

3 Practical Drama Activities for Quiet Groups

A low-pressure sequence for psychological safety, group connection, attentive listening, and active participation.



CREATED BY Sonja Leštar & Maja Grgić	FOR Youth workers, teachers & facilitators	PHASE 01 - Psychological Safety & Group Connection
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This manuscript contains complete instructions. No external website is required to facilitate the activities.

About This Sequence

Quiet or hesitant groups often need a lower social-risk entry point before they are ready for open discussion, improvisation, or performance. These three activities create a gradual path: first remembering and recognizing others, then sharing in pairs, and finally collaborating through playful non-verbal action.

The sequence is designed for youth work, drama education, classrooms, training, and community settings. Facilitators may run all three activities in 35-60 minutes or use each exercise independently.

Throwing Information	Listening, memory, recognition	10-15 min	Whole group
If You Knew Me Better	Trust, openness, empathy	10-20 min	Pairs
Find Your Pair	Non-verbal communication, teamwork	15-25 min	Whole group

Core Facilitation Principles

- **Choice:** participants decide what they share and how intensely they participate.
- **Low risk first:** offer neutral examples before inviting more personal responses.
- **No elimination:** forgetting, hesitating, or making a mistake should never remove someone from the activity.
- **Adaptation:** change movement, throwing, pair choices, language, or pace to meet access and cultural needs.
- **Reflection:** debrief the group experience without requiring anyone to disclose private feelings.

Before You Begin

Explain that the goal is connection, not performance quality.

Make participation agreements visible: respectful attention, voluntary sharing, and the right to pass.

01

Throwing Information

Listening, memory, attention, and group recognition

GROUP SIZE 6-24	TIME 10-15 min	FORMAT Whole group	MATERIALS One soft ball
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Purpose

Participants share one chosen detail about themselves, then use remembered information instead of names when passing a ball. The activity turns careful listening into visible recognition and helps each person feel noticed by the group.

Preparation

- Choose a soft ball or another light object that can be passed safely.
- Clear enough space for a circle. Participants may stand or sit.
- Tell the group that neutral information is welcome: an interest, habit, preference, current focus, or something they enjoy.

Step-by-Step

1

Form a circle

Arrange the group so everyone can see and hear one another. Introduce the right to pass and remind participants to share only what feels appropriate.

2

Share one detail

One at a time, participants say their name and one chosen detail. If the group already knows one another, invite a detail they believe the group may not know. Ask everyone to listen because the information will be used in the next round.

3

Explain the passing rule

Give the ball to one participant. They choose another person but do not say that person's name. Instead, they identify the receiver using the detail that person shared, for example: "This goes to the person who drinks coffee every morning."

4

Continue the sequence

The receiver catches or accepts the ball, recalls another participant's detail, and passes the ball to that person in the same way. Continue until everyone has received the ball at least once.

5

Support recall

If someone cannot remember a detail, invite the group to offer gentle prompts. Do not turn the activity into a test. The goal is attentive connection, not perfect memory.

01

Throwing Information

Debrief, variations, and facilitation notes

Debrief Questions

- What helped you remember another person's information?
- How did it feel when someone remembered what you shared?
- What did you notice about the way the group listened?
- Which kinds of details were easiest to recall?

Variations

- Run a faster second round after everyone has received the ball.
- With groups larger than 16, use two circles.
- Use passing instead of throwing for seated or mixed-mobility groups.
- Ask the receiver to connect two remembered details before passing.

Facilitator Care

Do not ask participants to reveal information they prefer to keep private.

Avoid correcting someone publicly if they remember a detail imperfectly. Let the original speaker clarify only if they choose.

Choose an object and passing style appropriate to the room and access needs.

Learning Outcomes

- Listen for meaning instead of waiting to speak.
- Recall information shared by peers.
- Recognize the effect of being remembered and acknowledged.
- Build early group connection through a clear, playful structure.

Optional Video Reference

A public demonstration video is available for facilitators who want to compare pacing and room setup. The manuscript above contains all information required to run the activity.

<https://drama-games.com/drama-games/throwing-information/>

02

If You Knew Me Better

Voluntary openness, trust, empathy, and paired listening

GROUP SIZE	TIME	FORMAT	MATERIALS
6-30	10-20 min	Pairs	None

Purpose

A repeated sentence stem gives participants a predictable structure for sharing. Each person chooses the level of personal detail, while their partner practices listening without interrupting, questioning, or evaluating.

Preparation

- Arrange the room so pairs can speak without competing with too much background noise.
- Introduce several low-risk examples before beginning.
- State clearly that participants may repeat a neutral detail, pause, or pass.

"If you knew me better, you would know that..."

Step-by-Step

1 Create pairs

Invite participants to work with someone they can hear comfortably. Partners decide who will speak first.

2 Model the sentence stem

Give examples such as: "If you knew me better, you would know that I drink coffee every morning," or "...that I enjoy walking when I need to think." Keep the first examples simple and non-sensitive.

3 First speaker shares

For one to two minutes, the first participant completes the sentence several times. They may share habits, interests, preferences, experiences, or reflections at a level that feels appropriate.

4 Partner listens

The listening partner gives full attention without asking follow-up questions, offering advice, comparing experiences, or commenting on the content. Their task is simply to receive what is shared.

5 Switch roles

After the agreed time, partners change roles and repeat the same process. Give both people equal time.

6 Close the pair exchange

Invite partners to thank one another. Do not ask them to report what their partner said. The content belongs to the speaker.

02

If You Knew Me Better

Debrief, variations, and consent

Debrief Questions

- What was it like to speak within a repeated structure?
- What helped you decide what to share?
- What was it like to listen without responding?
- What created a sense of safety or discomfort?

Variations

- Use one neutral round before a more reflective round.
- Rotate partners only if the group is comfortable.
- Use written sentence completions before speaking.
- For professional groups, focus on working preferences or learning habits.

Consent and Confidentiality

Never reward the most personal disclosure or suggest that depth equals honesty.

Do not ask participants to repeat a partner's statement to the whole group.

Set an agreement that personal information heard in pairs is not shared elsewhere without permission.

If an emotionally significant disclosure occurs, acknowledge it without turning the activity into therapy.

Learning Outcomes

- Choose an appropriate level of self-disclosure.
- Listen without immediately interpreting or solving.
- Recognize how structure can support trust.
- Develop empathy and presence in one-to-one communication.

Optional Video Reference

<https://drama-games.com/drama-games/if-you-knew-me-better/>

03

Find Your Pair

Non-verbal communication, deduction, movement, and teamwork

GROUP SIZE 8-30	TIME 15-25 min	FORMAT Whole group	MATERIALS Prepared slips
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Purpose

Participants secretly receive one member of a well-known pair. Without using words, they embody their character and move through the space to find the matching partner. The shared puzzle encourages observation, expressive choice, social contact, and collaboration.

Preparation

- Prepare one slip for each participant. Every name must have exactly one matching partner.
- Choose pairs that the group is likely to recognize and that do not rely on harmful stereotypes.
- Clear a safe movement space and define whether sounds are allowed. The core version uses no words.

Example Pairs

Hamlet and Ophelia • Anna and Elsa • Tarzan and Jane • Albert Einstein and Mileva Marić

Adapt the list to participants' age, culture, language, and interests. Fictional objects or concepts can replace people when appropriate.

Step-by-Step

1

Distribute the names

Each participant draws one slip and reads it privately. They must not show or say the name to anyone else.

2

Prepare an embodiment

Give participants a short moment to choose posture, movement, gesture, facial expression, or an action associated with the character. Encourage a clear physical choice rather than a perfect imitation.

3

Enter the shared space

On the facilitator's signal, everyone begins moving and performing their character without words. Participants observe others while continuing their own embodiment.

4

Search for the match

Participants approach and test possible partners through gesture and action. If a participant is stuck, invite them to exaggerate one recognizable behavior or offer a neutral facilitator prompt.

5

Confirm pairs

When two participants believe they match, they stand together at the side while the remaining participants continue. The facilitator quietly checks uncertain matches without announcing mistakes dramatically.

6

Reveal and introduce

Once all pairs are formed, each pair reveals their names and briefly introduces themselves to the group.

03

Find Your Pair

Debrief, adaptations, and inclusion

Debrief Questions

- Which signals helped you identify your partner?
- How did you change your communication when others did not understand?
- What did you notice about observing and being observed?
- When did competition turn into collaboration?

Variations

- Use animals, professions, objects, or paired concepts instead of famous people.
- Allow one non-verbal sound if the group needs an easier version.
- Ask pairs to create a five-second frozen image after meeting.
- For a harder version, choose less obvious pairs or related categories.

Facilitator Care

Check cultural familiarity in advance. A participant should not be disadvantaged because they do not know a reference.

Offer a choice of characters or an alternative role when a name feels uncomfortable.

Make a seated or small-space version available by emphasizing upper-body gesture, facial expression, and objects.

Do not rank the best performance. Recognition and cooperation are the goals.

Learning Outcomes

- Communicate intention without relying on speech.
- Observe, interpret, and adjust to other people's signals.
- Persist through ambiguity while maintaining a playful attitude.
- Coordinate with others to solve a shared social task.

Optional Video Reference

<https://drama-games.com/drama-games/find-your-pair/>

Using the Activities as a Sequence

The order matters when a group is especially quiet, guarded, or unfamiliar. Each activity increases social and expressive demand gradually.

1. Recognition	Remember and acknowledge a chosen detail.	Creates attention without requiring performance.
2. Paired openness	Share and listen within a predictable sentence frame.	Adds trust while keeping choice and privacy.
3. Playful action	Move, observe, adapt, and find a partner.	Raises energy after connection has begun.

About the Authors

Sonja Leštar and Maja Grgić are drama educators and theatre practitioners behind 222 Drama Games. Their 5+1 participation method helps teachers and facilitators move groups from psychological safety and active listening toward collaboration, creativity, and reflection.

<https://drama-games.com/about-sonja-lestar-maja-grgic/>

Complete Free Resource

The public resource page contains the same activities, demonstration videos, and additional context. The manuscript remains complete and usable without opening this link.

<https://drama-games.com/3-practical-activities-for-quiet-groups/>

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