

THSSDL 2025

QVE THE COMPETITION:
THEATRE GAMES FOR
FORENSICS FUN



CLEAR TARGET



Design classroom activities or lesson extensions using theatre games to help students prepare for Forensics-style performances.

Identify key theatre standards that align with common Forensics events such as Prose, Poetry, Duo Interpretation, and Improvisation performances.

Experience a variety of interactive theatre games that support vocal delivery, characterization, and physical expression.

Explore how participation in Forensics can reinforce performance-based theatre objectives and student skill development.

Let's Do It!



WHY SHOULD WE INCORPORATE THEATRE GAMES?

- Break down barriers between students through collaborative work in a safe, supportive environment
- Build confidence using low-risk group activities where no individual is singled out
- Develop trust and mutual support among group members
- Make learning engaging and enjoyable
- Improve focus and readiness for future activities
- Reduce performance anxiety naturally without drawing attention to nerves
- Strengthen social skills- including eye contact, appropriate physical interaction, and teamwork
- Normalize mistakes as learning opportunities



ESTABLISHING YOUR NORMS FOR THEATRE GAMES



- All must participate.
- It is okay to mess up, I will too.

- Try your best.
- Have fun.



ELIMINATION GAMES = LOW ENGAGEMENT

“3 THINGS”

(WARMUP / IMPROVISATION / BRAINSTORMING)

Form a Circle – The group stands in a circle. One person starts the game.

Prompt the Player – Someone gives a category to the player

Respond Quickly – The player must immediately respond with three things that fit the category, even if they're silly or made up.

Group Response – After each answer, the group chants together:
“One!” (after the first item),
“Two!” (after the second),
“Three!” (after the last),

Pass the Turn – The player then chooses the next person to receive a category and gives them a new prompt. The game continues around the circle.

COUNTING 1, 2, 3:

In pairs, students count from one to three, each saying a number alternatively, and repeating this until they find a rhythm.

Then replace 'One' with an action or noise like clicking their fingers or stamping their feet.

For example, "click, 'Two', 'Three'," "click, 'Two', 'Three'" etc.

Once students are used to this, replace two and then eventually three, with an action or noise.

“PANTOMIME ALLEY”

Divide Into Teams – Split into two or more teams of 4–6 players each.

Create Action Prompts – Prepare the action prompts.

Line Up the Teams – Teams stand in lines facing backward. The first person from each team is turned forward to receive their action prompt.

Silent Relay Performance - The 1st student silently acts out the action for the second teammate (who has not seen the prompt). The 2nd student watches closely, then turns and performs what they think the action is for the 3rd student – and so on.

Final Guess - When the last student has received the pantomimed message, they must say aloud what they think the original action was.

Reveal & Reflect - The teacher reveals the original action. Award points for accuracy or effort.

“MY LITTLE RED WAGON”

*“You can’t ride in my little red wagon
The front wheel’s broken & the axel’s draggin’,
A chugga, chugga, chugga, chugga choo”*

*Using a common script allows you to play with the dialogue.
Try saying it together, and then add emphasis, change the rate, layer a
characterization, or paralanguage. Allow the students to lead, taking turns in
what part of the phrasing they manipulate or change.*



THANK YOU!
QUESTIONS?

RESOURCES PAGE

Websites:

<https://spolingamesonline.org/games/improv-games/>

<https://dramaresource.com/drama-games/>

<https://ultimatecampresource.com/camp-activities/camp-games/>

<https://improvencyclopedia.org/>