

TEACHING ENGLISH THROUGH OUTDOOR ACTIVITIES

LESSON PLAN

Teacher: Tudurean Gabriela Nicoleta

School: Liceul Tehnologic nr.1

Level: Upper intermediate

Time: 50 minutes

Title: English through outdoor activities

Topic: Personal development

Skills: Listening, Speaking, Writing, Reading

Resources: Sheets of paper, balloons, thread, outdoor materials, planks, thread, sweets, spaghetti, marshmallow, stick

Interaction: S-SS, T- SS, SS-T

Anticipated problems: the SS may not understand some oral commands or tasks; if this happens, they will be translated into Romanian

Objectives:

By the end of the lesson students will be able:

- to think creatively and critically
- to find solutions to problems based on logical reasons
- to learn to believe in themselves and boost their confidence level,
- to perform introductions and to better get to know each other
- to be more creative, relaxed and happy
- to treasure friendship and understand better the leadership's concept

Stages:

- I. Introduction 5-10 min
- II. Main activities 25-30 min

EXAMPLE OF GAMES:

- ❖ Contagiously fun energiser games for large groups
- ❖ Active games to inspire good listening & reflex skills
- ❖ Dynamic team-building exercise, ideal for small groups

1. FRUIT SALAD

The facilitator divides the participants into an equal number of three to four fruits, such as oranges and bananas. Participants then sit on chairs in a circle. One person must stand in the centre of the circle of chairs. The facilitator shouts out the name of one of the fruits, such as 'oranges', and all of the oranges must change places with one another. The person who is standing in the middle tries to take one of their places as they move, leaving another person in the middle without a chair. The new person in the middle shouts another fruit and the games continues. A call of 'fruit salad' means that everyone has to change seats.

2. MIME A LIE

Everyone stands in a circle. The facilitator starts by miming an action. When the person on their right says their name and asks "What are you doing?" they reply that they are doing something completely different. For example the facilitator mimes swimming and says "I am washing my hair". The person to the facilitator's right then has to mime what the facilitator said that they were doing (washing their hair), while saying that they are doing something completely different. Go around the circle in this way until everyone has had a turn.

3. JUMP IN, JUMP OUT

Form a circle, holding hands, facing in to the centre. Announce that you want the group to – "SAY WHAT I SAY, AND DO WHAT I SAY." Practice this skill with one of four commands – "JUMP IN," "JUMP OUT," "JUMP LEFT" or "JUMP RIGHT." Call out a series of 'Jump' commands, one after another for 20 seconds. Re-form the circle, and announce that you now want the group to – "SAY THE OPPOSITE OF WHAT I SAY, AND DO WHAT I SAY." Continue with a series of 'jump' commands, one after another for 20 seconds, or until the circle breaks up too much.

4. TWO TRUTHS AND A LIE

Everyone writes their names on a post, along with three pieces of information about themselves. For example: George likes singing, loves football, has five wives.

Participants then circulate with their sheets of paper. They meet in pairs, show their paper to each other and try to guess which of the 'facts' is a lie.

5. WALK AND STOP

Invite your group to spread throughout a large open space. Instruct your group to walk when you say "WALK" and to stop walking when you say "STOP." Issue a series of these two commands, in any order, for 20 to 30 seconds to help your group practice responding. When ready, announce that you will now swap the meaning of these commands, so "WALK" means stop walking and "STOP" means to walk. Challenge your group and each individual to continue to be as accurate and as fast as possible responding to each command. When ready, announce two new commands : – "NAME" invites everyone to say their own name out loud; and – "CLAP" invites your group to perform one simultaneous clap. Practice these two new commands together with "WALK" and "STOP." Finally, announce you will swap the meaning of the last two commands, eg when you call "NAME" everyone claps, and vice versa. Continue playing for several minutes, and / or try a variation.

6. PAPER HOLDING

Form into teams of three to five people. By way of demonstration, ask two people from a team to volunteer and hold one sheet of paper between the palms of one of their hands. Each team is challenged to assist two of their group members to hold as many pieces of paper off the ground by using only their bodies. To guide fair play, announce that only one sheet of paper can be affixed between any two body parts; no adhesives can be used to hold paper to one's body; folding the paper is not permitted; each sheet of paper must be in contact with both team members; and no two sheets of paper can be touching. Distribute sheets of paper to each team, and announce "GO." Allow up to 10 minutes and survey the results.

7. MAKING PIZZA

Make three groups. Every group will be given a piece of rope, that they have to hold in their hands and form a circle around it. The piece of rope will act as the pizza dough and the groups have to listen the instructions in order to play the game. The game has five levels of difficulty. First instruction is that each group has to throw the rope in the air and catch it back. For the next task the group has to do the same thing as in the first task and add a spin of the rope and then turn to catch it. In order to fulfill the third task, each group has to clap their hands three times before they catch it. Fourth task asks the groups' members to clapppp three times and spin one time then to catch the rope. For the last task, the groups have to exchange pizzas by throwing them to one another.

8. KNEES UP

Participants stand in a close circle, with their shoulders touching and then turn, so that their right shoulders are facing into the centre of the circle. Ask everyone to put their hand on the shoulder of the person in front and to carefully sit down so that everyone is sitting on the knees of the person behind them.

9. THREE/FOUR - MAN RACE

For this game there must be six /eight participants and four/six planks. Connected to those planks are either strips of rubber, thick rubbers or thin rubbers like inner tubes connected to the planks or strips of strong plastic/nylon thread. The players slide their feet into the planks, holding the thread. Set the planks at equal length and set a destination towards the participants need to go. Go and try the race till the other side

10. SHOPPING LIST

The group form a circle. One person starts by saying: " I'm going to the market to buy fish." The next person says: " I'm going to the market to buy fish and potatoes." Each person repeats the list and then adds an item. The aim is to be able to remember all the items that all the people before you have listed.

Benefits of these games:

- ❖ Hilarious energisers;
- ❖ Trigger tons of laughter;
- ❖ Simple to explain,
- ❖ Difficult to accomplish;
- ❖ Circle games;
- ❖ Simple, but not easy;
- ❖ Develops communication;
- ❖ Sharpens listening skills
- ❖ Focus on integrity;
- ❖ Innovative challenge;
- ❖ Fosters co-operation;
- ❖ Inspires creativity;
- ❖ Very playful & fun

III. Reflection/Sharing – assessment/evaluation -10 min

11. REFLECTING ON THE DAY

To help participants reflecting on the activities of the day, make a ball out of paper and ask the group to throw the ball to each other in turn. When they have the ball, participants can say one thing they thought about the day.