

# Acting Games

## African Hunt (with sound effects) G-1

Assign boys to give the following sound effects when they appear in the story. Pause for the sound after each word is said:

|                    |                    |
|--------------------|--------------------|
| Lion—Roar          | Army—Feet marching |
| Rain—Hand clapping | Horse—Neigh        |
| Snake—Ssss         | Gun—Bang           |

I served with the Third Army in Africa recently, and I promised myself that someday I would return. So, when I received my discharge from the Army, I jumped on my horse and galloped off to hunt lions in the wilds of Africa. We had many adventures. To begin with, it rained for the first week, which of course reminded me of my life in the Army. The rain finally stopped, and we set out on our trip. At first the horse shied at the snakes, but it soon forgot about them when we heard a lion in the distance. I might not be here now if it had not been for my gun practice in the Army,

because suddenly a big lion crashed through the bushes near us, causing the horse to buck. But I quickly shot the lion with my gun. Then in my best Army style, I leaped from my horse, just missed landing on a snake, and prodded the dead lion with my gun. Now as I sit by my fireside on a rainy evening, gazing at the lion rug, I am reminded of Africa. (Source unknown)

## Can You Guess It?

G-2

Divide chapter into two teams. Each team chooses a word, song title, popular phrase, proverb, fairy tale, or comic book character. Either singly or in groups, each team acts out the chosen story or character. The other team tries to guess what is being acted out.

Most of the time people play this game in pantomime. Speak only when necessary to make the meaning clear.



### Noise Guessing

G-3

Each boy is given the name of a bird, animal, or vehicle. At a signal, all boys try to imitate the sound of their object. After a few moments, another signal is given and the imitations stop. Each boy is given a piece of paper and asked to list the names of the things whose sounds he heard. The boy with the best score wins.

### A Melodrama

G-4

Give each boy a black pocket comb and a napkin. Instruct the boys to follow the steps demonstrated:

*First step:* Place the comb as a mustache and say in your meanest voice:

"I am the villain! You must pay the rent! You must pay the rent!"

*Second step:* Place the napkin as a hair bow and in a high voice say:

"I am the heroine! I can't pay the rent! I can't pay the rent!"

*Third step:* Repeat the first step.

*Fourth step:* Repeat the second step.

*Fifth step:* Place the napkin as a bow tie and say in a deep masculine voice:

"I am the hero! I'll pay the rent! I'll pay the rent!"

*Sixth step:* Place the napkin as a hair bow and say:

"My hero! My hero!"

*Seventh step:* Place the comb as a mustache and say:

"Foiled again! Foiled again!"

An interesting variation is to divide the chapter into four groups: the villains, the heroes, the heroines, and the sound effects. At each step, the proper group stands and speaks its piece. The sound effects group boos and hisses the villain, cheers the hero, and sighs for the heroine.

### One Winter Night

G-5

Assign boys to give the following sound effects when they appear in the story. Pause for the sound after each word is said:

|                 |                                    |
|-----------------|------------------------------------|
| Wind—Ho-o-o-o-o | Grandfather's clock—(click tongue) |
| Cat—Meow-oo     | Horse—Neigh                        |
| Dog—Arf-arf-arf | Cow—Moo-oo                         |
| Baby—Cry        | Loud noise—Yell                    |
| Asleep—Snore    | Rain—Hands slapping on knees       |

It was a stormy winter night. The *wind* whistled down the chimney of the little farm house, and the *rain* beat against the windows. Inside, the family sat around the fireplace. The *cat* and *dog* played on the hearth, Mother held the *baby* in her lap, and above the sound of the *wind* and *rain* could be heard the ticking of the old *grandfather's clock*. Out in the barn the *horse* and the *cow* grew restless as the *wind* blew harder, and harder, and harder. Hearing a *loud noise*, the man and his *dog*, leaving the warm fireside to the *cat* and the *baby*, hurried to the barn to see what the *loud noise* could be. The *wind* had only blown the barn door open and the *horse* and the *cow* were all right. The man and his *dog* returned to the warm fire, where the *baby* and the *cat* were sound asleep. The sounds of the *rain* and the *wind* grew softer and softer, and above all could be heard the ticking of the old *grandfather's clock*.

### The Story of the Beautiful Girl

G-6

Select boys to act as: the beautiful girl, the grandmother, the handsome cowboy, a bus, some tires, a horse, some cows, and some wolves.

When each word is said, each group will perform as follows:

|                                    |               |
|------------------------------------|---------------|
| Girl—Jumps up and down and screams |               |
| Grandmother—Laughs                 | Tires—Bang    |
| Cowboy—Rides horse                 | Wolves—Howl   |
| Horse—Neighs                       | Bus—Honk honk |
| Cows—Moos                          |               |

Pause for the sound.

Once upon a time there was a beautiful *girl*. The beautiful *girl* and her *grandmother* went to town on the *bus*. As they went along the road in the *bus*, they could hear the *wolves*. Many *cows* grazed in the field cared for by the handsome *cowboy*. As they journeyed along, they had a flat *tire*. The *grandmother* ran to the handsome *cowboy* for help, and as she ran she heard *wolves* and saw the *cows*. The handsome *cowboy* fixed the *tire* on the *bus* and drove the *bus* home through the herd of *cows* and the *wolves*. The *wolves* were seen no more and the handsome *cowboy* and the beautiful *girl* married and lived happily ever after.