**NAMES OF ALL THE GAMES USED IN THIS UNIT**

**And a brief description**

**Mute eye-witness**

Have four volunteers come to the front: one eye-witness and three detectives trying to solve a murder case. The detectives are sent out of the room beyond hearing range. Together the class decides on three things: a place, an occupation of the victim, and a murder weapon. The first detective is called in into the room to interrogate the witness as to the murder, however the eye-witness is mute. The eye-witness, without words, must convey the events of the murder to the first detective. They may do each part one at a time or all at once. When the detective thinks they understand what happened, they say “aha!” Without saying what they think the things are, the next detective is brought in. The first detective now pantomimes what they think the things are (for a harder challenge tell the first detective they cannot use the exact same pantomime as the eye-witness!). The second detective says “aha!” when they think they know the three things and then pantomimes for the third detective. Once the third detective knows all of the three things he shouts “aha!” and tells the story (dramatically) of what occurred for the murder.

**Hitchhiker**

Choose four to come to the front of the class. Place four chairs in the front of the classroom and have three students take a seat. Explain that these three students are driving to (choose a destination) and along the way they run across a strange hitch hiker with a specific quirk (an accent, a genre, a twitch etc.). As they stop to let the hitchhiker in the car, everyone else in the vehicle suddenly adapts the hitchhiker’s quirk. After driving for sometime one of the passengers exits the vehicle and a new hitchhiker enters the car with a new quirk. The activity repeats.

**Party Guest**

Have 4 or 5 students come to the front of the class. One of the players (the host) is asked to leave the room while the class decides on characters for the other players (the guests). The host returns and the type of party is determined (Super Bowl party, birthday party etc.) One by one the guests ring the doorbell and the host invites them into the home for the party. As each guest enters, they maintain their character and interact with the other guests as their character (this would be a great place to emphasize the previous lesson about showing rather than telling). The host can interact with the guests until they know who they are.

**“Let’s make a Date”**

Choose four students (three of the same gender). The three players are given a specific character; the fourth is on the game show “Let’s Make a Date”. This player asks the three other contestants questions such as “if you were to take me on a date, where would we go?” The contestant is to answer the questions in their character. After a few questions, the player must guess the identity of the three contestants.

**Freeze**

Based on a suggestion from the group, two people start a mini-scene with a lot of movement. After a few exchanges of dialogue, a player who is not in the scene shouts, “Freeze.” The players must immediately freeze in their current positions. The player who shouted, “Freeze” replaces one of the players and assumes that player’s exact position. The replacement player then initiates an entirely new scene starting in that position. This scene continues until another player says “Freeze” and replaces a player. \*note – it is important that the players change positions often during the scene and make large movements so that the scenes do not begin from the same of similar positions.

**Conducted Story**

Assign 5 or 6 students to come to the front of the class. Decide, as a class, the title of the story that these students will create. Have the class assign each one of the players a genre (ex: mystery, romance, children’s, science fiction, western, etc.) A conductor is assigned. When the conductor moves his hand away fro the person he was pointing to, that player must stop speaking, even if it is in the middle of a sentence or a word. At the same time, the facilitator randomly points to another player who must continue the story exactly where if left off. It is important to maintain the flow of the story. Players should focus on moving the story forward, not contradicting what happened and just flavoring the story with their additions.

**Jibberish.**  One student leaves the room with two or three others are given a very specific location, action and problem. Actors are only supposed to speak in jibberish. The student who left enters the scene and while also speaking in jibberish gets incorporated into the scene and will eventually guess all that is going on.