

Improvisation Games

Name: _____ **Date:** _____

LEARNING OBJECTIVE

The student will build confidence and quick thinking by performing structured improvisation games with an audience or partner.

MATERIALS NEEDED

- Index cards (at least 6)
- pencil
- a partner or family member
- a small hat, bowl, or bag

HANDS-ON ACTIVITY

1. Write six random prompts on separate index cards (a place, an object, an emotion, a job, an animal, a problem) and place them in a bowl or bag.
2. Draw two cards and immediately improvise a 60-second scene using both elements with your partner (e.g., a 'librarian' who is 'terrified' of a 'spider').
3. Play 'Yes, and...' for five exchanges: your partner makes a statement, you must respond starting with 'Yes, and...' and add a new idea, keeping the scene moving forward.
4. Draw two new cards and repeat the 60-second improvised scene, this time trying to include a clear beginning, middle, and end.
5. Note on paper one moment where you got 'stuck' and how you kept the scene going anyway.

QUESTIONS

1. What is the 'Yes, and...' rule in improvisation, and why is it important?

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2. Describe one moment where you felt 'stuck' during an improvised scene. How did you recover?

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3. How did having a beginning, middle, and end change your second scene compared to the first?
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4. **What skill does improvisation build that is useful even outside of acting, such as in a real conversation or interview?**
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