

Listen Now!

Improvisational Theater Game for Children

Objective:

In this exercise students will practice the listening and cooperation skills that they learned in the Gluck Fellows workshop. This activity fosters an understanding of human communication and nurtures emotional intelligence by employing the GOTE acting principals.

Provided Materials:

Printed sheets for students A and B which list their individual assigned Goals. Print each goal on a different colored paper for easy visibility.

Required Materials:

Two paper pouches made from two pieces of paper and a stapler, glue or tape.

How to make pouch: Fold a piece of 8 ½ by 11 sheet of paper in half. Seal the two outside edges with tape, glue or a stapler. Use this pouch to place the colored pieces of paper so that students can choose their goals.

Vocabulary terms: GOTE

G is for GOAL, the actor's objective, want or desire in the scene.

O is for OBSTACLE, the thing or person that stands in the way of the actor achieving his or her goal.

T is for TACTIC, the way in which the actor will go about getting what he or she wants.

E is for EXPECTATION, what the actor expects will happen when he or she tries to get what he or she wants.

Activity: In groups of two, students will act out a scene with given circumstances and goals. Working together, the students will determine how they will achieve their goals and respond to their given obstacles to create a dramatic scene.

Situation or Given Circumstance: Students A and B are on a camping trip. They are sitting in a rowboat facing each other. Student A wants to take time to enjoy looking at the plants, birds, fishes, etc. Student B wants to hurry to return to camp so they can enjoy the ice cream sundaes that are served for snack at camp. A's goal is to take their time. B's goal is to return quickly.

Directions:

1. Print and cut the provided Goal prompts from pages 3 and 4, using different colored paper for each prompt. Place the prompts into separate pouches.
2. Divide the class into two groups, A and B.
3. Allow all members of Group A to select from one pouch and all members of Group B to select from the other pouch. All students in Group A should have the same prompt, and all students in Group B should have the same prompt.
4. Tell the students to get into A and B pairs and find a space in the room where they can work with their partner. Designate how much space each partner group has to work in.
5. Tell the class the Given Circumstance. They are on a camping trip, in a rowboat.
6. Tell the class that even though every pair has the same Situation, each group has the authority to choose their Tactics and Expectation. This choice will make each scene different from the others.
7. Give the students ten to fifteen minutes to rehearse and practice their scenes together.
8. Walk around the room checking to see if students need help creating their scene.
9. Make note of couples that are doing exceptional work.
10. Ask one or two groups that you noticed were working well to perform in front of the group.
11. Applaud and verbally affirm the students who performed.
12. As a class talk about how the different choices in Tactics and Expectations affected the outcome of the scene. Which scenes created more or less conflict?
13. Discuss with the students how being aware of another person's wants or desires can help us when we are negotiating or communicating with them.

Please find on the following pages cut outs for student's acting goals.

