



THEATRE GAMES



These theatre games may be used by the teacher or the drama specialist at their discretion.

Vocabulary
Characterization
Stage left
Stage Right
Center Stage
Upstage
Downstage
conflict
Objective tactics
Foils resolution

Objectives: The Students will be able to:

- Create something out of nothing.
- Work as a Community
- Exercise Group focus
- Risk in a safe environment
- Understand *Characterization* and implement it
- Understand the stage directions and a brief history of the stage.
- Practice their persuasive writing skills
- Learn the names of their classmates
- Understand the terms *conflict*, *objective*, *tactics*, and *foils*

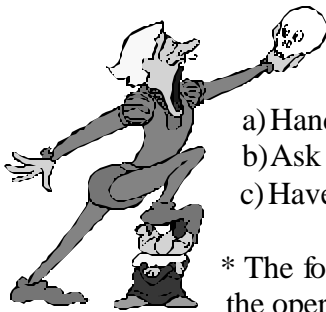
Approximate lesson length: See individual games for length

Materials needed: Chalk, chalkboard and Eraser; Chairs; Writing Utensils and notebook/paper for each student; Blank Paper; Household items of your choice; Props for conflict activity; Papers with objectives and foils written on them; Hat.

Cross-curricular objectives: *Music, Drama, English*

Process:

CREATIVE PAPER Game



***Creativity - 15 Minutes**

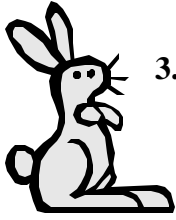
- Hand out one sheet of blank paper to each student.
- Ask each student to fold their paper into something.
- Have the students use that object in some way all at once as a group.

* The focus here is on creativity – creating something from nothing (as they do with the opera.)

b)The “Not What it Seems” Game

***Creativity – 25 Minutes**

- Have a few different objects (i.e. household objects) set up.
- Explain to students that they will come up in front of the group and use that object in a way it’s not usually used (i.e. using a fork for a comb etc.) without using words if possible.
- This game works well for large groups: Split them into smaller groups and have at least one object for each group and repeat the same process.

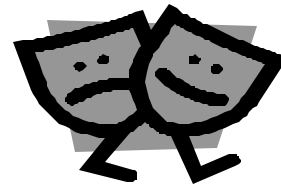


3. “Bunny, Bunny, Bunny” *Focus Game 7-8 Minutes

- a) Get everyone in a circle.
- b) Assign someone to start as the first bunny.
- c) This person will then put both hands on their head and wiggle them while saying “bunny, bunny, bunny...”
- d) The people directly on the left and right of this person will lift their corresponding arm towards the center person and say “bunny, bunny, bunny...” with them while wiggling their inside hand.
- e) The center person will then transmit the bunny to another person in the circle and the process is repeated.

4. “Character Walking” *Characterization/Creativity – 10 Minutes

- Characterization
- a) Once you have chosen your characters for your opera, ask the children to gather into a circle.
 - b) All together walk in a circle.
 - c) Say the name of a character and ask students to walk like they think that character would walk.
 - d) Change characters and Repeat.



NOTE – you may also have students come up to the front of the classroom one by one to demonstrate a character or an emotion by walking across the front of the room. The other students then guess what they were trying to portray. This is enjoyed by the students but does take more time and doesn’t include everyone at once.

5. “Stage Directions” *Staging – 15 Minutes

- | | |
|--|---|
| Upstage
Downstage
Center
Stage
Stage Right
Stage Left | <ol style="list-style-type: none"> a) Talk briefly to students about stage history and layout. i.e. Hundreds of years ago, stages were raked (meaning the back of the stage was higher than the front) and the audience space was flat. This was done so that the audience could see the actors more easily. b) Draw a stage on the board. With the previous information in mind...have students guess what each area of the stage was called |
|--|---|



- (i.e. Upstage, Downstage, Center Stage, Stage Right, and Stage Left).
- c) Label each area as the students name them correctly.
- d) Ask a volunteer to come to the front of the classroom. Have the volunteer face the other students (call them the audience).
- e) Now, ask the student to take one step to Stage Right. If correct, ask student to step back to Center Stage and repeat this process with all of the directions.

It is also fun to have the whole class stand and follow the previous exercise together.

6. Play the "Slap, Slap, Clap, Snap" * Getting to know you game – 10/15 Minutes

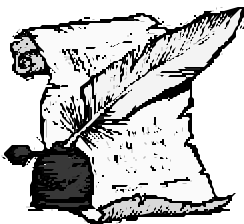
- a) Sit on the floor in a big circle.
- b) One person starts the action: "Slap, Slap, Clap, Snap." This is done by patting one's legs with both hands, clapping in front of you, and then snapping with both hands. Do it several times until everyone in the circle is comfortable with the rhythm.
- c) The leader then calls out the name of a person in the "snap," and that person has to call out a different name on the next snap, etc.
- d) Any time the rhythm is broken, the person who broke the rhythm is out. The person sitting next to the one who missed should start the rhythm again. Repeats it several times until everyone is comfortable with it, and on "snap" calls out a name, etc.
- e) When everyone gets comfortable with the game, increase the fun by speeding up the rhythm.

7. Play the "Do You Love Your Neighbor?" *Getting to know you game – 25 Minutes

- a) Arrange chairs in a circle; one chair per person playing, minus one.
- b) One person stands in the middle of the circle and asks one person sitting in the circle: "Do you love your neighbor?"
- c) If that person answers: "Yes, I love my neighbor," the two people sitting on either side of him/her, quickly tries to exchange seats before the person in the middle sits in one of their chairs.
- d) If they answer "No," they continue with, "However, I love everyone who has brown eyes, is wearing black shoes, etc." And everyone in the circle wearing black shoes or has brown eyes has to find a new chair.

8. Juliet & Lord Capulet *Creative Writing Dialogue – 30+ Minutes
Ideal for older students

- a) Count students off in pairs
- b) Assign one's to be Juliet and two's to be Lord Capulet
- c) First Juliet writes a letter to her father explaining why he should let her go on a date with Romeo – she/he has one minute to do so (have a designated timer)
- d) Next the father has one minute to respond to this letter and must say "no" and explain his reasons.
 - 1st time Father says no
 - 2nd encourage Juliet to choose a different tactic
 - 3rd Father's answer's still no
 - 4th Juliet different tactic
 - 5th Father can either say yes or no – must give a defense of their decision.



PERFORM DIALOGUES FOR THE CLASS

9. Improvisational activity



*CONFLICT/RESOLUTION – 30+ Minutes

Explain and engage in improvisational activity:

Conflict
Foil
Tactic
Objective
Resolution

- a) Ask students for volunteers.
- b) Have a student draw an objective (i.e. “complete the following math problem on the board $68/24$ ”) out of a hat and read it to class.
- c) Have three students draw foils (i.e. you are a fireman sent to evacuate the building, or you are the Publishers Clearinghouse Sweepstakes prize committee coming to announce the winner, you are Barney and must hug everyone) out of a hat and read them to class.
- d) Allow first student to start their objective. *Periodically send in the foils to try thwart student #1*
- e) Teacher will call “scene” when the objective has been completed, or it’s obvious that the foils are too great.
- f) Analyze what tactics the foils and the student with the objective used to complete their tasks.
- g) Ask the students, “Which tactics worked best?”

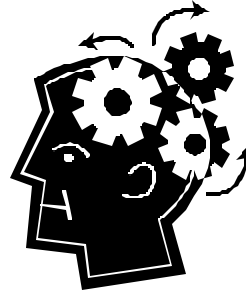
Evaluation:

Games

- ? *Creative Paper*
- ? *The Not What it Seems Game*
- ? *Bunny, Bunny, Bunny*

Questions for Teacher:

- 1) Did all students participate?
- 2) Was there enthusiasm?
- 3) Were students doing their own work?
- 4) Did this game encourage creativity, safety, & community in the classroom?



- ? *Character Walking*

Questions for Teacher:

- 1) Did this exercise increase the students understanding of characterization through movement?
- 2) Did all students participate?
- 3) Was there enthusiasm?

- ? *Stage Directions*

Questions for Teacher:

- 1) Did the students seem to grasp the concept of stage directions?
- 2) Did all students participate?
- 3) Was there enthusiasm?
- 4) Were the students interested in this activity?
- 5) Do you feel that this activity will assist in the future staging process?