



Multilingual Performance Project



STAY INVOLVED!

This second Multilingual Performance Project pack has been produced to supplement the games and activities provided in the first MPP Get Involved! Pack and to give you more 'do-it-yourself' multilingual performance ideas to try out in your school.

Language teachers have been using MPP exercises and, more importantly, adapting them to their students' needs, different taught languages and varied settings.

We hope you enjoy this new set of ideas for bringing drama and creativity into the language classroom!

creative
multilingualism

*Releasing the creative potential of modern languages
Making linguistic diversity more visible, valued, and vibrant
Inspiring learners. Empowering communities. Invigorating research*

The **Multilingual Performance Project** was an initiative of **Creative Multilingualism**, a four-year research programme (2016-2020) funded by the Arts and Humanities Research Council in the context of its Open World Research Initiative. **Creative Multilingualism** investigated the interconnection between linguistic diversity and creativity, and rethinking the identity of Modern Languages. It aimed to strengthen the identity of the discipline, enhancing the visibility and status of languages in society, and giving a new impetus to language learning in schools.

To find out more, please visit: www.creativeml.ox.ac.uk

creative
multilingualism



Arts & Humanities
Research Council



Creative Multilingualism



@creativelangs



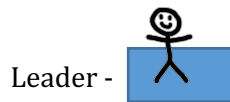
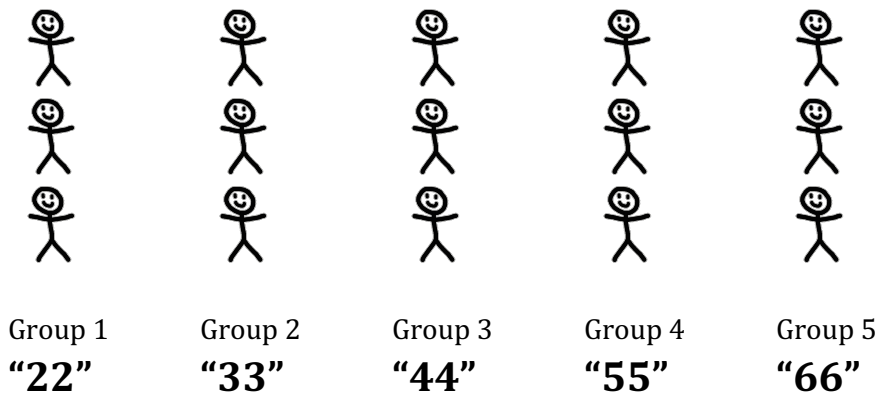
www.creativeml.ox.ac.uk

Hello! Hola! Hallo! Bonjour!

This warm-up game needs a large space like a school hall or gym or can be played on a playing ground or field (if outdoors, the leader might want a loud-hailer!).

The game is for a minimum of 10 participants and has almost no maximum as long as the space is big enough.

Participants are divided into 5 equal groups and line up facing the leader/teacher:



(it's useful if the leader can be stood on something to get a good view!)

When the leader calls out a group's number, e.g. "22" ("veintidós", "zweiundzwanzig", "vingt-deux") they wave with both arms and shout out "Hello!" ("Hola!", "Hallo!", "Bonjour!").

When the leader calls out a number that combines two of the numbers 2, 3, 4, 5 or 6 (e.g. 23, 45, 56, 62, 53 etc.) those two groups must swap places as quickly as possible. When arriving in their new positions the group takes on the number that was there before them – so the number stays in position, the participants move.

This isn't a team game! Everyone plays individually and if they go wrong (not reaction with the arms and "Hello!" to their own number or not quickly swapping place they are out and sit to the side or front of the space. You keep playing until there is one winner.

Lack of energy, volume or enthusiasm for large waving can be punished, especially in the later stages.

With even larger groups – add "77", "88", and even "99"!

Fill the Room

This activity needs a clear room and can be used if you want your students to move around, get warmed up physically as well as mentally or even to tire them out! As with other activities this one is described in English, but the vocabulary and instructions you will give can be translated into your MFL. It's great for practicing verbs, and particularly useful for those languages in which the imperative version differs.

Start off by instructing the students to moving round space, filling every empty part of it at all times. They should be aware of others in the group to both avoid bumping into them as well as successfully filling the space.

Introduce two new instructions: 'Stop', and then 'Start'.

Then two more: 'Jump', and then 'Clap'.

Once the group has had some practice with these instructions tell them that 'Stop' now means 'Start' and vice versa and 'Jump' means 'Clap' and vice versa.

Extension 1:

Add these instruction pairs: Change (direction) / Point (at me, the board, out of the window)
 Greet (a friend) / Crouch down

And again, once they're used to these instructions (as well as the first four) you can switch the meaning of these too. Then, why not make up your own instruction pairs?

Extension 2:

Add in supplementary instructions: The floor is on fire.
 The floor is covered in ice.
 It's really windy.
 You're wading through treacle/thick custard.
 You're late for work/school/an interview.
 You're really tired etc.

And if you want to test the students' focus even further, you could ask them to act out the opposite of these instructions too!

IMHO (in my humble opinion)

For slightly more advanced learners, this exercise blends giving opinions, agreeing and disagreeing in the target language as well as personal points-of-view.

Attach a piece of paper saying '**Strongly Agree**' (in English and/or target language) on a wall. On the opposite wall attach another with '**Strongly Disagree**'.

Read out and/or bring up on the board sentences in the target language about which your students should or could have an opinion.

Whilst this needs to be carefully planned and supervised, the activity can be really rich in speaking and listening practice, turn-taking, persuasion, and perhaps even changing of perceptions through debate.



Thrift Store

This exercise requires some preparation. You would have a collection of random clothes and accessories – from a charity shop, from your own wardrobe, from a school’s dressing up box etc.

Each student picks one item from the collection – to avoid conflict or fuss these could be taken out of a box or bag without them being able to see what’s on offer.

Based on this item they are going to create a character. Ask them to write down:

- A name.
- Age.
- Gender.
- Appearance – hair, eyes, body shape, height, extraordinary features.
- Occupation.
- Interests/hobbies.
- Pets etc.

Students can then stand up, one by one, to introduce their character to the class. However, to be more theatrical – now ask your students to think about how their character moves and talks. Then ask for volunteers to stand or sit in front of the whole group to be ‘hot-seated’ – the group asks them questions and they answer as their character.

A natural dramatic extension to this would be to pair or group the students up to create scenes in which their various characters meet for the first time.

My Object and Me

Following on from the drama activities based around props from the ‘Get Involved’ pack, this is a new object-based exercise which can be fun as a short, improvisation game or used as a starting point for longer creative sessions with writing, acting out and group work.

Each student has an object (as with ‘Thrift Store’ above, these could be pulled at random out of a box taken round by the teacher). The following instructions can be completed verbally or on paper:

1. Describe your object in as much detail as possible. Stick to the facts about it that are definitely true. Think about shape, touch, size, condition, weight and so on.
2. Now describe what you think is a realistic ‘history’ of this object before today. Where did it come from? How has it been used? For how long? Etc. Try to make sure everything you say here is very much possible in the real world.
3. Now we switch things up – your objects have supernatural qualities. What are they? What makes your object so special?
4. What does it want to be?
5. How does it communicate with you? What does it say?
6. How did you get this object? (Not from the box at the start of the class, but in a fictional version of history, how did it come to be in your possession?)

This can easily turn into an extended creative writing exercise, but this could also be the basis for a monologue to be performed about the objects and their relationships with their new owners.

2 Truths, 1 Lie

Being creative and making things up can be great fun and even more so when – thanks to our ‘poker’ face and comfortable use of languages and gesture - we successfully fool people into thinking something is true when it isn’t and vice versa.

This game is often used in introductory ‘getting to know you’ sessions, but it can be used for more than that when looking at how we talk about ourselves in the other language, or when looking at a specific tense.

Students take it in turns to give three facts about themselves, for example:

Student 1 (present)	I have three cats.	I have six siblings.	I have a boat.
Student 2 (past)	Last year I went to Tokyo.	Last week I saw Lady Gaga.	Last month I turned 16.
Student 3 (future)	Next week I’m buying a horse.	Next year I’m dying my hair pink.	Next month I’m going to pass my driving test.

But of course, two must be true and one a lie. Everyone else guesses which is which. The student wins if they have fooled everyone, but loses if they catch them out.

A Journey Around Me

This activity can either start with large pieces of paper or rolls of lining paper on which students lie on their back to have their outline drawn by a classmate/teacher or you can ask students to draw a miniature version of themselves on an A3 piece of paper, leaving lots of room around the outside.

Then ask the students to write down the simple one-word vocabulary or longer phrases/sentences responding to the following questions:

- How can we describe the different parts of the body? (round, long, small, pointy, soft)
- What things happen at different parts? (thinking, chewing, breathing, hearing, digesting...)
- How do we describe human characteristics related to parts? (thoughtful, greedy, gutsy, lovely)
- What activities do different parts enable? (running, typing, elbowing, head-banging!)
- What characters do we know that we’d think of as linked to specific parts of the body? (Harry Potter = brave > gut , Hamlet = pensive > brain)

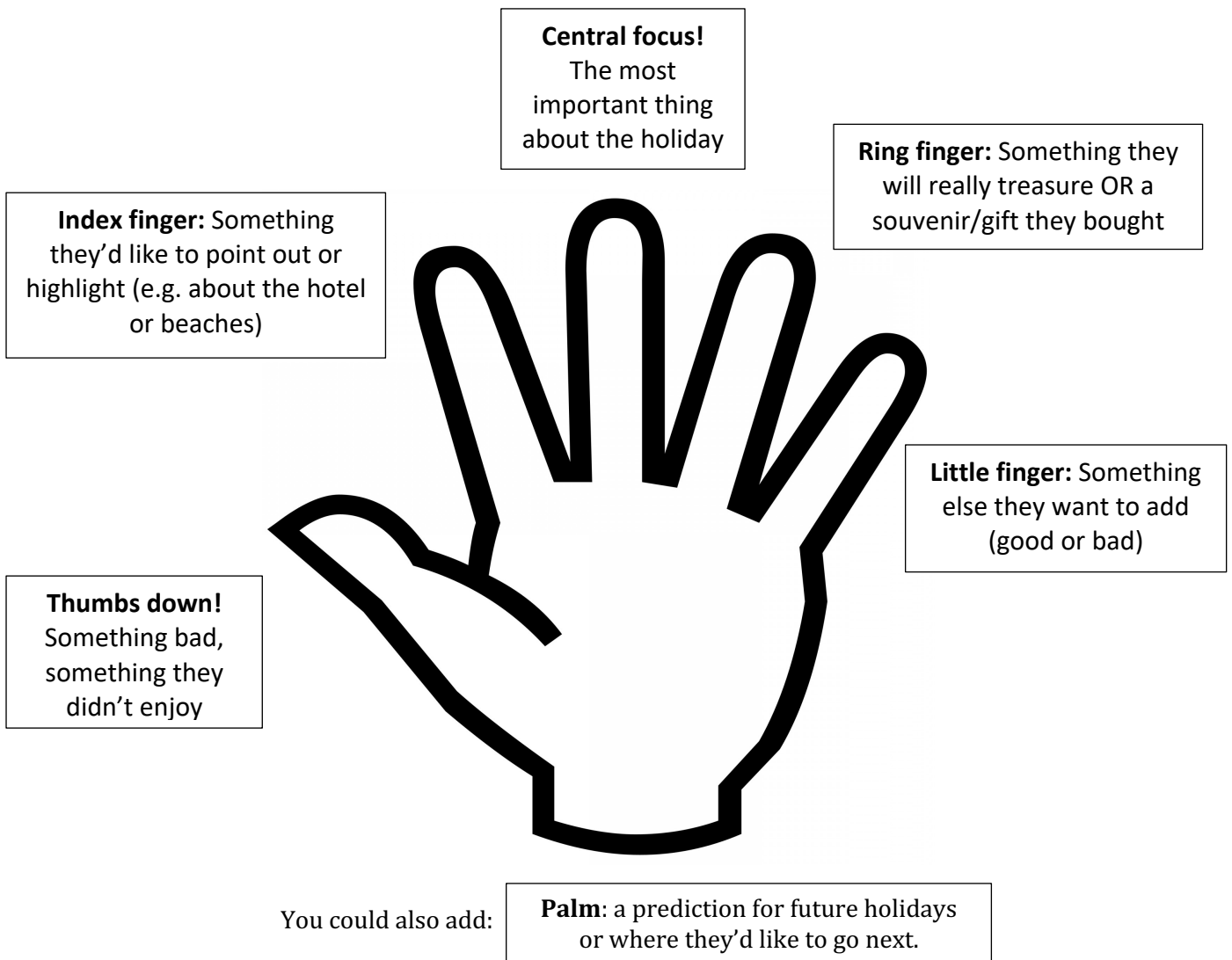
Obviously there’s a health warning with this activity – students often need to be reminded to keep things sensible and polite. But the opportunities for creative work from this in terms of talking about or as different characters, describing people and activities and so on are endless. Using these words and phrases, dialogues can be created in pairs that reference the body and parts. This activity could be combined with ‘Illnesses and Injuries’ from the ‘Get Involved’ Pack – what problems do different parts of the body have and how do we describe/react to them? This could all lead to a really extensive and fun hospital/doctors’ surgery role play.

Hands up!

This exercise can be used many different topics and as a way of evaluating an experience, all the while using some amount of the target language.

For this example, we'll imagine we're looking at holidays and the past tense. Students will remember or imagine a holiday they've just been on.

Students draw round their hand on a piece of paper and then write sentences in response to each part:



To bring this activity to life students should use their drawing of their hand and notes to describe to the class their experience of the holiday out loud.

[Adapted from the 'Hand Evaluation' tool described by the Woodcraft Folk, www.woodcraft.org.uk]

Yes/No

Most people know this classic game which can easily be adapted to the target language. One student sits or stands in front of the group who take it in turns to ask questions which should or could elicit a 'yes' or 'no' answer. The person playing must never say those two words (or 'si'/'no', 'oui'/'non' etc.)

This game is most likely to be used with advanced students who will know more ways of interrogating the volunteer as well as having more language with which to dodge simple yeses/noes and to offer more colourful an evasive affirmative or negative answers. That said, an introduction to the game and notice that it will be played in future sessions could be the way to set homework/individual investigation into different ways to answer questions in the MFL.

Love Letters

If you choose to look at Shakespeare texts with Key Stage 2 learners, you can introduce MFL by looking at the languages the characters would have spoken. *A Midsummer Night's Dream* and *Romeo and Juliet* are popular texts in primary, so you could look at the lovers writing letters to each other. Romeo and Juliet could write to each other in Italian (or just using some key words in Italian within a letter in English), and Lysander and Hermia could exchange letters in Greek. Choose key phrases or vocabulary depending the ability of your learners.

Of course, this is mainly a creative writing exercise, but some drama can be easily injected. How about getting your students to give readings of their letters or even making short videos of them writing and reading out their words of love?

Shopping List

The most basic version of this activity would be to use your food vocabulary to play the Shopping List memory game; the first person in the circle says "I went to the shop and bought an apple", next person has to add on to the list, "I went to the shop and bought an apple and some bread" and so on around the class to see how much can be remembered, where possible using each letter of the alphabet for the objects.

You could adapt this further by making it into a family role play. Splitting the class into groups of three, one student becomes the parent who recites a shopping list to a their 'child', who has to go to the shop of the third student who is in role as the shopkeeper. The shopkeeper has to write each item down as an order.

You could make it competitive in that each group must try to add more items on to the list, with younger learners you could make use of props or pictures, and more advanced learners could practice their conjunctions. Which group could come up with the most ridiculous shopping list? Which can remember the longest list? Allow them to use a dictionary to write a list containing the strangest things they can.