Lesson Plan: Guess Who Activity

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Step one: Preplanning selection of topic, etc.

- Activity: “Guess Who?”
- Theme: Group game which promotes voice control and emphasizes the sense of hearing.
- Source: “Drama in the Classroom: Creative Activities for Teachers, Parents, and Friends” by Polly Erion
- Drama/learning goals:
  o To improve listening skills
  o To learn to disguise voice
  o To help learn names
  o To promote good feelings
  o To provide a non-threatening opportunity for children to perform
- Skill levels:
  o Skill 1: Cooperation: Members of the group will need to work together for this activity to be successful.
  o Skill 5: Expression as a Character (verbal & non-verbal): Members of the group will need to be able to use their bodies, their imaginations, and their voices to create dialogue.

Step two: Presentation of materials

- Strategies for introducing the activity and establishing the mood:

  **Okay boys and girls, I need all eyes on me because I am going to explain a new game we are going to play today called “Guess Who?” Raise your hand if any of you have ever played with a brother or sister before where you changed your voice to pretend you were someone else? Those of you who have played a game like that before will catch on real quick to today’s activity!

- Relationship to current unit: related to chapter 2 in the communication, concentration, and imagination sections
- Preparation and set-up of materials: No materials are necessary. Where the students will be playing the game will need to be open with no chairs and tables around.
Step three: Discussion

- **Instructions for preparation:**
  - Call on two students being quiet to help move the tables and chairs away from the designated play area.
  - Have student volunteers demonstrate various voices (witch, wolf, giant, etc.) If desired, have the rest of the students close their eyes to see if they recognize who the different and new voices are coming from. Ask the students to try to identify any of the voices being presented to them.

- **Instructions for playing:**
  - Have the students make a big, spacious circle in the play area. The instructor should join (if able).
  - The instructor will need to pick one student seated quietly to be “it.” This student will need to be instructed to come up in front of the class (preferable on a stage if available), turn his/her back to the class, and close his/her eyes. Each time a new student is chosen to be “it,” only those quiet and following directions will be granted this privilege. Every student will ideally be given a turn to be “it” (time permitting).

  - Inform the rest of the class they will need to decide on any animal or character, such as, the big bad wolf, Mickey Mouse, a witch, Santa Claus, a kitty, etc., as an “act” for a volunteer student later in the game.
  - The rest of the class will make a soft tapping noise on their laps or the floor as a volunteer student tiptoes up the stage or the front of the class to get directly behind the “it” student. The whole class is involved by having them tap; plus, having them make noise will make it more difficult for them to guess whose footsteps belong to the volunteer.
  - When the volunteer student is directly behind the “it” student with his/her back turned, the instructor will hold her/his hands in the air for the tapping to stop.
  - The student volunteer will now begin the “act” chosen previously in the class. First, he/she taps the “it” student on the back, and that child, eyes still closed, says, “Who is it?” Now, the student volunteer is to move and sound like the character or animal which was selected, disguising his/her voice. The “it” student tries to guess who it is. If after two guesses, the volunteer student succeeds in fooling the “it” student, he/she wins and can either choose to be “it” or select someone else, and the game continues.

- **Casting, volunteers, etc.:**
  - “It” Student- chosen by instructor
  - Volunteer Student- chosen by instructor

- **Strategies for involvement:**
  - Encourage the students, especially the rest of the class, to tap not extremely loud, but loud enough so the volunteer students can successfully make their way up to the “it” students without them knowing who they are.
• **Check for understanding and clarity:**
  o Every so often during the game, make sure to ask the class if they have any questions pertaining to the game itself. It might be necessary to explain a specific step of the game to the class so the students understand.

**Step four:** Playing the material

• **Instructions:** While the students are playing the game, remind them of the directions throughout so they continue to play the game correctly. During the activity, the instructor could even give helpful suggestions so the game goes more smoothly and is more fun. For example, a volunteer student might need to speak up or disguise their voice even more so the “it” student is more challenged in guessing who they are.

• **Sidecoaching ideas:** While the students play the game, the instructor can drop helpful hints. For example, the instructor could say, “Maybe you should try walking up to the “it” student this way so your footsteps are not recognizable.”

• **Your participation:** The instructor can help the rest of the class tap for the volunteer student who walks up to the “it” student, and can even be a volunteer student. However, the instructor should not be an “it” student in the game.

**Step five:** Evaluation and reflection

• **Questions to generate discussion and reflection:**
  o What part of the game is the most fun and interesting for you?
  o What do you like the most about “Guess Who?”
  o What do you like the least about “Guess Who?”

**Step six:** Replaying

• **Be ready to respond to requests to replay the activity! 😊**

• **Strategies to encourage replaying:**
  o Make a change to the game to keep it interesting.
    ▪ For example, when the volunteer student walks up behind the “it” student, have he or she turn around and face the audience, performing for them as well as the “it” student.
    ▪ Another example would be to have the volunteer student move far away from the “it” student as he or she guesses who the volunteer student is. The volunteer student could even move outside the door. This requires “projection” of the voice and helps encourage children to find their stage voice.

**Step seven:** Evaluation and reflection

• **Questions to generate discussion and reflection:** See step five!