

HEROES HANDBOOK

Teaching skills



The non-governmental organizations, such as Volunt2Thai are **highly dependent on external support** to continue and sustain their activities due to limited resources. As a **volunteer** at Volunt2Thai **you will be part** of various activities that guarantee the longevity of the entire project.

One of the areas of the project is the **teaching of formal and informal education**. Volunt2Thai serves three schools in the region as long as there are volunteers available. The schools are differently developed because each one has different one to resources. Therefore, in some schools there are children who speak better English than others.

Our role as volunteers is more than develop the English skills, but develop a range of skills that they would not have access to otherwise.

We will give you a better understanding on the subject of skills later in the handbook.



The objective of this handbook is to give you guidance on how to prepare your classes.

We would like to emphasize the main focus isn't just about teaching English skills, but **develop a range of social and emotional skills** that will contribute to the sustainable development of each kid.

A few things to not forget:

- **Be patient** - English isn't close to Thai language and the kids aren't so familiar with the sounds and pronunciation.
- **Flexibility** - Kids will be always kids wherever we are in the world. Sometimes we need to adapt our method and plans depending on the current needs
- **Fun** - It's supposed both of you have fun. You and kids! Enjoy the journey with them, that's the best gift you give to them
- **Excel** - We aim to be the best we can. The best you can should be enough.
- **Purpose** - we work for people! We believe in diversity, in the best of people and in their ability to change the world!

➔ *The heroes handbook it's just a guidance, you are free to bring your own input, forms and ideas.*



SKILLS TO DEVELOP



With our experience in the field as volunteers, we have observed **Thai kids tend to be shy, ashamed to speak, share an opinion or just have lack of interest.** This happens for many reasons: the teachers' lower education (creating difficulty in being efficient and in getting students interested), parents and family's low formation (developing in the kids other priorities besides study), Thai education system's values that do not support or elevate free spirit and opinion, etc.

These motives made us look back and **rethink ours objectives and vision**, turning teaching English in a tool to empower students personalities and features by making them believe in themselves and be proud of their voice.

The Heroes Handbook will share dynamics and exercises based on the following skills:

Listening, Talking and Acting



➔ OBJECTIVES AND IMPORTANCE OF LISTENING

In communication exists two important roles: **speaking and listening**. To be able to understand what is around us, the other, what he is saying, meaning and feeling you need to listen carefully. That is why is so important to **develop kids' ability to listen and take as much information as they can from something**.

This way we not only teach them to take information from an English dialogue but also help them improve their ability to take information and interpreting any language or situation.



➔ OBJECTIVES AND IMPORTANCE OF TALKING

Nowadays we live in an alienated world, **turning consciousness and owning an opinion is even more important**. Therefore **being able to think, defend ideas and express them becomes a plus**, if not the key for many situations.

So once more, we use English as an instrument to increase kids' abilities not only in expressing themselves in English but also in other languages by elevating their confidence in themselves and their opinion.



➔ OBJECTIVES AND IMPORTANCE OF ACTING

Acting is one of the last expected activities to help the kids but **it is as important** and has as many features as the others, we believe.

By involving kids in games and activities that include acting **we put them out of their comfort zone** not only making them learn English vocabulary but also opening space for their **imagination, creativity, ideas**, freedom and uniqueness to grow in a world where those are the things that really highlight us.



→ Copycat Commands

Category:
listening and acting

Group size:
any

Materials:
none

Pace:
wake up

This is a simple game in which the class, on your command, copies you miming simple actions. It is helpful for initial introduction of vocabulary and for quick revision before a game such as Simon Says. As the class become familiar with the language, stop miming and just give the commands.

Here are some examples (assuming the lesson is in the classroom and not in a playground, where there are more active possibilities). Add freely to them.

Dance / jump / run on the spot / touch your nose, knee, ankle, ear... / touch anything red, blue, green ... / touch your shoe, sock or another item of clothing / touch a friend's leg, arm, etc. / open a book / pick up a pen / fold a piece of paper / pass the paper to the neighbor / screw up the paper / throw it at someone / pick it up / unfold it / write your name on it / throw it in the bin / be silent / crouch down / mime a chicken / write the number seven / sing do re mi / tap your feet / clap your hands once / clap your hands five times / stand up / sit down / stand up if you are wearing a skirt / sit down if you are wearing black shoes / stand up if you like tennis / sit down if you like chocolate / be a Jedi knight / be a princess / be a prince / fly a plane / drive a car / eat a melon / eat a sticky toffee pudding / hop on one foot / make the letter t with your hands / make the letter d with another child / be happy / look up / look down / look around / look out the window / look under your desk / and so on.



LISTENING GAMES



→ Decoding

Category:
listening and spelling

Group size:
any

Materials:
none or pictures

Pace:
calm

Display a code on the board where numbers are equal to letters, for example $48 = a$, $64 = b$, $8 = c$. The teacher reads out a number. Students write down the corresponding letter until a word is formed.

For vocabulary, use words instead of numbers. For example, display the following on the board:

Pig.	=	a	Chicken.	=	i
Duck.	=	l	Sheep.	=	m
Cow.	=	n	Frog.	=	s

The teacher or a selected student reads out the words “pig, cow, chicken, sheep, pig, duck and frog.” The class writes down the corresponding letters and find that they have spelled the word “animals”. In this task, students learn to spell while hearing how words are pronounced. To revise meanings rather than spelling, place animal flashcards next to the letters instead of the written words.



LISTENING GAMES



→ Draw

Category:
listening and acting

Group size:
2 to 40

Materials:
class board
with pens

Pace:
wake up

For this simple game call out an item and members of the class race up to the board to draw it. To organize this, count round the class from 1 to 5 repeatedly and each pupil retains his or her number. Then call out an item and ask all the number 1s to come and draw it. To add a time limit, the rest of the class count up to 20. All the number 1s must complete their picture by the time the class have reached 20. As extension, the class might pick out the best- draw picture.

If the class has 40 students, bring up as many as possible at each round to keep waiting time down. For example, if five students fit at the board, have eight teams of five. In this case, after eight rounds, everyone will have had a go. The more teams the better.



LISTENING GAMES



→ Musical Vocabulary

Category:
listening

Group size:
2 to 30

Materials:
sets of pictures cards

Pace:
wake up to excitable

Spread pictures on the floor and have the group walk or dance in a circle around the picture cards. Call out one of the picture cards, or a sentence containing one of the picture cards, such as “hamburger”, or “I’d like a hamburger”. The players jump on to the relevant picture.

Here is an example with 20 players, using 3 hamburgers pictures, 3 pizzas and 3 milkshakes. If you allow four players per picture, when the music stops, you’ll have eight players out in the first round. Eliminate the rest by allowing only two children per picture for the next round, and then one per picture, so that everyone is back playing again very soon. Involve those who are out by having one of them call out the next word.

If music is not possible, then players can circle round the pictures chanting a rhyme or singing. At the end of each verse or song, you call out a picture card.

Avoid having numerous students trying to converge on only one picture.

For cramped classrooms, place the pictures on desks. The players must touch the desk with the corresponding picture.

To keep children from banging themselves on the furniture from over-excitement, try slowing everyone down with this rule: when walking, the heel of one foot must touch the toe of the other, as you would do if you measuring the length of a room in feet.



→ Rapid Grab It

Category:
listening

Group size:
2 to 20

Materials:
real objects. Appropriate items to include might be coloured pens to recap colours, toy or real fruit and vegetables, dolls' house furniture, classroom items, household items, different coloured numbers or letters. Flashcards will suffice if you have no realia. Otherwise, have students sketch pictures and play with those. Recycle at the end of the game, as they will probably be crumpled and torn by them.

Pace:
wake up to excitable

Have a pile of objects such as plastic animals or flashcards and divide each group into pairs or threes. For example, with a group of 12 players, there would be with a group of 12 players, there would be three number 1s, three number 2s, three number 3s and three number 4s. Say a sentence, such as **“Number 1. I saw a lion in the jungle.”** The three number 1s race to pick out the plastic lion.

A large-class variant is to scatter objects about the class on tables and ask, **“Who can find a green number nine / something pink / a letter j / a cat / a dog?”**



LISTENING GAMES



→ Show me

Category:
listening

Group size:
2 to a large class

Materials:
Classroom items or
any items at hand

Pace:
wake up

This is a simple game where the players show their understanding of vocabulary. It allows you to observe how pupils are doing, and it is also useful for introducing new vocabulary or revising. It before a speaking game. Ask players to show you an item. For example, say **“Show me a pen”**. Everyone holds up a pen. **“Show me a blue pen”** – students hold up a blue pen.

Here are other ideas: the floor, the ceiling, the wall, the left wall, the right wall, a rubber, a ruler, a friend, a girl, a boy, a hand, a leg, a friend’s foot, a blue skirt, a sock, a door, a pen in a pencil case, a pen under a pencil case and so on for the prepositions, etc.

For a variant, give out picture cards so the children hold up the correct picture as you ask for it. Have the pupils spin around and point to the item on the wall.



→ The Big Freeze

Category:
listening and acting

Group size:
2 to a large class

Materials:
None

Pace:
wake up

Have players walk around. For classes where children cannot leave their desks, have them move slowly on the spot. Students may move their arms, fingers, heads, feet and bodies. Tell a story, sing a song or randomly say a number of words while pupils listen intently. Whenever they hear a specified word or phrase, they freeze and stay frozen until you reach the end of the sentence or say to move again. If they move, they are out. For example, say that whenever they hear an item of clothing, a type of food, a profession, or a specific phrase they freeze.

A variant on this is instead of freezing pupils clap their hands above their heads.

As variant for all ages, pupils could sit down whenever they hear the word, and all try not to be the last one to take a seat.



LISTENING GAMES



→ All Change

Category:
listening (with
reading and
speaking variants)

Group size:
small groups
of 6 to 20

Materials:
pictures or word
flashcards

Pace:
Excitable

Players stand in a circle with one player in the middle. Each player in the circle has a picture or word flashcard. Players memorize their flashcard and then hold it so that the person in the middle can see the word/image. Call out two of the picture card items. The two players holding these cards have to change places, without the person in the middle taking one of their spots in the circle. When the person in the middle succeeds in taking a place in the circle, the other player hands over his or her card and takes a turn in the middle. At any time, call out **“All change!”** This means that everyone has to change places. Use this if someone is stuck in the middle.

Name the items on picture flashcards, give plurals or make sentences. For example, if everyone has a food or drink picture, say: **“I like bananas and milk.”** The children with the pictures of milk and banana change places with each other. Other sentence ideas for different topics are:

“Next weekend I’ll play football and tennis.”
“On my farm, there are pigs and sheep.”

“My mum is a doctor, and my dad is a dentist.”
“On Monday I am going to the bank and the supermarket.”

For a listening and reading variant, play the game as described above, but sing short phrases written on cards (they can be written by you if you don’t have them). For example, write **“Hello, how are you?”** on one card and **“I’m fine, thanks.”** on another, or **“Where do you live?”** on one card and **“I live in India.”** on another and so on. Everyone has one card, or more to take game trickier. Use this idea with sentences that are cut in half too.

After a few rounds, the children swap cards with each other. Bear in mind not to play for more than 10 minutes to keep the game fresh and fun. To convert this into a speaking game, let players take turns to call out pictures that must be swapped. Give the calling out job to intermediate students to keep them challenged.



LISTENING GAMES



→ Colour Wolf

Category:

listening or speaking
(colours or articles
of clothing)

Group size:

small group or large
class variant

Materials:

None

Pace:

Excitable or
calm version for
large class

The “wolf” calls out a colour. If you are wearing this colour, you are safe. If you are not, then the wolf can catch you. The wolf has 15 seconds to catch someone not wearing the specific colour. If the wolf succeeds, that person becomes the next wolf and can immediately call out the new colour. If a wolf cannot catch anyone after two or three goes, change over. Blow a whistle after the 15 seconds so players know when the time is up.

In the listening version of this game, the teacher calls out the colour, and one of the children is the wolf. In speaking version, the wolf calls out the colour directly. You might create a variant of this game with articles of clothing or with vocabulary pictures that children hold so that the wolf can see them.

If the children all wear the same colours or uniform, then each pupil draws a circle in a chosen colour and holds it or pins it to their clothing.

For large groups, the wolf stands at the front, facing the board. Students stand at their desks or benches. The wolf or teacher calls out a colour. If a pupil is wearing it, he or she is eaten and sits down. The winners are those left standing at the end. One of them can be the wolf in the next round or the end of the game is here.

Play this game with any vocabulary. Each pupil writes or draws an object from a selection and holds the picture up to their chest as above for the colours. Practise any target structures. The wolf or teacher says a sentence or question that includes one of the items from the selected vocabulary.



LISTENING GAMES



→ Ladders Basic Version

Category:
listening

Group size:
8 to 40

Materials:
none or pictures
flashcards

Pace:
wake up

This game needs a big space. Divide the class into two and have pupils sit on the floor opposite a partner in two lines. Pupils stretch out their legs and have their feet touching the partner's feet opposite. The pattern made on the floor by all the players is similar to a ladder. The two lines of the players making up the vertical sides of the ladder and their outstretched legs being the rungs. The players must keep their legs and feet on the floor at all times so as not to trip any players up.

Starting at one end of the line, give the first player and his or her partner opposite a number 1. The next player along and his opposite would be number 2, the next pair number 3, and so on. Older children will remember their number, but younger ones may forget, so give out picture cards or cards with their numbers on too.

Call out one of the numbers (or pictures), for example, 7 (or doctors). Pair number 7 get up and run over the legs to the end of the line and round the pair at the end. The two students run back up through the middle of the ladder to return to their original place and sit down. The idea is to get back to your original place before the opposite number.

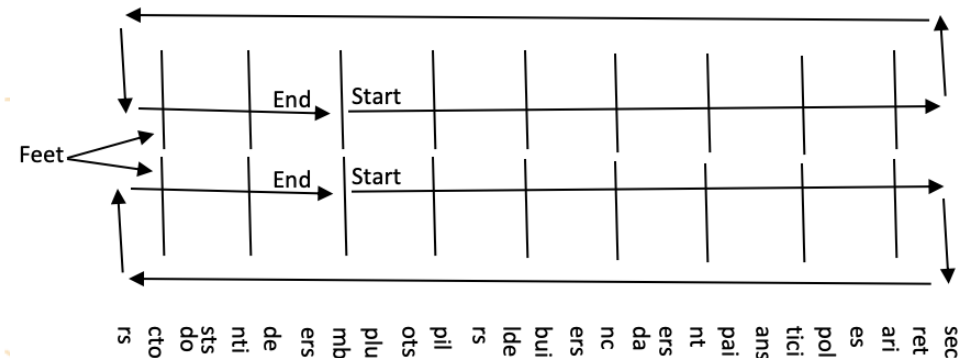
Match up the faster runners, or at least avoid putting Speedy Gonzales opposite the slowest.

Use numbers or vocabulary for this game.

Do be attentive to give each pair the same number of goes.

An easy way of ensuring this is to have your own set of picture cards. Simply work your way through them, but in random order, so the players never know who will be the next pair to run.

Ladders example with 18 children using professions vocabulary.





LISTENING GAMES



→ Simon Says

Category:
listening and acting

Group size:
2 to a large class

Materials:
none

Pace:
wake up

Simon Says is an extremely useful classroom game. It can be adapted to a wide age range, becoming increasingly sophisticated as the players get older or have greater command of the language. The classic version of Simon Says is as follows. The teacher starts off as Simons and gives the players instructions they must follow, but only if Simon says so. For example:

“Simon says touch your nose.” Simon touches his nose and all the players touch their nose.

“Simon says touch your feet.” Simon touches his feet and all players touch their feet,

“Touch your head.” Simon touches his head, but players must not touch their head since Simon didn't say so. Any players touching their head lose a life.

In the classic version any players who touched their head would be out. However, it's much better to lose a life instead. The idea is to have everyone playing, not sitting around watching. Alternatively, as soon as three people are out, restart the game with everyone playing again. That's the most practical way to play with a big class, since the more children there are, the harder it is to keep track of lost lives.

Obviously, Simon Says is the perfect game for body parts, and once your players have the hang of the vocabulary they can be Simon. Moreover, the language potential for Simon Says does not stop there. Here are some examples of actions that Simon can say:

Raise your left hand / touch your right leg / touch something blue / touch a jumper, shoe or sock / touch someone else's head / jump on the spot / hop on your left leg / stand on your right leg / look up at the ceiling / look down at your feet / mime an action or animal / jump on a picture of ... (lay pictures on the floor for players to become familiar with, or revise specific vocabulary) / touch a ... (spread out real objects that the players touch on Simon's instruction).

For a harder version of Simon Says, complicate the game by giving to actions and so on.



LISTENING GAMES



→ True or False

Category:
listening

Group size:
2 to a large class

Materials:
none, items optional

Pace:
calm

Name an item or say a statement, and the class says whether it is true or false. For example, point to a picture of a carrot and say **“Potato”**. The class must respond **“False”**. Hold a pen under a chair and say **“The pen is under the chair.”** The class must say **“True.”** Etc.

This game can easily be more challenging. For example, test the student’s knowledge of plurals – point to a picture of a mouse and say **“Mice”**. The class says **“False.”** (Also ask them for the correct word, if an answer is false.) Check “a” and “an” as well as “some”: if you point to bananas, “some bananas” would be true. An orange would be true for one orange, but “an pear” would be false.



SPEAKING GAMES



→ Action Race

Category:
speaking and acting

Group size:
2 to 40,
space needed

Materials:
Chairs

Pace:
wake up to excitable

Put children in teams. Make small teams so as to limit waiting time. Place one chair per team at the front of the class with one student from each team in each chair. Call out an action, and the children in the chairs must perform the action back to their original seats.

Have the pupils name action repeatedly as they move. For example, they repeat **“I am jumping”** continuously as they jump down the class, only stopping when they reach their seats. Consider awarding points for saying the English nicely as well as reaching the seat first.

Watch out for children hurting themselves when trying to race (if in doubt, do not play the game as a race).



→ Adjectives and Adverbs

Category:
speaking

Group size:
any

Materials:
none

Pace:
calm to wake up

Children repeat a short sentence or phrase and try to say it with a different expression or tone each time. Try a questioning tone, a high or low voice, a squeaky voice, or a growl. Or perhaps astonished, surprised, sad, angry, happy, excited, or bored. For adverbs try quickly, slowly, high, softly, loudly or happy.

Utilize this game specifically for adverbs or adjectives. Or simply use it as an excuse to repeat given phrases. The grammar will be thoroughly drilled in a fun way.



→ Chanting Game

Category:

speak

Group size:

2 to 15

Materials:

none, blindfold
optional

Pace:

wake up

Variant needing blindfold and space: blindfold one child and place a picture card or item somewhere in the room. The others guide the blindfolded child to the picture by chanting the word over and over again. Quiet chanting means the child is far away from the picture; louder chanting means the child is approaching the picture. Once the child has found the picture, swap over and let other children have a go, but not necessarily every child. Keep this game fresh for another time by moving on to something quickly.

Variant with no blindfold for a regular classroom: A variant for this game is to hide two pictures or items around the room and divide your group into two teams. One child from each team must find a picture, with the group guiding him or her in the same way as above. No blindfold is needed in this version as the picture is hidden. The two teams race to have their seekers find their picture first. If two teams cannot play simultaneously, time each team in turn.

If loud chanting would disturb neighbouring classrooms, try slower and faster, or lower and higher chanting.



SPEAKING GAMES



→ Telephone

Category:
Speaking

Group size:
Any

Materials:
none

Pace:
calm

One player begins the game by whispering something to the next person in a line or circle. This person whispers it in turn to the person next to him or her, and so on around the group. The last person then says the word or the phrase out loud. Usually, this is not the same as the initial message, which children find funny. Though for the purpose of learning English this is not the point!

In order to encourage proper listening and speaking, offer point to the team that does succeed in transmitting the message correctly. Otherwise, the children distort it deliberately to make the game more entertaining. If playing with two or three teams, award a point to the fastest team with the correct message. Or award a point to all the teams that pass the correct message. In this case, each team will need a different message.

An appropriate group size is around eight players. With a class either divide children into teams or pass several messages around the class, let the students pass the message down the rows of the classroom, or along the benches from one side to other. While all the messages are travelling down, do not interrupt the game to read the results. Instead have students write them down at the end of the line and announce them all at the end. Players can also write the correct message on the board.

Send any message down the line, from very simple to long complex one depending on the level of the class.



SPEAKING GAMES



→ Duck, Duck, Goose

Category:
speaking

Group size:
small group to
large class

Materials:
none

Pace:
wake up

Players sit in a circle. One player, who we will call A, walks quickly around the outside of the circle gently tapping the seated players on the shoulder saying “duck” each time. When A says **“Goose!”** the child touched on “goose” stands up and chases A around the circle. The “goose” tries to catch A before A runs a full circle and takes the place of the “goose”. The “goose” rarely catches the one who touched him or her, so most children have a go. Each round, change the vocabulary, for example, sticking to animal theme, have “tiger, tiger, snake” followed by “cow, cow, big”.

This game is a great excuse to say the same words over and over so that pupils memorize them and have plenty of opportunities to say them out loud.

Variation for a large class: Every tenth pupil screws up a piece of scrap paper into a ball. The class says two words rhythmically and steadily in unison. **“duck, duck, goose, duck, duck, goose, duck, duck, goose, ...”** Each time the third word is said the paper is passed along the line of students and through the class. Once the paper reaches the back of the class it can be passed back the same way or follow a circle (easier).

Say **“Stop!”** unexpectedly on the word “goose”. All the children who are geese at that moment stand up and mime being geese or do a forfeit, simultaneously to avoid waiting time. Continue using two different animals or other vocabulary words.



→ Grandmother's Footsteps Adaptation

Category:
speaking

Group size:
4 to a large class

Materials:
none

Pace:
wake up

One of the students is Grandmother, down at the front, facing away from the class. Grandma asks the class to repeat certain words or phrases and at any time can raise her arms above her head as signal. Then she spins around to try to catch someone moving.

For example, Grandma says, **“Do you like apples?”** The class creep forward while Grandma is asking the question and reply “Yes I do.” While the class are replying Grandma spins around and tries to catch someone moving. Grandma then turns back to face the wall and asks, **“Do you like pears?”**

Grandma can also give commands such as **“Move to the right”**, **“Look behind you”**, **“Look up”**, **“Look down”** and **“Touch your nose.”**

Let a student be Grandma to avoid losing control of the class while you are with your back to them.



SPEAKING GAMES



→ Hot Potato

Category:
speaking

Group size:
small group to
a large class

Materials:
potato or something
round like a ball or a
piece of paper
screwed that can be
passed and blindfold
optional

Pace:
wake up

Sit pupils in a circle with one player in the middle blindfold, or closed eyes closed. If there is no space for a circle, leave the children sitting at their desks, and they can pass the potatoes from their seats. The players pass the potatoes from their seats. The players pass the potato round as quickly as they can until the blindfolded player calls out **“Hot Potato!”**

The player holding the potato at this moment has to do a forfeit. With a bib circle or class, have two or more potatoes passed around at intervals of few people, to keep everyone actively occupied. In this case, all those holding a potato do the forfeit.

Variation for large classes: Use this game as a drill to go over a song or a rhyme frequently. The song should be one the pupils already know or are in the process of learning, not a brand new one, or they won't be able to sing along. You will need at least one potato every six students. Establish the route the potatoes will take around the class and pass them along it by way of demonstration. Start the song and while pupils sing they pass the potatoes. Somewhere during the song, unexpectedly, make a loud noise or clap. The class instantly stop singing and all pupils with potatoes do a forfeit.

Sing, chant or say a rhyme as the potato is passed round. With small to medium group, the person in the middle can ask the people caught holding the potatoes a question. If they answer it correctly, they do not have to do the forfeit.

An intermediate idea is for each player to say a word beginning with a certain letter as the potato is passed round. A word cannot be repeated. A variant is to say any word in a theme, such as an animal, a profession, or a place, like a park, supermarket or country. After each round change the theme.



→ Jackpot

Category:
speaking

Group size:
small group to a
class of about 30

Materials:
pictures on the
board or flashcards

Pace:
calm

The teacher chooses six students, who go to the board. The teacher explains that the students are going to practise vocabulary, such as numbers from 1 to 20 or the alphabet. The first child says “1, 2, 3”, the next “4, 5, 6”, the third one “7, 8, 9”, and the fourth “10, 11, 12”. The teacher has set a “lucky number” on the board previously, let’s say 20, which will give one point to the child or team that student represents. The children’s excitement increases as they approach the number.

To work on vocabulary, other than numbers or alphabet, have pictures up on the board, or hold up flashcards. The lucky word can be written up on the board.



→ Pictionary

Category:
speaking

Group size:
2 to 40

Materials:
paper and pens
or class board

Pace:
wake up

This is the classic Pictionary game, where one player draws an object and the other players try to be the first to guess what it is. This game works well in teams of six players or so.

Each team member takes a turn to draw an object specified by you. Run each picture as a separate race, but with a big class, it is recommended to run it as a relay race straight through the form start to finish. One member of each team comes to you. Whisper the item in his or her ear, or show him or her the written word or picture of the item. Students then race back to their group and draw the item. Their team must name the item in English.

When the item has been correctly named the next team member goes up to find out what he or she is to draw. Continue until all five or six rounds have been played. The winning team is the one that finishes first. If playing the game in total silence, walk around the classroom, since this can prevent pupils from cheating by whispering what they are drawing to their group.

It may be necessary to stop the game before everyone has had a go at drawing. Remember to always stop games while the players are enjoying them and before they show signs of boredom.



→ Relay Race

Category:
speaking

Group size:
All classes sizes

Materials:
pictures

Pace:
wake up

Put your class into teams of approximately five players per line. The one at front has a picture of say, the rain. On your signal, the first player in each line says to number 2 in the line: **“What’s the weather like?”** Number 2 says **“It’s raining,”** takes the picture, turns to number 3 in the line and asks **“What’s the weather like?”** Number 3 says **“It’s raining,”** takes the picture, turns to number 4 and so on until the picture reaches the end of the line. The idea is for the rain to reach the end of the line as quickly as possible. Once all the pictures are at the bottom of the line the person at the end runs up to the front of the class with them.

With more than ten people per line pass down two different pictures, one after the other, to keep everyone involved.

It is most important the words are properly pronounced and that accuracy is not abandoned for speed. To ensure this, name a referee for each team. This referee must belong to other teams so that he or she will referee properly. Swap the referees around, giving this task to your strongest students.

Instead of a picture, pass an object down the line, that’s best. It’s more fun for students to see the progress the message in making in tangible fun.

If this game does not work, you probably need to either simplify the language or drill more with another game first.

Adapt this game from simply naming the item and passing it down to sentences with particular verb tense or structure. Ideas are:

“I am Shelley and you are Maria.” Jane continues with “I am Maria and you are Ali,” etc.

Shelley: “I love ice cream.” Maria: “She loves ice cream and I love chocolate.”

Ali: “She loves chocolate and I love ice cream.”, etc.

Shelley: “I like ice cream. What do you like?”

Maria: “I like chocolate. What do you like?”

Ali: “I like cake. What do you like?”



SPEAKING GAMES



→ Scissors Paper Stone

Category:
speaking

Group size:
4 to 40

Materials:
None

Pace:
calm

Holding the band flat symbolizes the paper; making a fist symbolizes the stone; opening the first two fingers into a V forms the scissors.

Players make a fist with one hand. On the count of three players change their fist into either scissors, paper or stone. The scissors win over the paper, which wins over stone, which wins over the scissors. On the both players in a pair make and name the symbol for one of the items.

Try this at any time to decide who goes first. Use it for vocabulary game where each pair place five items on the desk, e.g. a pen, an eraser, a pencil, a ruler and a book. Play scissor paper stone. The winner names any item and if successful takes that item as a point. Continue until all the items are claimed. Play also with a pile of flashcards.



SPEAKING GAMES



→ Very Large Class Choral Work

Category:
listening

Group size:
large classes

Materials:
none

Pace:
calm to wake up

Ask the class questions to reinforce any question structure. For example, **“Do you play tennis?”** The class responds together with either **“Yes I do”** or **“No I don’t.”** If their answer is yes, they stand up. If it is no, they sit down or stay seated.

Continue with another question like, **“Do you play football?”** Then divide the class, half asking question in unison while the other half answer them.

Hold up a picture of a baseball bat as the prompt for the children to ask, **“Do you like baseball?”**



SPEAKING GAMES



→ Potato Race

Category:
speaking – space
needed

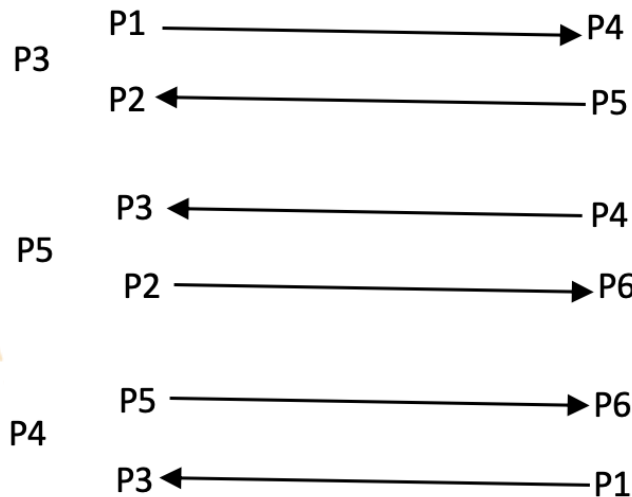
Group size:
2 to small classes

Materials:
spoons and a
ping pong ball or
something round
that goes on
the spoon.

Pace:
wake up to excitable

This game is an excuse to ask and answer questions while racing with a ball balanced on a spoon. Drill any question-and-answer vocabulary ranging from the simple – What's your name? – to the complex.

Below is an example of how to play with a class divided into teams of six; however, adapt it as required. P stands for player. There are two spoons and balls per team.



P1 runs to P4, carrying a ball on a spoon without dropping it and asks P4 a question, which P4 answers. Simultaneously, P5 runs to P2, carrying a ball, and exchanging a question and answer. When P4 has taken the ball from P1, he or she runs to P3. Meanwhile, P2 runs to P6. Finally, P6 runs to P5 and P3 runs to P1. Everyone has had a turn.

One might introduce penalties if a player drops a ball, such as starting from the beginning again or naming four vocabulary words on the spot before continuing.



→ Copycat Commands

Category:
listening and acting

Group size:
any

Materials:
none

Pace:
wake up

This is a simple game in which the class, on your command, copies you miming simple actions. It is helpful for initial introduction of vocabulary and for quick revision before a game such as Simon Says. As the class become familiar with the language, stop miming and just give the commands.

Here are some examples (assuming the lesson is in the classroom and not in a playground, where there are more active possibilities). Add freely to them.

Dance / jump / run on the spot / touch your nose, knee, ankle, ear... / touch anything red, blue, green ... / touch your shoe, sock or another item of clothing / touch a friend's leg, arm, etc. / open a book / pick up a pen / fold a piece of paper / pass the paper to the neighbor / screw up the paper / throw it at someone / pick it up / unfold it / write your name on it / throw it in the bin / be silent / crouch down / mime a chicken / write the number seven / sing do re mi / tap your feet / clap your hands once / clap your hands five times / stand up / sit down / stand up if you are wearing a skirt / sit down if you are wearing black shoes / stand up if you like tennis / sit down if you like chocolate / be a Jedi knight / be a princess / be a prince / fly a plane / drive a car / eat a melon / eat a sticky toffee pudding / hop on one foot / make the letter t with your hands / make the letter d with another child / be happy / look up / look down / look around / look out the window / look under your desk / and so on.



→ The Big Freeze

Category:
listening

Group size:
2 to a large class

Materials:
none

Pace:
calm

Have players walk around. For classes where children cannot leave their desks, have them move slowly on the spot. Students may move their arms, fingers, heads, feet and bodies. Tell a story, sing a song or randomly say a number of words while pupils listen intently. Whenever they hear a specified word or phrase, they freeze and stay frozen until you reach the end of the sentence or say to move again. If they move, they are out. For example, say that whenever they hear an item of clothing, a type of food, a profession, or a specific phrase they freeze.

A variant on this is instead of freezing pupils clap their hands above their heads.

As variant for all ages, pupils could sit down whenever they hear the word, and all try not to be the last one to take a seat.



→ Matching and Mirroring

Category:
listening and acting

Group size:
any

Materials:
none

Pace:
Wake up

Put students into pair or small groups. One person per group is the leader, and the others are the mirrors. Call out actions for the leader, such as **“Touch your toes”** or **“Play a guitar”**. The mirrors copy the particular way in which the leader performs the action. After a few goes, swap the leader over and continue.

Increase the difficulty of the language (according to the level of your group) from simple commands to imaginative actions, such as waving in the wind like a field of corn.

Young children are often happy acting, but older players may need to warm up, so start conservatively and gradually give them increasingly adventurous actions.



ACTING GAMES



→ Draw

Category:
listening and acting

Group size:
2 to 40

Materials:
class board
with pens

Pace:
wake up

For this simple game call out an item and members of the class race up to the board to draw it. To organize this, count round the class from 1 to 5 repeatedly and each pupil retains his or her number. Then call out an item and ask all the number 1s to come and draw it. To add a time limit, the rest of the class count up to 20. All the number 1s must complete their picture by the time the class have reached 20. As extension, the class might pick out the best- draw picture.

If the class has 40 students, bring up as many as possible at each round to keep waiting time down. For example, if five students fit at the board, have eight teams of five. In this case, after eight rounds, everyone will have had a go. The more teams the better.



ACTING GAMES



→ Simon Says

Category:
listening and acting

Group size:
2 to a large class

Materials:
none

Pace:
wake up

Simon Says is an extremely useful classroom game. It can be adapted to a wide age range, becoming increasingly sophisticated as the players get older or have greater command of the language. The classic version of Simon Says is as follows. The teacher starts off as Simons and gives the players instructions they must follow, but only if Simon says so. For example:

“Simon says touch your nose.” Simon touches his nose and all the players touch their nose.

“Simon says touch your feet.” Simon touches his feet and all players touch their feet,

“Touch your head.” Simon touches his head, but players must not touch their head since Simon didn’t say so. Any players touching their head lose a life.

In the classic version any players who touched their head would be out. However, it’s much better to lose a life instead. The idea is to have everyone playing, not sitting around watching. Alternatively, as soon as three people are out, restart the game with everyone playing again. That’s the most practical way to play with a big class, since the more children there are, the harder it is to keep track of lost lives.

Obviously, Simon Says is the perfect game for body parts, and once your players have the hang of the vocabulary they can be Simon. Moreover, the language potential for Simon Says does not stop there. Here are some examples of actions that Simon can say:

Raise your left hand / touch your right leg / touch something blue / touch a jumper, shoe or sock / touch someone else’s head / jump on the spot / hop on your left leg / stand on your right leg / look up at the ceiling / look down at your feet / mime an action or animal / jump on a picture of ... (lay pictures on the floor for players to become familiar with, or revise specific vocabulary) / touch a ... (spread out real objects that the players touch on Simon’s instruction).

For a harder version of Simon Says, complicate the game by giving to actions and so on.



ACTING GAMES



→ Miming Games

Category:
acting and speaking

Group size:
2 to 40

Materials:
none

Pace:
wake up

Miming games can be played in pairs or small teams. One person mimes in front of the others in their team, who guess what the action is. Give everyone a turn of acting, regardless of whether a student guessed the last mime or not.

Miming can be adapted to a wide range of language.

Guess what they are eating: ice cream, pasta, chewing gum, hot dog, chips.

Guess who they are in the family: mum, dad, baby, sister, brother, grandfather, great-grandmother.

Guess the action: close the curtains, knock the door, sit on the floor, stand up, see, look, run, walk, sleep, cry, sing, dance, play tennis, play football.

Guess the feeling: happy, sad, angry, sleepy, dreamy, tired.

Guess the profession: doctor, nurse, taxi driver, schoolteacher, footballer, racing driver, farmer, actor, clown.

Guess the animal: mime an animal with or without sound effects.

Guess the letter of the alphabet.



FORFEITS



Forfeits are not punishments for bad behaviour. They are supposed to be fun and enjoyable. Nevertheless, be aware that some children will hate them, or certain kinds of forfeits, so avoid making anyone feel uncomfortable or embarrassed.

Giving a forfeit is a useful way to “penalize” a student for an error without excluding them from the game. Students can do forfeits individually or as group. Below are forfeits that could be used in a multitude of games.

- Name a picture flashcard.
- Think of a sentence or a question using the target language.
- Ask a friend any question in English.
- Name three things you like.
- Answer a question the teacher asks such as “Do you have a sister?”
- Hold an orange under your chin and pass it to the neighbour.
- Walk across the room with an orange under the chin.
- Walk across the room with an orange between your knees.
- Balance a ball on your head for three seconds.
- Bounce a ball ten times and count to 10.
- Bounce a ball saying 10, 20, 30, etc. up to 100.
- Count down from 10 to 0.



FORFEITS



- Say your name backwards.
- Write your name in the air with a body part, such as your head or elbow.
- Do a silly dance or sing a song.
- Pretend to be a fly, chicken, pig, cat, lion, or a snake.
- Yawn until someone else yawns too.
- Do a sum, such as 70 minus 62.
- Pretend to be a model and walk the catwalk.
- Pretend to be a robot.
- Mime something for a class to guess.
- Hop around the room holding one foot with your hand (as long as there is space to do so without a risk of injury).
- Say a tongue twister.
- Make someone laugh.
- Limbo under a stick.
- Stand on one leg and do not smile for 10 seconds.
- Pull a funny face.
- Dance for twenty seconds.
- Have two or more children buzz like bees, trying to buzz the longest without a breath.
- Look at someone and do not smile for a full minute.
- Say a sentence about any topic.