

Teacher's Notes

UNIT 1 Tiger values

Rules for playing games



Type of activity: group, pair and individual work

Focus: listening, speaking and reading skills

Active language: *Let everyone play, Take turns, It's my turn, Wait, Quiet, please, Listen, Stop, Once again.*

Level: beginners/elementary, grade 2

Time: 45 minutes

Materials:

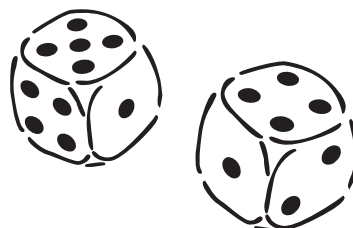
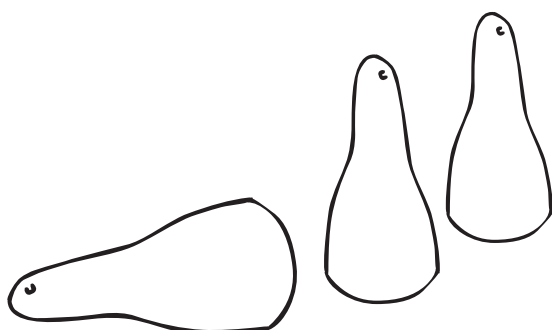
- Tiger puppet (from Tiger Values 1, Lesson 1)
- word cards attached to the Teacher's Notes
- Student's Worksheet 1 – one copy for each pupil, scissors for each pupil
- the *Charades* worksheet attached to the Teacher's Notes cut up into cards – one set for each group of 4 or 5 pupils
- (optional) Student's Worksheet 2, copied on sugar paper – one copy for each pupil, 3 ribbons for each pupil, a hole punch, a die

Procedure:

1. Greet the class. Start the lesson with *Tiger's shape game*. Choose 1 or 2 pupils to be the judges and divide the rest of class into 2 groups of equal size. The groups come to the front or back of the classroom where they can move freely. Ask the judge(s) to stand on the chair so they can see the groups from above.
2. Hold up the Tiger puppet. In 'Tiger's' voice, name an object, e.g. *an egg*. Together, the members of each group use their bodies to create the shape of that object as would be seen from above, e.g. an oval shape for the egg. They can be as creative as they want to, e.g. holding hands, lying on the floor or squeezing in together. Set a time limit of 40 seconds. The judge(s) standing can award 1 point to each group that achieved the task. Continue the game, naming

different objects known to the pupils, e.g. *pencil, ruler, sausage, snake, kite, bike*. The groups form the shapes. After 5 rounds, announce the winner. The pupils return to their seats.

3. Ask: *Do you like Tiger's shape game?* In L1, explain that we play games to have fun and to feel good. Find out if the pupils have ever felt bad while playing a game, and if so, why. Ask them if they had any problems while playing *Tiger's shape game* (e.g. noise), but discourage the class from naming names. Point out that if the pupils listen to one another and follow the general rules for playing games, then everybody will enjoy themselves. Explain that today's lesson will introduce the rules for playing games.
4. Name the following rules, using gestures to illustrate them (suggestions in brackets): *Let everyone play* (make a semi-circle with your right arm in front of you), *Take turns* (cross your hands), *It's my turn* (point at yourself), *Wait* (put your hand up with the palm facing out), *Quiet, please* (put your index finger in front of your mouth with the finger pointing up), *Listen* (cup your right hand around your ear), *Stop* (put your left hand horizontally over your right hand held vertically to make the letter T), *Once again* (draw a circle in the air with your finger). Use L1 to make sure the pupils understand the phrases.
5. Say the rules again. The pupils repeat the phrases and copy your gestures. In L1, explain that when the pupils see you say and mime the rules, they should copy your gestures. This way, those who are not looking at you will notice the gestures made by their peers and will react faster.
6. Stick the word cards with the rules on the board. Read out and mime the phrases together with the children. Then point to the phrases quietly and let the children mime and read them out.



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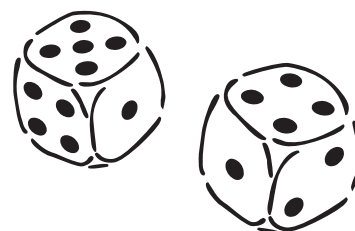
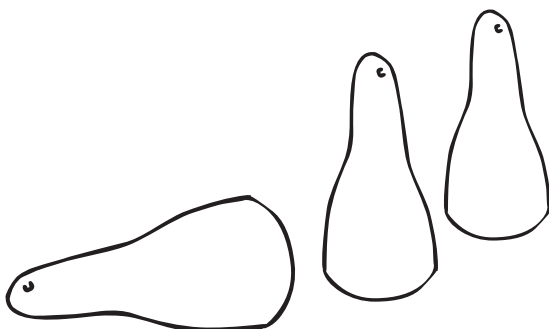


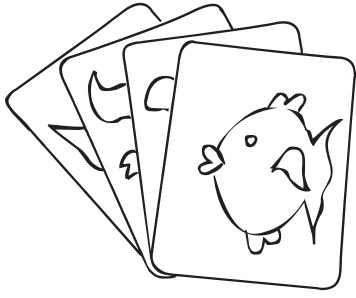
7. Play *Telephone charades*. Divide the class into two groups. Ask each group to stand in a line, facing the board. Play a trial round to demonstrate the rules. Go to the back of one group's line and tap the shoulder of the last child, who then turns round. Mime one of the rules to him or her. The child then turns back, taps the shoulder of the pupil in front of them and mimes the same rule. Then that person turns back, taps the shoulder of the next pupil and so on. The last child goes to the board, touches the card with the correct rule and says the phrase out loud. If he or she is right, the team scores 1 point. Then that child goes to the back of the line and the game is repeated with a different rule. Play a few rounds of the game, miming different rules to each group in each round. The group with the most points wins.
8. Give out copies of Student's Worksheet 1. The pupils draw pictures to illustrate the rules. They can choose to draw scenes, gestures or symbols. Set a time limit of 10–15 minutes. The children then cut up the worksheet into cards, with a matching picture and caption on each one. Next, they fold away the captions. In pairs, the pupils take turns to show their pictures to each other in random order and guess which rule each picture illustrates.
9. Divide the class into teams of 4 or 5. Give each team a set of *Charades* cards with the vocabulary from Tiger 1 and Unit 1 of Tiger 2. The team members read the words together, recall their meaning and suggest how to mime the words. During this activity, teams put aside any words they do not remember. Elicit the unfamiliar words from each team onto the board and ask volunteers from other teams to explain the meaning of the words by using mime.
10. Put the pupils in different teams of 4 or 5. Each team places one set of *Charades* cards face down in the middle. Explain the rules: the children take turns to pick a card, read the word in secret, and mime it for the other team members to guess. The first player to call out the correct word wins the card. If two players call out the correct word simultaneously, they roll a die to determine who wins the card. Then the next person mimes another word for the others to guess, and so on. The player with the most cards wins. Encourage the pupils to use the correct rules and gestures from the lesson to make the game go smoothly, e.g. to show it is their turn, to ask someone to wait etc.
11. Revise the rules taught in the lesson. Show the gestures for each rule and have the children say the correct phrases.

Extension

Give out the copies of Student's Worksheet 2. The pupils colour in and cut out the medals. Help them make a hole in their medal, then put the ribbon through it and tie a knot so that the pupils can hang the medals around their necks. The pupils can use the medals in different games to show which place they have won.

You can also play the *Tiger's shape game* from the beginning of the lesson using different words. This time, encourage the pupils to use the appropriate rules and gestures to keep the game in order. Afterwards, ask with the class in L1 if the game was more enjoyable than before.





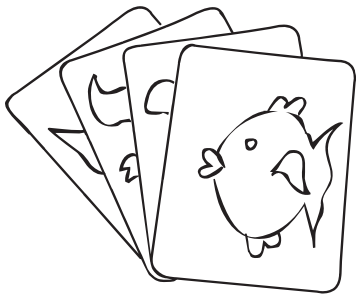
Let



everyone



play.

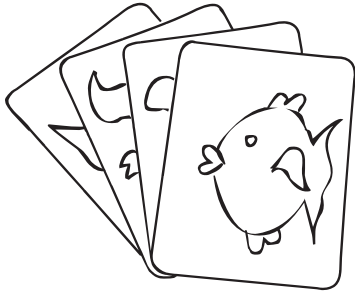


Take



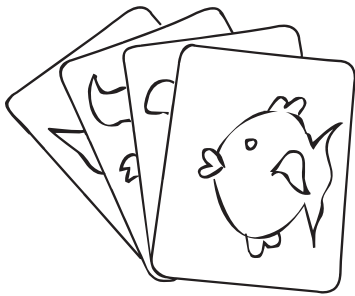
turns.





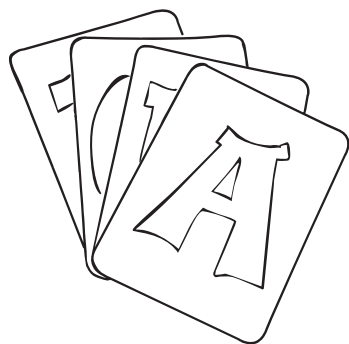
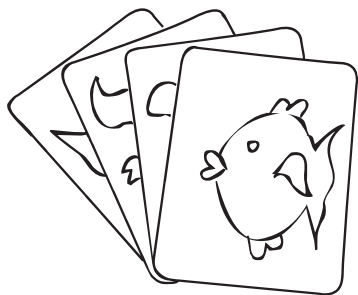
It's

my turn.

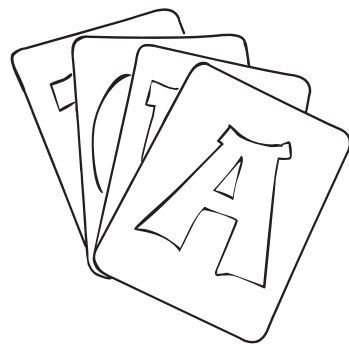
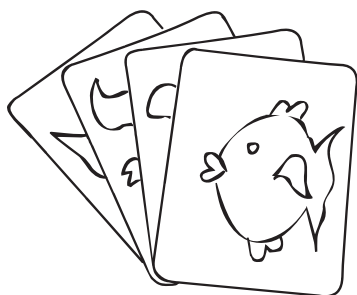


Wait.



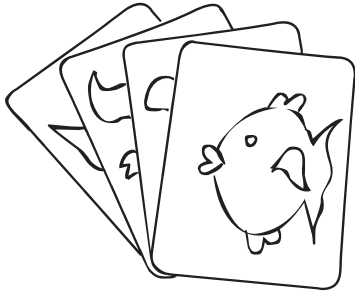


**Quiet,
please.**

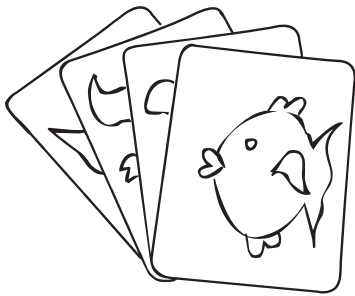


Listen.





Stop.



**Once
again.**





Charades



sharpener	bag	leg	head
baby	potato	carrot	monkey
crocodile	car	kite	skateboard
toilet	dining room	hall	kitchen
fridge	bed	shower	clock