

"Improvistional theater methods applied to English language learning"



KEY DOCUMENT INTELLECTUAL OUTPUT 1

Partners:



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IO1 RESULTS - KEY DOCUMENT

This is a detailed document describing the training modules and units that will content the IMPROVLANG training programme.

This document includes a list of improvisational theatre methods and soft skills suitable for teaching English as a second language in primary and secondary education. By using the modules and units, it will be possible to create new courses or add new subjects to existing courses.

The research approach was qualitative, primary data was collected through surveys, interviews, and focus groups with experts and those involved individuals in each participating country. This helped to confirm the identified skill demands and created the skills profile.

The aim was to identify the most suitable outcomes of improvisation techniques and group them into units that could be used for learning and training. Together with all partners 27 improvisational theatre methods/units were prepared under three main modules.

The developed Curriculum is structured upon the following headings/modules:

• ACTION

Under the Action module 10 learning/training units were developed: *Power, Party Hoppers, Black and Red, The Four Corners, Yes And.., Empty Chair, The Showman, Four Hands, Joint Work and Grandmother's Steps.*

The main goal of the Action module is to encourage learners' creativity, critical thinking, communication, team-building, improvisation, vocabulary development, listening and speaking skills, and confidence in using the English language.

Each unit has a specific focus and offers different learning outcomes such as empathy development, storytelling, diction, and grammar skills. Through these activities, learners will develop their confidence and fluency in the language, as well as improve their ability to work with others and think critically.

Each unit developed is improving different soft skill for learners: *Power* unit aims to improve learners' attention, improvisation, critical thinking, and vocabulary development by analysing behaviour, using strong emotions vocabulary, and practising Present Simple. *Party Hoppers* unit aims to improve learners' teamwork, active listening, and imagination skills. *Black and Red* unit aims to improve learners' team-building, communication, and critical thinking skills. *The Four Corners* unit aims to improve learners' discussion, theatrical presentations, and grammar skills while fostering learning from one another. *Yes And..* unit aims to improve learners' cooperation, interpersonal relationships, listening skills, and critical reflection. *Empty Chair* unit aims to improve learners' confidence, motivation, and creativity through imagination and empathy. *The Showman* unit focuses on using body language actively and improving listening skills. *Four Hands* unit develops improvisation, storytelling, listening, vocabulary, and grammar skills. *Joint Work* unit aims to develop learners' improvisation, imagination, and vocabulary recognition skills. *Grandmother's Steps* unit develops learners' diction, listening skills, and vocabulary recognition.

• CAMERA

Under the Camera module learning/training 8 units were developed: *Continue the Act, Passionately Boring, Is Everything Okay with Us, The Chain, Conducted Story, Rope Game, Creating Groups and Typewriter.*

These units aim to develop language skills such as creativity, imagination, vocabulary, grammar, and pronunciation through various activities such as storytelling, team building, improvisation, and oral communication.

Learners will practice skills like active listening, intonation, and forming questions while also developing their ability to speak in English with correct pronunciation. These units offer an enjoyable and interesting method for students to practice and enhance their language skills.



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Each unit developed is improving different soft skill for learners: *Continue the Act* unit aims to improve learners' creativity, imagination, collaboration, improvisation, vocabulary, and grammar development skills. *Passionately Boring* unit aims to improve learners ability to express emotions, active listening, intonation, tone, forming questions, diction, body language, imagination, and creativity. *Is Everything Okay With Us?* unit aims to improve learners awakening, awareness, attention, imagination, language conscience, and imaginative usage of language skills. *The Chain* unit aims to improve learners attention, listening, creativity, improvisation, grammar knowledge, concentration, and self-confidence. *Conducted Story* unit aims to improve learners team-building, group mind development, conversation, narration and drafting in English skills. *Rope Game* unit aims to improve learners imagination, creativity, attention development, and oral communication in English skills. *Creating Groups* unit aims to improve learners team building skills, creativity, and vocabulary related to everyday situations. *Typewriter* unit aims to improve learners creativity, storytelling, pronunciation, vocabulary, and grammar skills.

• LIGHTS

Under the Lights module 9 learning/training units were developed: *The Bomb*, *Build a Room*, *Communication Techniques*, *Whisper Circles*, *Fold The Blanket*, *Imaginary Orchestra*, *Whistles*, *Dwarf Choir*, and *Hands*.

These units aim to improve various language abilities such as vocabulary development, pronunciation, teamwork, creativity, memory training, and social interaction. Each unit has specific goals that target different language skills and promote engagement in the learning process. Some units also aim to encourage imagination and improvisation while creating a shared reality through team work.

Each unit developed is improving different soft skill for learners: *The Bomb* unit aims to improve learners' cooperation, communication, memory, vocabulary, and pronunciation. *Build a Room* unit aims to improve learners vocabulary, present continuous tense, and imagination skills. *Communication Techniques* unit aims to improve learners communication, teamwork, creativity, self-development, vocabulary, and reading skills. *Whisper Circles* unit aims to improve learners diction, pronunciation, memory skills as well as social interaction skills. *Fold The Blanket* unit aims to improve learners teamwork and creativity skills and phrases related to a certain topic. *Imaginary Orchestra* unit aims to improve learners story-telling, attention, imagination and improvisation skills. *Whistles* unit aims to improve learners creativity, diction, pronunciation and memory skills. *Dwarf Choir* unit aims to improve learners creativity and pronunciation skills. *Hands* unit aims to improve learners cooperation and vocabulary related to movements.

Theatrical training methods are based on:

- improvisation, imagination, creativity
- listening and responding
- use language to think and reason
- learning language through doing

The main goals of methods are:

- to improve and practise language and listening skills
- to express ideas freely
- to develop attention
- to enhance discussion and theatrical presentations.

Theatrical modules Action, Camera, and Lights were developed to help learners improve their English language skills in an interesting way. These skills can be useful for students in their future professional opportunities. These skills can help them become better collaborators, communicators, problem solvers and leaders. Through the use of improvisational theatre methods, students can learn to think creatively, express themselves more effectively and work together with others, which are all valuable skills.

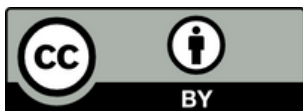


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ACTION

GRANDMOTHER'S STEPS

DICTION, LISTENING, VOCABULARY

DESCRIPTION

The main goals are:

- To develop diction and movements.
- To develop listening skills.
- To recognise new words and use them in everyday situations.

ADVICE

Unlimited number of participants / 10 min / Make sure that participants have enough room.

PROCESS

One participant stands on one side of the classroom with his back to the other participants, all the other participants stand on the other side.

While the leader of the game recites some fast-talking exercises, for example “Four fine fresh fish for you”, the other participants walk towards him slowly and quietly.

When the fast-talking exercise is said, the leader turns to the others, the one who moves goes back to the starting line.

Reflection in the learning community: ask students to name the number, how many times they reached the destination first, how many times they were the leader, how they liked to move best (if various movements were used). Did they prefer being a game leader or a participant?

TIPS FOR FACILITATORS

1

Participants can move like fish, bears, jump like bunnies, etc. by using the words they have learned.

2

Participants can walk to the tips of the toes, heels, outer/inner edges of the foot, etc. to make the action more challenging.



YES, AND..

LISTEN FOR INFORMATION AND RESPOND APPROPRIATELY AND CRITICALLY IN A WIDE RANGE OF SITUATIONS, USE LANGUAGE TO THINK AND REASON.

CRITICALLY REFLECT AND MAKE DECISIONS, BEING CONFIDENT AND RESILIENT.

DESCRIPTION

The main goals are:

- To foster cooperation.
- To improve interpersonal relationships and listening skills.
- To demonstrate the basic improv principal that "agreement is the one rule that can never be broken".
- To practice storytelling and narrative speech

ADVICE

2 players per scene/ 5 minutes per scene / Not any material needed.

PROCESS

- Introduce the structure as a game in which each player must agree with the others no matter what is said.
- Present the following example:

- *Player one should start a conversation with a positive, declarative statement.*
 - *Player two should agree with Player one by first saying "Yes and...". Then, after responding positively, you carry the conversation and the story forward by adding to the information. For example: "Let's get to the movies", "Yes and let's sneak some popcorn into the theater".*

- Bring two volunteers to the stage in front of the audience.
- Continue de role play until it comes to a natural stopping point or until a predetermined time has been used.
- Bring up another two volunteers and continue doing so, it times allows it, until all group members do it.

Reflection in the learning community: conclude the activity with the following questions to the audience:

- What are the obstacles to agreement?
- How does it feel to be consistently agreed with?
- How can this technique be helpful to you in your dealings with others?



TIPS FOR FACILITATORS

1

Arrange different pairs of players and perform the game for all the group at the same time.

2

Ask the audience to propose a situation in which a group of people might find themselves and to identify the relationship of those people to each others (workers and boss trapped in an elevator, a family picnic....)

EMPTY CHAIR

IMAGINATION, CREATIVITY, EMPATHY, LEARNING THROUGH DOING, CREATIVE LANGUAGE USAGE

DESCRIPTION

The main goals are:

- ♦ empathy development
- ♦ imagination
- creativity

Language learning outcomes

Learners will:

- increase their confidence while using target language and freely express their ideas
- have chance to experience a motivating process enhancing motivation, boosting confidence, and lowering anxiety

PROCESS

Place a chair in the middle of the class and say students to imagine that a celebrity is sitting on the empty chair. This celebrity can be someone who is dead or still alive. Let them to think about that empty chair.

*After a while, say them to suppose that this celebrity can speak with them. Suppose that he/she can say sth, what can that sentence be? Let them to think for a while.

*Ask students one by one. "Who was at that chair shortly before and what did he/she say to you?"

TIPS FOR FACILITATORS

1

The facilitators are suggested to plan the timeframe well and convey it to students to be more effective.

2

The facilitators may give students an overview that they have to respect each other.

THE SNOWMAN

IMAGINATION, CREATIVITY, BODY LANGUAGE,

DESCRIPTION

The main goals are :

- ♦ imagination
- ♦ creativity
- ♦ using body language actively

Language learning outcomes

Learners will:

- become more effective listeners and while miming the sentences, they will have chance to use their gestures and body language.
- improve their listening skills in a relaxed, non-threatening and low-level anxiety atmosphere, with the help of indirect or implicit tools.

PROCESS

Snowman is melting. First of all, children are asked such questions as what is snow, what is a snowman and what happens to the snowman when the sun comes out .

Later, they are said that the children are all huge snowmen. Then the facilitator tells the following instruction either by saying himself or by using the recording:

- You are a snowman
- The sun starts to shine and you start to feel a warmth in your body.
- The temperature has increased. Your head begins to melt. Your hat sways, sways, and slowly falls. The carrot on your nose falls to the ground.
- Now your shoulders are warming up. Your arms and legs are melting.
- Your legs are melting. They can't carry you anymore.
- You're slowly moving down.
- At the end, you have been completely melted. Now, you have become water.

This activity, which is fun for both players and audiences, is a good verbal skill exercise and can be worked with children as it requires careful listening.

TIPS FOR FACILITATORS

1

The facilitators may use verbal and nonverbal cues while speaking.

2

The facilitators may encourage students to use their body language freely.

ACTION

FOUR HANDS

CREATIVITY, STORYTELLING, LISTENING, VOCABULARY, GRAMMAR

DESCRIPTION

The main goals are:

- To develop improvisation, imagination, fast reaction to movements.
- To develop storytelling and listening skills.
- To provide an opportunity to use vocabulary, phrases, correct grammar (e.g. past or present).
- To train ability to understand what has been said.

ADVICE

2 participants / 15 min / Participants will need a cloak, robe, and a stool to step / The first time, the teacher demonstrates this task with a larger doll, bear or other toy, to make sure that the students understand the task. Then the teacher can choose a braver/more attractive student to be the narrator. And then the two switch places - the teacher tells, the child shows.

PROCESS

One storyteller is standing in front and the other storyteller is standing behind him. The storyteller in the back hides his hands behind and the one in front stretches his hands forward.

It is ideal to wear something like a robe tied on the back to create a single image, making the differences between the outfits less visible.

The storyteller in the front begins to speak, to tell something (the topic can be given by the audience).

The storyteller in the back gestures a lot, works with his hands, supplementing what is being told, taking out some items from his pocket (for example, during the story, he starts to blow his nose, or paint his lips, or scratch, or simply raising a hand in the air, as giving a sign-stop-listen, or it can mean- suddenly everything changes in the story.)

Reflection in the learning community: after the activity, talk about feelings - was it easy to talk without using gestures and vice versa - is it easy to just move your hands without speaking.

TIPS FOR FACILITATORS

1

There can be two narrators who talk to each other, ask each other questions, get to know each other, etc.

2

Topics that have been previously learned are taken as a basis, in this way "refreshing" the knowledge and applying it in the role play of everyday situations.

ACTION

JOINT WORK

CREATIVITY, VOCABULARY

DESCRIPTION

The main goals are:

- To develop improvisation and imagination.
- To learn to recognise vocabulary - words and phrases - from movements.

ADVICE

Unlimited participants / 10 min / Make sure that participants have enough room.

PROCESS

One person starts an activity, for example, digging potatoes, and does it until others understand what he is doing.

Gradually the group joins him, people come one by one and also do the same work - for example, they bring a bag and start putting potatoes in it. Someone else comes with a tractor...

Reflection in the learning community: together name again all the movements/tools/ technique used in this exercise. Talk about your emotions while doing this task - did it bring you joy, satisfaction, everything worked out.

TIPS FOR FACILITATORS

1

Can be used as an icebreaker to start a lesson.

1

Before the task, you can repeat with pupils what movements we have learned in the lessons.



POWER

IMAGINATION, CREATIVITY, IMPROVISATION, VOCABULARY DEVELOPMENT,
USE LANGUAGE TO THINK AND REASON

DESCRIPTION

The main goals are:

- attention development
- improvisation
- critical thinking

Language learning outcomes

Learners will:

- analyse their classmates' behavior to determine which role they represent
- be able to use strong emotions vocabulary to describe their actions
- practice Present Simple in an effort to describe the daily routine of their role

ADVICE

- Participants: ~20
- Age: 10+
- Duration: 45 minutes: 15 minutes for preparation/15 minutes performance/5 minutes presentation/10 minutes conversation (role reveal)
- Materials: electronic equipment (projector, video player etc)
- External help: Before the activity, the drama teacher could show students some videos with people of power (presidents, politicians, kings etc) to identify some of their characteristics / give insight into acting techniques / supervise activity

PROCESS

1. All participants sit in a circle.
2. Facilitator asks 5 participants to exit the room and assigns them a role. Each role has different level of power (ex. king, general, courtier, soldier, worker).
3. Then, these five participants enter the room again and begin to act according to their roles (king should walk standing tall and fiercely, on the other hand, worker should walk tired with a burden etc.).
4. After their presentation, participants briefly describe a day in their life without revealing their role.
5. Group needs to find which role each one of 5 participants performs.
6. Activity ends when all roles are 'revealed'.

Reflection in the learning community:

After the activity participants are asked the following questions to reflect and share any additional comments or insight.

- Did assuming a role so different to your personality challenge you in any way?
- Did this activity help you develop creativity/gain confidence?
- What inspired your performance and how did you select what features of your role to present?

TIPS FOR FACILITATORS

1

Props can be used as supplementary materials

2

Before the activity make sure that enough free space is available.



BLACK & RED

COMMUNICATION, TEAM-BUILDING, COMPETITION, LEARNING THROUGH DOING

DESCRIPTION

The main goals are:

- to encourage participants into teaming up, building the team
- improving communication between team members
- thinking critically and outside the box breaking stereotypes

ADVICE

Time: 60mins

Participants: <10

It is mandatory to have 2 facilitators.

The facilitators do not make the introduction, we are going straight to the process of the game.

PROCESS

Divide the room into 2 teams, team "A" and team "B".

They need to be in separate rooms without a chance to communicate.

Facilitators say nothing more but only give them **RULES**

<https://drive.google.com/drive/folders/1fD49H2LZHakTCjRIMC9xruRAwiPROTLj?usp=sharing>

Beside this facilitator is not making any comments or remarks.

He or she may announce clearly and precisely only that the object of the game is to accumulate the maximum number of positive points.

The game is played in a series of rounds. In each round, both teams must decide whether to play Red or Black. They can decide in any manner they want but the decision must be unanimous.

One group is staying in one room, the other is going to go out into the hallway with the second facilitator. When people break up into the two teams and Team 2 goes out into the hall they will have three minutes in which to vote for each frame. Everyone must vote in each frame and the majority vote wins. There is no passing on voting. Everyone must vote in each frame. The facilitator 1 & 2 will count the votes, mark down what the vote is and tally the score. Both teams must vote in one frame at a time. You can not move on to the next frame until each team has voted and the vote has been communicated back and forth between the two teams. After every round facilitators meet and pass the results, get back to their group and share the results.

After the game has been played, Team 2 returns to the main room and facilitators count points (ONE RESULT).

The score table:

The Red/Black Game

	1	2	3 ^{**}	4	5	6 ^{***}
Team I						
Team II						

Reflection in the learning community: The only object in this game was to get the most plus points possible. These are not playing against each other but playing as a WHOLE team. The most possible resolution is teams playing TO WIN, to nuke other team. The facilitators need to explain that it was a team building exercise and you had to score the highest positive score TOGETHER. The pattern was the same for most classes where participants felt distraught because they tried to win by making the other side lose, or they figured out the key to winning, but they were too frightened to speak up or too self-critical to believe they knew the answer. Either way, it was, paradoxically, a no-win situation.

Then the assignment is to write a paper on how you played the red black game and how this reflects your life, how it relates to how you have been living your life and what changes you are going to make to do things differently.

TIPS FOR FACILITATORS

1

If anyone ever played this game - he/she cannot participate. It's crucial that students do not know possible resolutions.

2

Facilitators can use social media communicators to pass the results and set timers to give participants the exact same time



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THE FOUR CORNERS

CREATIVITY, CRITICAL THINKING, TEAMWORK

DESCRIPTION

Main goals: to enhance discussion and theatrical presentations;
to practise grammar skills;
to foster learning from one another.

Language learning outcomes: to state/ask for an opinion, to express agreement/disagreement or to settle an argument.

ADVICE

Duration: 90 minutes

Group size: 8-20 children

Materials needed: Papers for signs, slips of paper for statements.

PROCESS

1. Choose 3 statements from the statement list below or create new ones.
 - Prepare 4 signs: I agree / I don't know / I am still thinking / I disagree.
 - Place each in corners of the room
 2. Explain the activity to the children:
 - a. The room has been divided into four corners. Each corner is marked with a sign: I agree / I disagree / I don't know / I am still thinking.
 - b. The teacher reads out three different statements, one by one. The children take a position in a corner according to if they agree, disagree, have no opinion, or need more time to think.
 3. Read out the first statement and wait till the children choose a position. Then ask children from different corners why they have chosen this position. Invite children to change positions if they change their mind after hearing others' reasons. Repeat this process for all three statements.
 4. Bring children back into one group and discuss this part of the activity:
 - a. Why do you think people had different opinions about these statements?
 - b. What was similar about these statements? Do you know of other statements like these?
 - c. Did anyone make you change your position? Why?
 - d. How can we know which position is 'right'?
 5. Divide the children into small groups of no more than five and give each group a different statement. Explain that each group has about fifteen minutes to read their statement, discuss it, and create a short dialogue (a mini play) to illustrate the statement.
Ask each group to present their work.
(This stage is more appropriate for advanced students who have got theatrical skills).
- Reflection in the learning community:** After each presentation, invite the audience to share their thoughts about the work of their peers. Then ask the presenting group to explain what was the message they intended to deliver.

TIPS FOR FACILITATORS

1

Choose statements controversial enough to elicit differences of opinions. There is a large range of topics the facilitator can focus on.

2

Sample statements:

Dolls are only for girls.
Boys don't cry.
Boys don't wear skirts.
Only boys play football.

The climate has changed before so it's not a big deal.

The sun causes the global warming.
There is no scientific consensus on global warming.
Science shows a clear effect of greenhouse gas emissions in causing climate change.



ROPE GAME

IMAGINATION, CREATIVITY, ATTENTION DEVELOPMENT, ORAL COMMUNICATION IN ENGLISH

DESCRIPTION

The main goals are:

- creativity
- imagination development
- collaboration
- improvisation

Language learning outcomes

Learners will listen to specific information using basic phrases in oral communication

PROCESS

Facilitator shows the hose to the learners. "What can be done with this hose?" He/She asks the learners to write what can be done under the picture of the hose. The facilitator creates sentences and learners try to act :

- "Jump rope, take a bath, catch a ball, put out the fire, pull the car, set traps, climb mountains, play cowboys, use them as basketball hoops" etc.

In the process , funny and creative answers may come. Students play rope skipping game in groups. Two people hold the rope and one person jumps.

TIPS FOR FACILITATORS

1

You can add music to change the mood of the activity.

2

The facilitator can take pictures and determine the most realistic ones.

3

For beginner levels the facilitator can give simple sentences and more preparation time.

TYPEWRITER

CREATIVITY, STORYTELLING, PRONUNCIATION,
VOCABULARY, GRAMMAR

DESCRIPTION

The main goals are:

- To develop improvisation and imagination.
- To develop storytelling skills.
- To train grammar skills by using past, present and future tenses (depending on the story).
- To develop vocabulary related to everyday situations.
- To develop pronunciation, forming of sentences, following the rules of grammar.

ADVICE

At least 2 participants / 10 min / various accessories (optional)

PROCESS

Participant puts a piece of paper into an imaginary typewriter and types a story while telling it out loud. One or more other participants try to represent it without sounds.

Reflection in the learning community: after the activity, don't forget to make a little reflection with your group. Discuss with participants, was it difficult to come up with a story right away. Was it easy to apply the learned grammar, what difficulties did they encounter. Ask the actors if they could understand everything immediately, if there were any unclear words, phrases that came out from the narrator.

TIPS FOR FACILITATORS

1

Instructor can offer to use accessories, but the participants must be able to quickly navigate them and use them immediately.

2

It is better to choose more confident and knowledgeable students at the beginning. Those students, that are more shy, can apply themselves for this activity if they feel confident.



CONTINUE THE ACT

IMAGINATION, CREATIVITY, COOPERATION, VOCABULARY AND GRAMMAR
DEVELOPMENT

DESCRIPTION

The main goals are:

creativity
imagination development
collaboration
improvisation

Language learning outcomes

Learners will:

- create a script using common words and phrases from movies
- apply their knowledge of intonation in English when impersonating roles
- improve their ability to speak in English using correct pronunciation
- practice colloquial expressions used in everyday conversations

ADVICE

- Participants: 25, divided in groups of 4 or 5
- Age: 10+
- Duration: 45 minutes/10 minutes for each of the first two stages/25 minutes for the rest of the activity
- Materials: electronic equipment (projector, speakers etc)
- External help: drama teacher suggests movies or series/gives insight into acting techniques/supervises activity

PROCESS

1. All participants divided in groups of 4 or 5, watch together scenes from famous series/movies, on mute.
2. Then they select some of their favorites scenes and press pause. They discuss what the scenario would be and recreate each scene, based on the actors' gestures and expressions.
3. Each group presents their version of the scene to their classmates.
4. Audience must decide if there is any relevance between the new version and the original script of the movie/series.

Reflection in the learning community:

- Voting as the last stage of the activity helps participants to reflect on their performance.
- After the activity participants are asked the following questions to reflect and share any additional comments or insight:
 - What challenged you the most?
 - Did this activity encourage you to interact with others?
 - Did this activity help you develop creativity/gain confidence?

TIPS FOR FACILITATORS

1

Students need to be familiar with drama/acting

2

Movies/series must be age - appropriate



“IS EVERYTHING OKAY WITH US?”

AWAKENING, AWARENESS, PAYING ATTENTION, IMAGINATION, DEVELOPING LANGUAGE CONSCIENCE AND IMAGINATIVE USAGE OF LANGUAGE

DESCRIPTION

The main goals are:

- Stimulating exercise
- Attention-switching exercise
- Imagination development

ADVICE

6-20 people, time: 30mins.

The amount of participants can vary but it is recommended to keep it below 20 in order to ensure quality of the exercise,

PROCESS

Divide the group into two teams. Members of each team should imagine that the people in the other team are characterised by specific traits - quirky, unique or completely common. Here are examples:

- are naked,
- are Martians,
- are dead,
- are dangerous criminals who have escaped from prison,
- are vampires,
- are presenters of a morning programme on television,
- were frostbitten after 100 years,
- are in prison,
- are members of the royal family,
- are drunk,
- are trying to sell life insurance,
- They are each five years old,
- are monks and nuns.

The other team should guess the feature that has been assigned to it. They can try a certain number of times (e.g. three).

Guide the game so that teams swap roles. You should know the correct answer so that you can prompt if necessary.

If possible, with the help of a second trainer, demonstrate to participants an example of a game in the form of the following dialogue:

A: Are you sure everything is OK with us?

B: Well, in a physical sense rather not. We should cover up the windows.

A: Do we look like the Elephant Man?

B: No. Are you sure you are warm?

A: Do we come from warm countries?

B: No, or at least the colour of your skin is no indication of any such thing.

A. We are naked.



TIPS FOR FACILITATORS

1

Participants usually become enthusiastic about the game after the first few attempts. Once they have learnt to ask the right questions, the guessing game will go much faster. As with other games of this type, the questioners should try to suggest the correct answer.



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CREATING GROUPS

TEAM BUILDING, CREATIVITY, VOCABULARY RELATED TO EVERYDAY SITUATIONS

DESCRIPTION

The main goals are:

- To develop attention, improvisation skills, imagination.
- To develop listening, recognition and application of vocabulary in everyday situations.

ADVICE

Unlimited participants / 10 min / Make sure that participants have enough room to move around / Before the activity, talk to the children about the fact that they should not push anyone out of the circle, if there is a sufficient number of participants, not only your friends, but also other children should be in the circle. There are no winners in this activity - everyone can have fun and good emotions by participating.

PROCESS

Instruct participants to move chaotically around the room.

After giving a command or showing a symbol (if the task is done in complete silence) everyone should quickly manage to group into pairs, threes, fours, fives, etc.

Facilitator can instruct participants to make groups according to the hair colour, colour of clothes, people wearing glasses and not wearing glasses, etc. (taking as a basis the vocabulary that has been studied at the moment.)

Facilitator can use cards - give participants pictures of fruits, berries, dairy products, etc., and participants should line up by colours, by size etc.

Facilitator can also instruct that each of the groups should consist of five people and include, for example, 1 person with glasses, 1 person with beads etc.

Reflection in the learning community: after the activity, ask if everything was understandable and clear, for example, did they know all the numbers or animals named by the teacher, etc.

TIPS FOR FACILITATORS

1

You can add music to change the mood of the activity.

2

It's a good activity to relax students before a bigger task.



THE CHAIN

PAYING ATTENTION, LISTENING, CREATIVITY AND IMPROVISING

DESCRIPTION

Main goals: to motivate students to deepen their grammar knowledge;
to increase concentration, improvisation and self-confidence.

Language learning outcomes: awareness of correct usage of English grammar in speaking and writing. Students will feel comfortable using a variety of sentence types and will ultimately improve their writing and speaking in English.

ADVICE

Duration: 10 - 20 minutes;
Group size: 8 - 10 students;
No material needed.

PROCESS

The teacher asks the students to line up and invites the first one to begin the chain, with a first conditional / second conditional sentence, for example. The challenge is to elicit students to create new conditional sentences using the end of the previous one.

Here's a possible example:

"If the weather improves, I'll go for a walk".

The next student in line must continue the chain using the end of the previous sentence.

"If I go for a walk, I'll meet my grumpy neighbour Matt".

The next one may continue:

"If I meet my grumpy neighbour Matt, I'll get annoyed".

The next in line may say:

"If I get annoyed, I'll lose my patience". And so on. The chain can be endless; its length depends on students' ability to create new sentences, following the pattern.

Reflection in the learning community:

Ask the group:

1. If they liked the activity and why.
2. If the activity was frustrating for some of them.
3. What did they learn?
4. Can the method be used for learning other grammar structures?

TIPS FOR FACILITATORS

1

The chain games are also popular - they consist in making students repeat and extend an ever growing sentence.

2

The basic rule for chain games is very simple: every player adds, in his turn, another link to the "chain". These links may consist of letters, words, or sentences and the result can be extremely long-winded - mostly in the case of chain stories - or quite funny.

E



CONDUCTED STORY

MOTIVATE INDIVIDUALS AND TEAMS TO ACHIEVE A GOAL, EFFECTIVELY MANAGE TIME AND INFORMATION

USE LANGUAGE TO THINK AND REASON, AS WELL AS TO ACCESS, PROCESS AND USE INFORMATION FOR LEARNING, KNOW AND USE THE SOUNDS, WORDS AND GRAMMAR OF THE LANGUAGE TO CREATE AND INTERPRET TEXTS.

DESCRIPTION

The main goals are:

- To promote team-building.
- To develop a group mind by thinking within the same framework as teammates.
- To practice being in the moment.
- To practice conversation, narration and drafting in English.

ADVICE

4 to 6 players at a time plus a conductor / 10 – 20 minutes / Not any material needed.

PROCESS

- Introduce the goals of the exercise, then select 4 to 6 volunteers from the group.
- Bring the volunteers to the front of the room and arrange them in a semicircle facing the audience. Explain that in this exercise they will offer a story that has never been told before.
- Ask the audience to call out the name of a story they have never heard before but would like to hear now. Take any title suggestion offered. There are no right or wrong answers.
- Choose any suggestion provided and repeat the title aloud, then give the following instructions to the team:

- *We are going to create an impromptu story using the audience's suggestion. The story will be developed by a player, who will speak until signaled to stop.*
- *As conductor I will orchestrate the creation of the story by pointing to one player at a time.*
- *The first player will begin the story and continue until I point to someone else.*
- *The next player will pick up the story line from the precise place the previous player stopped, midsentence included.*
- *The focal point is the story title. Use it as a guide if the story becomes chaotic.*
- *I will conclude the story at any time by using something like "...and they lived happily ever after" or by a simply "the end".*

- Randomly, allow each player to narrate for about 30 seconds. Make sure that each player of the team has a turn before giving any second turn.
- Continue until a story conclusion has been reached or you decided so, then bring up another team if time allows.

Reflection in the learning community: after the activity, lead a closing discussion with the whole group using questions like:

- What elements make a story interesting? (action, characters, conflict, resolution, environment...)
- Was it frustrating being unable to stay with the story line you had in your mind?
- When is another player's turn, how did you manage to keep your attention on the story and away from what you planned to say?



TIPS FOR FACILITATORS

1

Repeat the exercise but allow an audience member or a team player to conduct an exercise.

2

Adapt questions and reflections to ages and English levels of participants.

ACTION

PARTY HOPPERS

TEAMWORK, USING NARRATIVE SPEECH, ACTIVE LISTENING, AND ENCOURAGING CREATIVITY AND IMAGINATION

DESCRIPTION

This activity involves working together to create a narrative. Not only does it help to build interpersonal relationships, but it promotes active listening/responding as well as imagination and creativity.

ADVICE

The only material needed for this activity is something to write with, so either a pen and paper or a laptop. This activity takes around 30 minutes with a group of 10. Allow more time for more participants, and ideally it should be done in a class with an even number of people.

PROCESS

1. Divide the class into pairs. Give each pair a 'theme' such as superheroes, villains, historical figures, fairy tale characters etc. (each pair should have a different theme).
2. Once they have received their themes, they must work together to create a character based upon the theme. Allocate 10 minutes for this task.
3. Once the 10 minutes has passed, ask the pairs to join forces with another pair – or choose for them.
4. Next, they must create a plausible narrative that unites their two invented characters.
5. Once they have created their narratives they should 'play out' their story to the rest of the class.
6. After each group has completed their story if there is time, the pairs can be rematched with another character and the process repeated.

Reflection in the learning community: After the activity, ask a few reflection questions to the participants:

- Why did you choose the character you created?
- Was your character similar to the other group's character?
- How easy or difficult was it to imagine a world where both characters exist?



TIPS FOR FACILITATORS

1

Encourage students to be open to others' ideas

3

Provide sentence frames for storytelling

2

Ask questions during the writing process to encourage coherence

4

Turn the last step into homework for further learning

CAMERA

PASSIONATELY BORING

EXPRESSING EMOTION, ACTIVE LISTENING, AND LANGUAGE SKILLS SUCH AS TONE, INTONATION, AND FORMING QUESTIONS

DESCRIPTION

In this activity, participants will practice speaking authoritatively by giving a passionate speech about a boring topic. It encourages active listening and is a great way to practice intonation, tone, diction, body language, and asking questions. Lastly, it promotes imagination and creativity.

ADVICE

We advise you to have the following materials ready for this activity to be effective: chairs, podium, pens, notebooks, stop clock, and (optional) subject / object cards. This activity takes about 45 minutes to an hour with 10 participants. Allow more time if more participants will be involved.

PROCESS

1. Arrange the room into a mock speaking venue – with chairs facing a ‘podium’ (this could be as simple as another chair for the speaker to stand on).
2. Explain to the participants that they will each take turns in giving ‘enthusiastic’ speeches about ‘boring’ subjects or objects. These could include things like kitchen utensils, junk mail, traffic jams.
3. You can either provide cards with pre-determined topics for the participants to select at random or ask them to come up with their own ideas.
4. Allocate one minute per speech and use a stop clock to ensure the time limit is not exceeded. Give the participants 5 minutes to prepare their speeches – they should make bullet points of what they want to say.
5. Instruct the participants to use a pen and paper whilst they are listening to try to formulate questions for the speaker at the end. Explain that the speaker must not be interrupted during the speech, and that any questions should be saved until the end.
6. Once the speaker has finished, then he or she must answer 3 questions about their topic. Whilst speaking each speaker must sound enthusiastic and display positive body language whilst they are doing so.

Reflection in the learning community:

- Was it difficult for you to act passionately about something boring?
- How do you know when someone is being passionate in their speech?
- If you could give a truly passionate speech, which topic would you choose?



TIPS FOR FACILITATORS

1

More preparation time should be given to lower levels

2

Pre-teach question tags for the last part of the activity

LIGHTS!

DWARF CHOIR

CREATIVITY, PRONUNCIATION

DESCRIPTION

The main goals are:

- To develop musical improvisation and imagination.
- To develop accurate pronunciation of sounds.
- To train intonation and rhyming with certain sounds

ADVICE

Unlimited participants / 15 min / Various musical instruments (optional) / Discipline must be observed. Before the task, discuss with the pupils that we express the sound in a low voice and not shout.

PROCESS

Each team is given a sound (once the alphabet is learned, each group pronounces a certain letter, e.g. C [sī]; D [dī], etc.) and they sing it when the conductor points with the baton, as well as when the conductor tells everyone to sing together at a time set by him in rhythm.

Reflection in the learning community: Discuss with pupils whether prolonged vocalization did not cause difficulties. Ask if other members of the "choir", which made a completely different sound, interfered. Was it easy to follow the conductor's movements and follow your turn, rhythm, etc.

TIPS FOR FACILITATORS

1

Various musical instruments can be added, such as tambourines, maracas, rattles, etc. hitting the perfect beat with these musical instruments.

2

This method helps to warm-up voice. It also works as a tongue twister.

LIGHTS!

HANDS

COOPERATION, VOCABULARY

DESCRIPTION

The main goals are:

- To develop attention and cooperation.
- To develop vocabulary related to movements, e.g. jump, squat, clap hands etc.

ADVICE

Unlimited participants / 10 min / At first, do the steps slowly, then you can increase the pace.

PROCESS

Everyone stands in a circle and the facilitator points to one participant saying: Hands! Participants must stay still, but the nearest hand must be raised by those standing next to him.

The activity can be made more sophisticated if the facilitator asks to do a certain movement, for example, the leader points to the participant and tells him to jump on the right leg, squat, clap hands etc.

In this activity, participants can practice their knowledge of vocabulary related to movements.

Reflection in the learning community: N/A

TIPS FOR FACILITATORS

1

Do not allow others to laugh at pupils if they repeatedly make mistakes.



IMAGINARY ORCHESTRA

Improvisation, development of imagination, vocabulary and miming practice, listening and responding

DESCRIPTION

The main goals are:

- story telling
- paying attention
- imagination
- improvisation

Language learning outcomes

Learners will:

- practice their vocabulary while miming the actions
- learn how to keep an open mind and listen attentively
- listen to the words and try to picture what the speaker is saying.

PROCESS

Students are asked to stand up. While playing a highly lively piece of classical music, the students conduct an imaginary orchestra as if they were conductors.

The teacher tells the students new situations in order and asks them to add mime:

- Somebody poured itch powder onto your jacket
- A little kid comes in front of you and starts staring at you.
- You hear a wrong note.
- A black fly is around your head.
- A dog's attacking your foot.
- Bring the end of the scene yourself.

Because the examples given are made while the previous movements are going on, there will be very funny events.

TIPS FOR FACILITATORS

1

You can add music to change the mood of the activity.

2

Check for understanding as new words are introduced.

3

Vocabulary must be relevant to students' age/ level

LIGHTS

BUILD A ROOM

IMPROVE VOCABULARY, PRACTICE THE PRESENT CONTINUOUS TENSE, AND ENCOURAGE IMAGINATION

DESCRIPTION

In this basic, introductory activity to improv, participants will create a shared reality through agreement. The goal is to build an imaginary room full of everyday objects. They will be able to practice vocabulary and the present continuous tense as they describe their actions.

ADVICE

There is no material required for this activity; just encourage the participants to be imaginative. Ideally, this activity should have 5 to 15 participants and last 15-20 minutes.

PROCESS

1. Arrange the room so that participants are standing in a circle around a large empty space with plenty of room for manoeuvre. Explain to the participants that they need to imagine an empty room with just a heavy wooden door that they need to turn the handle and push to enter.
2. Only one person can enter the room at a time. Once in the room they need to 'mime' an 'object' and use it, whilst explaining what they are doing – E.g "I'm sitting in the armchair whilst reading an interesting book."
3. After they have finished, they must leave the room before the next person enters. The next player repeats both the mime and the words that the previous player used (including turning the door handle of the heavy wooden door) and then moves on to adding his / her own mime and explanation of what they are doing with their 'object' and so on.
4. If a player fails to follow the sequence exactly, then they are out of the game. The last player remaining is the winner.

Reflection in the learning community: Afterwards, have a discussion with the group about their experience with the activity to consolidate their learning. The questions could include:

- Were there any actions you found difficult to describe?
- What new vocabulary words did you learn?
- Did you enjoy this activity? Why or why not?
- Which verbs are not associated with actions?



TIPS FOR FACILITATORS

1

Pre-teach the present continuous

3

Check for understanding as new words are introduced

2

Do the first object yourself as a sample

4

Give feedback on grammar and vocabulary



FOLD THE BLANKET

TEAM BUILDING, CREATIVITY, PHRASES RELATED TO A CERTAIN TOPIC

DESCRIPTION

The main goals are:

- To create a shared reality through team agreement.
- To share a common vision.
- To create something out of nothing.
- To practice and use simple sentences related to a certain topic

ADVICE

Unlimited participants in groups of 3 -4 / 20 min /Make sure that each team have their own space with enough room to fold an imaginary blanket.

PROCESS

- Introduce the goals of the exercise, then form teams of three or four participants.
- Instruct each team to find an open space and to move to that area. Read aloud the following sentences, pausing long enough for participants to respond/react to each statement:

You are on a beach with some friends.

A large blanket is spread on the sand.

Sit down on your blanket and enjoy the sun, sand and surf.

Oh! A rain storm is rapidly approaching.

As a team, fold your blanket and get ready to leave the beach.

- Remind participants that the objective of this activity is to simply get the blanket folded in 2 minutes. It is not a competition. They should focus their attention on the blanket and teammates' actions.
- Observe how teams proceed, if they work organized as a team, if they use more language than signs to communicate, if they manage to do it...
- Reconvene the entire group and use the following questions to prompt a discussion:

- How did you know the task was done as there is not a real blanket to be seen?
- What actions did you take, individually and jointly, that helped you succeed?
- Those who did not complete the task, what prevented you from doing it?
- What feelings and emotions came up during the game?

Reflection in the learning community: after the activity, don't forget to make a little reflection with your group. First, lead a discussion by making the following points and asking participants to share any additional comment or insight:

- The reality of folding a blanket is not created by actually having a blanket but rather through a common view and complementary actions by the group.
- The essence of reality is created through action and agreement of all the team players. In essence, reality is a shared vision among people.

After this, ask the group to brainstorm ways this approach can help us deal with change in our everyday life. Can we learn to participate in another person's reality even if we do not understand it?

TIPS FOR FACILITATORS

1

Before the start of activity make sure that enough free space is available.

3

As a follow up you can implement the variation “Bathe the puppy”, so participants can put newly learned concepts into practice

2

Adapt questions and reflections to ages and English levels of participants.

LIGHTS!

WHISTLES

CREATIVITY, DICTION AND PRONUNCIATION,
MEMORY TRAINING

DESCRIPTION

The main goals are:

- To develop improvisation and imagination.
- To improve diction and pronunciation of difficult syllables and words.
- To help to correct the position of tongue when pronouncing a specific word.
- To train fast talk.
- To provide memory training by learning easy, short poems, sentences and phrases.

ADVICE

Unlimited participants / 5 min / Participants can use phones to take pictures / Give easier exercises to younger students. Older students can say each exercise 3 - 5 times in a row, increasing the tempo.

PROCESS

Start the activity with diction exercises. Examples: She sees cheese; Four fine fresh fish for you; Greek grapes (3 times); Fuzzy Wuzzy was a bear; Santa sang seven songs.

Instruct participants to mock each other, to move their jaws, they can also try to make each other laugh.

Use the sound of Pah... "we shoot flies by blowing away".

Reflection in the learning community: tell pupils why such exercises are necessary. Ask if everything went well - how many times in a row did they say the exercise without mistakes. Which exercise did they like best? Maybe they can come up with their own exercise?

TIPS FOR FACILITATORS

1

Participants can take pictures of facial expressions and determine the funniest one.



COMMUNICATION TECHNIQUES

COMMUNICATION, TEAMWORK, CREATIVITY, SELF-DEVELOPMENT,
VOCABULARY DEVELOPMENT, READING SKILLS

DESCRIPTION

The main goals are:

allowing participants to become acquainted their personality types that are crucial for understanding how they operate in terms of business and in real life allowing participants to know and understand their types of communication based on four examples: CONTROLLERS, ANALYSERS, SUPPORTERS, PROMOTERS

ADVICE

This activity lasts around 90mins and it's designed to the countless amount of people. Make sure the people will later group wishing the correct teams. Make sure you will explain all the vocabulary from the sheets given.

PROCESS

16 personalities activity

Participants are asked to bring their computers/smartphones as the first part of this exercise is an individual quiz.

They all access this website:

<https://www.16personalities.com>

They are given 20 mins to complete the survey online. Few results are possible. Later on, when they already know their group, they make adequate groups and they shortly present their types of personalities on forum. This exercise is extremely useful for understanding the types of personalities and it is the introduction for the communication styles which follows.

Short after that...

Communication styles (1h)

<https://drive.google.com/drive/u/1/folders/1ItBK-bqOHohWNPl2mKUoPvuYhwIsvWG>

Facilitators print page 5,6 and 7 for each participant.

Page 5 and 6 are an individual test for each participant. Participants choose on of the two words on the opposite sides of the paper (random or patterned, warm or cool etc). One word HAS TO BE CHOSEN.

When they complete the test, facilitators ask them to write one word above each column.

Above RANDOM - we write INFORMAL

Above PATTERNED - we write FORMAL

Above TAKES CHARGE - we write DOMINANT

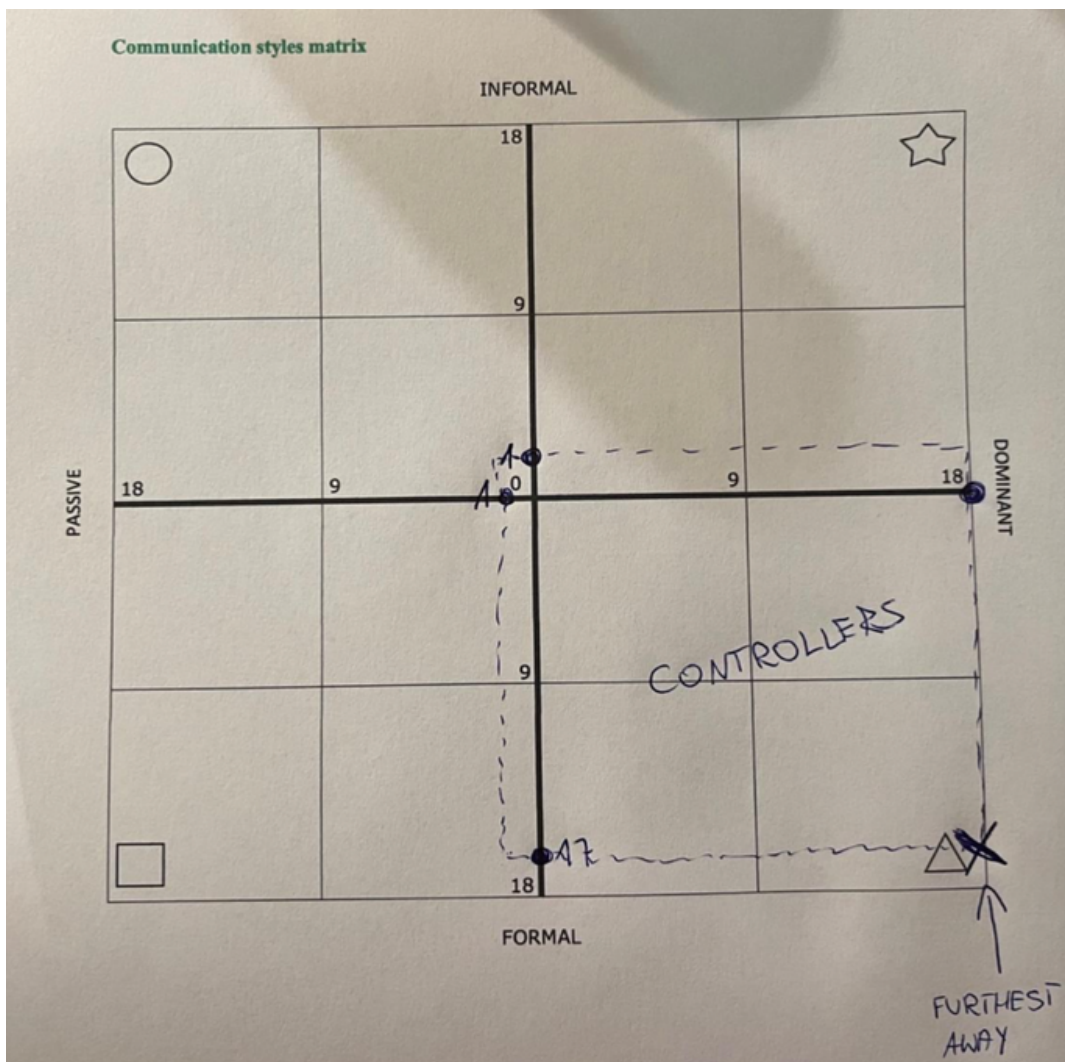
Above GOES ALONG - we write PASSIVE.

Facilitators ask participants to sum up the quantity of all answers in EACH column.

For example: 6 informal, 7 formal, 10 dominant, 8 passive.

Later on participants mark on the matrix (page 7) their answers and they draw a square.





(example above - 1 informal, 1 passive, 17 dominant, 17 formal = CONTROLLER)

The point furthest away from zero is their communication style.

INFORMAL DOMINANT = promoters

INFORMAL PASSIVE = supporters

FORMAL DOMINANT = controllers

FORMAL PASSIVE = analysers

Facilitators give brief introduction to each communication style, without going into details. They describe each group but details will be provided by participants themselves.

Reflection in the learning community: We form 4 groups (one style each) and we ask participants to describe their groups. We give them follow up questions for example:

- What are your advantages and disadvantages? Brief description.
- How do you like to communicate with people?
- How close do you like to be with people?
- The list of DO's and DON'T's during communication with your group?
- How should the interlocutor convey a message?
- How do you usually work?
- Your main "theme" song.

Later on participants present their groups and facilitators give the brief summary altogether with short reflection and discussion.



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LIGHTS

THE BOMB

COOPERATION, TEAM BUILDING, COMMUNICATION, MEMORY TRAINING,
VOCABULARY DEVELOPMENT, PRONUNCIATION

DESCRIPTION

The main goals are:

- teamwork
- communication
- attention development
- critical thinking

Language learning outcomes

Learners will:

- practice their vocabulary by naming words when describing a given subject
- improve their ability to speak in English using correct pronunciation
- practice speed, accuracy and ease of recall

ADVICE

- Participants: 10 - 25
- Age: 8+
- Duration: 45 minutes (depending on the group size)
- Materials: a soft ball

PROCESS

All participants sit in circle. Facilitator throws an object to a participant and at the same time he/she says loudly a word, 'island' for example. The first participant, as soon as he/she catches the object begins to name as many words related to islands as he/she can. If he/she can't name any more words, he/she throws the ball to one of his/her classmates. The one who catches the ball must continue saying words related to the subject (ex. islands). All participants must mention at least 3 words related. The subject changes when the participant who holds the ball can't think of any other words or repeats a word that has been mentioned before. The participant who made the mistake, starts the game again by saying a new word, so the game continues.

Reflection in the learning community:

After the activity participants are asked the following questions to reflect and share any additional comment or insight.

- Which subject was easier for you?
- Did this activity help you enrich your vocabulary?
- How did you manage to keep your attention so as not to repeat words already mentioned?

TIPS FOR FACILITATORS

1

Teacher should create an atmosphere that encourages participation

2

Some students could write down all the words mentioned to improve dictation skills

3

Words must be relevant to students' age/level





WHISPER CIRCLES

DICTION AND PRONUNCIATION, MEMORY TRAINING, SOCIAL INTERACTION

DESCRIPTION

The main goals are:

- to enhance the students' listening skills;
- to develop attention and cooperation.

Language learning outcomes - the students will acquire skills in listening actively to the target language (sounds, rhythm, intonation, and stress of the language).

ADVICE

Duration: 10 minutes

Group size: up to 35 participants

Materials needed: cards with sentences.

PROCESS

Divide the students into groups of 5 to 6 participants.

Choose one leader from each group.

Give the leaders a card which has a certain sentence, for example "It takes the Earth 365 days to orbit the sun." Ask them to memorize the sentence, then they go back to their groups and whisper the sentence to the person on their right.

Each person whispers the phrase to the next player, and the game continues until it reaches the last group member in line. The sentence must be said only once. The last player says the sentence out loud. If the sentence is exactly the one written on the card, that group wins the game.

Reflection in the learning community

Ask the participants:

How did they feel during the activity?

If they learned any new words/phrases?

If they could understand the sentences immediately?

If there were any unclear words or phrases?



TIPS FOR FACILITATORS

1

For beginner level, the facilitator can choose simple sentences or even tongue twisters.

2

The facilitator encourage students to interact and communicate and to create a meaningful context for language use.

3

The facilitator increase the sentence length & complexity accordingly to the language level of the students.