy teeth and hands as ears
  - **Lamb:** arms up like paws and bleating
  - **Chick:** arms a swings and cheeping
  - The Bunny beats the Lamb - by hopping up and down on their tail
  - The Lamb beats the Chick - by bleating loudly and scaring them off
  - The Chick beats the Bunny - by pecking him

The losing team must run back to their side of the room. The winning team try to "tag" as many of the losing team as possible before they get home. The captives now become part of their captors' team. Continue until one team wins.
- The children sit in a large circle. In the middle of the circle is an assortment of pieces of materials and fabric - large small, different textures and colours. The children select one or two pieces of material each. They must decide how the material can be used as part of a huge Easter Egg and/or Easter Bunny. For example bunny ears, goofy teeth, coloured foil egg wrapping etc. Showcase a few examples and discuss ideas. The group are to physically create a large Easter Egg and/or Easter Bunny all together. Led by the facilitator the children enter the circle one at a time, with a piece of material and begin to make a large the Egg/Bunny, using physical theatre. Repeat as many times as necessary. Children can swap materials and create smaller Easter scenes in groups/pairs.
- **Cool down game - 'One Word Story':** The children sit in a circle and the facilitator starts the story off. 'Once upon a time there was an Easter Egg...' Each child in turns continues the story, but by saying one word at a time, related to dragons. Play for as long as necessary.

<b>Inclusion Ideas:</b>	<b>Low No's Ideas:</b>
<b>SPACE:</b> The children sit in a circle when working as a whole group, to encourage inclusion.	<ul style="list-style-type: none"> <li>Children can swap materials and create Easter objects, or Easter scenes, in smaller groups.</li> <li>All games and activities can be shortened and lengthened according to time and group size.</li> <li>Warm up game- pairs. Similar idea to playing 'Paper, Scissors, Stone'. Involves no chasing.</li> </ul>
<b>TASK:</b> Children and facilitator support less able and younger children, with ideas of how to create Easter themes objects using their material.	<b>Delivery Tips:</b> <ul style="list-style-type: none"> <li>Offer examples and suggestions throughout the lesson.</li> <li>Refer to a range of drama techniques to encourage the use of them and their understanding.</li> <li>Encourage children to work together and support one another.</li> </ul>
<b>EQUIP:</b> The facilitator supports all children with the material they have chosen, and circulates around the class during the planning process, to offer ideas and suggestions.	
<b>PEOPLE:</b> Encourage children to work together as team, and support younger and those less able.	

<b>Activity Name:</b> Easter Eggstravaganza - Is Easter Ruined?	<b>Drama Focus:</b> <ul style="list-style-type: none"> <li>• Mime</li> <li>• Role play</li> <li>• Characterisation</li> <li>• Body language</li> <li>• Facial expressions</li> <li>• Improvisation</li> <li>• Juxta position</li> <li>• Performance</li> </ul>
<b>Risk Assessment:</b> <ul style="list-style-type: none"> <li>• Ensure there is enough space for all activities, including rehearsals and performance tasks.</li> <li>• Ensure the safe use of any tables and chairs as part of the performances.</li> </ul>	<b>Equipment:</b> <ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Quals:</b> Activate Through Drama Level 1 / Drama Product Orientation	<b>Timings:</b> Approx. 45 - 60 mins.
<b>Learning Expectations:</b> <ul style="list-style-type: none"> <li>- In groups, create role play and characterisation, interviewing various Easter characters about the villain trying to ruin Easter.</li> </ul>	<b>Age Range:</b> 5 - 12

**Activity Description:**

- **Warm up game - 'Sound FX':** Divide the children into pairs (Threes if necessary). Ask the pairs to think of an everyday activity. For example - making a sandwich, brushing your teeth, drying your hair. One child mimes the everyday task and the other child creates the sound effects for the action. In as much detail as possible, including footsteps, doors opening and closing, etc. Showcase a few examples and repeat if necessary. Repeat with Easter actions and sounds.
- Tell the children an evil villain (they can decide who this is) is on the loose on Easter morning and is trying to ruin Easter and eat all the Easter Eggs. Inform the children how the villain is trying to do this- eating the eggs, hiding the eggs out of reach, upsetting the Easter Bunny, destroying Easter bonnets etc. Discuss as a group what type of Villain it is. In groups create the following scenes;
  - The newsroom - 2 news presenters updating us on the breaking news of the villain on the loose. (Set up like a newsroom).
  - On scene reporter interviewing eye witnesses.
  - On scene reporter interviewing a local resident/child.
  - Reporter interviewing the Easter Bunny and other characters etc.

Divide the children into as many groups as necessary. It doesn't matter if groups are creating the same scenes. Allow time to rehearse. Ask children to incorporate characterisation and role-play into their scenes.

- **Cool down game - 'Performance':** Perform the scenes as an ensemble. The newsroom scene in the middle and the other scenes scattered around the edge. Using juxta-position and still image each scene will come to life as the newsroom goes 'live' to each reporter in turn. Brief the newsroom group about the order and ask them to introduce each reporter. Discuss the performance and the drama techniques used.

<b>Inclusion Ideas:</b>	<b>Low No's Ideas:</b>
<b>SPACE:</b> Ensure children are given enough space when rehearsing and performing.	<ul style="list-style-type: none"> <li>• More than one group to create news reporter scenes.</li> <li>• All activities can be shortened or lengthened if necessary.</li> </ul>
<b>TASK:</b> Children and facilitator support less able and younger children with ideas.	<b>Delivery Tips:</b> <ul style="list-style-type: none"> <li>• Offer examples and suggestions throughout the lesson.</li> <li>• Refer to a range of drama techniques to encourage the use of them and their understanding.</li> <li>• Encourage children to work together and support one another.</li> </ul>
<b>EQUIP:</b> The facilitator supports all children with the scenes they have been given, and circulates around the class during the rehearsal process, to offer ideas and suggestions.	
<b>PEOPLE:</b> Groups of mixed ability and age in order to challenge and support children appropriately.	

<b>Activity Name:</b> Easter Eggstravaganza - Bunny Narration	<b>Drama Focus:</b> <ul style="list-style-type: none"> <li>• Narration</li> <li>• Role play</li> <li>• Improvisation</li> <li>• Mime</li> </ul>
<b>Risk Assessment:</b> <ul style="list-style-type: none"> <li>• Ensure there is enough space within the room for rehearsals and games.</li> <li>• Ensure all objects from the warm up game are tidied away safely to prevent trips and falls.</li> </ul>	<b>Equipment:</b> <ul style="list-style-type: none"> <li>• Copies of the story- 'Why the Easter Bunny brings Eggs'</li> <li>• Blindfold</li> <li>• Sheet</li> <li>• Random objects for 'Brilliant Bunnies'</li> <li>• Keys</li> </ul>
<b>Quals:</b> Activate Through Drama Level 1 / Drama Product Orientation	<b>Timings:</b> Approx. 45 - 60 mins.
<b>Learning Expectations:</b> <ul style="list-style-type: none"> <li>- Create a quick-fire version of the Easter story focusing on narration and mime.</li> </ul>	<b>Age Range:</b> 5 - 12

**Activity Description:**

- **Warm up game - 'Brilliant Bunnies':** The children sit in a large circle. In the middle of the circle is a large sheet with objects underneath. The objects tell the story of how the Bunnies make all the Easter eggs. The objects are all useful 'tools' that the Bunnies might use to make the eggs. (These can be weird and wonderful everyday objects- for example tin opener, ruler, hairbrush, shoe, mirror etc.) The children are given 30 seconds to look at the objects underneath the sheet. They need to try and memorise what there is. The children shut their eyes and the AP removes one object and hides it out of sight. The children try and guess what has been removed. Once a child knows they raise their hand. This allows other children to keep playing even if their peers have guessed before them. Repeat as necessary.
- Extra:** Ask the children to decide how each random object can be used in an inventive way to make the eggs.
- Read the short Easter story 'Why the Easter Bunny brings Eggs' to the children. (See attached resource sheet) Discuss the storyline and any ideas related to it. Discuss the use and purpose of narration within a performance.
- Divide the children into 3/4's and give each group a copy of the story.
- Each group must write and rehearse their own quick version of 'Why the Easter Bunny brings Eggs' story. Focusing on the important parts of the story. Group members narrate the story and the others mime what is happening. The scene can't be any longer than 2 minutes. The quick version may end up being humorous in places. Perform and discuss.
- **Cool down game - 'Sleeping Bunnies':** The children sit in a large circle. One child is selected to sit in the middle of the circle as the 'Sleeping Bunnies'. They wear a blindfold. The facilitator selects other children one at a time to try and creep up on the Bunny and steal its carrot. (Keys) If the 'Bunny' hears a child creeping up they point to where they think the child is. If they point in the right direction the child has been caught and they are out. Repeat as necessary.

<b>Inclusion Ideas:</b>	<b>Low No's Ideas:</b>
<b>SPACE:</b> Children sit in a large circle when working as a whole to encourage whole group involvement and inclusion.	<ul style="list-style-type: none"> <li>• All activities can be shortened and lengthened to suit the group.</li> <li>• Alter the amount of objects for the warm up game.</li> <li>• Group the children in larger groups for the main activity, if necessary.</li> </ul>
<b>TASK:</b> Facilitator to walk around the groups and offer ideas and suggestions when needed.	<b>Delivery Tips:</b> <ul style="list-style-type: none"> <li>• Offer examples and suggestions throughout the lesson.</li> <li>• Refer to a range of drama techniques to encourage the use of them and their understanding.</li> <li>• Encourage children to work together and support one another.</li> </ul>
<b>EQUIP:</b> Create an already made example of a quick-fire version of the story, to demonstrate to the children what is expected of them.	
<b>PEOPLE:</b> Group children of different ages together to allow younger children to learn from the older ones.	

## **Easter Resource: Why the Easter Bunny Brings Eggs**

Once upon a time, there was a King who had a very powerful magician at his court. One day, the magician gave the King a hen that laid beautiful eggs for a present. The king liked the eggs but he was greedy and he told his magician that he would like the hen better, if she could lay eggs of gold. So the Magician worked another magic spell and sure enough the hen started laying eggs of gold.

The king was delighted. He became very rich and the envy of the other kings. He kept his special hen in a golden cage next to his thrown. He knew that someday, someone would try to steal his hen, so whenever visitors came, he would have his magician come and hide the special hen and substitute an ordinary hen in the cage.

Sure enough, one day someone ran off with the hen in the golden cage. The king was glad he had had his magician switch the hens. He sent word for the magician to bring back his hen. But the next day, when the king looked in his golden cage all he found was a white rabbit. "What's this!" said the King. "Little rabbit, how did you get in here? The King opened the cage and had his footman take the rabbit back out to the woods where he belonged. Then he called for his magician.

"Where is my magic hen?" asked the King. I told you to bring her back. "I did bring her back," said the magician. "I put her in the cage", I just didn't have time to change her back into a hen."

They never did find the little white rabbit, but from that day forward, children found colourful eggs hidden all over the kingdom. And some say, that every once in a while someone found a golden one.





**Day 5:**  
'Easter  
Eggstravaganza'



<b>Activity Name:</b> Easter Eggstravaganza - Storytelling	<b>Drama Focus:</b> <ul style="list-style-type: none"> <li>• Mime</li> <li>• Movement</li> <li>• Plot/story writing</li> </ul>
<b>Risk Assessment:</b> <ul style="list-style-type: none"> <li>• Ensure all paper and pens are tidied away after each activity to prevent slips and falls.</li> <li>• Ensure there is enough space available to play all games and activities safely.</li> </ul>	<b>Equipment:</b> <ul style="list-style-type: none"> <li>• 'Easter Jingle' topic words</li> <li>• Topic words printed</li> <li>• Paper</li> <li>• Pens</li> </ul>
<b>Quals:</b> Activate Through Drama Level 1 / Drama Product Orientation	<b>Timings:</b> Approx. 45 - 60 mins.
<b>Learning Expectations:</b> <ul style="list-style-type: none"> <li>- Use Easter topic words to create an original piece of performance.</li> </ul>	<b>Age Range:</b> 5 - 12

**Activity Description:**

- **Warm up: 'Chocolate & Egg': 'Easter Jingle':** Divide the children into groups of 2/3. Give each group a selection of Easter topic words. *For example - Egg, Bunny, Lamb, spring, chocolate, yummy, flowers etc.* each group are to create an Easter jingle that includes their words. They can add actions or movements to accompany their jingle. Allow time to rehearse and perform.
  - Display a further range of words related to Easter. Ensure there is enough for each child.
- Each child selects one word and then joins up with another child. In pairs they are given a large piece of paper and a pen and allowed time to brainstorm ideas related to the two words they have. They must try and think of a plot or story that incorporates the two words. On the reverse of the piece of paper they must write down 5 bullet points of the 5 most important parts to their story / plot that they'd like to include in the story. Pairs now swap the papers over and different pairs must create a short scene following the plot they have been given. Allow rehearsal time and discuss a range of drama techniques that the scene must include- mime, still images characterisation, facial expressions etc.
- **Cool down game - 'Traffic Lights':** Variation on the original game. Children walk around the space in neutral. As a word is called out they freeze in character or mime the action. As a group decide on the actions. *Words - Eggs, Lamb, Bunny, Flowers, Spring etc.* Add more instructions as the game progresses.

<b>Inclusion Ideas:</b>	<b>Low No's Ideas:</b>
<b>SPACE:</b> Set some easy and hard tasks so that children of certain abilities can be challenged appropriately.	<ul style="list-style-type: none"> <li>• All activities can be shortened and lengthened as required.</li> <li>• Suggested group sizes can be made bigger or smaller if necessary.</li> </ul>
<b>TASK:</b> Encourage children to watch and work with their peers for ideas and suggestions, plus offer facilitator ideas. Younger children can work in pairs with older children, if necessary.	<b>Delivery Tips:</b> <ul style="list-style-type: none"> <li>• Read aloud topic words before the activity begins to support younger children with their understanding.</li> <li>• Offer ideas and suggestions for all activities to support the children in the work they create.</li> </ul>
<b>EQUIP:</b> Ensure print outs are in large and easily legible font.	
<b>PEOPLE:</b> Encourage children to work together as team, and support younger and those less able.	

<b>Activity Name:</b> Easter Eggstravaganza - How to train your Easter pet!	<b>Drama Focus:</b> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Improvisation</li> <li>• Team work</li> <li>• Physical theatre</li> </ul>
<b>Risk Assessment:</b> <ul style="list-style-type: none"> <li>• Ensure there is enough space within the room for rehearsals and games.</li> <li>• Ensure all objects and equipment are tidied away safely to prevent trips and falls.</li> </ul>	<b>Equipment:</b> <ul style="list-style-type: none"> <li>• Newspaper</li> <li>• Large paper</li> <li>• Pens</li> <li>• Example set of instructions</li> </ul>
<b>Quals:</b> Activate Through Drama Level 1 / Drama Product Orientation	<b>Timings:</b> Approx. 45 - 60 mins.
<b>Learning Expectations:</b> <ul style="list-style-type: none"> <li>- Create a set of instructions on 'How to train your Easter Pet' suitable for others to closely follow.</li> </ul>	<b>Age Range:</b> 5 - 12

**Activity Description:**

- **Warm up game - 'Chocolate Mudslide':** Create a safe zone away from the mudslide by using sheets of newspaper. Children walk around the space. When the facilitator shouts 'Chocolate Mudslide' the children must step onto the newspaper and hold each other on. Gradually remove each sheet of newspaper as the game progresses meaning some children won't fit on. If their feet touch the ground, they are out.
- Children work in small groups or pairs. They are to create a set of instructions to teach someone else how 'To train your Easter pet'. First they must decide on their Easter creature- such as Bunny, egg, lamb, chick etc. They must decide on a list of 5-10 easy to follow step-by-step instructions. These can be weird and wonderful! Once the instructions have been written down, they swap the instructions over, so different groups/pairs have other groups' instructions. The groups must now closely follow the instructions they have been given. One member of the group is Easter Pet that they must try and train. Showcase a few examples and discuss ideas.
- Cool down game - 'Egg Delivery': The children walk around the space and mime reactions to a set of instructions related to the Easter Bunny delivering Eggs on Easter morning. They are always on the lookout for dangers and people stealing the eggs. Encourage the children to invent their own instructions and mimes before the game begins.
  - **'Freeze'**- Bunnies freezes on the stop.
  - **'Drop and roll'**- the Bunnies drop and roll.
  - **'Birds eye view'**- the Bunnies stand on tippy toes and look down.
  - **'Magic carrot'**- the Bunnies wave their magic carrots to make anyone who sees them forget them.
  - **'Play dead'**- the Bunnies lie on the floor with your feet in the air.
  - **'Spider Bunny'**- the Bunnies climbs up the walls.

<b>Inclusion Ideas:</b>	<b>Low No's Ideas:</b>
<b>SPACE:</b> Ensure children are given enough space when rehearsing and performing.	<ul style="list-style-type: none"> <li>• All activities can be shortened and lengthened to suit the group.</li> <li>• The main activity is suitable for any sized group if required.</li> <li>• Warm up game - alter the amount of newspaper used.</li> </ul>
<b>TASK:</b> Facilitator to walk around the groups and offer ideas and suggestions when needed.	<b>Delivery Tips:</b> <ul style="list-style-type: none"> <li>• Offer examples and suggestions throughout the lesson.</li> <li>• Refer to a range of drama techniques to encourage the use of them and their understanding.</li> <li>• Encourage children to work together and support one another.</li> <li>• Encourage children to think 'outside the box' with ideas for the instructions.</li> </ul>
<b>EQUIP:</b> Create an already made example of a set of instructions, to demonstrate to the children what is expected of them.	
<b>PEOPLE:</b> Group children of different ages together to allow younger children to learn from the older ones.	

<b>Activity Name:</b> Easter Eggstravaganza - Easter Songs	<b>Drama Focus:</b> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Improvisation</li> <li>• Team work</li> <li>• Physical theatre</li> </ul>
<b>Risk Assessment:</b> <ul style="list-style-type: none"> <li>• Ensure there is enough space within the room for rehearsals and games.</li> <li>• Ensure all objects and equipment are tidied away safely to prevent trips and falls.</li> <li>• Ensure cool down instructions are followed safely and enough space is provided, to prevent injury.</li> </ul>	<b>Equipment:</b> <ul style="list-style-type: none"> <li>• A range of Easter songs from YouTube - age appropriate.</li> </ul>
<b>Quals:</b> Activate Through Drama Level 1 / Drama Product Orientation	<b>Timings:</b> Approx. 45 - 60 mins.
<b>Learning Expectations:</b> <ul style="list-style-type: none"> <li>- Use Easter songs as a stimulus to create role play scenes.</li> </ul>	<b>Age Range:</b> 5 - 12

**Activity Description:**

- **Warm up game - 'Count Shake':** The children all stand in a large circle. As a group you all count 1-8 whilst first shaking your left hand, then right hand then left foot, then right foot.  
**Example:** Left hand shake - "1,2,3,4,5,6,7,8"  
 Right hand shake - "1,2,3,4,5,6,7,8"  
 ...then left foot and right foot  
 Do the sequence again but this time count up to 7.  
 Repeat this decreasing every time and on the last set of 1 jump up and shout out 'Happy Easter'.
- Divide children into small groups. Show the children a couple of Easter songs on YouTube. Ask each group to select one song and discuss what story elements they can create from the song. They are then to create a scene or role play using the song as a stimulus. Encourage as many drama techniques within the scene as possible.
 

<ul style="list-style-type: none"> <li>• Physical theatre</li> <li>• Body language</li> <li>• Voice</li> <li>• Facial expressions</li> <li>• Mime</li> </ul>	<ul style="list-style-type: none"> <li>• Movement</li> <li>• Narration</li> <li>• Thought tracking</li> <li>• Freeze frame etc.</li> </ul>
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- **Cool down game - 'Performance':** Allow time for all the groups to perform their scenes and discuss the drama techniques used.

<b>Inclusion Ideas:</b>	<b>Low No's Ideas:</b>
<b>SPACE:</b> Ensure children are given enough space when rehearsing and performing.	<ul style="list-style-type: none"> <li>• All activities can be shortened and lengthened to suit the group.</li> <li>• The main activity is suitable for any sized group if required.</li> </ul>
<b>TASK:</b> Facilitator to walk around the groups and offer ideas and suggestions when needed.	<b>Delivery Tips:</b> <ul style="list-style-type: none"> <li>• Offer examples and suggestions throughout the lesson.</li> <li>• Refer to a range of drama techniques to encourage the use of them and their understanding.</li> <li>• Encourage children to work together and support one another.</li> <li>• Encourage children to think 'outside the box' with ideas for the instructions.</li> </ul>
<b>EQUIP:</b> Create an already made example of a set of instructions, to demonstrate to the children what is expected of them.	
<b>PEOPLE:</b> Group children of different ages together to allow younger children to learn from the older ones.	

# Easter Creativity Activities

## Monday - Bunny Faces



### Equipment:

- Paper plates
- Cotton wool
- Googly eyes
- Glue
- Scissors
- Coloured paper
- Coloured pens

## Tuesday - Spotty Eggs



### Equipment:

- Coloured paper
- Coloured sticky dots
- Scissors

## Wednesday - Chick Cups



### Equipment:

- Coloured paper cups
- Feather
- Googly eyes
- Pipe cleaners
- Glue
- Scissors

## Thursday - Egg Tree



### Equipment:

- Plain egg shapes
- Ribbon
- Glue
- Scissors
- Paint/coloured pens
- Somewhere to hang the eggs

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Registered Number 07918378

# Easter Creativity Activities

## Friday - Easter Masks



### Equipment:

- Pre-cut mask templates
- Coloured pens
- Coloured paper
- Glue
- Scissors
- Elastic