

Drama Activities for the Language Classroom

Drama Activities for the Language Classroom

2024

Compiled by Trevor Gulliver

Thanks to all the students in EDU 208 Drama Techniques for Language Teaching at Bishop's University for their willingness to put our ideas into writing and share them widely.

Students from 2023:

Elvis Romar Rojas Oliva, Kira Ramroop, Miguel Brochero, Raphael Deslauriers, Courtney Scott, Bianca Emmell-Tierney, Emilia Malpica-Iruegas, Magalie Gonthier, Emilie Francoeur, Zachary Foster, Alexie Gauthier, Stéphanie Mallick-Pilon, Korine Gravel, Katia-Rein Angat, Bastien Greig, Nelly Bilodeau, Emily Miller, Marie-Sophie Boivin, Marilou Therrien, Promise Rocheleau, Maria Carina Divinaflor, Julie de Lamirand, Émilie Beauchamp, Rebecca Bergeron, Florence Culet, Benoit Blanchette, Gabriel Dufour, Youness Maroufi, Francis Paquin, Kate Puitinen, Madison Bilodeau, William Paris, Rosanne Viens, Patrick Jean, Patricia Garvey, Tommy Rarivoson

Students from 2021:

Anna Firlotte, Alicia Moore-Iseroff, Brittany Hume, Carlton Bobbish, Coralie Daoust, Cedrik Dionne, Devin Gallagher, Danielle Moore, Denise Narugano, Émily Adam-Gauthier, Elvis Romar Rojas Oliva, Emily Whalley, Gabrielle Lauzière, Jessika Champagne, Janik Galasso, Jordan Greene, Jenna Querengesser, Jessica Vidovic, Krystele Fontaine, Kaila McWilliams, Michael Boyer, Megan Doyon, Mason Emsilie-Matthews, Miranda Garz, Meagan Palmer, Maxime Sasset Blouin, Michelle Slawich, Mario Tremblay, Nicolas Turcotte, Olivia Harrington, Olivier Raymond, Rosane Delorme, Roxanne Migneault, Samantha Bernardo, Sarah Maria Onyango, Samantha Swett, Talia Dayan-Mandelker, Vanessa Laroche, Cameron Hatton, Majorie Bolduc, Ryan Massicotte, Sara El Zammam, Emilio Puerta, Adele Pavic.

Students from 2020:

Kelsey Quilty, Lindsey Trembath, Katie Quinn, Delaney Benson, Maddy Thom, Rebecca Forget-Larivière, Beatrice Touchette, Fatlum, Rebecca, Florence, William, Rosanne, Owen Teolis, Katie Bellefeuille, Jessica Krauss, Sophie Cumming, Allison Verbil, Rose Gauthier, Anny Lemyre-Roy, Tessa Misitano, Sophia Cumming, Allison Verbil, Alexandra, Morgana, Angela P.

Apologies to those students from years now forgotten whose names are not listed.

Activity Ideas

Activity Ideas.....	3
Absurd Weather Channel.....	5
Alibi Role-Play Activity (Theft Version).....	6
Alphabet Story	7
Backstory.....	8
Bad Dubbing Theatre	9
Boulette.....	10
Build My Lego.....	11
Chair Chasers	13
Characters and Situations	14
Charades	15
Commercial Recasting.....	16
D&D or other Table-Top Role-Playing Games	17
Giant Tic Tac Toe.....	19
Guess the object?	20
Hello Bingo	21
Hot Potato.....	23
Idiom Review Race.....	24
Improv Slideshow activity	25
Improvised Roleplay: On the School Council.....	26
Improvisational Storytelling.....	27
Introduction to Improvisation	28
Let's Be More Polite	30
Mime and Video Editing for Language Learning.....	31
Mime It Up!.....	32
Mock Trial	33
Monologue from a Song	34
My Class Rules!	35
Names and Mnemonics	36
One Line at a Time	37

Drama Activities for the Language Classroom

One Minute Mime.....	38
Opportuni-skits	40
Party Quirks.....	41
Plurals, Plurals, Plurals	42
Podcasts!.....	43
Politeness Problems.....	44
Process Approach to Writing Skits.....	48
Revised Chair Chasers	50
Salad Bowl.....	51
Secret Identity.....	52
Spectactors!	56
Spider Web!	58
Taxi Cab	59
Telephone Tongue Twisters.....	61
The Absurd Dating Game	62
The Artist (Revised).....	63
Thematic Minute Mimes.....	64
Procedure.....	64
Two Liars and One Truth Teller.....	65
Procedure.....	65
Two Truths and a Lie	66
Twenty Questions	67
Visit to the Doctor	68
What did you say?.....	69
What would ____ do ?.....	70
Would I Lie To You?	71
Would You Rather Debates.....	72

Absurd Weather Channel

Dynamic: Whole class

Time: 60 minutes

Materials:

- A pile of paper with different absurd characters written on them (e.g., 8-year-old child, someone who got lost, someone in covid-19 confinement, a rich and famous person, someone drunk, etc.)
- A pile of paper with different places to report the weather from written on them (e.g., top of Everest, middle of a sandstorm in the desert, igloo, private resort, tsunami, jungle, etc.)
- A fake mic for the weather announcer

Procedures:

Preparation:

- Ask students questions such as "What are some types of weather you experience in this area?", "How does weather affect your daily activities", etc. This will help activate their prior knowledge about weather-related vocabulary and concepts.
- Introduce the task by explaining that the students will be participating in a weather news reporting activity.
- Explain that one student will act as a weather news reporter. The other students will be ordinary people on the scene during the weather report. The weather reporter will interview them on what they think of the weather.
- Review the list of characters and places with the class, checking for any incomprehension or unfamiliar vocabulary

Activity:

- Divide the class into small groups.
- Distribute a character and a place drawn from the piles of paper to each group.
- Each student will draw a character from the pile, or come up with their own.
- The students will have time to discuss, plan, and rehearse how they will act out the weather news report. Encourage them to think about the character's perspective and how they would talk about the weather in that particular place.

Follow-Up:

- Once the groups are ready, the teacher has some or all groups present their weather news report to the class.
- After each group has presented their weather news report, facilitate a class discussion on the different weather-related vocabulary and phrases used by the groups. Encourage students to share any new vocabulary or phrases they learned during the activity.

Drama Activities for the Language Classroom

Alibi Role-Play Activity (Theft Version)

Dynamic: small groups (4 students)

Time: 20 minutes

Materials:

Questions list

Procedures:

Preparation:

- Explain what an alibi is.
- Split into two groups of 2 (two thieves and two detectives)
- Detectives: Brainstorm questions that could be asked.
- Detectives: Brainstorm on what the theft could be.
- Thieves: Brainstorm possible alibis.

Activity:

- Ask one of the two thieves to step out of the room.
- Detectives ask the questions to the one student in front of them.
- After, make this student step out of the room and ask the other one to come in the room.

Follow-Up:

- Detectives talk and see if the thieves' stories are coherent.

Alphabet Story

Dynamic: Whole Class

Time: 15 minutes

Materials: Large space that is relatively quiet

Procedures:

Preparation:

- Ask students to gather in a circle around the room.
- Explain how the game works.
 - The story must be ordered alphabetically.
 - The first student in the line begins by telling a story with a sentence that begins with the letter A. "A boy walked into Walmart..."
 - The next student must then continue the story with a sentence beginning with the letter B. "But before he could open the door, a dog ran past his feet"
 - The story must continue in that order, i.e., letter C, letter D, letter E....).
 - The story ends with the last student.
 - If there are more than 26 students, go through the alphabet again until all students have had a turn.
 - If the students are of a higher level, have them go through the alphabet backwards).
- Teacher should provide an example of three or four letters.
- Depending on the level of language, the teacher can write prompt words for each letter on the board.

Activity:

- The teacher should begin with the letter A.
- The next student B and so on.
- Teacher should be available to prompt students if assistance is necessary.
- Teacher should encourage enthusiastic behaviour during the game.
- Go around the circle until all students have added to the story.

Follow-Up:

- Congratulate the class upon completion.
- Ask if any students are up to the task of repeating the entire story.
- If too difficult, the students may work together.
- Teacher should prompt with "And then what happened?"
- As a class, fill out a story plot line diagram.
- Discussion on the story. (Is it realistic? Did it flow well?)

Drama Activities for the Language Classroom

Backstory

Dynamic: Small groups

Time: 30ish minutes

Materials: The pictures and cards associated with the game (I have created a small sample) add relative vocabulary to the cards.

Procedures:

Preparation:

- Split into small groups. Each group should have a copy of the game (character panel and cards)
- The character panel (displaying all of the characters in the game so that players can refer to it) should be face up, and the character cards should be face down. Each player has to pick one character card. Once they have each selected a card, they put the rest of the character cards away.

Activity:

- (5-7 mins) Once students have picked their character, they must come up with a short backstory or life event for their character. They cannot use physical descriptions of the characters in their backstory or life event instead the students should be encouraged to use vocabulary cues that are currently being studied in class. However, students at a lower levels can use physical descriptions in their stories.
- (15-20) Other players must guess which character they are based on the backstory or life event.

Follow-Up:

- Students are to explain to each other why they created the backstories or life events that they did for their characters. What influenced their choices? Was it their character's physical appearance? Do they think this kind of backstory or life event would be expected for their character? Did they stereotype? For more advanced students a written component to reflect on the activity can be fun.

Bad Dubbing Theatre

Dynamic: small groups

Time: 50+ minutes

Materials:

- Headphones & computer or phone to re-watch the video
- paper + pencil to write notes
- Partially completed script

Procedures:

Preparation (10 minutes):

- Show the learners a short clip from a movie or TV show with the sound turned off and ask them to guess what the characters are saying based on their lip movements and body language.
- Then, show the same clip with the original sound and discuss what they heard.

Activity:

- Dubbing practice (25 minutes):
 - Divide the learners into pairs or small groups and give them a script of the dialogue from the clip with some parts that are fill-in-the-blanks.
 - They have to agree on what the cartoon characters said and complete the fill-in-the-blank script.
 - Ask them to read and practice their version of the script several times to improve their pronunciation and intonation.
 - Have them record their own version of the clip using audio recording software or a voice memo app as is available to the instructor and students.
 - Encourage students to exaggerate their intonation and add some emotion to their voices to make it more interesting.
- Performance (10 minutes):
 - Play the different versions of the clip that the learners have recorded and have the class vote on the best one.
 - Discuss the different approaches to intonation and pronunciation that the learners used and give feedback on how to improve.

Follow-Up:

- **Extension activity (optional):** For homework, ask the learners to find a short clip from a movie or TV show and practice dubbing it on their own using the tips they learned during the lesson.

Drama Activities for the Language Classroom

Boulette

Dynamic: small groups

Time: about 30 minutes

Material: pieces of paper, pen, bowl

Procedures:

Round 1: Taking turns (30 seconds each), students pick one word from the bowl and try to describe it in their second language while his/her classmates try to guess the name of the object written on that piece of paper.

Round 2: Same procedure as in round 1, but the students are only allowed to use one word in their L2 (other than the one written on the piece of paper) to describe the object/activity.

Round 3: Taking turns, students will mime the objects and will not be allowed to use sounds.

Goal:

Every time his/her classmates make the right guess, the student keeps the piece of paper. The student with the most papers wins the round.

Rationale:

What is interesting with this game is that it does not take a lot of material and is easily adjustable depending on students' levels, topics covered in class and more. For example, words to describe can be objects, job types, sports, activities, school subjects and more. Students will practice and formulate unplanned and unprepared descriptions.

Drama Activities for the Language Classroom

Build My Lego

Dynamic: trios (or duos)

Time: 15-30 minutes

Materials:

2 plastic bags containing LEGO pieces for each trio. One will contain a relatively small number LEGO pieces assembled into an animal or other shape. The other will contain the exact same pieces, but disassembled.

A piece of paper (or a template) and a pen for each Linguist.

Procedures:

Preparation:

- (Optional) Show a video of yourself doing this activity with others or do it in front of the class.
- Have students form trios and assign roles (Engineer, Builder, Linguist) and/or duos (duos won't have a Linguist)
- Have students form some sort of screen between the Engineer and the Builder so that the Engineer can see LEGO pieces that the Builder won't see.
- Get the Engineers to come to the front of the class and get a pair of plastic bags and hide them from their Builder.

Activity:

- The Engineer gives the bag containing the disassembled pieces to the Builder.
- The Builder open the bag and lays the pieces down in a space where he or she will be able to build.
- The Engineer opens the bag containing the assembled pieces and observes it while keeping it out of the sight of the Builder.
- The Engineer shows the assembled version to the Builder for exactly 5 seconds.
- The Engineer hides the assembled version again and starts telling the builder what to do in order to build the exact same with his or her pieces, step by step.
- The Linguist writes down language (nouns, adjectives, verbs, expressions, etc.) being used by the Engineer to describe the pieces to be used and the actions to be done.
- The Builder tries to do as he or she is told and to build an exact replica.
- The Engineer can see and react to what the Builder does to encourage or correct him or her.
- The Builder can ask questions to the Engineer to clarify what needs to be done.

Follow-Up:

- Once a replica has been built by the builder, the Engineer will show the initial model and all three members will compare the two versions.

Drama Activities for the Language Classroom

- The prof will ask the Linguists about the language used, and may also discuss it deeper (drills, grammar analysis, etc.).
- You may want to switch the roles within the trios, switch bags to get a new animal/shape and start again.



Drama Activities for the Language Classroom

Chair Chasers

Dynamic: Whole class

Time: 20 minutes

Materials:

Circle of chairs

Procedures:

Preparation:

- Make the students place the chairs in a circle
- Teacher explains the rules of the game

Activity:

- The teacher starts by asking a question with the following format: Someone who likes... Someone who does... Someone who is... Someone who has... etc.
- Once the question is asked, the students who the question aims at must get up and switch chair with the other students. At the same time, the person that was standing tries to sit on a chair.
- The person who's left standing becomes the next person to ask the question.
- Repeat.

Follow-Up:

- Go around the students and ask them one thing they learned today about anybody.

Characters and Situations

Dynamic: Groups of 2 or 3

Time: 20-30 minutes

Materials:

- 1 pile of cue cards with characters
- 1 pile of cue cards with situations

Procedures:

Preparation:

- Teachers explains the activity. Each student in the group will pick up one cue card with a character, and the group will pick one card with a situation. The group then improvises as their character and reacts to the situation.
- Characters could include Batman, Spiderman, Snow White, Mario, Winnie the Pooh or Mary Poppins.
- The situations could include trying to change a flat tire, at a wedding ceremony, ordering at a restaurant, or in a plane crash.

Activity:

- Students randomly pick a character each.
- The group randomly picks a situation.
- They act out the scene and role-play/improvise.
- They can play several rounds, changing characters and/or scenes.

Follow-Up:

- Students comment on each other's performances.
- Students come up with their own characters and situations, playing the game once again.



Drama Activities for the Language Classroom

Charades

Dynamic: whole class

Time: 20 minutes

Materials: Cards with nouns, verbs, and adverbs

Procedures:

Preparation:

- Ask students to sit in a circle with an opening for the charade to take place.
- Place three piles of cards of words written with different coloured papers (nouns - red, action verbs - blue, adverbs - green).
- The teacher will demonstrate the activity and the class will guess the actions.
- Ask a student to pick up a card up.
- Ask the student to read the card silently and without showing anyone.
- Ask the student to show the colour of paper to the class without showing the word.
- The student will act out their word silently, using gestures and pantomime.
- The class will guess the word the actor is acting.
- If the class guesses the word before time runs out, the actor will pick a new card and repeat steps 1 to 5.

Activity:

- The students will go round the circle clockwise to give everyone a chance to participate.
- The teacher will let the actor know when the time is up and give clues if a student gets stuck.

Follow-Up:

- The teacher will congratulate the class.
- The teacher will ask the students: What is your favourite part of the activity? What did you like? What did you not like? Why? What was challenging and why?

Commercial Recasting

Dynamic: whole class

Time: 30-40 minutes

Materials:

- Access to laptops/computers or tablets.
- Youtube
- Any materials that can help your presentation to be on point

Procedures:

Preparation:

- The teacher shows one commercial/ad from Youtube (preferably a commercial with only one actor) and then performs this commercial by himself/herself.
- The teacher explains the reason behind his or her choice of this particular ad, what he or she likes and dislikes from this activity, and what was the most challenging part of it.
- The teacher explains in detail the goals of this task and what students can do to improve their performance.

Activity:

- Students can form groups of two, three, or four. They can also decide to do it alone.
- The teacher could have a bank of suitable video commercials available, or allow the students to search for specific video commercials. The commercials they select should have roles for all the group members.
- Students decide who will play what role in the commercial and 'recast it'.
- They get time to practice with their group for approximately 10 to 20 minutes.
- After the time allowed to practice is over, all groups must perform in front of the class.

Follow-Up:

- The teacher asks students which one they liked the most out of all the performances.
- Students that are willing to do so can perform another commercial from the ones they just witnessed.

Drama Activities for the Language Classroom

D&D or other Table-Top Role-Playing Games

Dynamic: small groups (4-6) of intermediate/advanced learners. Students should be at the appropriation stage and moving towards the autonomy stage.

Time: 90 minutes (at least) ideally 2-3 hours

Materials:

- (at least 1) set of 7 polyhedral dice or an online dice roller (just google “dice roller”)
- Pre-made character sheets
- Campaign notes and/or pre-made campaign
- A copy of the Player’s Handbook (physical or pdf)
- Pencil and paper or notebook
- (Optional) A device with internet capabilities (so you can look up game mechanics, spells, etc.)
- (Optional) a reference sheet for combat and/or spell cards
- (Optional) a DM screen
- (Optional) a dry-erase map board and dry erase markers
- (Optional) A copy of the Dungeon Master’s guide and the Monster Manual



Procedures:

Preparation:

- Give students their character sheet and (optional) reference sheet and help them understand the mechanics of combat and skill checks Note: the reference sheet is useful to break down mechanics that can seem overwhelming
- Encourage creativity! Players who are very in character and/or creative get Inspiration! Inspiration gives you an advantage in many situations, so stay in character! Also remind them that non-violent resolutions give the same amount of XP as defeating the opponent.
- Answer any questions the students may have about the roleplay or game mechanics but know that it is easier to learn by doing.

Activity:

- Start the roleplay! (The rules of role-playing vary and are too complicated to explain here.)
- Have students introduce their characters and make up how they might have met to form their adventure party. Give them suggestions if they get stuck.

Drama Activities for the Language Classroom

- When the students are ready, read them the first plot hook and have them start their adventure.
- If the students' roleplay gets stale, prompt players to interact, either by having an NPC (non-player character) talk to them and ask questions, or by prompting the students outside of the game.
- Aid students to play when they get stuck in roleplay and/or combat by offering prompts or suggestions. Ex: What is your character going to do? Would you like to...? How do you want to do this?

Follow-Up:

- Have students reflect on their role play and encourage them to take notes about the session. Was it enjoyable? Do you feel you understood most of what was going on? Do you feel you portrayed your character well? What were some of the difficulties or obstacles to role-play that you experienced? How might you act differently in another session?
- Students can also reflect on learning the system; it can be complicated so make sure your students realize their achievements and reflect on strategies for learning the system and understanding the vocabulary and language (asking for repetition, clarification, asking questions, taking risks, etc.)
- D&D and roleplay in general can be cognitively challenging even in a first language, so encourage your students to be proud of themselves and reflect on strategies they used.

Resources:

- Roll 20 has a lot of resources for D&D and other roleplaying games. <https://roll20.net/>
- A free campaign for beginner players: The Lost Mine of Phandelver
<https://www.dndbeyond.com/sources/lmop>
- You can find lots of other resources like source books and campaigns at DND beyond, but some will be behind a paywall.
- You can find free pdfs of d&d books online at anyflip.com
- Player's Handbook: <https://online.anyflip.com/dkneq/yerq/mobile/index.html#p=1>
- Dungeon Master's Guide: <https://anyflip.com/fsfu/qjsj>
- Monster Manual: <https://online.anyflip.com/duex/ixpz/mobile/index.html#p=1>
- Free Spell cards by class and Monster cards for DMs: <https://hardcodex.ru/>

Giant Tic Tac Toe

Time: 30 to 60 minutes

Materials:

- List of 30 to 50 questions about any subject or questions particularly relevant to the course of study
- Buzzers (Optional)

Preparation:

- The students split into two teams and form a line. The students from one line draw an “X” on their hand or on a piece of paper and the others draw an “O”. (These drawings can be modified to the preferences of the students)
- If the teacher did not have access to buzzers, the team can choose one student to be their buzzer and therefore also choose the sounds it’ll make
- The teacher draws a giant Tic-Tac-Toe square on the floor in between the two lines made by the students.

Activity:

- The teacher asks a question and the first student between the one in front of each line to press their buzzer to get to try and answer it.
- The winner goes takes a place on the Tic-Tac-Toe square.
- The game continues and the teacher asks a new question.
- The game ends when the students manage to complete a line of the Tic-Tac-Toe with their team members.

Follow-Up:

- The students can discuss specific questions that were more difficult during the game.
- The students can also discuss them in teams rather than in a big group so that they can help each other.

Drama Activities for the Language Classroom

Guess the object?

Dynamic: small groups

Time: 30 minutes

Materials:

- Blindfolds (one for every group of 3 or 4 students)
- Various objects with different textures (e.g. feather, pencil, ball, toothbrush, etc.)

Procedures:

Preparation:

- Introduce the topic by asking students if they have ever played a game where they have to guess an object without seeing it. Explain the rules of the game described in the prompt, and make sure all students understand.

Activity:

- Divide the class into small groups of 3-4 students (if in a class setting).
- Explain that one person from each group will be blindfolded, and the rest of the team will need to find an object for the blindfolded person to identify by touch alone.
- Provide a selection of objects with different textures for each group.
- The blindfolded person will touch an object and try to guess its name. The rest of the team will tell the blindfolded person if they guessed right or wrong.
- If the student can't guess, the team can give clues, such as the function of the object.
- Rotate the blindfolded person within the group until everyone has had a turn.

Follow-Up:

- After everyone has had a turn, come together as a whole class to discuss how it felt to communicate and guess without seeing.
- Ask students to reflect on the activity by writing down their experiences and what they learned about communication in a blindfolded game.
- Have each group share their experiences with the class.

Drama Activities for the Language Classroom

Hello Bingo

Dynamic: whole class

Time: 20 minutes

Materials: chalk and chalkboard or other visual display device

Procedures:

Preparation:

- T prepares a bingo grid on the chalkboard
- Students create a bingo grid with 5 rows by 5 columns
- Students place the numbers 1-24 in random order on the grid (middle square is "FREE")
- T reveals a list of 24 words related to themselves (some example topics or words on the next page)
- Students have time (in groups) to look at the words and make predictions about the connections

Activity:

- Students ask questions
- If the teacher answers using one of the words on the board, all the students can cross off the associated square on their bingo grid
- One row crossed off=bingo
- Play until 3 students have bingo

Follow-Up:

- Students create a list of questions they would consider polite when meeting someone for the first time in a specific setting

Drama Activities for the Language Classroom

HELLO BINGO Example Topics

1. *first name*
2. *last name*
3. *workplace*
4. *teaching area*
5. *second language*
6. *language spoken*
7. *favourite TV show*
8. *hometown*
9. *first language*
10. *job title*
11. *favourite song*
12. *favourite food*
13. *nation*
14. *nationality*
15. *year of birth*
16. *birth sign*
17. *favourite book*
18. *favourite movie*
19. *pet's name*
20. *yes*
21. *no*
22. *thanks*
23. *fine*
24. *absolutely*

		FREE		

Hot Potato

Dynamic: small groups

Time: 10 to 15 minutes

Materials:

- A potato (real or plush)
- Cue cards with different themes. For example Seasons, Holidays, In a school etc.

Procedures:

Preparation:

- Explain the rules.

Activity:

- Have every participant sit in a circle and while you hold the potato.
- Once everyone is ready, hold up one theme cue card and ask them to say the 1st word that comes to mind when they have the potato.
- Throw the potato to a random participant and watch the magic happen.

Follow-Up:

- Analysis of all the words the participants have used.
- Many variations of the game can be used such as using full sentences, words starting with the same letters, etc.

Idiom Review Race

Dynamic: small groups

Time: 10 to 15 minutes

Materials:

- A list of idioms to mime

Procedures:

Preparation:

- Students should be familiar with a variety of idioms or be made aware of them in a previous lesson
- Teacher explains the rules of the Idioms Race.

Activity:

- The class is divided into 4 teams (4 corners of the class) and the teacher is in the middle. Each team sends a participant to start with the teacher in the middle. The teacher gives them an idiom that they have to mime to their team. The person in the team that finds the answer runs to the teacher to get the second one. It goes on until a team has found the list of idioms.
- Students play the game (if it is always the same people that finds the answer, ask them to send someone that did not participate) (Modification: Give numbers and ask them the students to come in order.)

Follow-Up:

- Teacher gives the students a self/peer evaluation
- Rate your abilities to mime/guess
- Who was the best to mime in your team?
- Who was the best to guess the mimes in your team?

List of idioms to mime:

- A piece of cake
- Cost an arm and a leg
- Kill two birds with one stone
- Rain cats and dogs
- When pigs fly

Improv Slideshow activity

Dynamic: small groups (4-5 people)

Time: 15 minutes

Materials:

- Optional items could be props to make it more fun (ex a vacation hat).

Procedures:

Preparation:

- The teacher asks students to pick a location, and era. (Example: Wild West saloon 1880s)
- The teacher explains to students that in the small groups there will be two roles.
- Role A is students that are miming.
- Role B is the slideshow presenter. (Only 1 person from each small group can be the slideshow presenter).
- Role A students will mime out what the Role B student is explaining
- When a Role B student changes slides they will say “click”.
- “Click” is the cue for Role A students to mime a new image.
- The teacher picks one student from each of the small groups (4-5) to be a slideshow presenter.

Activity:

- Students must mime a powerpoint presentation based on the speech of the slide show presenter.
- The narrator/slideshow presenter will say “click” every time that the presentation slide changes.
- The rest of the students will improvise a new image and the presenter will adjust their speech to match what is being mimed.

Follow-Up:

- Teacher compares what happened in various groups.
- If time permits students can change roles and allow a new slide show presenter.

Improvised Roleplay: On the School Council

Dynamic: whole class

Time: 30+ minutes

Materials: paper and pencil

Preparation

- If desired, arrange the desks in a U shape.
- Assign 2 people to take record minutes.
- The teacher or an able student acts as meeting chair.

Activity

- Welcome everyone into the school council meeting.
- Introduce the agenda and the recent complaints.
- Encourage participation on each topic. Guide the discussion. Encourage students to respond to other student's comments.
- Go through all things on the agenda, as if conducting a meeting.
- Try to reach a consensus and conduct a vote.

Follow-Up:

- Conclude the meeting by thanking everyone for coming.
- Discuss how the class enjoyed the improvisation activity.

Improvisational Storytelling

Dynamic: Whole Class/ Small Groups

Time: 10 Minutes

Materials:

- Participants' bodies.
- Imagination

Procedures:

Preparation:

- Explain the concept and instructions (see below).
- Get participants to stand in a circle.
- Encourage students to be creative and to be comfortable with the activity/ in the environment.
- Give an example.

Activity:

- Students have to improvise a story based on a theme.
- They should at least say one sentence before passing it on to another student.
- The next student will pick up where the previous student left off.
- The story can go in any appropriate direction but the goal is to construct a cohesive narrative.
- The goal is to create an ongoing story cooperatively with their peers.
- Students should use gestures (act out) as they speak.
- Students will also use gestures to establish links between words and their meaning.

Follow-Up:

- Discuss what they liked/disliked.
- Suggestions for improvement.
- Come up with different variations of the activity.

Introduction to Improvisation

Objective: To introduce students to the basics of improvisation, including listening, reacting, and creating on the spot.

Materials:

- A large, open space for movement and activities
- Musical instruments (optional)
- Paper and pens/pencils
- Improvisation prompts

Procedures:

Preparation:

- Introduce yourself and explain the objective of the lesson.
- Ask students if they have any prior experience with improvisation.
- Briefly explain what improvisation is and why it's important. (e.g. helps develop creativity, communication skills, and problem-solving abilities)

Warm-up:

- Have students stand in a circle.
- Start a rhythm by clapping your hands or tapping a drum, and have students join in.
- Once the rhythm is established, have one student break off and create their own rhythm.
- Encourage other students to join in and create their own rhythms as well.
- After a few minutes, bring the group back together to the original rhythm.

Listening and reacting activity:

- Divide students into pairs.
- Have one student close their eyes while the other makes a sound with their instrument or voice.
- The student with their eyes closed must react to the sound with their own sound, without looking or thinking too much about it.
- After a few rounds, switch roles so the other student can practice reacting.

Group improvisation activity (20 minutes):

- Provide students with paper and pens/pencils.
- Explain that they will be creating a story together through improvisation.
- Give the group a prompt (e.g. "You are lost in a forest and trying to find your way out").
- Have each student take turns contributing to the story by writing a sentence or two and then passing the paper to the next person.
- Encourage students to listen to what has been written before them and build upon it.

Closing activity (10 minutes):

- Gather the group together.
- Ask students to reflect on what they learned about improvisation and what skills they practiced.
- Encourage students to try incorporating improvisation into their daily lives, such as in conversations or problem-solving situations.

Improvisation prompts

- You are on a deserted island and must find a way to survive.
- You are at a party and must convince someone to dance with you.
- You are a superhero trying to save the world from an alien invasion.
- You are lost in a maze and must find your way out.
- You are a detective trying to solve a mysterious case.



Figure 1: The Ligue d'improvisation montréalaise [fr] (LIM) is a league of improvisational theatre based in Montreal, Quebec, Canada

Let's Be More Polite

Dynamic: pairs

Time: 10 minutes

Materials:

- oral game or paper and pen

Procedures:

Preparation:

- Give students examples of impolite requests and explain to them that they have to formulate polite requests in a role-play situation.
 - One student makes an impolite request and the other student corrects it to a polite request.
 - Then the student second student makes an impolite request and the other student corrects her or him, and so forth.
- **Examples:**
 - Impolite: "Give me the butter." "Clean up your mess, now!"
 - Polite: "Could you give me the butter, please." "Please clean up your room, would you?"

Activity:

- This game can also be played in a circle. Students should be free to choose the topics and requests they make.
- Students should consider who are they interacting with, for example, friends, parents, your boss, co-workers, the professor, and adapt their level of politeness to the situation.

Follow-Up:

- Students can discuss how they adapted their level of politeness for the situation, context, relationship, etc.

Mime and Video Editing for Language Learning

Dynamic: Small groups

Time: 60 minutes

Materials:

- Video recording devices as available
- List of action verbs
- Script for voiceover recording
- Video editing software as available

Procedures:

Preparation:

- Introduce Total Physical Response (TPR) as an approach that uses motor movements to complement verbal commands and facilitate language acquisition.
- Discuss the importance of incorporating mime as a key feature of TPR storytelling.
- Provide a list of action verbs to provide additional scaffolding.
- Allow participants to choose their preferred action to mime from the list.

Activity:

- Divide participants into small groups of 3-5 individuals.
- Instruct one participant to mime their chosen action while the rest of the group films and records a voiceover that describes the performance.
- Repeat the task for each participant in the group.
- Collect all the recorded videos and voiceovers for editing in the follow-up stage.

Follow-Up:

- Provide a video editing software and guide participants in editing the recorded videos and voiceovers to create a cohesive and engaging final product.
- Have participants re-enact famous scenes from popular movies using the video recording and editing skills they acquired during the activity.
- Discuss the benefits of using video recording and editing workshops in the L2 classroom, such as promoting language acquisition, improving learners' speech, and enhancing the creative and relaxed learning environment.

Mime It Up!

Dynamic: the whole class is divided in two groups

Time: 30 minutes

Materials:

- words (only famous characters and celebrities)
- a hat or box to select words from
- props (optional)

Procedures:

Preparation:

- Assemble students in two large semicircles forming two teams.
- The students on each team need to sit near their teammates.
- introduce/discuss the activity and their expectations.
- attempt a practice round with the class conducted by the teacher.

Activity:

- students take turns selecting a paper from a hat to silently mime.
- the students not miming must shout the answer they think it is. If they do not discover what is written on the paper within 1 minute, the player miming can say one word that relates to the famous character or celebrity to help the others.
- the mime then chooses the next student to perform. (once you've gone you can't go again)

Follow-Up:

- discuss/summarize the characters or celebrities mimed.
- in small groups converse about what mimes were performed. (which were funny?, which were strange?)

Mock Trial

Dynamic: Whole class

Time: 2-3 classes

Materials:

- Mock trial script
- (Optional) Costumes and props for the courtroom personnel (a robe and gavel for the judge, briefcases for the lawyers, etc).
- Classroom with courtroom setup (judge's bench up front, bench for the jury on the side, etc.)

Procedures:

Preparation:

- Discuss with the students the different components and procedures of a courtroom. Look at the type of vocabulary used and how hearings progress. Identify the different people in a courtroom and their jobs.
- Watch clips from courtrooms to give students a feel for the environment and the responsibilities of the people. If there is enough time, watch a courtroom drama (e.g. A Few Good Men) or comedy (e.g.: Liar Liar).
- Assign the students the different roles from the script: judge, clerk, defendant, defense team, plaintiff, prosecution team, witnesses, jurors and audience (for students who REALLY do not want to participate). Provide them with the script to look over before the next class when the mock trial will be held.

Activity:

- Hold the mock trial as indicated in the script. The trial will end when the jury has deliberated and reached a verdict.

Follow-Up:

- Have students reflect on the role they played. What were the difficulties? What did they like? What did they not like? For the audience members, ask whether or not they thought the defendant was guilty, and what roles they would have liked to play in the mock trial.
- Sample scripts: <http://lawlessons.ca/teaching-resources/mock-trial-scripts>

Monologue from a Song

Dynamic: whole class

Time: 20/25 minutes

Materials:

- white board
- Poster
- Markers

Procedures:

Preparation:

- The teacher needs to make sure to have seen the concept of emotions in class before this activity.
- The teacher explains the instructions to the students (I.E, you will pick a random song from this basket and perform in the form of a dramatic monologue or reading). If the students are at a lower level of understanding, the instructions can be simplified like such: “you must pick a random song from this basket, and read it in the saddest way you can”
- The teacher can, depending on the class, model an example.
- The teacher should get the students to get in teams by themselves, if possible, as this activity requires the affective filter to be lowered. By letting students pick their own teams, the affective filter will hopefully be lowered.
-

Activity:

- The students pick from a basket in front of the class a random song or song excerpt.
- The students head back to their teams and, each on their turn, read their secret excerpt or song in a dramatic fashion.

Follow-Up:

- Students reflect on their original presentation and discuss strategies or ideas to make their presentation even better. If a student wishes, they may present their monologue to the whole class.

My Class Rules!

Dynamic: whole class

Time: 20/25 minutes

Materials:

- white board
- Poster
- Markers

Procedures:

Preparation:

- Gather students in class
- Presenting top three classroom rules to the students. For example 1. Use resources made available to you. 2. Respect your classmates. 3. Leave your nerves at the door.

Activity:

- Having students brainstorm some rules
- Discussing what is important to them in the classroom/what will make them successful
- Coming up with 10 set classroom rules

Follow-Up:

- Discussion about set rules
- As a class, decorate poster with set rules and have students sign it

Names and Mnemonics

Dynamic: whole class or a group of 20+ students

Time: +/- 30 mins

Materials: a buzzer of some kind

Procedures:

Preparation:

- Sit the players so everybody can see everybody.
- Have each player say their name and a word that starts with the same letter or same sound as their name. (There can be no repetition of mnemonic devices).
- Separate the players into two (2) teams.
- The two teams move opposite each other and stand in a line with the first person in each line facing

Activity 1:

- The two players facing one another must try to shout out the name of their opponent.
- If one or none of the players involved can remember the names, they each should repeat their self-presentation (the name and the mnemonic device).
- After a turn, both players move to the end of their respective lines.
- This task continues until a comfortable rapport is established and the game flows well.

Activity 2:

- Put the buzzer between the facing players.
- After the initial 3-2-1 countdown, the two (2) facing players should attempt to ring the buzzer.
- The fastest gets the chance to shout out the name of their opponent.
- If the name is correct, they bring their opponent to the end of their team's line, actively stealing the player from the other team.
- If the name is incorrect, their opponent gets the chance to steal them instead by shouting their name.
- If neither player can remember the correct name, they should request for a mnemonic device by hitting the buzzer a second time.
- With a mnemonic device given, steps 3 to 5 are followed.
- If the mnemonic devices do not help either player to remember, both players shout out their own name and move to the back of their respective lines.

Follow-Up:

- The game continues until only one person is left on the losing team.
- That lone soldier may choose to challenge the class by naming everybody's name in order to win.

One Line at a Time

Dynamic: pairs or small groups (2-4)

Time: 20 minutes

Materials: strips of paper (five or six per student)

Procedures:

Preparation:

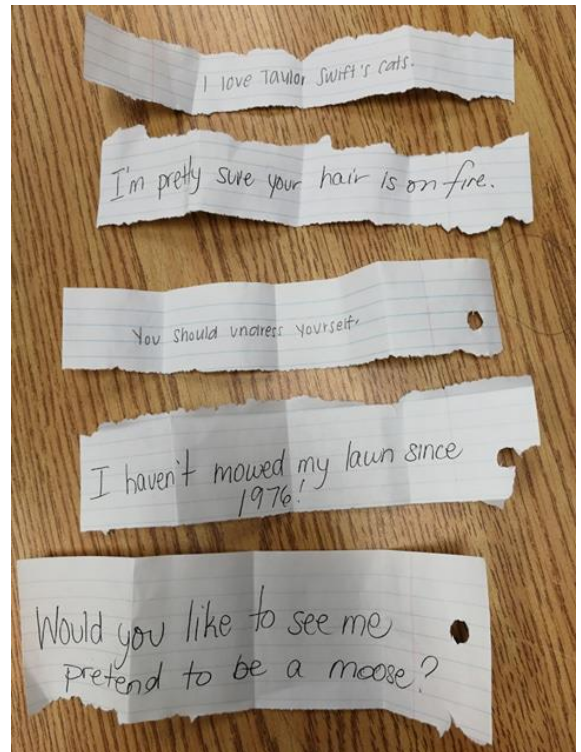
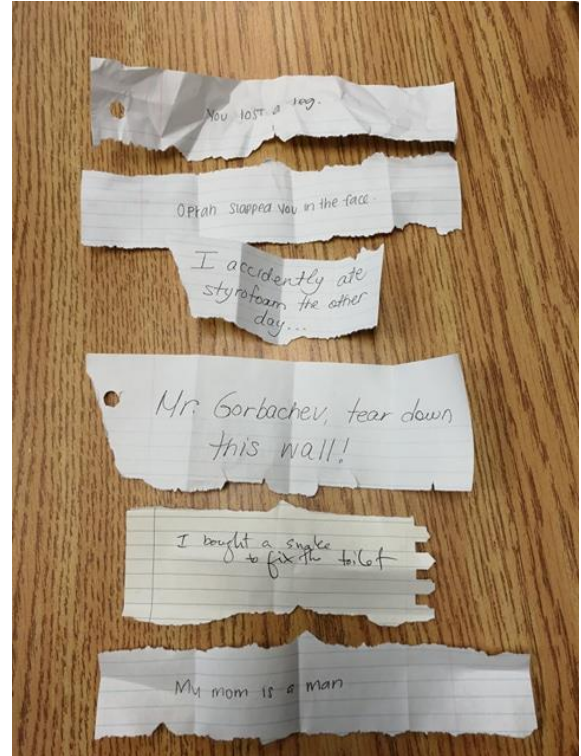
- Distribute the paper strips among the students.
- Have each student write down a random sentence on each strip. The sentences can be foolish, random, quotes, lyrics...ANYTHING THEY WANT (keep it clean) (Examples attached).
- Collect all the strips and mix them up.
- Have each student take five or six strips from the pile; those are their lines.
- Have the students form groups of 2-4.

Activity:

- Provide each pair/group with a non-geographical location (e.g.: a bookstore, at a hospital, in the park, in a car...).
- Have the students begin improvising a scene in that location.
- At random times, the students will take on their lines and say it aloud in the scene.
- The students will then have to incorporate the line, as non-sensical as it is, into the scene.
- Continue until the activity has run its course or until the students run out of lines.

Follow-Up:

- Regroup as a class and ask the students about some of the craziest lines they had to naturally incorporate into the scene.
- As a fun closing activity, set up a cord in the room and have each student hang up their favourite line with a clothespin.



One Minute Mime

Dynamic: Whole class

Total time: 45 minutes

Materials: Small slips of paper (5 per student), pencils, 5 buckets or hats to collect slips

Procedures:

Preparation:

- Ask students to gather on carpet
- Explain how the game works (see below procedure)

Activity:

- Students will be given 5 slips of paper each.
- They are expected to write one location (ie: supermarket, beach, playground, submarine, the moon), one situation (ie: argument, marriage, lost person, their, etc), and three characters (ie: police officer, baker, grandmother, monkey)
- Each student will then place their slips in the assigned bucket (ie: location slips in location bucket, situation slip in situation bucket, and characters in character bucket)
*These buckets should be pre-labelled.
- Students will then assign themselves in appropriate groups.
- Once all groups have been made, they will go as a group and pick one location slip out of the bucket along with one situation slip and four character slips (one for each member).
- Each group has 5 minutes to practice their skit.
- Remind students that this is a VOICELESS skit. Mime it out!
- At the end of the 5 minutes, the groups must gather back on the carpet (leaving room for a “stage”)
- Teacher asks for a group to volunteer, if no group volunteers, the teacher should pick one.
- Give each group one minute to perform their skit
- After the minute of performance, the students in the audience have one minute to try to guess the location, situation, and characters.
- If no one guesses correctly, the group may disclose the information.
- Continue until every group has had a chance to perform

Follow-Up:

- Congratulate the class on their good performance and effort.
- Ask students to return to their desks.
- Make a list on the chalk board with the students of difficult or new vocabulary that they encounter during this game.
- Review each word as it comes up
- use it in a sentence, define it, synonym or antonym, examples, etc.

- Example Location, Situation, and Characters
- A doctor, a grandma, and a cashier at a supermarket. The Doctor is stealing from the grandma.
- Two astronauts and an alien fighting about global warming while on the moon.
- Three siblings pranking each other while at school.
- A dentist performing dental surgery on a unsuspecting shopper at the mall with the help from a cashier.
- A fire fighter putting out a fire at the beach while two swimmers start more.

Opportuni-skits

Dynamic: small groups

Time: 2-3 classes

Materials:

None

Procedures:

Preparation:

- Watch some quick comedy skits with the class, such as some from SNL or SCTV, for example.
- Divide the class into small groups of three or four.
- Provide each group with a non-geographical location (at the dentists, in a courtroom, in a cab...).
- Have the members of each group throw around ideas of scenarios that could take place in these locations. Support the use of graphic organisers, like mind-maps and flow charts, to help them narrow down their ideas to one scenario.

Activity:

- Have the students write a script based on the scenario. The skit should only last about five minutes (anything more than two minutes is pretty well acceptable). SKITS DO NOT HAVE TO BE FUNNY! They could be dramatic, mundane, surreal, you name it!
- Once the script is written, begin the peer-revision process. Have each group pair up with another and read both scripts aloud. Together, the groups with refine the scripts and make the necessary modifications and improvements. Have each group revise with two others.
- Peer-editing occurs next. Within the groups, students will look at the language in their scripts. Have them tease out spelling and grammar errors, and also errors regarding register and tone (silly plays can use colloquial language; suspenseful scenes should have a more sinister tone).
- Have the students hand in their final work.

Follow-Up:

- Discuss the possibility of putting these skits to the stage. For those interested, consider putting on a show for another class. For those who do not want to act, introduce them to roles beyond acting (directors, sound and lights, publicity).

Party Quirks

Dynamic: small groups - whole class

Time: 15-45 minutes (dependent on group size)

Materials:

Pieces of paper to write out the party quirks

Room to move around and interact

Procedures:

Preparation:

- The students or teacher come up with “party quirks” and they make a pile of the quirks
- Each student EXCEPT the "party host" takes a random quirk from the pile
- These could be examples: “thinks they are a superhero”, “is an undercover spy”, “coughs every time they finish a sentence”, etc.

Activity:

- Every student that has a quirk has to start interacting with each other.
- The party host must go and talk to each person and figure out what their quirk is.
- The host does not know any quirks
- When the host guesses the correct quirk, they kick the person out by saying “you’re not welcome here because you’re [say the quirk] an undercover spy”.
- When someone is getting kicked out, they have to sit down
- When everyone is kicked out, the game is over.

Follow-Up:

- Discuss the different quirks and how the host figured out what each quirk is.

Plurals, Plurals, Plurals

Dynamic: class divided in two or three groups

Time: 10 minutes

Materials:

- whiteboard or chalkboard
- at least three markers or pieces of chalk

Procedures:

Preparation:

- Fill up each board with around fifteen words that have irregular plural or singular forms, using only one form of the other (e.g.:ox - ____ // ____ - children). If there will be two groups, use two boards.
- Divide the class up into two or three groups and have them line up a few meters in front of there board.

Activity:

- Say go. The students must approach the board and fill in only one entry in each pair. It is a relay, so when the first students writes his/her word, he/she returns to the line and the next student goes. Students in the line cannot cry out answer.
- Although the students can only write one word at a time, they can correct any mistakes they see on the board during their turn.
- When a team says they're done, check and see if there are any mistakes. The first team with no mistakes wins.

Follow-Up:

- Look at the patterns in the irregular plurals. Connect words based on language of origin and endings, for example.

Podcasts!

Dynamic: Individually/Pairs

Time: 50-60 minutes

Materials:

- Computers
- Headsets
- Microphones
- Should take place in a computer lab

Procedures:

Preparation

- Play 2 minutes of any podcast in front of the class
- Transcribe the podcast and record yourself by imitating and exaggerating stress and intonation (Prior to class)
- Play your recording

Activity

- Ask students to choose a podcast from a list provided or to choose one (Do not spend too much time on this)
- Ask them to listen to 2 minutes only of that podcast and to transcribe it
- Ask them to record themselves and to try to exaggerate (Pretty much like a radio host)

Follow-Up

- Ask if some students would like to play their podcasts in front of the class

Politeness Problems

Dynamic: Small groups

Time: 10-20 minutes

Materials:

- List of politeness problem scenarios (find below and/or make your own).

Procedures:

Preparation

- Present to the students a tense or conflictual situation you were in during which you had to remain polite.
- Share with them something you might have said in that situation that is impolite. Ask them how to make it less rude.
- Draw their attention, generally, to ways politeness works in language.

Activity

- Students sit in groups and take turns trying roleplays from the list below.
- Students not acting can listen and reflect on whether the participants were polite or rude and how their language could be more polite.

Follow-Up

- Ask if some students would like to present their roleplays to another group or in front of the class
- Students could be asked to write their skits using a process approach to writing (see Process Approach to Writing Skits).

Politeness Problems

PERSON A	PERSON B
<p>(1A) You hire your teenage nephew to rake your front lawn. He did a really good job raking but seems not to realize he has to pick up the leaves and put them in bags. You're hesitant to pay him for half a job, but his mom (your sister) begged you to hire him in the first place.</p>	<p>(1B) Your uncle hires you to rake his front lawn. Life has been getting you down lately and this is the first thig you've done right in a while. You're very proud of yourself and plan on buying yourself something cool with the money.</p>
<p>(2A) You saw the perfect pair of boot on the store website. When you get to the store there is only one pair left. You think they will fit you, and you want to try them on.</p> <p>You are not leaving without those boots!</p>	<p>(2B) You only have one pair of these perfect amazing boots left, but a client has already made a reservation for them. You can't let someone else buy them or, for that matter, try them on.</p>
<p>(3A) You are a teacher. You have noticed that one of your students is having extreme difficulty with reading and writing. This student is far below grade level. You suspect that this student may have a learning difficulty and need the parent's permission to test the student. You believe this could be very beneficial.</p>	<p>(3B) You are a parent. You do not believe in learning disabilities and feel that your child would do better if more work and tests were done at home.</p>
<p>(4A) You are the proud owner of a very well-trained pitbull. You often run your dog off leash without a problem.</p>	<p>(4B) You jog on this trail often. The sign says "all dogs must be leashed." You are very upset to see someone running their dog off leash, and want to communicate that frustration, but without upsetting the dog.</p>
<p>(5A) You invite B to your house, but when you open your last box of Oreos you find there is only one Oreo left in the box. B asks for it.</p> <p>How do you avoid leaving B in dee sorrow?</p>	<p>(5B) A invites you over to their house. While there, A opens a box of Oreos, but there is only one remaining.</p> <p>You are starving.</p>

PERSON A	PERSON B
<p>(6A) You want pistachio ice cream and you want person B to get it for you. It's all person B's fault that you want pistachio ice cream in the first place.</p>	<p>(6B) Person A wants pistachio ice cream. You have already checked every grocery store in a 30-kilometer radius. You now understand a grocery store 90 minutes does indeed have pistachio ice cream, but the weather report says it is about to snow.</p> <p>Person A is pregnant.</p>
<p>(7A) You want help moving your fridge into your new apartment. You have neither money, pizza, nor beer.</p>	<p>(7B) You are lazy and tired and don't particularly feel like doing anything today. You like person A though.</p>
<p>(8A) You're at a coffee shop and want a refund because you were given the wrong drink. You've had a long day and were halfway through the drink before you realized.</p>	<p>(8B) You have to be polite because you work in the service industry. The policy is that you can't give refunds for food that's already been consumed.</p> <p>Also, your break is in 2 minutes.</p>
<p>(9A) You need help with your homework. You know that person B does well in that course.</p>	<p>(9B) You are free tonight, but feel like staying in. Besides, you prefer to study alone.</p>
<p>(10A) You want person B's phone number.</p>	<p>(10B) You don't like person A and don't want to give them your phone number.</p>

Politeness Problems

Politeness Problems

PERSON A	PERSON B
<p>(11A) You went to the hairdresser to get a haircut before a big date. It looks awful and you want another hairdresser to fix it. You don't want to be rude (or cry in the middle of the salon.)</p>	<p>(11B) A client came into your salon with really difficult requests. You tried your best, but it doesn't look like the pictures. It still looks good, but you can tell the client is not impressed.</p>
<p>(12A) You got a really low grade on your essay.</p>	<p>(12B) The student talking to you deserved the mark they received. It was a fair grade.</p>
<p>(13A) Your vehicle is stuck in your driveway, your neighbour has a truck and just got back home; ask them to help you pull your car out of the snow!</p>	<p>(13B) You just got home from a long day and just want to wash up, watch Netflix, and go to bed.</p> <p>If you don't, you'll be too tired for work tomorrow.</p>
<p>(14A) You love karaoke but you are not very good. You want to audition for Canadian Idol anyway. The auditions are 6 hours away, in Toronto.</p> <p>Your friend, person B, is a great singer and has a car. Road Trip?!</p>	<p>(14B) Your friend, person A, is not very good at karaoke and certainly shouldn't be on Canadian Idol. You also really don't want to spend 6 hours in a car with them listening to them sing.</p>

Process Approach to Writing Skits

Pre-writing/Brainstorming:

Have the students figure out the setting of the skit and discuss what kinds of situations and conversations can take place there. Brainstorm words and ideas that come to mind when we think of the possible characters and feelings involved. Expound on scenarios using mind maps.

Draft:

Have the students settle on characters, plot, setting and mood. Write a quick outline of the skit and then complete the first draft.

Revision/Feedback:

Read the draft aloud in groups before modifying anything and accept feedback from peers and from the teacher (as many people as you can!)

Editing:

Incorporate the feedback and make the necessary adjustments and changes. Continuously reread the skit to polish it up.

Sharing:

Share one time to smooth out any remaining changes that need to be made. And then rehearse until the skit can be performed as naturally and smoothly as possible.

Perform:

Receive applause appreciatively.

Process-Genera Approach: Making a Skit

Preparation:

- Students will listen to YouTube videos about skits. This should help pique the students' interest and give them examples of a script and the end product.

Modeling:

- I will divide the class into groups of three or four. Each group will have a script to read and dissect. They will fill out a worksheet with different parts of a script (introduction, development, conclusion, characters, and dialogue), and write what they notice about each part.

Planning:

- The class will brainstorm skit ideas. All ideas are welcomed and will be written on the board.

Joint Construction of Texts:

- As a class, the student and the teacher will write a skit. The teacher will include all elements of a skit and model the proper way of writing one.

Independent Construction:

- In groups, the students will write a skit. The students will be advised to use a topic brainstormed with the class.

Revising and editing:

- Students will peer-edit their skits to identify different elements of the skit and any grammar.
- Once the editing is finished, the students will videotape their skit and use iMovie to make a video.
- Finally, the class will have a movie day where all the videos will be watched.

Revised Chair Chasers

Dynamic: Whole class

Time: 20 minutes

Materials:

- Circle of chairs

Procedures:

Preparation:

- Make the students place the chairs in a circle
- Teacher explains the rules of the game

Activity:

- The teacher starts by saying a specific statement with the following format: Someone who likes... Someone who does... Someone who is... Someone who has... etc.
- Either the teacher or a player stands up in the middle of the circle.
- Once the statement is said, the students who the statement aims at must get up and switch places with the other concerned students.
- While the players switch chairs, the person that was standing tries to sit on a chair.
- The person who's left standing becomes the next person to ask the question.
- Repeat.

Follow-Up:

Go around the students and ask them one thing they learned today about anybody.

Salad Bowl

Dynamic: At least 2 teams of 4. If you can, increase the number of players on each team before creating a third or fourth team.

Materials:

- Scraps of paper
- Bowl, hat, any sort of container.

Procedures:

- The teacher divides the class in two and then hands out 3-4 scraps of paper to each student.
- Each student is to write down a noun (person, place or thing) on each of the scraps in pencil so the writing cannot be seen through the paper.
- After each student has written their nouns, the teacher will collect them all and put them into a bowl, box or hat etc.
- Then, starting with the first team, a student from that team will pick out a paper and describe what it says without saying the word itself.
- This student will have about 45 seconds (you can increase/ decrease the individual time depending on the level of the class) successfully describe the words to their team.
- Then the second team will get their turn.
- Once all the papers are through the second round begins.
- In this round instead of explaining the students must try their best to act out the words.
- In the end, the team with the most points wins :)

Secret Identity

Dynamic: whole class

Time: 20 minutes

Materials:

handouts (see attached)

six sided dice

Procedures:

Preparation:

- Students roll a six-sided die and choose their first secret from one of the charts; (they could roll 4 in advance if there are not enough dice to go around).

Activity:

- Students need to go around introducing themselves to other students;
- as they do, they will get a sense of the other students' secrets;
- once they guess what someone's secret is, they can cross off the corresponding box on the card;
- if they guess someone's secret, they have to go meet new people;
- if someone guesses their secret, they have to choose another secret and move to meet new people;
- if someone guesses all three of their secrets, they 'lose' and can sit down;
- if someone gets bingo, they 'win' and can sit down.

Follow-Up:

- Ss write a short dialogue (6-10 lines) based upon their experience and check it for correctness;
- dialogue is either performed or submitted for evaluation.

FIND SOMEONE WHO: *SECRET IDENTITY VERSION*

Find someone who thinks this is a game of 'loup garou.'	Find someone who needs to borrow some money.	Find someone who is very grouchy.	Find someone who is hiding a puppy who is not allowed to be here.	Find someone who is actually a vampire.
Find someone who thinks you are 11.	Find someone who is a character from his/her/their favorite TV show.	Find someone who hasn't slept in three days.	Find someone who has a 20-second-long memory for new information.	Find someone who is actually an elf.
Find someone who is an undercover investigative journalist.	Find someone who is a waiter, waitress, or food service professional.	FREE	Find someone who is a famous person from history.	Find someone who is a wookiee with a very talented live-in barber.
Find someone who can see fairies and elves.	Find someone who is slightly allergic to you.	Find someone who recently won the lottery.	Find someone who works for a spy agency and is collecting data about you.	Find someone who is a T-800 android sent back from the future to kill Sarah Connor.
Find someone who is perfectly normal and confused by all the commotion.	Find someone who is on an uncomfortable first date.	Find someone who thinks they are a customer in a restaurant.	Find someone who is Sarah Connor.	Find someone who is a T-800 android sent back from the future to protect Sarah Connor.

FIND SOMEONE WHO: *SECRET IDENTITY VERSION*

Roll 1d6:

1. You think this is a game of 'loup garou' or 'Werewolf.' You think some of the other players are werewolves and others are villagers.
2. You misjudge everyone's age and think most people are 11.
3. You are an undercover investigative journalist for "The Lone Gunman," a conspiracy theorist website. You hear there are fairies, elves, vampires, and androids around.
4. You can see fairies (and elves). They are everywhere and constantly trying to distract you. You generally don't tell people though.
5. You need to borrow some money.
6. Pick your favorite TV show. Pick your favorite character. You are that character.

Roll 1d6

1. You are a waiter, waitress, or food service professional. You are at work. Everyone you meet is either a customer or another worker. Do your job.
2. You are perfectly normal and are confused by all the commotion
3. You are slightly allergic to new people.
4. You are on an uncomfortable first date with anyone who talks to you.
5. You are very grouchy.
6. You haven't slept in three days.

Roll 1d6

1. You recently won the lottery.
2. You think this is a restaurant.
3. You are hiding a puppy somewhere nearby who is not allowed to be here and who keeps trying to get your attention.
4. You have a 20-second-long memory for new information and have to keep asking the same questions over and over again.
5. Pick a famous person from history. You are that person.
6. You are a wookiee with a very talented live-in barber.

Roll 1d6

1. You are a vampire.
2. You work for spy agency and need to stop whatever is going on.
3. You are actually an elf.
4. You are a T-800 android sent back from the future to kill Sarah Connor.
5. You are a T-800 android sent back from the future to protect Sarah Connor.
6. You are Sarah Connor.

Short plays

Dynamic: Small groups of 5-8

Time: 60 minutes

Materials:

- Short play script in English
- Props and costumes (optional)

Procedures:

Preparation:

- Introduce the topic of the lesson: using drama in language learning.
- Brainstorm with the class the benefits of using drama in learning a second language.
- Teacher explains that the class will be working in small groups to perform a short play

Activity

- Distribute the short play script and assign roles to each group member.
- Give the groups time to practice their lines and rehearse the play.
- Encourage groups to use props and costumes if available.
- After rehearsal time, each group will perform their play for the rest of the class.
- The plays will have a similar subject, but the context will be different
- The teacher will make sure that the class environment stays calm and conducive to learning
- After each group's performance, the class will give feedback on their language use, pronunciation, and overall performance.

Follow-Up:

- After all groups have performed, have each group reflect on their experience and share what they learned.
- Students discuss the type of language used in the skits.
- Discuss as a class the benefits of using drama in language learning and how it can be incorporated into future lessons.

Spectators!

Dynamic: whole class or 2 large groups

Time: 60 minutes

Materials: Props found in classroom

Procedures:

Preparation:

elicit ideas from students about favorite movies/ TV shows/singers etc...

- Write ideas on board and go over any idea/vocabulary that is not yet familiar to all students
- The teacher now explains the nature of improvisation (based on a thematic prompt, students improvise how a scene unfolds)
 - Students will compile improvisation prompts and place in box/bag to be picked
 - 5 students volunteer to be the first 'on stage' actors, while all other students watch as spectators
 - At any moment during the 'act' any student spectator can clap to freeze the scene being improvised
 - At the clap, the 5 actor students freeze and the student who clapped switches their spectator spot with one of the actor students
 - The new actor now modifies the scene while other actors adjust their acting to impede the improvisation skit of falling apart
 - New theme may be chosen every 5-10 minutes or if the spectators call for a vote to choose a new scene

Brainstorming

- Group students in teams of 5
- Using the ideas written on the board for inspiration, each team discusses a prompting theme
- Each team submits their theme and places in box/bag where they can select one at random

Improvisation

- First 5 students who volunteer stand in front of the class
- A spectator selects a theme and reads it out loud to the class and actors
- The actors have 45 seconds to huddle silently and briefly discuss the first moves
- When the time is up, the teacher says "action!"
- Students initiate to improvise until a spectator claps and changes things up
- When a theme-change is due, 5 new students must volunteer
- Even if the word "volunteer" is used, the teacher explains that every student should volunteer at least once

Follow-Up:

- These last 10 minutes serve as a reflection and cooler
- With all students at their desks the teacher will reflect on the success of the activity
- Reflection & cooler questions:
 - “What did you enjoy?”
 - “Could you come up with new and diverse themes without help that would work for this activity?”
 - “What vocabulary did we use to describe the different aspects and stages of this activity?”
 - “How did you impersonate a character through language? And what sort of features came across?”
 - “Explain some linguistic features that are specific to the temper and desired the illocutionary effect of your character?”

Spider Web!

Dynamic: whole class, or if the group is too big, class in half

Time: 30 minutes, depending on class size

Materials: big ball of yarn

Procedures:

Preparation:

- The teacher and students sit in a circle.

Activity:

- The teacher starts with the ball of yarn. He says his/her name and something interesting about him/herself.
- The teacher then holds the end of the yarn and throws the ball to a student at random. That student must repeat what the teacher said about him/herself and then say something interesting like the teacher did.
- The student, holding the yarn throws the ball to another student. He/she must repeat what the student BEFORE him/her said. Repeat until every student has spoken.
- Then play the game in reverse: say what the student ahead of you said and throw the ball to them; ravel it.

Follow-Up:

- Have the students discuss/write about things that they noticed they have in common with other students.

Taxi Cab

Dynamic: small groups (6 to 8)

Time: 30 to 45 minutes

Materials:

- A list of conversation starters (e.g. : What is the worst gift you've ever gotten?)
- A list of different characters (e.g. : A clown who just got fired?)
- Props for the different characters (e.g. : A clown nose, a huge pair of glasses, a sombrero)
- A timer

Procedures:

- This is an improvisation game. The activity is based on the contacts and conversation that individuals can have in a cab.
- To help the participants and to make the game a little more original it is recommended that the leader of the activity prepares beforehand some characters to help the participants with their improvisations. Then, one person is selected to represent the cab driver. To help him/her in this task, the participant playing the cab driver receives a list of conversation starters.
- The participants take turns getting into the cab and improvising. Each participant must stay a required number of minutes before leaving the cab and another participant enters. It is also suggested that there be at least two participants with the cab driver so that the conversations and improvisation can be done as a group.

Preparation:

- Show a short video of an improv troupe.
- Ask the students if they have done some improv or what they know about improv.
- The teacher can select 1 or 2 students and do a little improv on a pre-selected topic. (e.g.: the teacher plays the role of a news reporter, and the students are the witnesses of a bank robbery where the robber was only wearing a ski mask and some underwear).
- The teacher now explains the procedure of the game and answer some question about the game.
- The class is separated in groups of 6 to 8.

Activity:

- A student is selected to be the taxi driver.
- Each student picks up at random the character they will have to interpret and select the props according to the character.
- In turn, the participants will have to enter the cab for the required number of minutes and try to make the most of their character by improvising a short story about themselves.

- The first round, the cab driver and the first participant spend 2 minutes in conversation (remember that the time limits can be changed).
- Then the second participant enters the cab and tries to bring their character to life by creating a new dynamic to the conversation.
- 2 minutes later the first participant arrives at his/her destination and the third participant enters the cab and so on until every participant had the chance to go in the taxi.
- (In this scenario each participant will then spend 4 minutes in the cab)

Follow-Up:

- Everyone returns to their place.
- The teacher asks for some feedback on the activity. (What did they liked/dislike? What were the difficulties? What role were the most fun?)

Telephone Tongue Twisters

Dynamic: small groups

Time: 10 minutes

Materials: Pen and Paper

Procedures:

Preparation:

- Have a tongue twister written out on paper or write down a sentence full of alliteration. For example, "Theodore threw chunks of cheese."
- Determine how many rounds will be played. You can use one sentence for each round. You can create a chain of phrases to build up on the initial sentence for multiple rounds of the game. For example, the first student will whisper the sentence from step 1 to the next student. For the second round, the first student will pass on the sentence "Theodore threw chunks of cheese through grates that were greased."
- Have the participating students line up or be in a circle.

Activity:

- The first student will be given a piece of paper with a tongue twister written on it.
- That first student will whisper the sentence or tongue twister to the second student. The facilitator can allow a limited number of repetitions or can opt to have the game move forward as they see fit.
- The second student will whisper the sentence or tongue twister as best they can to the next student and so on.
- The final student in the line or circle will say what sentence or tongue twister they can gather at the end.
- The facilitator can give them a score or percentage for correctness of the sentence. For a sentence that builds up, they can write or draw out (like a pictogram) the sentence to help the students remember the phrases each round.

Follow-Up:

- The students can write down their own tongue twisters or build up their sentences using prepositional phrases. Task:

Example Sentences:

- Theodore threw chunks of cheese.
- Theodore threw chunks of cheese through grates that were greased.
- Theodore threw chunks of cheese through grates that were greased for the mice.
- Theodore threw chunks of cheese through grates that were greased for the mice who munched them merrily.

The Absurd Dating Game

Dynamic: 3 or more players

Time: 30 to 45 minutes

Materials: none

Procedures:

Preparation:

- The Serial Dater leaves the room and the bachelorettes find themselves new identities, for example : a sad widow, an angry chef, a mysterious vampire, an introvert unemployed man etc.

Activity

- The Serial Dater comes back in the room and asks dating questions such as : What would your ideal date be? What is your favourite pick up line? What is your favourite hobby? etc. And after a few questions answered by every bachelorette, the Serial Dater tries to identify everyone's identity.

Optional role: There could be a moderator that helps the Serial Dater find questions to ask to the bachelorettes. That person would know their identities so could help the Serial Dater ask questions that could direct them into finding the answers.

The Artist (Revised)

Time: 30-40 minutes

Dynamic: minimum of 8

Materials: Camera (phone)

Procedures:

Preparation:

- Split participants into groups of 4 (or in half).
- Choose the leading group and the following group

Task 1:

- Make the following group choose one participant for the role of the artist within their group.
- Make the leading group choose a participant for the role of the judge within their group.
- Make all students in the following group leave the room except the chosen artist.
- The leading group creates a sculpture with their bodies (without the judge).
- The artist attempts to memorise the final sculpture in order to recreate it with their own team.
- The judge takes a picture of the final sculpture.

Task 2:

- The students in the following team return to the classroom.
- The students in the following team get blindfolded (except the artist).
- The artist's goal is to re-create the sculpture of the leading team with their own teammates through oral instructions.
- Once, the following group recreates the sculpture successfully, they yell out "DONE"

Task 3:

- The judge compares the picture taken of the leading team's sculpture to the sculpture made by the following team.
- If the sculpture resembles the initial the following team wins, if not the leading team wins.
- The winner gets to be the leading team for the next round.

Post-Task:

- Ask participants for feedback on the activity.

Thematic Minute Mimes

Dynamic: Pairs/Small groups

Time: 45 minutes

Materials:

- Specific theme with a list of various related topics (examples below)
- A Timer
- Everyday Classroom Props (Objects already in your classroom)

Procedure

Preparation:

- Explain the concept of miming; only gestures, no speaking!
- Perform an example of a mime and ask students to interpret the action
- Emphasize « only movements, no words while performing »
- Distribute a topic to each group

Activity:

- The students then have 5 minutes to prepare and rehearse the presentation of their given topic
- Each group has 3 minutes to present their skit to the class
- The students watching must then interpret what they are watching
- The students then reveal what topic they were assigned, Repeat for each group

Follow-Up:

- Class review on gestures within the topic and theme
- Review vocabulary words used
- Ask students to show what other gestures they may have been able to use to represent the actions.

Theme: Cooking

Topics:

1. Burning your tongue on hot soup!
2. Making too much stew!
3. Burnt the birthday cake!
4. There is no more milk in the fridge!
5. The salsa is just too spice!

Two Liars and One Truth Teller

Dynamic: small groups

Time: 30 minutes

Materials: None

Procedure

Preparation:

- Students form groups of 3-4 persons and sit together.
- Students decide of one person who will be the guesser. The other students will be tellers.
- The guesser leaves the group to go to a place where they won't hear them. Guessers can be gathered to do a 5 minutes activity together while the tellers prepare their story.
- The tellers share interesting stories that happened to them and choose the one that they will use.
- Tellers decide on the factual sentence they will tell to the guesser.
- Tellers take some time make sure they all share the same story and are ready to answer questions that may be asked to them.

Activity:

- The guesser return to their group.
- One after the other, the tellers say the same sentence to the guesser.
- The guesser must select one teller and ask them a question. The teller will answer the question.
- The guesser will ask questions as described above to the same or a different teller until she or he is ready to guess who the story truly happened to.
- The guesser says the name of the person who is not lying.

Follow-Up:

- Students either select the next guesser for the next round or return to their seats for the next learning activity, depending on the directions provided by the teacher.

Two Truths and a Lie

Dynamic: small groups (4 to 6)

Time: 30 minutes.

Materials: No Material necessary

Quick Procedures:

- In a group of 4 or 5 (preferably). In turn, the participants will choose 3 statements about themselves and present them to the group. 2 of these are true and 1 is a lie.
- Then the other participants have the task (individually or as a team) to determine which of the 3 statements is the lie.
- It is also possible to introduce some rules or constraints to make the game more difficult or dynamic.
- For example: A limit on the number of questions that can be asked to the interviewee. A time limit. A selected number of rounds.

Preparation:

- Depending on the level of the students, it may be useful to review the wording of question (inversion).
- The teacher explains the concept and functioning of the game.
- The teacher can also, as an example, tell 2 truths about him/herself and a lie and play the game with the whole class.

Activity:

- A person is selected and this one will have to tell 2 truths about himself/herself and invent one lie. The other participants can now take turns asking questions to try to discern which statement is a lie.
- After everyone has had the chance to ask their questions (this can be done individually or the group must come to a consensus), the group have to determine which of the statements is the lie. It is now the next participant's turn to find 2 truths about him/herself and make up a lie and present them to the group.

Follow-Up:

- At the end of the activity, students return to their seats in the classroom. The teacher can now ask the students for their impressions of the activity and if they had difficulty finding the lie.
- Depending on the age of the participants, it may also be appropriate to educate the students about the importance of telling the truth.
- Depending on the teacher's observation, it may be suitable to review the composition and creation of questions in a second language.

Twenty Questions

Dynamic: small groups

Time: 10-15 minutes

Materials:

- Vocabulary list of known objects
- Pictorial list of objects known or to be learned

Procedures:

Preparation:

- Create groups of 6
- Divided the group in half (3 students vs 3 students)
- Pick which team will be the guessers and questionnaires for the first round

Activity:

- Each team will take turns guessing the object
- They must guess the object in less than 20 questions
- The questions asked need to be able to be answered by either yes or no

Follow-Up:

- Whoever guesses correctly gets to pick the mystery object in the next round
- The team with the most guessed objects wins

Visit to the Doctor

Dynamic: groups of 2

Time: 30 minutes

Materials: role cards from https://bogglesworldesl.com/doctor_roleplay.htm

Procedures:

Preparation:

- Ask students to gather in pairs
- Explain how the game works
 - Ask students to find a partner and determine who will be the doctor and patient.
 - Give the doctors the treatment cue card. Give the patients the ailment cue cards.
 - Ask students to act the scene using the cue cards.

Activity:

- The students will alternate between doctor and patient.
- Teacher should encourage enthusiastic behaviour during the game.
- Students change partner.

Follow-Up:

- Congratulate the class upon completion.
- Ask students if can come up with different scenarios.
- If students are struggling teacher can read all the cue cards before the students start acting.
- Ask students: what did you like about the activity? Why? What did you not like about the activity? Why?

What did you say?

Dynamic: In pairs

Time: 15-20 minutes

Materials:

- Worksheet with a written conversation between two individuals
- Highlighter
- Pencil

Procedures:

Preparation:

- Read the conversation to students by playing both characters
- Handout the worksheet to students

Activity:

- Learners choose their roles, read their lines to each other, and then highlight and discuss which words could be wrong or miswritten.

Follow-Up:

- Choose two students to play the conversation
- Find the mistakes with the students altogether

What would ____ do ?

Dynamic: small groups

Time: rounds of 5 minutes

Materials: Flashcards with character names and prompts

Procedures:

Preparation:

- Teacher introduces onomatopoeia and gives list of examples.
- Teacher prepares 2 separate piles of flashcards. Pile 1 has the names of various popular characters names from TV shows, books, and Movies (for example; Winnie-The-Pooh, Batman, Darth Vader, Yoda, and Lisa Simpson.) Pile 2 has prompts (for example; their plane got canceled and now they are waiting together, they are at a wedding, they have a flat tire, etc.).
- Teacher explains that, in groups, students will each randomly pick a character and then they will be given a prompt.

Activity:

- Each student randomly picks one character.
- The group is then given a prompt.
- Everyone must act out their character in that situation. How would each character react to the situation?
- Students practice use of present tense and onomatopoeia
- Students can go multiple rounds where they pick new characters and they are given a new prompt.

Follow-Up:

- Students give each feedback on their use of L2, specifically the grammatical elements mentioned above.

Would I Lie To You?

Dynamic: 4 to 8 participants

Time: +/- 30 mins

Materials: pen, paper scissors

Procedures:

Preparation:

- Ask each participant to prepare 1 or 2 true sentences about their lives on slips of paper.
- Prepare some fake sentences as well.
- Make sure that all sentences are written in first person.
- Separate the participants into 2 groups.

Activity:

- One team comes to sit at the front of the class, facing the others.
- Hand each member of that team a sentence, making sure that one member has one of their true sentences while the other members have fake sentences.
- The students have to read their sentences aloud and answer questions about them as if they were true.
- The other students (not at the front) vote on which student they think is telling the truth.
- If the voting team guess the true sentence correctly, they get a point. Otherwise, the team who read the sentences gets the point.
- Repeat with the other team.

Follow-Up:

- This game allows for practice of questions, speaking fluency and listening. Additionally, it practices past simple and present perfect simple grammar. Teachers could listen for errors in any of those structures and provide a quick form-focused review after.

Would You Rather Debates

Dynamic: whole class

Time: 10 minutes

Materials: A list of 'Would You Rather' type prompts, which ask students if they would rather do (eat, watch, listen to, lick, kick, pick, etc.) one thing or another

Procedures:

Preparation:

- Make some room in the classroom or go outside so that students can easily gather in two areas of the space.

Activity:

- Give the students a choice: Would you rather option 1 or option 2.
- Invite students picking option 1 to move to a certain area and students picking option 2 to move to a different area
- Optional: Invite students to take a couple minutes to discuss their reasoning within their group.
- Invite students who picked option 1 to explain why they picked that side and try to show why it is the best side to convince the other students to join them.
- Invite students who picked option 2 to do the same.
- Optional: Rephrase or summarize the arguments.

Follow-Up:

Allow students to move from one group to another if they changed their minds, and do a quick analysis of whether the arguments were convincing.

You may want to repeat the task again with a new prompt.