"Improvisational theater methods applied to English language learning"

Partners:

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ABOUT THIS BOOKLET

METHODOLOGY

This booklet is a collection of tools to improve the English language skills of shool-age participants through the application of improvisational theatre techniques. The tools are intended to be adaptable to a range of ages, language levels, and interests and allow for a high degree of flexibility so that they may be used in many different contexts. The tools have been arranged under three different categories:



- **Lights**: activities designed to enlighten participants on new issues and concepts



- **Camera**: activities focussing on detecting and solving problems



- **Action**: activities that ask participants to learn by doing

LEVEL AND AGE APPROPRIATENESS

In order to give a basic idea of the age range and difficulty of the activities without putting them into a strict category such as the Common European Reference Framework (CERF) scale, the tools are ranked with a star system of 1 to 5 stars.

The system loosely indicates that low star activities are for lower ages and language levels. However, please note that due to the flexibility of the tools, some lessons with low star rankings can be adapted to older ages and higher levels, so be sure to check the descriptions for this possibility. The rankings are as follows:

★

Very basic, for low language levels and young ages (around 10 years old)

★★

Around a pre-intermediate level. Requires some knowledge of forming sentenes.

★★★

For participants with intermediate language skills and appropriate for middle teens (12 to 16 years old)

★★★★

Somewhat advanced activity requiring solid communication skills in English. Most appropriate for students aged 16-18.

★★★★★

Complicated and advanced activity requiring a high level of communication and advanced knowlege of grammar and vocabulary. Appropriate for participants aged 17+.

DISCLAIMER

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LIGHTS

BUILD A ROOM

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

LEARNING OUTCOMES

In this basic, introductory activity to improv, participants will create a shared reality through agreement. The goal is to build an imaginary room full of everyday objects.

By the end of this activity, participants will:

- Practise vocabulary related to household items
- Use the present continuous tense to describe actions happening presently

RECOMMENDATIONS

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

PROCESS

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

REFLECTION

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

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

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TIPS FOR FACILITATORS

1. Pre-teach the present continuous
2. Do the first object yourself as a sample
3. Check for understanding as new words are introduced
4. Give feedback on grammar and vocabulary

LIGHTS

16 PERSONALITIES

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

LEARNING OUTCOMES

In this activity, participants become acquainted with personality types that are crucial for understanding how they operate in terms of business and in real life. They will also learn the basics of the communication styles associated with certain personalities.

By the end of this activity, participants will:

- Gain an understanding of personality types
- Learn about different communication styles
- Acquire vocabulary associated with different personalities

RECOMMENDATIONS

This activity lasts around 90 minutes and it is designed to adapt to unlimited number of participants. Participants will each need access to the internet for this activity, so they will need a smart phone or computer.

Print pages 5, 6, and 7 in advance from this file:
https://drive.google.com/file/d/1siFc0I9x44kLWG1D-1w56nlCVlpxaYHj/view?usp=sharing

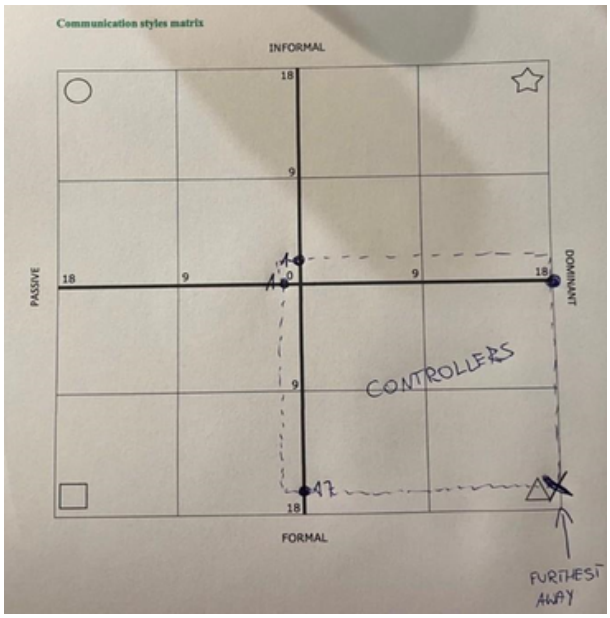
PROCESS

1. First, ask the participants to access this website: https://www.16personalities.com
2. Participants have 20 minutes to complete the survey online. A few different results are possible.
3. Later, when they find out know which group they are in, they make groups and briefly present their types of personalities to each other.
4. Give the participants pages 5 and 6. They will choose one of the two words on the opposite sides of the paper (random or patterned, warm or cool etc). One word HAS to be chosen.
5. When they complete the test, facilitators ask them to write one word above each column.

Above RANDOM – we write INFORMAL
Above PATTERNED – we write FORMAL
Above TAKES CHARGE – we write DOMINANT
Above GOES ALONG – we write PASSIVE.

6. Facilitators ask participants to sum up the quantity of all answers in EACH column. For example: 6 informal, 7 formal, 10 dominant, 8 passive.
7. Give the participants page 7 so they can mark their answers on the matrix. The point furthest away from zero is their communication style.

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(in the example on the left – 1 informal, 1 passive, 17 dominant, 17 formal = CONTROLLER)

Lastly, facilitators give a brief introduction into each communication style without disclosing the details. The details will be provided by participants themselves. The activity ends with the reflection section detailed below.

REFLECTION

Forming 4 groups (one style each), ask participants to describe their groups. Give them follow up questions, for example:

- Do you agree with your outcome? Why or why not?
- How close do you like to be with people?
- What is a list of 'do's' and 'don'ts' when communicating with people in your group?
- How do you collaborate with others? What role do you take?
- If you could choose a 'theme song,' what would it be? What message does that send the world about you?

Later, participants present their groups and facilitators provide a brief summary along with short reflection and discussion.

TIPS FOR FACILITATORS

1. Start the lesson with a reflection activity about what they believe their communication style is before doing the activity

2. A follow-up activity could be a reflective paragraph about what they learned about themselves that day and if it affects anything moving forward.

LIGHTS

WHISPER CIRCLES

DICTION AND PRONUNCIATION, MEMORY TRAINING, SOCIAL INTERACTION

LEARNING OUTCOMES

In this activity, students can enhance their listening skills and focus on proper pronunciation to get their message across.

By the end of this activity, participants will:

- Acquire active listening skills
- Recognise rhythm, intonation, stress, and sounds in English

RECOMMENDATIONS

The activity requires a minimum of 35 participants and lasts for 10 minutes. No special material is required for this activity except cards with sentences.

PROCESS

1. Divide the participants into groups with each group of 5 to 6 participants. Choose one leader from each group.
2. Give the leaders a card which has a certain sentence, for example "It takes 365 days for earth to orbit the sun." Ask them to memorise the sentence, then go back to their groups and whisper the sentence to the person on their right.
3. Each person whispers the phrase to the next player, and the game continues until it reaches the last group member in line. The sentence must be said only once.
4. The last player says the sentence out loud. If the sentence is exactly the one written on the card, the group wins the game.

REFLECTION

Ask the participants:

- What do you think affected the delivery of the messages?
- Did you learn any new words/phrases?
- Did you understand the sentence straight away or would you have liked it repeated?
- Did you find any word or phrase difficult to pronounce?

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TIPS FOR FACILITATORS

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

2. Encourage participants to interact and communicate and to create a meaningful context for language use

3. Increase the sentence length & complexity accordingly to the language level of the participants.

LIGHTS

GNOME CHOIR

CREATIVITY, PRONUNCIATION

LEARNING OUTCOMES

In this activity, learners will use their basic knowledge of the sounds of English to make a small choir.

By the end of this activity, participants will:

- Produce sounds associated with different letters in English
- Improve teambuilding skills

RECOMMENDATIONS

Ideally this activity is done with a minimum of 6 participants. The duration for the activity is about 15 minutes. Be aware that this task requires discipline and the rules should be stated beforehand to ensure the participants do not get too loud.

Material required: Various musical instruments (optional).

PROCESS

1. Break the participants up into small groups (3 to 4 ideally)
2. Each team is given a sound that they must produce on command. For example, each group can pronounce a certain letter (ex. C [sī]; D [dī]) or a certain sound (ex. the sound made by 'ee' in English).
3. Once the participants practice their sound for a couple of minutes, the facilitator (conductor) points to different groups with a baton as if they are conducting an orchestra. Multiple groups at once can be instructed to sing.

REFLECTION

Discuss with pupils whether prolonged vocalisation caused any difficulties. Ask if the other members of the "choir" who made a completely different sound, interfered. Was it easy to follow the conductor's movements and follow your turn, rhythm, etc.

TIPS FOR FACILITATORS

1. Be sure to pre-teach the sounds the participants will be required to produce

3. If any participants are too shy, place them in a larger group so less attention will be on them.

LIGHTS

FOLD THE BLANKET

TEAM BUILDING, CREATIVITY, PHRASES RELATED TO A CERTAIN TOPIC

LEARNING OUTCOMES

In this activity, participants will create a shared reality through team agreement and create something out of nothing.

By the end of this activity, participants will:

- Share a common vision
- Use verbal and nonverbal communication to convey messages
- Turn words into actions

RECOMMENDATIONS

The activity ideally requires unlimited number of participants in groups of 3 -4 and last 20 minutes. No specific material is required. Make sure that each team has their own space with enough room to fold an imaginary blanket.

PROCESS

1. Introduce the goals of the exercise, then form 3-4 teams.
2. Instruct each team to find an open space and move to that area. Read aloud the following sentences, pausing long enough for participants to respond/react to each statement:
    a. *You are on a beach with some friends. A large blanket is spread on the sand. Sit down on your blanket and enjoy the sun, sand and surf. Oh! A rain storm is rapidly approaching. As a team, fold your blanket and get ready to leave the beach.*
3. Remind participants that the objective of this activity is to simply get the blanket folded in 2 minutes. It is not a competition. They should focus their attention on the blanket and teammates' actions.
4. Observe how teams proceed, if they work as an organised team, if they use more language than signs to communicate, if they manage to do it, and so on.
5. Reconvene the entire group and use the following questions to prompt a discussion:
    a. How did you know the task was done as there is not a real blanket to be seen?
    b. What actions did you take, individually and jointly that helped you succeed?
    c. Those who did not complete the task, what prevented you from doing it?
    d. What feelings and emotions came up during the game?

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REFLECTION

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

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

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

TIPS FOR FACILITATORS

1. Before the start of activity make sure that enough free space is available.
2. Adapt questions and reflections to the ages and English levels of participants.
3. As a follow up you can implement the variation "Bathe the puppy", so participants can put newly learned concepts into practice

LIGHTS

THE BOMB

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

LEARNING OUTCOMES

In this activity, participants will practice their skills in teamwork, communication, and critical thinking.

By the end of this activity, participants will:

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

RECOMMENDATIONS

The activity requires 10-25 participants aged 8+ and lasts 45 minutes. The only material required for this activity is a soft ball.

PROCESS

1. All participants sit in circle.
2. The facilitator throws the ball to a participant and says a word as they throw it. For example, 'island.'
3. When the first participant catches the object, they begin to name as many words related to islands (or whatever the word was) as they can. If they can't name any more words, they throw the ball to one of their classmates.
4. The one who catches the ball must continue saying words related to the subject (ex. islands). All participants must mention at least 3 related words.
5. The subject changes when the participant who holds the ball can't think of any other words or repeats a word that has been mentioned before.
6. The participant who made the mistake starts the game again by saying a new word, so that game continues.

REFLECTION

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

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

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TIPS FOR FACILITATORS

1. Create an atmosphere that encourages participation
2. Words must be relevant to participants' age/level
3. Some participants could write down all the words mentioned to improve dictation skills

CAMERA 

ROPE GAME

IMAGINATION, CREATIVITY, ATTENTION DEVELOPMENT, ORAL COMMUNICATION IN ENGLISH

LEARNING OUTCOMES

In this activity, participants will use their imaginations to think of different actions.

By the end of this activity, participants will:

- Develop their skills in imagination, creativity, and oral communication
- Understand and respond to questions in English
- Use verbs to communicate actions

RECOMMENDATIONS

We advise you to display a picture of a hose so students know what it is. Ideally this activity should have 5-10 participants and can take around 20 minutes.

PROCESS

1. The facilitator shows the hose to the participants. “What can be done with this hose?”
2. The facilitator asks the learners to write their responses under the picture of the hose.
3. The facilitator creates sentences and learners try to act different scenarios, such as:
    a. Jump rope
    b. take a bath
    c. catch a ball
    d. put out a fire
    e. pull a car
    f. set traps
    g. climb a mountain
    h. play cowboy
    i.

In the process, funny and creative answers may come up. Participants can play rope skipping game in groups, called as Double Dutch, in which two people hold the rope and one person jumps.

REFLECTION

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

- What did you most like about the activity?
- Did this activity boost your imagination?
- Did you feel the sense of collaboration while playing Double Dutch?

TIPS FOR FACILITATORS

1. You can add music to bring an element of fun into the activity.

2. For beginners, the facilitator can provide simple sentences and more preparation time.

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

CAMERA 

CONDUCTED STORY

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

LEARNING OUTCOMES

In this activity, participants will engage in team-building.

By the end of this activity, participants will:

- Develop team spirit by being on the same page as teammates
- Practice being in the moment.
- Practice conversation, narration and drafting in English.
- Know and use the sounds, words and grammar of the language to create and interpret texts

RECOMMENDATIONS

We advise you to keep 4 to 6 participants/ players at a time plus a facilitator. No specific material is required for this activity. The activity should take between 10-20 minutes.

PROCESS

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

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

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

REFLECTION

After the activity, lead a closing discussion with the whole group using questions like:

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

TIPS FOR FACILITATORS

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

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

CAMERA 

THE CHAIN

PAYING ATTENTION, LISTENING, CREATIVITY AND IMPROVISING

LEARNING OUTCOMES

In this activity, students can become motivated to deepen their knowledge of grammar and increase self-confidence.

By the end of this activity, participants will:

- Gain awareness of correct usage of English grammar, particularly using conditionals, in speaking and writing.
- Feel comfortable using a variety of sentence types and will ultimately improve their writing and speaking in English.

RECOMMENDATIONS

This activity needs 10-20 participants and lasts for 60 minutes.

PROCESS

1. The teacher asks the participants to line up and invites the first one to begin the chain, for example, with a first conditional / second conditional sentence. The challenge is to encourage the participants to create new conditional sentences using the end of the previous one. Here's a possible example: ”If the weather improves, I'll go for a walk”.
2. The next student in line must continue the chain using the end of the previous sentence. ”If I go for a walk, I’ll meet my grumpy neighbour Matt”. The next one may continue:

”If I meet my grumpy neighbour Matt, I’ll get annoyed”. The next in line may say:
”If I get annoyed, I’ll lose my patience”. And so on.

The chain can be endless; its length depends on participants' ability to create new sentences, following the pattern.

REFLECTION

Ask the group:

- What was the funniest sentence said during the activity?
- Was the activity frustrating for you? Why or why not?
- Could this method be used for learning other grammar structures?

TIPS FOR FACILITATORS

1. The facilitator can initiate the sentence if a participant struggles.

3. Pre-teach the grammar point you will focus on during the activity.

CAMERA 

CREATING GROUPS

TEAM BUILDING, CREATIVITY, VOCABULARY RELATED TO EVERYDAY SITUATIONS

LEARNING OUTCOMES

In this activity, students will use their listening skills to form different groups based on criteria given by the facilitator.

By the end of this activity, participants will:

- Understand the vocabulary used during the activity
- Use nonverbal cues to communicate

RECOMMENDATIONS

There is no limit to number of participants. The activity takes around 10 minutes. Make sure that participants have enough room to move around.

Before the activity, inform the participants that they should not push anyone out of the circle. There are no winners in this activity - everyone can have fun and good emotions by participating.

PROCESS

1. Instruct participants to move chaotically around the room.
2. After giving a command or showing a symbol (if the task is done in complete silence) everyone should quickly manage to group into pairs, threes, fours, fives, etc.
3. The facilitator can instruct participants to make groups according to hair colour, the colour of clothes, people wearing glasses and not wearing glasses, etc. (taking as a basis the vocabulary that has been studied leading up to it)
4. The facilitator can also instruct that each of the groups should consist of five people and include, for example, 1 person with glasses, 1 person with a beard, etc.

REFLECTION

after the activity, ask the following questions:

- Was everything understandable and clear?
- Did you know all the numbers or animals named by the facilitator, or were some words new to you?

TIPS FOR FACILITATORS

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

2. It's a good activity to relax participants before a bigger task or review vocabulary related to describing people.

CAMERA 

THE TYPEWRITER

CREATIVITY, STORYTELLING, PRONUNCIATION, VOCABULARY, GRAMMAR

LEARNING OUTCOMES

In this activity, participants will engage in active listening and act out what they hear.

By the end of this activity, participants will:

- Develop improvisation and imagination.
- Develop storytelling skills.
- Train grammar skills by using past, present and future tenses (depending on the story).
- Develop vocabulary related to everyday situations.
- Improve pronunciation

RECOMMENDATIONS

This activity requires at least 2 participants and lasts for 10 minutes. No specific material is required but accessories can be used (optional).

PROCESS

1. One participant puts a piece of paper into an imaginary typewriter and types a story while telling it out loud.
2. One or more other participants try to represent it without sounds. More and more participants can join as more characters are introducted. Participants can even play inanimate objects if they are not comfortable acting, such as a table, which will create an amusing atmosphere for all involved.

REFLECTION

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

- Was it difficult to come up with a story right away?
- Was it easy to apply the learned grammar?
- What difficulties did you encounter?
- Did you find any difficulty in understanding any words or phrases?

TIPS FOR FACILITATORS

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

2. It is better to choose more confident and knowledgeable participants at the beginning. Participants who are shy can only participate if they feel confident.

CAMERA 

PASSIONATELY BORING

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

LEARNING OUTCOMES

In this activity, participants will practice speaking authoratatively by giving a passionate speech about a boring topic.

By the end of this activity, participants will:

- Engage in active listening
- Recognise and use intonation, tone, diction, and body language to convey a message
- Use creativity and imagination

RECOMMENDATIONS

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

PROCESS

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

REFLECTION

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

TIPS FOR FACILITATORS

1. More preparation time should be given to lower levels

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

ACTION 

YES, AND...

CRITICALLY REFLECT AND MAKE DECISIONS, GAIN CONFIDENCE AND RESILIENCE

LEARNING OUTCOMES

In this activity, students will listen for information and respond appropriately and critically in a wide range of situations, using language to think and reason.

By the end of this activity, participants will:

- Improve their active listening skills
- Apply their language skills appropriately in different contexts
- Engage in critical thinking and reasoning

RECOMMENDATIONS

No specific material is required for this activity. The activity requires 2 participants per scene and one scene last 5 minutes.

PROCESS

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

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

3. Bring two volunteers to the stage in front of the audience.
4. Continue the role play until it reaches a natural stopping point or a predetermined time is used.
5. Bring up two other volunteers and continue doing so until time allows it, and until all group members do it.

REFLECTION

After the activity ask a few reflection questions to the audience:

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

TIPS FOR FACILITATORS

1. Arrange different pairs of players and perform the game with whole group at the same time.

2. Ask the audience to imagine a situation in which a group of individuals might find themselves and to identify the relationship of those individuals to each other (workers and boss trapped in an elevator, a family picnic....) etc.

ACTION 

THE SNOWMAN

USING IMAGINATION, CREATIVITY, AND BODY LANGUAGE

LEARNING OUTCOMES

In this activity, participants will use the skills of imagination, creativity, and body language.

By the end of this activity, participants will:

- Become more effective listeners
- Use gestures and body language
- Improve their listening skills in a relaxed, non-threatening and low-level anxiety atmosphere, with the help of indirect or implicit tools

RECOMMENDATIONS

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

PROCESS

1. To begin with, the participants can be asked questions related to snowmen, such as 'what is snow?' or 'what is a snowman, and what happens to snowman when the sun comes out?' Further, they can be asked to imagine themselves as large snowmen.
2. Afterwards, the facilitator provides the following set of instructions either by himself or by using a pre-recorded audio:
    a. You are a snowman. The sun starts to shine and you start to feel warmth in your body.
    b. The temperature has increased. Your head begins to melt and the hat sways, sways, and falls slowly. The carrot on your nose fell to the ground.
    c. Now your shoulders are warming up. Your arms and legs are melting. The legs can't carry you anymore.
    d. You are moving down slowly. At the end, you have completely melted and have become water.

This activity is fun for both players and audiences. It is a good verbal skill exercise and can be worked with children.

REFLECTION

- Did you enjoy this activity? If not, why?
- How easy or difficult was it to imagine a snowman melting?
- Was it difficult for you to use body language?

TIPS FOR FACILITATORS

1. The facilitators may use verbal and non-verbal cues while speaking.

2. Facilitators must encourage participants to freely use their body language as a form of expression.

ACTION 

BLACK & RED

COMMUNICATION, TEAM-BUILDING, COMPETITION, LEARNING BY DOING

LEARNING OUTCOMES

In this activity, participants will be encouraged to think outside the box, thereby breaking stereotypes.

By the end of this activity, participants will:

- Improve their team-building skills
- Communicate in English to achieve a goal
- Reflect on their own personalities and communication styles

RECOMMENDATIONS

This activity takes about 60 minutes with 10 participants. The activity requires 2 facilitators.

PROCESS

1. Divide the participants into 2 teams, team “A” and team “B”.
2. Both teams will be sent to separate rooms without giving them a chance to communicate.
3. Next, the facilitators acquaint them with the rules for the activity. They may announce that the objective of the game is to accumulate the maximum points.
4. The game is played in a series of rounds. In each round, both teams must decide whether to play Red or Black. They can decide in any manner they want but the decision must be unanimous.
5. One team stays in the room with one facilitator, and the other team will go in the hallway with the second facilitator. The team in the hallway will have three minutes to vote for each frame. Each participant must vote in each frame and the majority vote wins.
6. Both facilitators will count the votes and tally the score. Both teams must vote in one frame at a time. You cannot move on to the next frame until each team has voted and the vote has been communicated back and forth between the two teams.
7. After every round, facilitators will meet and pass the results, get back to their group and share the results.
8. After the game finishes, Team 2 returns to the main room and facilitators count points (ONE RESULT).

The score table looks like this:



REFLECTION

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

- Did you find this team-building activity interesting, if not then why?
- Did you feel that this activity has improved communication between team members?
- Did this activity enable you to think critically?

TIPS FOR FACILITATORS

1. Any person who knows the game and has played is not allowed to participate. It's crucial that participants do not know possible resolutions.

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

ACTION

FOUR HANDS

CREATIVITY, STORYTELLING, LISTENING, VOCABULARY, GRAMMAR

LEARNING OUTCOMES

In this activity, learners will apply their creativity and storytelling skills.

By the end of this activity, participants will:

- Develop improvisation, imagination, and fast reaction to movements
- Develop storytelling and listening skills.
- Use vocabulary, phrases, correct grammar (e.g. past or present).
- Train their ability to understand what has been said.

RECOMMENDATIONS

This activity requires 2 participants aged 16+ and lasts for 15 minutes. Material required: cloak, robe, and a stool to step.

PROCESS

1. To begin with, the facilitator demonstrates this task with a larger doll, bear or other toy, to make sure that the participants understand the task. Then the facilitator can choose a participant to be the narrator. And then the two switch places - the facilitator explains, and participant performs.
2. One storyteller is standing in front and the other storyteller is standing behind them. The storyteller in the back hides his hands behind and the one in front stretches his hands forward. It is ideal to wear something like a robe tied on the back to create a single image, making the differences between the outfits less visible.
3. The storyteller in the front begins to speak (the topic can be given by the audience).
4. The storyteller in the back gestures a lot, works with his hands, supplementing what is being told, taking out some items from his pocket (for example, during the story, they start to blow their nose, or put on lipstick, or scratch, or simply raise a hand in the air

REFLECTION

After the activity, ask a few reflection question to the participants:

- Was it easy to talk without using gestures and vice versa?
- Is it easy to just move your hands without speaking?

Improvlang

TIPS FOR FACILITATORS

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

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

ACTION 

JOINT WORK

CREATIVITY, VOCABULARY

LEARNING OUTCOMES

In this activity, participants will work together performing imaginary actions.

By the end of this activity, participants will:

- Develop improvisation and imagination skills
- Understand and learn vocabulary relevant to the actions being performed

RECOMMENDATIONS

This activity can have unlimited participants and lasts for 10 minutes. Make sure that participants have enough room.

PROCESS

1. One participant starts an activity, for example, digging potatoes, and does it until others understand what he is doing.
2. Gradually the group joins him. People come one by one and also do similar work - for example, they bring a bag and start putting potatoes in it.
3. Someone else comes with a tractor or anything else relevant to the imagined situation.

REFLECTION

- Together, name all the movements/tools/technique used in this exercise.
- Talk about your emotions while doing this task - did it bring you joy, satisfaction?

TIPS FOR FACILITATORS

1. Can be used as an icebreaker to start a lesson.

3. After the task, you can repeat what movements they have learned in the lessons.

ACTION 

PARTY HOPPERS

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

LEARNING OUTCOMES

In this activity, participants will work together to create a narrative.

By the end of this activity, participants will:

- Build interpersonal relationships
- Engage in active listening/responding
- Improve imagination and creativity skills

RECOMMENDATIONS

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

PROCESS

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

REFLECTION

After the activity, ask a few reflection questions to the participants:

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

TIPS FOR FACILITATORS

1. Encourage participants to be open to others' ideas
2. Provide sentence frames for storytelling
3. Ask questions during the writing process to encourage coherence
4. Turn the last step into homework for further learning