

Suggested activities for directing the play

1. Identify and practise key movements

Key movements in 'The Halloween Party'

- a. Jumping in fright
- b. Making a scary face
- c. Screaming in fright
- d. Handing out something
- e. Speaking into a microphone
- f. Jumping in delight and running to the stage
- g. Grinning
- h. Unlocking a door and getting a fright
- i. Hugging someone in fright
- j. Stepping out of the closet

Here is the story that incorporates all the key movements in the play.

'At the Circus'

Some children were watching a show at the circus. They jumped in fright (*key movement a*) because a monkey made a scary face (*key movement b*) at them. Some of the girls even screamed in fright (*key movement c*). But they calmed down when the animal trainer came out and handed a banana to the monkey (*key movement d*). It ate the banana and even tried to speak into a microphone (*key movement e*) fixed on the stage. Then the animal trainer invited a child to go onto the stage and open the closet there. The child jumped in delight and ran to the stage (*key movement f*), grinning (*key movement g*). When he unlocked the door of the closet, he got a fright (*key movement h*) because a clown stepped out of it (*key movement j*). He then hugged the animal trainer in fright (*key movement i*).

2. Identify and practise key dialogues

- a. Dialogues which convey the meaning of the play to the audience
e.g. **Ken:** I can't wait to scare Ms Lai in my ghost costume. She doesn't like scary things.

Jane: This Halloween Party is going to be so much fun! Everyone is going to enjoy it.

This dialogue prepares us for the last and most important 'trick' in the play: Ken standing in his glowing ghost costume in the dark closet.



- b. Dialogues which convey the nature of the characters
e.g. **Ken:** ... Can we just put horrible things in them? You know, like cold spaghetti, jelly and stuff ...

Cherry: Oh, Ken, that sounds really horrible ...

This dialogue shows that Ken is the joker in the group.

- c. Dialogues which include the language focus
e.g. **Jane:** Cherry, what costume are you going to wear at the party? I'm coming as a witch in black and glowing green, e-hee-hee-heeee!

Cherry: Oh, Jane, I'm coming as a nice witch in glowing white with a magic wand ...

This dialogue helps pupils to practise using prepositional phrases to describe people or objects.

3. Prepare the sets, props and sound effects

The play is set in two locations: the classroom and the hall. The big surprise - the trick which Ken plays on Ms Lai - is set in a closet at the back of the stage. Therefore this play will be played most effectively in the school hall. Scene 1, which is set in the classroom, can actually be played either in one corner of the school hall or on the stage. Scene 2 can be played in the school hall. Scene 3 has to be played in the same location as Scene 2. Make sure that there is somewhere for Ken to hide. For example, he could be hiding behind a screen or even a small cupboard.

This play is best performed on or near Halloween. The props can either be made with the help of the art teacher or even be bought. The most important props are the six pumpkins for the Jack o' Lanterns, the ghost mask, the witch's hat and the ghost costume which Ken wears at the end of the play. The pumpkins, the mask and the witch's hat can be made from paper cut-outs. Suggestions on how to make a witch's hat can be found in the 'Resources' Section of the CD-ROM. Ken's ghost costume can be made of a black T-shirt sprayed with green fluorescent paint. The actor can wear it over black pants. His/Her head can be covered with a black silk stocking sprayed with green fluorescent paint too.

Sound effects are not necessary for this play. But Scene 2 is all about scary tricks and ghosts, and so 'spooky' or suspense music can be used as the background music for this scene.

