



ABSTRACT

Total Physical Response Method, TPR, is a valid option for improving English classes. It motivates students to participate from the very beginning of the class and throughout the rest of the lesson along with the teacher and peers. That is why we will provide the educator with a booklet which contains a series of warm-ups using the TPR method. That is to say; games where children will have fun while performing physical movements.

The use of warm-ups in the classroom has been a good way to motivate children to learn English. Teachers may forget that motivation at the beginning of the class is really important. So this is why this project investigates if the use of TPR method with warm-ups is effective. Previously, we will study a control and a treatment class. These classes both have 16 students each and will be observed to validate this theory.

Finally, to get the results, learners will be evaluated through the application of a post-test at the end of both classes.

Key words: TPR, Total Physical Response, children, games, warm-ups.



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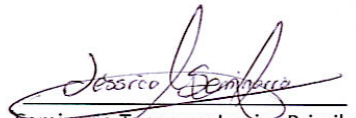
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SCHOOL OF PHILOSOPHY

GRADUATION COURSE IN ENGLISH LANGUAGE AND LITERATURE

TOPIC:

“TPR: WARM-UPS AS A TOOL TO MOTIVATE CHILDREN IN THE EFL CLASSROOM”

PREGRADUATE MONOGRAPH

Prior to obtaining the degree of
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AUTHORSHIP

The ideas, opinions, and comments specified in this document are the sole responsibility of its authors.

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Through this project, I want to express my thanks to my mother Gladys, my sisters Alexandra and Angela, my nephews Alexander and Doménica, and my dear daughter Emily, who have encouraged me to fulfill my goal of getting my degree in the University of Cuenca.

JESSICA SEMINARIO

Lovingly I dedicate this thesis to my mother who with her tenderness, patience and unconditional support, has helped me to fulfilled one of my goals in my life. My mother has been and will always be my best friend, my support throughout all my achievements and failures.

It is also dedicated to my father who with his strength has supported me in every moment of my life.

Their tenacity and constant struggle has made them the great example to follow not only for me but for my siblings as well.

VANESSA VILLAVICENCIO



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INTRODUCTION

Total Physical Response method, considered a powerful tool for education, has shown outstanding results with almost 40 years of study. As a leading theory, TPR method proposes learning a foreign language the same way we learned our mother language. The TPR method, developed by James Asher, poses through physical movements that humans internalize concepts rather than memorize them.

To validate this theory, a study will be applied in the elementary school “Hermano Miguel” to children between 8 to 10 years of age. The class will be divided into two groups. In the first group, we will develop a control class and in the other group, we will develop a treatment class. The aim of this study is to verify if students who received a class with a lot of physical activity (TPR) responded better than students who were in a traditional class. If the results are in our favor, this method should be applied frequently in education, especially with children who require physical activity to learn.

According to some researchers, the TPR method has great advantages since it does not require much material to apply. It is an excellent method to teach beginners, both children and teenagers. Furthermore, it creates an atmosphere where students learn while having fun.

However, there are great debates about the effectiveness of this method. Adversaries claim that it is a difficult method to apply since it can become monotonous. TPR is only useful for teaching beginners because it focuses primarily on teaching simple structures such as vocabulary and commands. And, through this method it is difficult to develop communication skills.

In spite of some controversies, through this project we propose to use TPR for warm-ups. The purpose of this is to provide the educator with a series of games that are useful both to the teacher and students. The benefits of using games



which involve a lot of high physical activities at the beginning of the class are that the students will be motivated throughout the rest of the class. Moreover, children love games and beginning classes with them will create a fun environment for learning.



CHAPTER I

1. Topic

“TPR: warm-ups as tool to motivate children in the EFL classroom.”

2. Description of the Problem

Previous research demonstrates that children do not feel interested in the English class; that is to say, they do not receive the motivation required because teachers are old-fashioned, and they prefer to remain in the traditional methodology. Moreover, they do not take into account the different types of learning styles because it requires more preparation in the classroom by the teacher, especially for those who have a kinesthetic intelligence and learn through physical movements.

3. Justification

Teaching children demands a lot of work because they are active all the time. We as future educators have to take advantage of their energy and make English classes dynamic and interesting. So, how we teach English is very important to keep students' attention throughout the lesson.

Teachers need an appropriate tool to help children learn, so a very good alternative is the original method called TPR (Total Physical Response.) This method not only gets children to learn the language, but it encourages them to learn in a positive way by reducing stress. It states that the best way to learn a foreign language is in the same way children learn their native language.

The application of TPR in the EFL classroom is a lot of fun and learners enjoy it. Teachers experience immediate success from their very first meeting with students. In the survey that we carried out for this project, we could see that most of the students agreed that playing is a good way to learn.



Also, TPR method involves all kinds of activities like role plays, slide presentations, Imperative drills, etc. which encourage students to participate and feel confident of their learning. Similarly, the teacher becomes a friend to students. This method is in contrast to traditional teaching where the teacher is the center of the class and seems to be the one who knows much more than educators while students are passive learners who only memorize.

Finally, our main contribution will be to provide the educator with a series of warm-ups using the TPR method to motivate and engage students from the very beginning of the class. Through the performance of dynamic activities, which involve physical movements, students will be able to internalize concepts and have fun at the same time during the learning process

4. Objectives

General Objective

- To show that students learn by using TPR.

Specific Objectives

- To make classes more interesting through TPR.
- To encourage students to participate in class through warm ups based on the TPR method.
- To provide students a meaningful learning through real contexts.
- To provide professors a booklet of warm-ups based on TPR as a didactic resource.



CHAPTER II

Literature Review

In the article entitled “Total Physical Response – TPR,” Richard Frost reports that Total Physical Response method better known as TPR was developed by Dr. James J Asher. This theory is based on the primacy that babies learn their mother language using physical movements. When a mother says “Sit down” to her baby, the baby sits down. The baby still does not speak, but he or she already knows what it means. Using this theory, TPR has proven to be a useful method in teaching a foreign language. Throughout this research, we want to show the effectiveness of TPR in teaching the learning process with children from a scientific perspective to its application in the classroom.

First, James J. Asher in his article titled “Organizing your classroom for successful second language acquisition,” notes that the right brain is different from the left brain because it allows students to feel free to do any activity without fear. However, the left brain does not allow students to take risks for fear of making a mistake. Between both sides, Asher explains “learning” involves the left brain and “acquiring” involves the right one. Thus, the left brain sets importance on “correctness” and the right brain produces happiness to learn a new language. Another important fact that Asher indicates is translation. It is a hazardous technique for the left brain because translation decelerates the development of fluent communication. However, when the right brain works, students speak rapidly and clearly like native speakers, Asher states. Continuing with his theory, he considers TPR to be a “natural method” where people learn a language in the same way they learned their mother tongue. Based on this scientific study, Asher has shown that during the acquisition of a language, comprehension and listening must be developed first before speaking. Once a baby listens and understands what his or her mother wants to say, the newborn baby uses physical movements in order to respond to his or her mother’s words. For example, if the mother says, “Look at Daddy” the baby immediately responds by looking at his or her father. As



we mentioned above, although the baby does not speak yet, he or she responds to his mother by using physical movements. Thus, when the baby is listening, comprehension has been set up; he or she will be able to develop speech. This procedure is well known as TPR. We consider that once the teacher knows this method, he or she will be able to incorporate TPR in the teaching language process.

To include TPR method in the classroom, the teacher plays the role of parent during classes, Richard Frost explains. For example, if the teacher says a word "Stand up" or a phrase "I wake up early in the morning," he or she should demonstrate it with an action. Once students understand the teacher's action, they will be able to imitate the teacher's action and develop speech. However, the teacher should be well prepared and organized to apply the TPR method. "This means, the teacher ought to include the right material for the class so that the lesson flows smoothly and predictably," (Puji Widodo, Handoyo). Moreover, he indicates that the teacher should follow the example of parents giving feedback to their children. Notwithstanding, it is important for the teacher to avoid correcting the children's speech every single moment, otherwise, the students' speech development will be interrupted. To sum up, this procedure shows us that students develop true learning. At the same time they have fun in class. Nevertheless, in spite of TPR's strengths, this method also has its weaknesses for the professor and students.

One disadvantage Kevan Cummins mentions is that TPR would become repetitive if the teacher overuses it. Moreover, it cannot be applied in big groups because students copy from one another. It is difficult to apply to intermediate and advanced students due to the fact that TPR is mostly used to teach vocabulary and commands. Because students are imitators, TPR is not a good tool to promote creativity in students. Finally, it is not flexible in teaching everything since it uses just actions and commands.



On the other hand, teachers have found some difficulties in teaching English to children since “they are less efficient especially in implementing appropriate teaching materials and methods.” points out Puji Widodo. For this reason, this author states that teachers must fully know the characteristics of children before selecting the right material and method. Certainly, children present different behavioral patterns depending on their age. When teaching, the educator faces a great challenge since he has to deal with children’s attitudes and has to provide them with meaningful learning. Our project is aimed to teach children from 8 to 10 years old, so we will focus on the characteristics of behavior of these children.

According to Scott and Lisbeth, (qtd. in Puji Widodo, Handoyo).

Children from 8 to 10 years old are mature enough; they are curious of asking questions; they believe in what is said and the ‘real’ world to express and comprehend meaning message; they have distinct opinions about what they like and what they dislike; and they can cooperate with each other and learn from others.

Halliwell also mentions that children of these ages have developed their imagination to the point that they are competent in using the language creatively besides enjoying communication (qtd. in Handoyo, Puji Widodo). Most people agree that children learn a foreign language better than adults because a “child’s brain is extremely absorbent and it is open to the world to discover everything around him,” (Natalia Perarnau, creator of Kids&Us). In our opinion, to provide an optimum teaching environment, an educator should take advantage of the great skills that children have to learn a foreign language.

Nevertheless, TPR is not only considered a great tool to teach children, but it can also be applied to adults, Asher indicates. Children’s behavior is dynamic, and TPR is perfect to teach language to children since it involves a lot of activity movement.



Furthermore, Asher indicates that during classes, the benefits of using TPR are numerous. First, students feel motivated to participate because activities involving TPR create an atmosphere where the learners feel secure and free of anxiety. In addition, it encourages students to participate and feel confident of their learning. Puji Widodo also shows us other advantages of TPR method.

...TPR is very memorable, so students can recognize phrases or words easily. It is good for kinesthetic learners who are required to be active in the class; it can be used both in large or small classes. If there are many students in a class, the teacher should be well-prepared to take the lead so that learners will follow... The physical actions presented by the teacher are fully effective to develop learners' comprehension and apply the target language; it is no need to have a lot of preparation or materials using the TPR. In this regard, as long as you are competent of what you want to practice (a rehearsal beforehand can help), it will not take a lot of time to get ready; it is very effective with teenagers and young learners; and it involves both left and right-brained learning.

Not only children take advantage of TPR strengths, but also the teacher. According to Dr. Asher, the teacher has the opportunity to create a good relationship with children; that is to say, he or she becomes a friend of the students. He also mentions that the teacher is able to satisfy students' needs such as love, power, fun, freedom, etc. In other words, teacher's voices, actions, and gestures are important in English language acquisition using TPR.

Furthermore, Puji Widodo states that TPR is a useful method to teach and practice many things such as "vocabulary connected with actions (smile, chop, headache, wriggle); grammatical items, including tenses past/present/future and continuous aspects (Every morning I clean my teeth, I make my bed, I eat breakfast); classroom language (Open your books); imperatives/instructions (Stand up, close your eyes); and Storytelling." Obviously the way classes are going to be



handled is the teacher's responsibility. "So the teacher's voice, actions, gestures, and common classroom objects such as books, pens, and cups are of great importance in the learning process using TPR." Moreover, the teacher should use pictures, realia, slides, and word charts to create interactive activities.

According to Muhren (2003), (qtd. in Puji Widodo, Handoyo), even though a teacher needs to use a lot of material, the basic technique of TPR is simple.

Learners act out commands given by the teacher or their fellow pupils (at a later stage). These commands, or series of commands, are simple at the beginning (stand up, sit down), but after some time they may become more complex (I want the boys to stand in a circle please). A TPR sequence can be a chain of actions relating to a compound task (take pen and paper, sit down, begin at the top of your paper, write down: Dear ...) or even contain a story-line.

To show TPR effectiveness, Asher, the creator of TPR, demonstrated a great discovery that he experienced with TPR. After several years of working, Asher was convinced that practice before learning was harmful to the retention of information.

In his book titled 'Learning another language through actions: Total Physical Response' Asher demonstrated the cause-effect relationship by applying TPR method. He did it with a Japanese friend, his secretary. The idea was that Shirou, his Japanese friend would utter a direction in Japanese; they repeat the command and then act it out. The command form was an ideal cause-effect relationship because language caused an action in the learner. But they knew that was not working because each new command seemed to be erased from the learner's mind. Asher had an idea and he told his friend, "say something in Japanese, do the action yourself, and we will silently follow you." So, Shirou said, "Tate" and he stood up and they also stood up. Then Shirou said, "suware" which



meant “sit down,” and they all sat down. Shirou said, “Let’s try it again.” So they did. Next, Asher asked him say something in Japanese to get them walk which he said, “aruke” and they all walked across the room.

As the directions in Japanese became more and more complex, he realized that they were internalizing the target language in chunks rather than word by word and the retention was long term. That discovery was wonderful.

James J. Asher wanted to experiment with this discovery with American students in the real world, so he used a laboratory as a classroom to teach Japanese. He wanted to try this strange language-body experiment in which learners listened to Shirou’s words and they did not say anything. They observed the teacher’s actions. Then students performed them. He realized that the students absorbed Japanese through body movements. Something interesting happened when students, all of whom spoke three different languages such as Japanese, Persian, and Portuguese, attended the class. So, Asher experimented something amazing. He arranged for three foreign students to play the instructor’s role. Then they said some commands in different languages. For instance, one of them said “stand up” in Portuguese, another said “walk” in Persian, and third said “stop” in Japanese. The results were wonderful because they performed every petition like they had known them without any problems.

Asher wanted to show three principles. In the first one, American students were able to acquire an understanding of spoken Japanese in chunks rather than word by word. Secondly, students had long-term retention of complex samples of Japanese. And thirdly, “output is more than input which means that learners can understand novel directions even so they had not previously heard in training.” He also explained that the body is an important tool of health, energy, and power. Asher realized that language and body movements seem to be beneficial combinations for the internalizing of information. He applied forty experiments to discover the conditions in which TPR works best and the reasons why body language learning strategy produces wonderful results. TPR significantly



accelerates comprehension. During training, it did not matter whether a student observed a model act, but that each student later demonstrated comprehension by physically performing. (Pag1-19, 1-24)

After having analyzed the TPR method through scientific study and experimental methods, our contribution will be to provide the educator with a series of warm-ups applying this method. In this way, students will be motivated from the beginning of the class and will also participate successfully the rest of it. A warm up is the initial activity in a class. The teacher has to start the lesson with a good hook activity in order to get better results. According to Chris Cotter, important aspects of warm-ups are; increased motivation and increased engagement for the students. The goal will be to create a positive and active learning environment in which students will feel free to practice and experiment without being afraid of making mistakes.

In conclusion, TPR activities are used thoughtfully and integrated with other activities which can be both highly motivating and linguistically purposeful. At the beginner level, TPR can be completely useful to develop communicative language since beginners respond well to kinesthetic activities. Asher ensures that a lot of classroom warm-ups and games are based, consciously or unconsciously, on TPR principles. Therefore, he has demonstrated good results through TPR methods for students to internalize the concepts rather than to just memorize them. In addition, it is considered a good method since understanding develops before speaking through body movements. For these and many other reasons, the TPR method should be considered a part of the teacher's daily teaching routine.



CHAPTER III

3.1 Methodology

Total Physical Response method was applied to a group of thirty-two (32) students (boys and girls) aged from eight (8) to ten (10) years old, whose proficiency English level is beginner and whose native language is Spanish. It was applied at “Hermano Miguel” Elementary school, a public institution. The whole group of thirty-two (32) students was previously divided into two groups of sixteen. The first group of sixteen students received a Treatment class where features of TPR method were empathized. The second group of sixteen students received a Control Class.

It is relevant to mention that both classes took place the same day on May 28th, and the results were gotten the same day at “Hermano Miguel” Elementary School.

In order to prove TPR effectiveness, two different lessons were applied. The topic taught was body parts, we focusing on vocabulary. Below, the class is described.

3.2 Data- Gathering Techniques

Treatment Class

Parts of Body

AIM: At the end of the class, the students will be able to identify, pronounce, and spell correctly the parts of the body.

Warm-up: It was the first step the teacher used to prepare the learners for the lesson. The teacher used the warm-up activity in order to create a positive feeling for English learning, awakening interest during the lesson, encouraging students to participate, and breaking the monotony of the day.



The teacher presented a video of the song “Head, shoulders, knees, and toes” to introduce the new topic “Body parts”. First, the teacher sang and performed the song through movements. After students looked at the teacher and the video, they started to sing and touched the parts of the body as the teacher did.

After that, the teacher formed a circle with the children to play the game called “Simon Says.” In this game, the teacher used the expression “Simon Says touch your nose,” for example, and the learners had to repeat her action. However, if the teacher did not use the phrase mentioned beforehand, the students were supposed not to perform it. In addition, if some students made a mistake, they had to leave the circle and help the teacher to watch for others making mistakes. The winner was the last one left in the circle.

Later, the teacher showed them a picture of a human body. The teacher pointed to a part of this body and the students had to say the correct word. Sometimes, the teacher said an incorrect word. The children had to correct her, saying the correct part of the body. For instance, the teacher pointed to the hand in the drawing and she said, “hair.” The children corrected her saying “No, it’s not hair. These are hands.”

In order to practice the listening skill, the teacher showed a silhouette of a human body. She completed the silhouette with its respective parts. Accordingly as the teacher completed the drawing, she taught students the parts of the body through pictures. After completing the whole human body’s silhouette, the teacher asked for volunteers to complete the body silhouette again. After the teacher presented vocabulary, she introduced the class to a game. Here the teacher acted as a model and students as imitators. The teacher presented the body part with her own body and pictures. First, students only saw and then the teacher asked them to stand up and imitate what the teacher said. (Song)

The next step was “Writing.” The teacher drew an empty face on the board. Students were divided into two groups, and were asked to roll a big dice, which contained the parts of the face, in order to complete the face with its mouth, eyes,



hair, nose, and ears. They wrote and drew its parts on the board. The winning group was the first one to complete the face.

In the last activity the students were divided into 2 groups. The teacher brought for the first group some pictures of parts of the body; the second group received some words of the parts of the body. Each student had to find his/her pattern. After students finished, they had to pronounce the word and show the picture.

In the last activity, in order to practice the speaking part, the teacher asked students to work in pairs. Then one student ordered to one partner to do what he or she said. For example, he said, "touch your shoulders" and his/her classmate had to do it. Finally, they exchanged roles, so that both could participate. The teacher monitored this activity.

CONTROL CLASS (PARTS OF BODY)

Aim: At the end of the class, students will be able to identify, pronounce, and spell correctly the parts of the body.

Warm-up: This was the first step which the teacher used to prepare the learners for the lesson. The teacher used a song called "Head, shoulders, knees and toes." This warm up was used by the teacher to introduce the new topic "Parts of the body." The students were singing the song and, through it using the new vocabulary subconsciously.

The purpose of the next step was to familiarize the students with parts of the body. The teacher stuck a big silhouette of a body on the whiteboard, and while the teacher showed and said students the parts of the body, she stuck the parts of body on the silhouette in the correct place. She asked students to repeat the word several times in order to reinforce the new vocabulary. Then when learners connected the words with the pictures, they went directly to the following stage, the development of the "listening" skill where students played "Bingo". The teacher



handed out one Bingo card to each student with six different pictures of parts of the body. Afterwards, the teacher randomly told them the names of the parts of the body. For example, the teacher said the word, "head," and students had to mark it if they had it on their bingo card. Finally, the student who filled the complete bingo card was the winner.

Later on, they worked on the "Writing" skill. The teacher gave students some instructions asking them to complete a chart with words related to some parts of the body of parts of the body. The teacher did the first one with the whole class. For instance, students looked at the first picture as an aid to write the word in the correct order in the corresponding number. Thus, they arranged and wrote the correct word in the blank. To finish this lesson, the teacher worked on the "Reading" skill. The teacher and the students read the text aloud with pictures of some parts of the body.

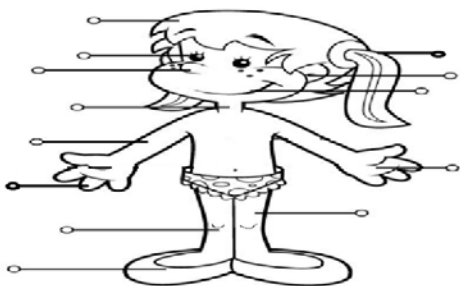
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Post- Test

A post-test was taken after each lesson to compare the effectiveness of the Treatment Class in relation to the Control one. This evaluation helped the teacher to measure the learning of vocabulary of parts of the body quantitatively. This post-test included completion questions, fill in the blanks, listening comprehension exercises, among others.

The first section included, fill in the blanks with the correct parts of the body according to a graph. This section had twelve problems, and they were graded over ten (10) points



The second section was, match the correct sequence from top to bottom. Each exercises had three options and the students were asked to choose the correct sequence. It was graded over three (3) points.

1. **Head, shoulders, knees, and toes.** ()
2. **Head, Knees, shoulders, and toes.** ()
3. **Toes, knees, head, and shoulders.** ()

The third section asked students to write the correct word according to the drawing of some parts of body. Students had six problems graded over (6) points.



The fourth section asked the student to put in the correct order six words of parts of the body. Students had six problems which were graded over (3) points.

Yees _____

teef _____

Kcen _____

nahd _____

Deha _____

ingfers _____

The fifth section presented five sentences, each one with three different parts of the body. The students had to listen carefully to the word that the teacher said and draw a circle around the correct one. It was graded over five (5) points.

- Mary has beautiful eyes knees hair
- Jonathan and Mary have two hands eyes feet
- His eyes hair tongue is brown.
- Nadia has brown hair eyes
- Her mouth lips ears are red.

The sixth section asked students to listen to the teacher and draw what the teacher said. For example, the teacher asked them to draw two hands and three eyes. It was graded over three (3) points.

This post-test had (30) thirty problems which were measured over (20) twenty points.



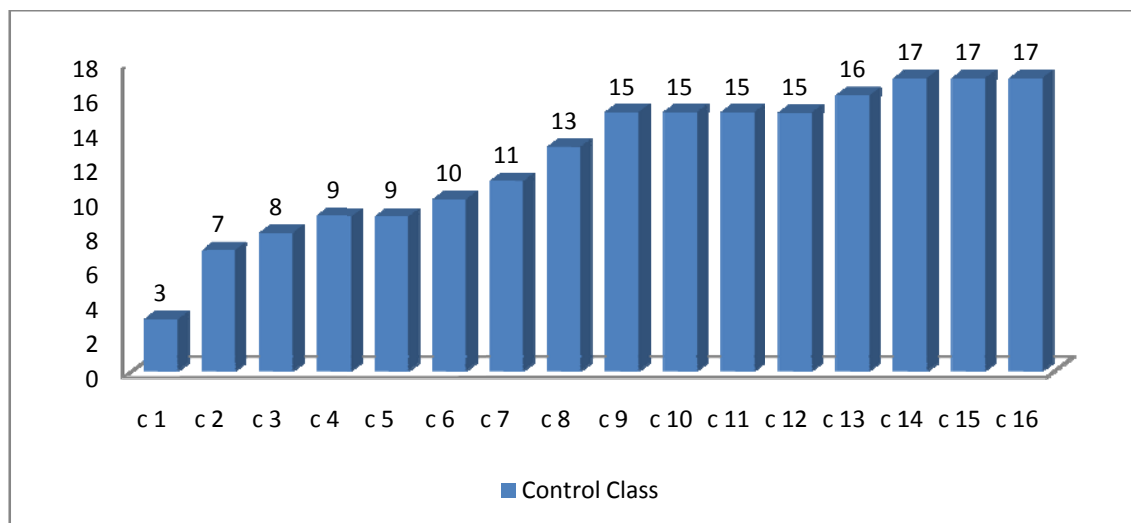
CHAPTER IV

Results: Analysis and Interpretation

As we mentioned before, there was a post-test that was applied to learners in both control and treatment groups. A coding system was used to differentiate students of each class. The students who received the Control Class were coded with (c). Those who received the Treatment Class with (t), including a number from 1 to 16 marked next to it. Also, on each test was written control class or treatment class in order to avoid confusion.

For data analysis, names of the students were omitted on the evaluations. Charts were created to show analysis of the results as follows.

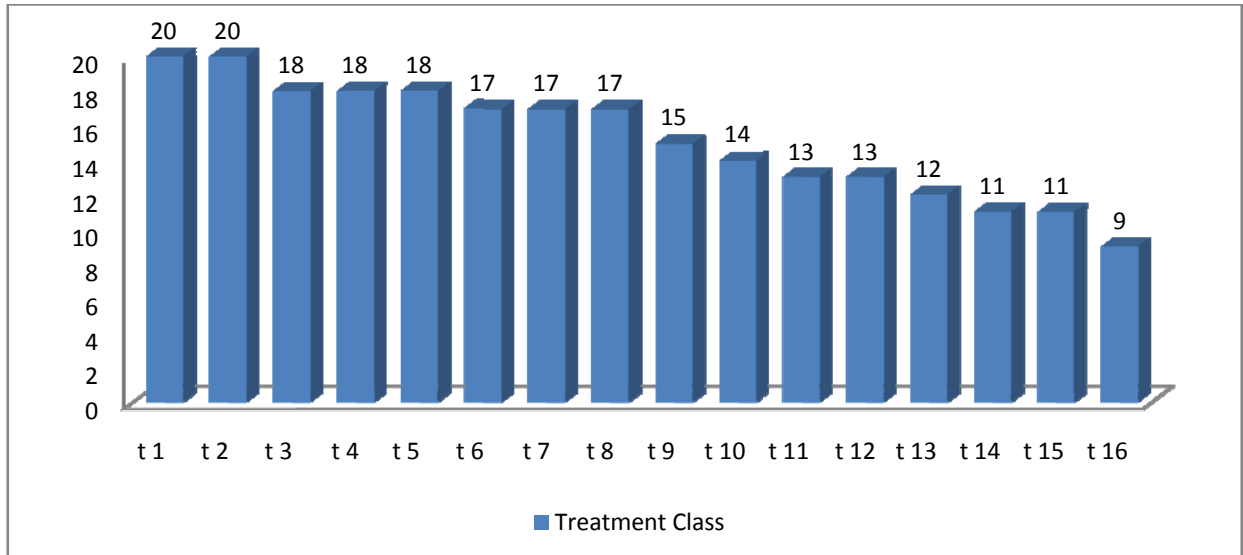
Control Post - Test Results



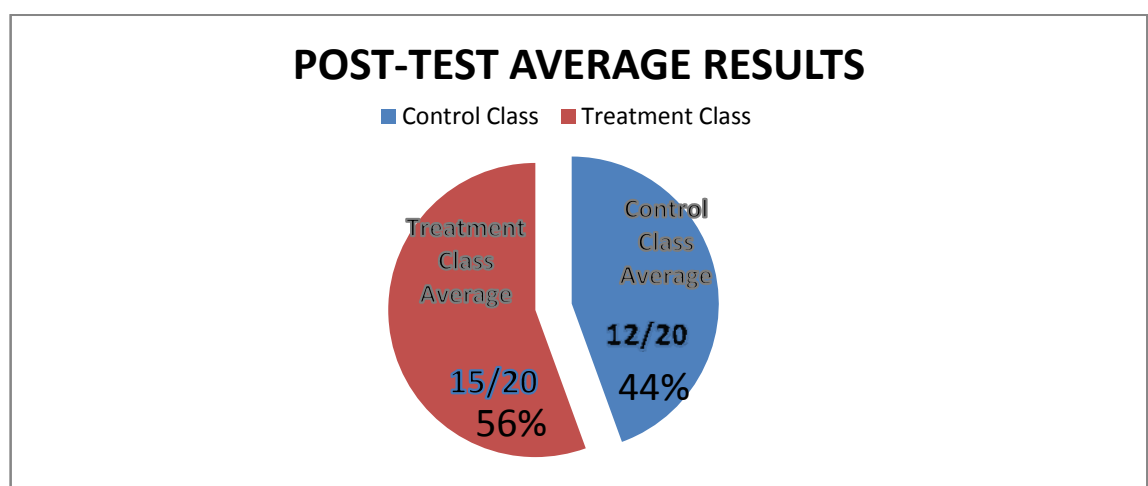
This graph represents the control class grades which vary from three (03) to twenty (20) points. The results shared that one student got (03), one (7), one (8), two (9), one (10), one (11), one (13), four (15), one 16, and three (17). In total, sixteen students were evaluated.



Treatment Post-Test Results



This graph shows that the treatment class grades varied from (9) nine to (20) twenty points over twenty. One student got (09), two (11), one (12), two (13), one (14), one (15), three (17), three (18), and two (20). In total, sixteen students were evaluated.





In total, thirty-two students were evaluated showing that 56% of the Treatment Class got higher grades than 44% of the control class.

So, this graph showed markedly the results of the control and treatment classes in relation to their average of twenty points and their percentages. Thus, the treatment class group obtained 15/20, representing 56%, and the control class group obtained 12/20, representing 44%.

The results confirmed that the use of Total Physical Response is an excellent technique to teach English as much for the teacher as the students. The results clarified our expectations and demonstrated that students really learn and not only memorize through games and playing. This showed that the TPR method really works to teach language since it is based on the premise that children learn their mother tongue through physical movements. Moreover, it is a good way to avoid teaching boring lessons, make the learning process meaningful, and validate our study.



CHAPTER V**5.1 DISCUSSIONS AND CONCLUSIONS**

After having observed a control group class, a normal class, and a treatment group class, we found that the children really maximize student's learning through the use of warm-ups based on TPR. The fact is that children love games and learn English best by playing.

In this research, our hypothesis was that students who learn through the use of TPR, physical movements, do better in English class than the ones who do not.

The results showed that our hypothesis was true, since children in the treatment class got better results, shown by to better grades, in contrast to the children who were in a traditional class through the application of a test to measure the level of understanding in relation to the parts of the body.

From our point of view, this happened due to the fact that students were not accustomed to having classes than utilize physical movement. In fact, in most of their classes, children are only receptors without being motivated to participate from the very beginning of the lesson. This is why we have collected warm-ups based on TPR to help teachers change their teaching methodology. The teacher can use these warm-ups to create a positive environment where children feel attracted to actively participate from the beginning of the new lesson while acquiring the target language at the same time.



5.2 RECOMMENDATIONS

Although the TPR method has had outstanding results in teaching a foreign language, some researchers consider TPR an obsolete method since it is difficult to implement with advanced students and adults. The reason is that this method involves constant movement of the body. The teacher and the student must be active all the time. And as we know, adult behavior is very different than children's. That is why many Professors claim that it is very difficult to apply this method with adults who are not as physically active as children. It is important to mention that TPR is ideal, for beginners, but it is a bit difficult to apply to advanced students since it can become boring and monotonous.



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APPENDICES



Figures

Class: 5th "A"

Thirty-two students



Figure 1



Treatment Class



Figure 2



Figure 3



Figure 4



Figure 5



Figure 6



CONTROL CLASS



Figure 7



Figure 8



Figure 9



Figure 10



Figure 11



Figure 12



Figure 13



**APPENDIX 1****Interview on English Teacher Diana Lee Rodas
by Vanessa Villavicencio and Jessica Seminario.****Vanessa: Can TPR approach be applied to teach any language?**

Diana: I believe that it can be applied because if... I don't know, if you have seen people who don't speak... for example, an American who doesn't speak Spanish talking to a Spanish speaking person who doesn't speak English. How do they communicate? They usually communicate using their body and their movements. So I do think TPR is that, Total Physical Response so using movements using physical approaches; I think it is applicable to any language teaching.

V: One of the main purposes of TPR method is to internalize the concept through physical movements: in your experience, is that applicable during class?

D: I think it is. I think that you really internalize more what you do; so when you do something you remember easily. In my experience mostly has been with children. And definitely children internalize memorize and remember things when they do them, when they move, when they sing, when they dance, when they have to perform some activities, when they have to remember moves and remember vocabulary.

V: Is TPR method too demanding as to be applied in the teacher daily life?

D: I wouldn't say it is too demanding. I think it is demanding for teachers are not well-prepared. The teaching requires a lot of preparation and it is too "think" maybe be more creative about what he or she does. But I think it has to be done and it is a good way to motivate your students also. **V: Is it weary for the teacher to prepare her/his classes with TPR?** **D:** I don't know it is tired; it is a little bit demanding. I think it is part of teaching because otherwise anybody could be a teacher and that is what makes the difference between a good teacher; and just



someone who goes to class and recites or shows vocabulary. It doesn't really show creativity. I think teachers need to be creative. So I think it should be part of the teacher.

V: Does TPR method increase the teacher's imaginations and creativity?

D: I don't know it increases. But yes, it requires imagination and requires creativity because TPR is not only commands. So it is not just say, 'sit down,' 'do this,' and 'do that,' because it would be too monotonous, too boring. So yes! I do think you have to be creative in order to do things that engage your students as much as giving commands. Of course we have to do all these actions in a fun way.

V: Which are the benefits of TPR in the English class?

D: The benefits are first of all that you have to remember what you do. I think students are more engage in their learning. I think it is interactive because you have to act with your students. You know! Just the teachers themselves in front of students become part of the group. I think it makes class fun. It makes it entertainment. And when you like something when it is fun; I think you remember more.

V: Is TPR method useful for advanced students? Some people say not.

D: I think is a great tool for any type of level. So if you have beginners it is great because they can remember easily. If you have advanced students you can use TPR for classes for orally expressions. For example, to make it funny and entertainment also; I have a group of advance level students. And they really enjoy classes when they have to act out like for example, I have oral expression so in oral expression we have to make a play. And when they do this play fist they have to choose the character, play a role, and they have to perform certain things. And also if you, I don't know, do guessing words so they have to mind. So it makes it interesting, it makes it engaging. I think it is possible a good tool to use at any level. And of course it depends on what are you doing because TPR doesn't have



to be something long. You have to try to measure what you group like and see how long you use that type of activity with each group. And choose this type of activities for each group. It is a little difficult but I do it is important.

V: What about adults? Is TPR a good method for them?

D: There is actually a method I used... my research project was about TPR: story telling with children. Ok, but this method is originally for adults. So when I read the book it called TPR: storytelling as a strategy for learning English as a second language and this was applied first in adults. And from when I read, and the people who did this research they said they had excellent results. What they did is they made stories and the vocabulary they learned they had to perform and they had to use the words and they really had to act the mouth. And I heard they had excellent results. The thing is that you have to have a teacher who loves to do these things because you don't have to be afraid of looking silly in front of the students. Some people, you know, say, what about make it funnier? So I think it demands a lot of personality from teacher. I haven't applied directly with adults in that way but I think you can have great results.

V: What kind of audience is better to apply TPR method Children or Adults? Why?

D: As I said, for children it is just great. I think children enjoy this very much. Adults is a little more difficult because fear of embarrassed maybe. But I think it is very important in a classroom to have your students feel like part of the family. When you break the ice when you get to know each other and when you start doing funny activities I think people just they are not afraid to be in front of other people and do certain things. So I think it works well of any type of audience. Is it easier for children? I would say mmmm... for example, for me specifically for me it is easier for children because children just love whatever what you do. When you are the teacher you are like a God for them. So you just do whatever you like and they have fun and you become a child also. And with adults you are afraid to be, you



know, a little silly. It is a little more difficult for me but it depends on the teacher's personality.

V: Tell us about your findings or results of applying TPR in class.

D: Ok. In my research for example, I wrote down that TPR had a great impact on children. And it was nice because the vocabulary they learned, they didn't learn only isolated words because you know! Sometimes what we do with children it is hard only repeat: read, read. So with this TPR method I had, for example, a story about a cat and a fish. So they had to act like the cat and the fish. When you start asking them to tell you the story, they start using more words instead of single words. They could say the cat is fat. And it is easier applicable for your children. So I would say I had a possible result and in my experience I had a classroom with children very different ages. Instead of I have a group of 4 or 5 years old, I had 3 years, 4 years and 5 years, and that age. It is a big difference. Despite these differences I think I had about 87% of the class that responded well at the end of the research. So I think the plan in the researches is good. And you can tell them TPR is possible because if you check most of the textbooks, that they are not old, have TRP in their activities.

V: How would you TPR relate on initial activities warm-ups method?

D: I think it is excellent for warm-ups because as I said you break the ice, you motivate the students, whatever level they are in. You know when you have a classroom that is relaxed; they have spirit in the time. I think they enjoy what you learn. So as a warm-up, the exercise is like a motivation. It is excellent and it will give you good results.



APPENDIX 2

LESSON PLAN TEMPLATE

Name: Seminario Jessica, Villavicencio Vanessa.

Lesson topic: Parts of the body

Language focus: Vocabulary (Human Body)

Grade/Age/Language Level: 8-10 years old. Beginners **Lesson Time/Date/Length:** 45 m.
8/06/2012

Overall Objectives: Children will be able to identify, pronounce, and spell correctly the parts of the body.

	Time	Groups	Activities	Materials/ Resources	Specific Objectives
Warming - Up (Review/Building interest)	5 m	Whole class	- Begin the class with a warm up. Teacher presents a video of the song "Head, shoulders, knees, and toes." First, the teacher sings and performs the song through movements. After students look at the teacher and the video, they start to sing and move as the teacher does.	Computer Song	Reduce stress and encourage students to pay attention and participate in the new class.
Presentation (Elicit; Lead students to discovery)	10m	Group work	- Make the children form a circle. Play the game "Simon Says." Simon Says touch your nose and the teacher and the students will do the action of touching their nose. The teacher will explain that they should copy her movements if she says the words "Simon says", but not if she only says "touch your nose". -If SS make a mistake, they must leave the circle and help the teacher to watch for others making mistakes. The winner will be the last one left in the circle. - The teacher repeats several times the vocabulary to revise the language they need, so they know all the actions. -The teacher can simplify or expand the language as necessary.	Pictures	Students will continue familiarizing with vocabulary (Human Body) through movements.
	5m	Whole class	- The teacher shows learners a picture of a body. -Then the teacher points any part of the body shown in the picture, and SS have to say the correct word. Sometimes, the teacher will say an incorrect word. Children will correct her saying the correct part of the body. Example: Teacher points out drawing's hands and she says, "hair" Children correct her saying; "No, it's not hair. These are hands."	Pictures (Human Body)	



Practice (Controlled; Meaningful language use)	10m	Group work	<ul style="list-style-type: none"> - Teacher draws an empty face on the board. -Students make two groups. The teacher gives students a dice which contains the parts of the face. Students throw the dice in order to complete the face with its mouth, eyes, hair, nose, and ears. The students have to draw and write the correct word on the board. The group who finishes first wins. 	<ul style="list-style-type: none"> Dice made of cardboard. Markets Blackboard 	Students identify and write the parts of the body.
	5m	Group Work	<ul style="list-style-type: none"> - The class splits into 2 groups. - The teacher brings the group 1, another set of pictures of parts of the body and to the other group words of the parts of the body. Each student has to find his/her pattern. -After students finish, they have to pronounce the word showing the picture. 	<ul style="list-style-type: none"> Pictures (parts of the body) Pictures (vocabulary) 	
Performance (Performance-based assessment)	50 m	Pair work	<ul style="list-style-type: none"> -Pair work -Each couple passes in front of the class. - One student orders to his/her partner to do what he/she says. For example, he says, "Touch your shoulders" and his/her classmate has to do it. Then students exchange roles so that both can participate. - The teacher monitors this activity. 		-Students will practice the speaking and listening skills.



LESSON PLAN TEMPLATE

Name: Seminario Jessica, Villavicencio Vanessa.

Lesson topic: Parts of the body

Language focus: Vocabulary (Human Body)

Grade/Age/Language Level: 8-10 years old. Beginners **Lesson Time/Date/Length:** 45 m.

8/06/2012

Overall Objectives: Children will able to identify, pronounce, and spell correctly the parts of the body.

	Time	Groups	Activities	Materials/ Resources	Specific Objectives
Warming - Up (Review/Building interest)	5 m	Whole class	Begin the class with a warm up. Teacher uses song "Head, shoulders, knees and toes." The students sing the song and use the new vocabulary.	Song	Reduce stress and encourage students to pay attention and participate in the new class.
Presentation (Elicit; Lead students to discovery)	5m	Group work	The teacher sticks a big silhouette of a body on the whiteboard, and while the teacher shows and says students the parts of the body, she stick the parts of body on the silhouette in the correct place.	Pictures	Students will continue familiarizing with vocabulary (Human Body) through movements.
	5m	Whole class	- The teacher shows learners a picture of a body. -Then the teacher points any part of the body shown in the picture, and SS have to say the correct word. Sometimes, the teacher will say an incorrect word. Children will correct her saying the correct part of the body. Example: Teacher points out drawing's hands and she says, "hair" Children correct her saying; "No, it's not hair. These are hands."	Pictures (Human Body)	

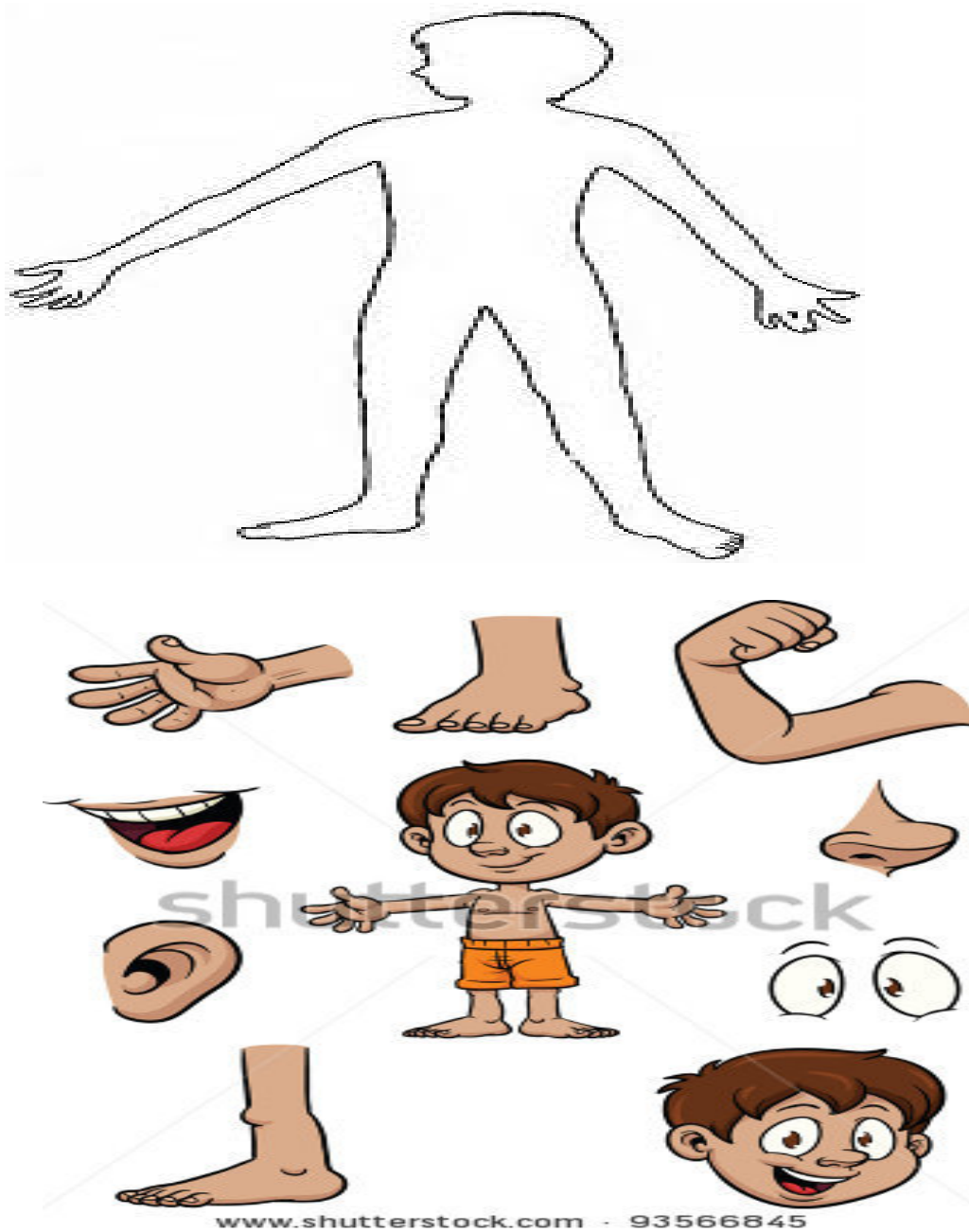


Practice (Controlled; Meaningful language use)	10m	Group work	<p>"Listening" skill, students play "Bingo".</p> <p>The teacher hands out one Bingo card to each student with six different pictures of parts of the body. The teacher randomly tells them the names of the parts of the body.</p> <p>The teacher says the word, "head," and students have to mark it if they have it on their bingo card. The student who fills the complete bingo card is the winner.</p>	<p>-Bingo cards -Pens</p>	- Students will develop listening skill
	10m	Group Work	<p>"Writing" skill, the teacher gives students some instructions asking them to complete a chart with words related to some parts of the body of parts of the body.</p> <p>The teacher does the first one with the whole class.</p> <p>The students look at the first picture as an aid to write the word in the correct order in the corresponding number.</p> <p>The students arrange and write the correct word in the blank.</p>	Sheet of paper	Students will develop writing skill
	5m	Group work	<p>"Reading" skill. The teacher and the students read the text aloud with pictures of some parts of the body.</p>	Sheet of paper)	Students will develop reading skill.
Performance-based (Performance-based assessment)	10 m	Pair work	<p>-Pair work</p> <p>-Each couple passes in front of the class.</p> <p>- One student orders to his/her partner to do what he/she says. For example, he says, "Touch your shoulders" and his/her classmate has to do it.</p> <p>Then students exchange roles so that both can participate.</p> <p>- The teacher monitors this activity.</p>		-Students will practice the speaking and listening skills.



CONTROL LESSON PLAN

Materials





ARRANGE THE SCRAMBLED WORDS AND COMPLETE THE CHART.








- 1. a h r i
- 2. n a h d
- 3. d e a h
- 4. l o s u e r h d
- 5. o s n e







- 7. a r e s
- 8. m r a
- 9. t e o s
- 10. y e e s
- 11. e e k n s



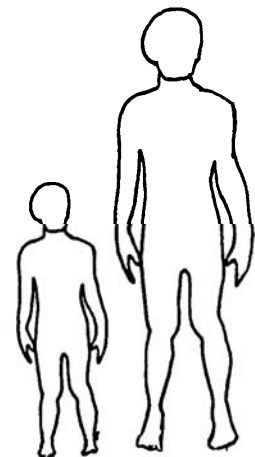
NAME: _____

PARTS OF BODY

Let's start with my  On top, you see, it is covered with  On each side of my head, I have an , so I can hear you. I also have two big  They let me see you. My  is for smelling.

My two  can hug you, and with my two  and ten  I can catch a ball and write my name! And down with those two  , two  feet, and ten  of mine, I sure do get around!

Jessica Seminario and Vanessa Villavicencio



APPENDIX 3

Jessica Seminario
Vanessa Villavicencio



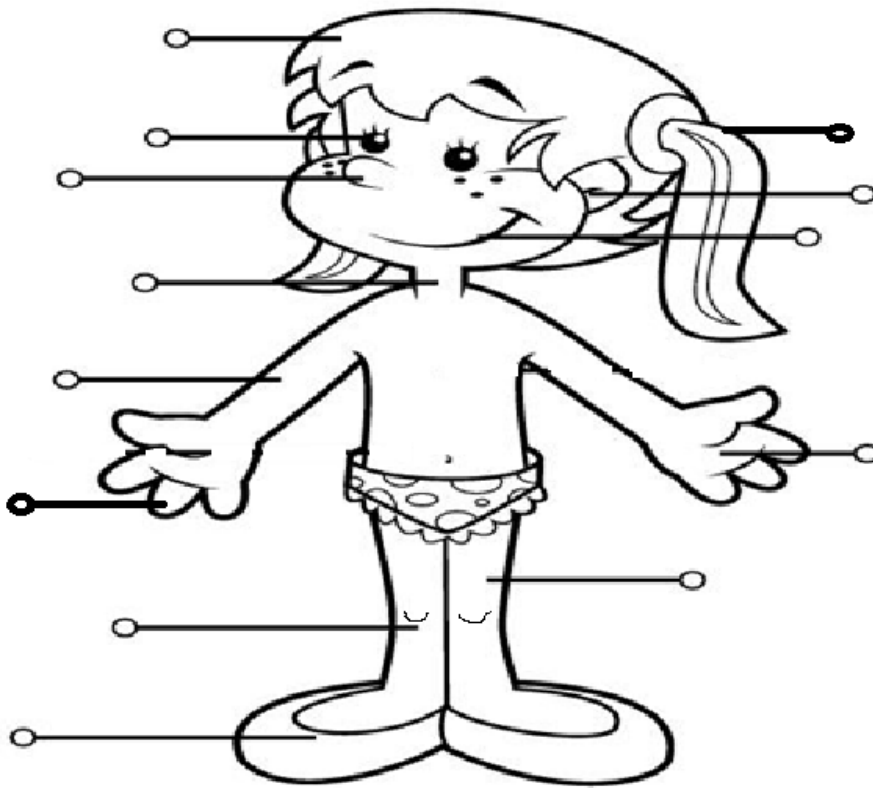
Parts of the Body Post Test

NAME: _____ COURSE: _____ DATE: _____

Code:

Professors: Jessica Seminario and Vanessa Villavicencio

1. Fill in the blank according to the graphic. (10 points)



2. Match the correct sequence from up to down. (3 points)



Jessica Seminario
Vanessa Villavicencio

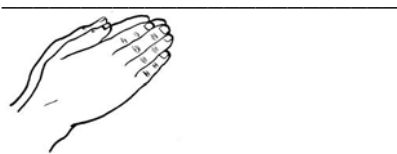


Head, shoulders, knees ,and toes. ()

Head, Knees, shoulders, and toes. ()

Toes, knees, head, and shoulders. ()

3. Write the word according to the drawing. (6 points)



4. Put the words in the correct order (3 points)

Yees _____

teef _____

Kcen _____

nahd _____

Deha _____

ingfers _____

5. Listen and circle the correct word. (5 points)

- Mary has beautiful eyes knees hair
- Jonathan and Mary have two hands eyes feet



- His eyes hair tongue is brown.
- Nadia has brown hair eyes
- Her mouth lips ears are red.

6. Listen and draw what the teacher says. (3 points)

Difficulties (30)



APPENDIX 4

Treatment post-test results

30 = 20

Parts of the Body

NAME: Xavier Alexander Macocho Hinojosa COURSE: _____ DATE: _____

Professors: Jessica Seminario and Vanessa Villavicencio

1. Fill in the blank according to the graphic. (10 points)

2. Match the correct sequence from up to down. (3 points)

Head, shoulders, knees and toes. (X)

Head, Knees, shoulders and toes. ()

Toes, knees, head, and shoulders. ()

3. Write the word according to the drawing. (6 points)

eyes toes



hands



ear



mouth



knees

4. Put the words in the correct order. (3 points)

Yees eyes

teef feet

Kcen neck

nahd hand

Deha head

ingfers fingers

5. Listen and circle the correct words. (5 points)

Mary has beautiful eyes knees hair

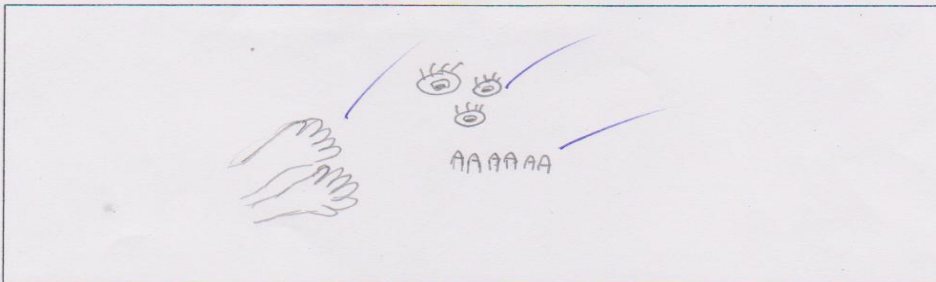
Jonathan and Mary have two hands eyes feet

His eyes hair tongue is brown.

Nadia has brown hair eyes

Her mouth lips ears are red.

6. Listen and draw what teachers says.(3 points)



Difficulties (30)



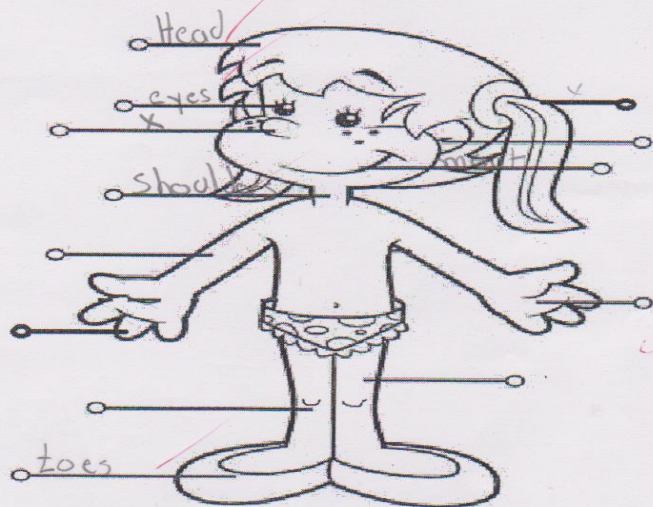
14 9/20

Parts of the Body

NAME: Daniela Andrade COURSE: 5 DATE: 28

Professors: Jessica Seminario and Vanessa Villavicencio

1. Fill in the blank according to the graphic. (10 points)



2. Match the correct sequence from up to down. (3 points)

Head, shoulders, knees and toes. ()

Head, Knees, shoulders and toes. ()

Toes, knees, head, and shoulders. ()



3. Write the word according to the drawing. (6 points)



eyes



knees



_____ X



_____ X 1



mort _____ X



niz _____ X

4. Put the words in the correct order. (3 points)

Yees _____

teef _____

Kcen _____

nahd _____

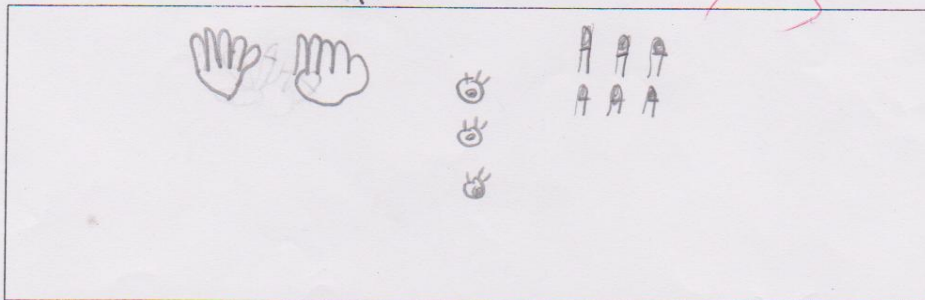
Deha _____

ingfers _____

5. Listen and circle the correct word. (5 points)

- Mary has beautiful eyes knees hair
- Jonathan and Mary have two hands eyes feet
- His eyes hair tongue is brown.
- Nadia has brown hair eyes
- Her mouth lips ears are red.

6. Listen and draw what teachers says. (3 points)



Difficulties (30)



CONTROL POST – TEST RESULTS

26 = 17/20

Parts of the Body

NAME: Jorge Litona COURSE: 5 DATE: 28

Professors: Jessica Seminario and Vanessa Villavicencio

1. Fill in the blank according to the graphic. (10 points)

10

2. Match the correct sequence from up to down. (3 points)

Head, shoulders, knees and toes. ()

Head, Knees, shoulders and toes. (~~X~~)

Toes, knees, head, and shoulders. ()

3. Write the word according to the drawing. (6 points)

eyes

leg



hands



ears



mouth



knees

4. Put the words in the correct order. (3 points)

Yees eyes

teef feet

Kcen knee

nahd hand

Deha head

ingfers fingers

5. Listen and circle the correct word. (5 points)

Mary has beautiful eyes knees hair

Jonathan and Mary have two hands eyes feet

His eyes hair tongue is brown.

Nadia has brown hair eyes

Her mouth lips ears are red.

6. Listen and draw what teachers says (3 points)

Two line drawings of hands, two line drawings of eyes, and the word 'AAAAA' written in red.

Difficulties (30)



wilk X



odf X



mouth X



shouider X

4. Put the words in the correct order. (3 points)

Yees eyes X

teef teet X

Kcen cent X

nahd hadan X

Deha deh X

ingfers fersing X

5. Listen and circle the correct word. (5 points)

Mary has beautiful eyes knees hair X

Jonathan and Mary have two hands eyes feet X

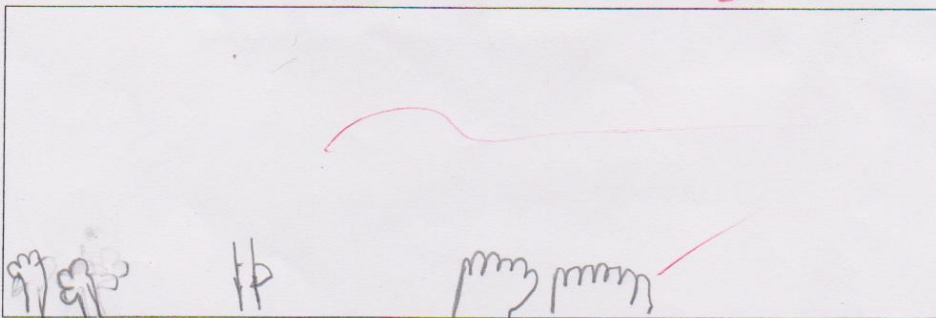
His eyes hair tongue is brown. X

Nadia has brown hair eyes X

Her mouth lips ears are red. X

6. Listen and draw what teachers says (3 points)

1



Difficulties (30)



APPENDIX 5

SCHOOL: HERMANO MIGUEL**TEACHERS: Jessica Seminario y Vanessa Villavicencio****CONTROL POST -TEST RESULTS**

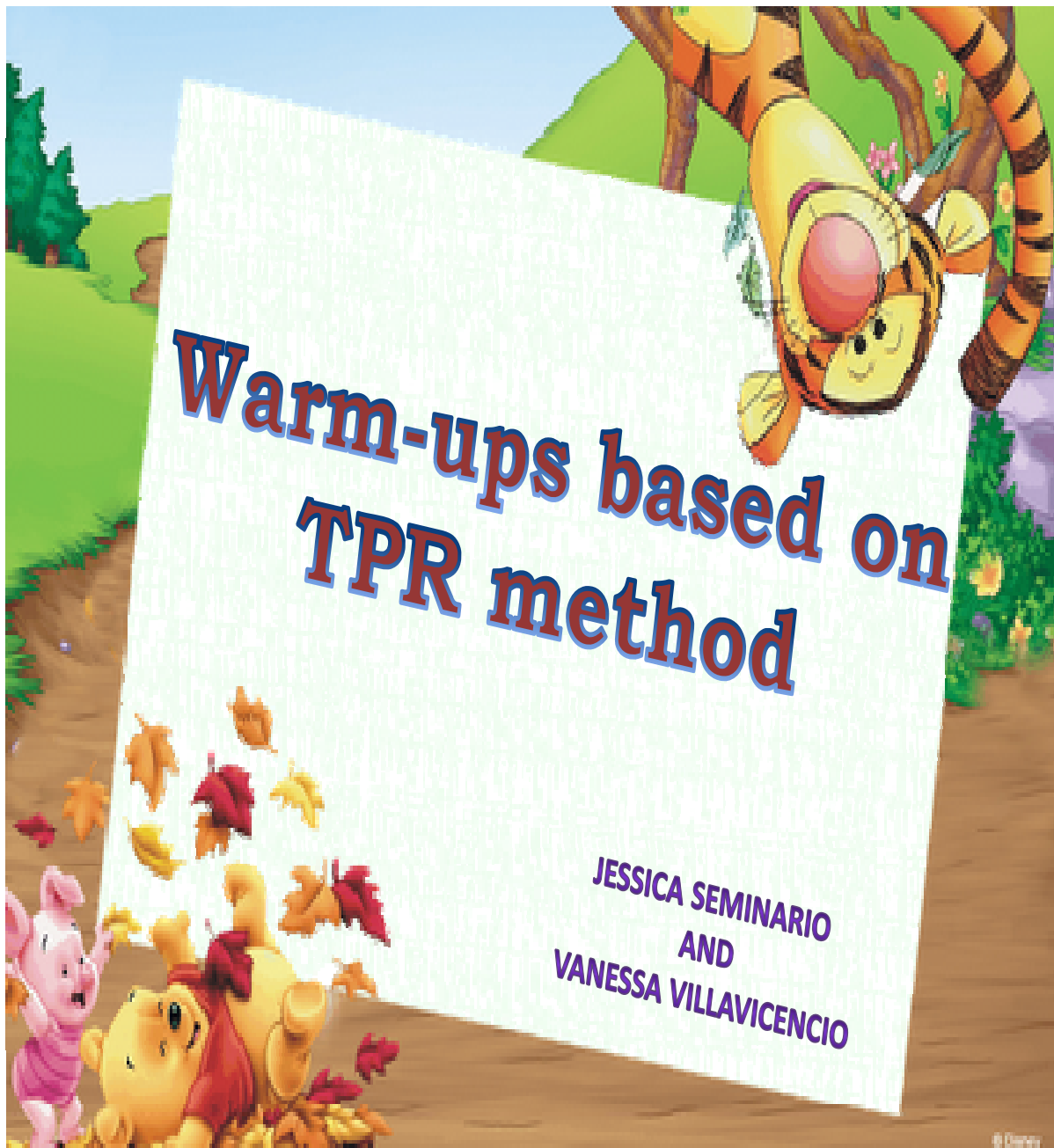
	NAMES	GRADES/20	CODE
30	Tenecora Zeas Karen Michelle	03	C 1
23	Pacheco León Freddy Stalin	07	C 2
7	Déleg Guanuchi Kevin Steven	08	C 3
22	Ortiz Mogrovejo Andrés Fabricio	09	C 4
33	Zhuñiga Iñiguez John Alexander	09	C 5
5	Cajamarca Chillugalli Cristian Fernando	10	C 6
31	Tenesaca Chillogallo Nixon Ismael	11	C 7
17	Morocho Morocho Pedro Israel	13	C 8
11	Lituma Sacasari Katherine Jessenia	15	C 9
2	Asadobay Yunga Javier Alexander	15	C 10
3	Baculima Gaduy Edwin Paul	15	C 11
24	Plaza Plaza María Cristina	15	C 12
16	Morocho Farez Darwin Oswaldo	16	C 13
29	Serrano Rodriguez Ana Paula	17	C 14
27	Samaniego Marín Gisela Chinar	17	C 15
25	Lituma Saeteros Jorge Patricio	17	C 16

TREATMENT POST - TEST RESULTS

	NAMES	GRADES/20	CODE
18	Morocho Muñoz Xavier Alexander	20	T 1
8	Gualan Brito Erick Ariel	20	T 2
9	Illescas Mogrovejo Christian David	18	T 3
21	Orbe león Kerly Ximena	18	T 4
13	Maldonado Culcay Evelyn Pamela	18	T 5
12	Sacta Hidago Jonnathan Isaias	17	T 6
14	Márquez Pesantez Jhon Paul	17	T 7
15	Mingo Criollo Sonia Pamela	17	T 8
6	Carmona Romero Anderson Oliver	15	T 9
32	Uyaguari Morocho Ana Isabel	14	T 10
28	Sari Narea Jennifer Valeria	13	T 11
26	Samaniego Loja Pablo Andrés	13	T 12
4	Benavides Ureña María Belén	12	T 13
20	Ochoa Quezada Antonio Ramiro	11	T 14
19	Nieves Lituma Alexis Vladimir	11	T 15
1	Andrade Brito Daniela Alejandra	09	T 16



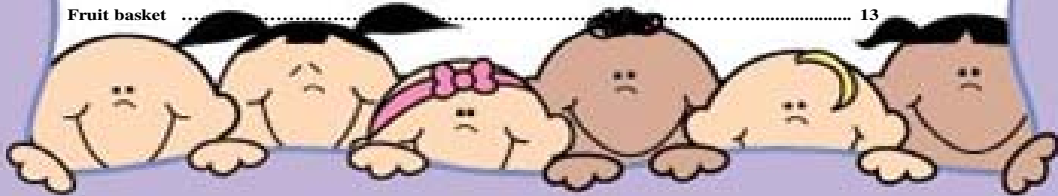
APPENDIX 6





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1

ACTION RACE



This is a fun game using actions like jump, hop, clap, run, etc. Have the students split into two teams and sit in lines with a chair by each team and one chair at the other end of the room. One student from each team stands next to their chair and the teacher calls an action, for example: "Jump". The students must jump to the chair on the other side of the room and back, sitting down in their chair. The student says "I can jump". The first one to do it gets their team a point.



2

ADJECTIVAL ACTION

The teacher writes an activity on the board like "brush your teeth." She/he picks one student. They come to the front of the class. The teacher then shows the student a card with an adjective written on it like "slowly." The chosen student then does the activity in the way of the adjective. The other student has to guess the adjective. The one who guesses right gets a point and mimes the next action which the teacher writes on the board. To help students, you can give them a list of options, if you think they need some help.





3

AIRPLANE COMPETITIONS



First, have your students make some paper airplanes. Stand the students in a line and let them test fly their planes. For the competition, assign different classroom objects points, for example: table 5 points, door 10 points, window 20 points. Ask a student to act out an action and if she/he does it correctly then she/he can throw and try to hit one of the target objects to win points. This works well as a team game.



4

APPLE PASS

Have all the students sit in a circle. Use a fake apple and toss it to one student. But you must say one English word as you pass. Then student then throws it another student and says a different English word. If the student does not say anything, when the teacher throws it, the student will be out. The game keeps going until you have one winner. It can be played with different categories, such as food, animals, clothing, etc.





5

ATTENTION

Call out commands such pay attention, salute, march in place...stop, sit down, stand up, walk in a circle, clap your hands...stop, run in place...stop, swim in place...stop, etc. At first, students will copy you, but later they should be able to do the commands by themselves.



6

BROKEN PHONE

Sit the students in a circle with you. Whisper a word or sentence in the next student's ear (e.g. "I'm hungry"). She/he then whispers that in the next student's ear and so on until the last student. She/he then says the word or sentence out loud to see if it is the same as the original message.





7

CAN YOU ACT?



Use this game to teach the structures "Can you...?" "Yes, I can" "No, I cannot". These actions are fun: dance, run quickly, jump, touch your feet, cross your eyes, snap your fingers, whistle, and sing. For example: the teacher asks a student, "Can you cross your eyes?". If the student replies, "Yes, I can" then say "Ok, go!" and the student does the action. If the student says, "No, I cannot," the teacher says "Too bad. The teacher says Ok, "I can" and does it.



8

CAT AND MOUSE



Choose two students in the class to be cats, everyone else is a mouse and wears a tail (colored band) on the back of their pants. The mice run around and the cats try to pull the tails out. Make sure tails are shown before starting and ask cats to collect tails. Count the tails at the end, and the cat with the most tails is the winner.





9

Do as I say, not as I do

This warm-up is like "Simon says" with a difference. First, practice Simon Says with the students so that they understand the game and body parts. Now, the teacher tells them to do as he/she SAYS, not as the teacher does. The teacher says 'touch your knees' etc., touch your ears instead, or any other part of your body. This is a good way to see who is listening to you correctly and who is just copying your movements.



10

DOG & CAT CHASE

Have students sit in a circle. The teacher walks around the circle patting the students on the head saying "dog" each time. Suddenly, the teacher says "cat." The student must chase the teacher around the circle. The teacher must try to sit in the student's spot before being tagged by the chasing student. If the teacher is tagged, she/he must touch the heads again. If the teacher makes it back without being touched the student walks around the circle touching heads.





FOLLOW THE LEADER



The students line up behind the teacher and follows him/her around the classroom. Then the teacher does an action and shouts out the word for that action. The students copy the action and repeat the word. Good actions include: hello, goodbye, it is cold/hot, stop, go, run, hop, jump, walk backwards, sit down, and stand up, among others.



FRONT TO FRONT



Children stand in pairs. The teacher calls out "front to front" and the children have to get into pairs and stand 'front to front', and face each other.

After about 5 different instructions, the teacher shouts "change" and the children have to quickly find a new partner and stand in the manner of the teacher's last instruction.

Other instructions might be: back to back, elbow to elbow, side to side, finger to finger, knee to knee, hand to hand, and shoulder to shoulder. Mix them up too. For example: finger to shoulder, knee to hand, etc





FRUIT BASKET



Divide the class into 4 groups and have them move into each corner of the classroom. Give each of the groups a fruit name such as apples, oranges, bananas, and watermelons. The teacher calls two of the fruit names and those groups have to run and change places. They maintain the same name throughout the game. When teacher calls "Fruit Basket" all of the children run at center of the classroom. Caution: With little ones, this can cause collisions.



GIVE ME THE FRUIT

Teacher can do this exercise with objects or flashcards. This works well with plastic fruit: the teacher has to gather different kinds of plastic fruit. Then the teacher throws all the fruit around the classroom and the students have to collect the fruits. The teacher says "Give me an apple". The student with the apple should approach the teacher and hand him/her the fruit.





HEAD, SHOULDERS, KNEES, and TOES



Have the children stand in a large circle. Then ask the children if they know where their head is. After they all say yes, repeat the step asking if they know where their shoulders, knees, and toes are. After doing this and they are familiar with the parts of the body, begin to sing the song... Head, shoulders, knees, and toes, knees and toes... (as you sing the words, they touch that part of their body).



«HOOP»



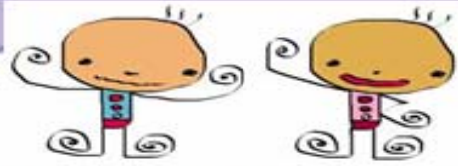
Spread 4 different color hoops around the floor space. For example: red, green, blue, and yellow. Children move around the classroom (run, skip, etc.) until teacher shouts "hoop." The teacher covers his/her eyes and counts slowly to 3. Children have this time to run to a hoop. Then the teacher says the color of one hoop "red" for example. Everyone in this hoop is out. Repeat until you have a winner. Children who are out can close their eyes and select the hoop color.





17

HOT SEAT



In this warm up, the class is split into two teams. One member from each team sits facing the group. The leader holds up a word or writes it on the board. For all of the team members to see except for the two players in the hot seats. The teams must try to get the person in the hot seat to guess the word or phrase. The team cannot speak. They can use their bodies by mime. The first person to guess correctly has to stand up and a new member from their team takes the hot seat. The person on the other team has to remain in the hot seat until she gets an answer first. Each group only has 3 minutes to guess the word.



18

LADDERS



First, pair up the children and sit them down on chairs forming a large line. Now give the pairs numbers 1,2,3 and so on. You call a number and that pair will do what you ask them. For example: jump 4 times. They have to run around their whole team and sit down again. The first one to sit back in place is the winner. Or as a team, the first pair run around and as soon as they are in place the next person does the same thing and runs until the whole team has run around the whole team. The first team to all sit down is the winning team.





LAST LETTER, FIRST LETTER



Have the students sit in a circle. Then the teacher starts by saying a word. The student continues the game by saying a word which starts with the last letter of the word that the teacher said. For example: bus — steak — key — yellow, etc.). Continue around the circle until someone makes a mistake.



LATE FOR SCHOOL



Tell the children to copy all your actions. Pretend you are asleep and suddenly wake up and are late for school. Everything you do is done on the spot, but in a hurried way. Brush your teeth, wash your face, put your clothes on, run downstairs, (forgot to put trousers / skirt on), eat breakfast, pick up your bag, open the front door, shut the door. Finally, arrive at school slowing down. You must provide a running commentary whilst doing the actions and you can make it as fun as you like with as many actions as necessary to warm up the children. It is a fun and easy way to follow pulse-raiser.





Mr. MAN



This is an easy warm-up. Say the name of a Mr. Man and children have to move like him. Examples:

- Mr. Slow - move slowly.
- Mr. Rush - move fast.
- Mr. Jelly - shake your whole body.
- Mr. Muddle - walk backwards.
- Mr. Tall - stretch up and move
- Mr. Happy - move around with big smiles on your face.



SHARKS AND FISH

Organize the children into pairs. One child is the shark, and the other is the fish. The fish follows the shark around and must imitate everything the shark does. The teacher can shout out ideas such as "dance", "swim", "stop", "jump" etc.





THE ATOM GAME

Children walk around the classroom in all sorts of directions. The teacher calls out "Atom ___" and a number. Whichever number is called. The children have to get into groups of that number. For example, the teacher calls "Atom 6!" and children get into groups of 6. Those left out of a group, are out.



THE SHARKS ARE COMING

Children walk around the room and when the teacher shouts "The Sharks are coming", the children shout "How many?". The teacher then shouts out a number and the children must get into groups of the number shouted. The children who are left out, are out! You can try and catch the children "out" by shouting "1".





TOUCH

Have students run around the classroom touching things that the teacher asks them to do. For example, "Touch the table" "Touch a chair," "Touch your bag". Colors work well for this, as the students can touch anything of that color. For example, "Touch something green."



TRAIN RIDE

Have students form a train (standing in line holding onto each other). The teacher says "Choo, choo" around the classroom and calls out instructions. For example: faster, slower, turn left/right, stop, and go.





UP, DOWN, GO, STOP

Children have to listen very carefully!



On STOP - children must stop still.

On GO - children must move around the space either walking or running.

On DOWN - children must sit.

On UP - children must stretch up to the ceiling.

The teacher can catch children 'out' if so desired.



WHITEBOARD DRAW RELAY

Make 2 teams and line them up as far away from the board as possible. Call out a word to the first members of each team, and they have to run to the board, draw the picture and run back to his/her next teammate. The process is repeated for each student and the team that finishes first is the winner. Variation: the teacher whispers the words. The student can only run back to his/her team when his teammates guess what the picture is.



