

New Teacher Academy Short, Fun Activities II



Total Physical Response

Sources: Adapted from *Teaching Adults: An ESL Resource Book* by ProLiteracy America.
New Readers Press, 1996; and *Hands-on English*, Vol I, No. 4

TPR is a very effective technique with beginners because it allows them to learn without having to produce language. The concept is simple: students follow commands that the teacher has demonstrated, thereby demonstrating learning.

TPR involves a few basic steps:

1. Give a new command while modeling the action that corresponds with it.
2. Give the same command and have the students do the corresponding action with you.
3. Give the same command without doing the action, and make sure the students follow.

One of the most important things to remember about TPR is that it should give learners every opportunity to succeed! One of the main goals of TPR is to make learners feel they are accomplishing something very early on in their language learning.

Some simple commands you can teach with TPR:

<i>-sit down</i>	<i>-stand up</i>
<i>-close</i>	<i>-touch the</i>
<i>-enter</i>	<i>-leave</i>
<i>-walk</i>	<i>-stop</i>
<i>-pick up</i>	<i>-put down</i>
<i>-take out</i>	<i>-put away</i>
<i>-turn around</i>	<i>-open</i>
<i>-point to</i>	<i>-give</i>
<i>-throw</i>	<i>-catch</i>

TPR can also be used to teach direction words and prepositions such as:

<i>-next to</i>	<i>-between</i>
<i>-in front of</i>	<i>-behind</i>
<i>-left</i>	<i>-right</i>

Once students are comfortable with basic commands, you can expand upon them.

<i>-walk</i>	<i>-walk slowly</i>
<i>-walk quickly</i>	<i>-walk to the door</i>

Option for more advanced learners:

Teach the learners to read the commands they have just learned. Use the following steps:

- Write each command on a separate card.
- Show and read the first command aloud as you model the action.
- Show and read the same command aloud as you do the action with learners.
- Show the card without reading or modeling it. Gesture for the learners to carry out the action. (They should not read the card aloud.)
- Repeat these steps with each card. Before introducing each new card, review the written commands you have already taught. Review them in the same order that you taught them.
- Finally, mix up the cards and review the commands in random order.

Suggestions

- Go slowly. If you go too fast, learners are likely to become confused and tense and make mistakes. They will learn best if they are relaxed and feel comfortable with the activity.
- Do not try to teach too many commands at one time. Since you will also be reviewing previously taught vocabulary, introduce no more than four to six *new* commands.
- Call learners by name as you give the commands. This helps learners feel comfortable.
- Tell learners that it is OK to watch each other if they are unsure how to respond to a particular command. (There is no such thing as “cheating” in a TPR activity.)
- Provide whatever support the learners need to be successful. TPR activities should not be used to test learners. They are supposed to ensure that learners don’t fail. If learners are not successful in carrying out a command, you have either gone too fast, included too much material, or asked them to do something you did not adequately teach and model.
- You can also do a TPR lesson using the steps in a familiar task such as baking a cake or addressing an envelope.

Alpha Scavenger

HuntNWT Literacy Council

http://www.nwt.literacy.ca/adultlit_res.htm

1. Divide participants into groups of 4 or 5.
2. They must use all 26 letters of the alphabet for the scavenger hunt.
3. In their groups, participants try to find something in the room or on a walk that begins with each letter of the alphabet. They need only one thing for each letter.

The first group to find things for all 26 letters reads out their words. If the words are all OK, this group is the winner. If any are not OK, the game continues until another group finishes.

So Much In Common

Source: Lenora Billings-Harris, Chandler, AZ

Directions:

1. Ask the group members to find a partner quickly.
2. When given the signal to begin, instruct them to find out as many things as they possibly can that the two of them have in common.
3. Ask them to write down their partner's name and jot down the items that they find to be in common.
4. At the end of the allotted time, ask the pairs to introduce each other and mention all that they have in common
5. Discuss the activity by asking questions such as:
 - How many of you found more than 15 things in common?
 - How did you uncover these areas of commonality?
 - How can you use this activity in the "real world"?
 - What implications does this have for us as students? workers?

I Am...

Revised from On Course Workshop Student Success Strategies
<http://oncourseworkshop.com/Getting%20On%20Course004.htm>

Materials: Paper and pencil for each participant. It helps if the paper is the same color.

Directions:

1. Distribute paper and pencils and ask each participant to write five true statements beginning with the words "I am..."
2. Advise students that none of the sentences should include information about the person's appearance (height, weight, sex, race, etc.).
Examples: I am an optimistic person. I am an Easterner by birth but a Westerner by choice. I am the mother of two children. I am a great listener.
3. Tell students not to write their names on the paper but that others will eventually find out who wrote the sentences.
4. When finished, students place their papers face down on a desk or chair placed in the middle of the group.
5. One student selects a paper at random and reads it to the entire group. (Student should not read his/her own.)
6. After the student has read the sentences, the group members guess who wrote them and discuss why they think so.
7. After the group has had ample opportunity to guess which member wrote the sentences, the author identifies himself or herself.
8. Steps 4 through 6 are repeated until all papers have been read and all authors identified.
9. The facilitator leads a group discussion using questions such as:
 - How did you decide what type of information to write about yourself?

- Was it difficult to come up with five sentences beginning with "I am"?
- How much did you really tell us about yourself?
- What have you learned about yourself?
- What have you learned about other members of the group?
- Do you feel that other members really disclosed much about themselves?
- Have your feelings changed toward any member of the group? Yourself? In what way?

A As In Alphabet

Source: *How To Kit Literacy Games for Adults* NWT Literacy Council
http://www.nwt.literacy.ca/adultlit_res.htm

Directions:

1. Have participants sit in a circle.
2. Each participant has to say his/her name and also a food they like that begins with the same first letter as their first name. For example, "My name is Jeanie and I like jerky."
3. The next participant does the same, but also repeats the previous one. For example, "My name is Frank and I like french fries. She's Jeanie and she likes jerky."
4. And so on round the circle. It gets harder the more participants you have.

This format can be used for any targeted language, for example:

My name is Barbara and I have never been to Bolivia.

My name is Barbara and I'll bring the beans to the picnic.

My name is Barbara and I hope to visit Berlin someday.

My name is Barbara and I like playing Bridge.

My name is Barbara and I ate a banana yesterday.

Variations:

One variation is to begin with the first person saying, "***I packed my grandmother's suitcase and in it I packed a _____***". In the blank they say a word that starts with the letter A. The next person continues and says, "***I packed my grandmother's suitcase and in it I packed a _____***" and they repeat the word used for the letter A, and a _____." This player says a word that starts with the letter B. Continue playing until you reach the letter Z.

http://library.thinkquest.org/J001156/games/hz_suitcase.htm

Another variation is with the first player saying, "***The minister's cat is an adorable cat.***" The next player must also use the letter "A" - such as "***The minister's cat is an angry cat.***" Continue all the way around the circle. When it comes back to the first player the letter "B" is used - example: "***The minister's cat is a bashful cat.***" Anyone unable to come up with an adjective can pass on their turn.

Scattergories

Source: *How To Kit Literacy Games for Adults* NWT Literacy Council

http://www.nwt.literacy.ca/adultlit_res.htm

1. Divide the participants into groups of 4 or 5.
2. Ask the participants call out 10 different categories of objects—for example, river, food, car, girls' name, animal, country, etc. The more categories you have, the longer each game will be.
3. Write the categories on the board or a flipchart paper.
4. Ask one of the participants to choose a letter of the alphabet—for example, 'm'.
5. When the facilitator says "Go!", all the groups have to try to write down an example for each category beginning with that letter.

For example:

<i>River</i>	<i>Mississippi</i>
<i>Food</i>	<i>mushrooms</i>
<i>Car</i>	<i>Mercedes Benz</i>
<i>Girls' name</i>	<i>Mary</i>
<i>State</i>	<i>Montana</i>
<i>Country</i>	<i>Mexico</i>

Variation

Create a game grid of 6 columns and 6 rows. Fill in the first column of the grid with categories you want, for example sports, candy bar, tool, bugs, and games. Fill in the first row of the grid with five different letters.

Set a time limit of 1 or 2 minutes and ask the students to fill in as many boxes as they can during the time limit. When the time is up, stop and compare answers.

Compare answers for the first row. Students get a point for each unique answers that no one else has. The person with the most points wins.

http://library.thinkquest.org/J001156/games/cp_5x5.htm

	B	C	H	L	S
Sports					
Candy bars					
Tools					
Bugs					
Games					

