

This document will be split into three categories. **Warm-ups, Games, and Activities.** These can be used anytime in the school and can easily be adapted for whatever grade level you teach. Some activities may require a larger space, such as moving tables to the back of the classroom or even using the school gym if it's available.

Warm-ups are designed to be used as a quick blood-pumping activity; they do not need to be focused on vocab or grammar (although they can be), but rather just get students up and alive.

Games are designed to be played for between 5 - 10 minutes, and are not the main focus of the lesson, but should introduce or reinforce vocab and/or grammar.

Activities are designed to be the main topic of the lesson, going for 20 - 30 minutes, if not longer. Activities can be tailored to fit any vocabulary or grammar point.

Warm Ups	Games	Activities
Get Loose.	A, B, C...	Wink Murder.
Silent Emotion.	Splat!	Stories One Word at a Time.
1 to 21.	Big Wind Blows.	Act Out A Scene.
Look Up, Look Down.	Stop, go.	I Went To The Shop and Bought...
Zip, Zap, Zop.	Vibing Categories.	I Am A Tree.
Bunny Bunny.	Five Things.	

Warm-ups.

Get Loose.

For this, have students stand up, and they need some space to move their bodies. This is a call and response warm-up. The ALT will lead the chant and the body movements.

The chant goes as follows;

*Get loose (Get loose), Get funky (Get funky), Get down to the beat (Get down to the beat), Get your whole body moving (Get your whole body moving) And starting with your feet (And starting with your feet) One, Two, Three, FEET *do your action* (One, Two, Three, FEET *Copy the action*.)*

This is then repeated, adding additional body parts and actions. I would recommend doing a max of **FIVE** body parts and actions. I like to do *feet, knees, hips, shoulders, and head*, but you can do anything. When you get to the last chant, finish with a big *GET LOOSE!*

Silent Emotion.

The goal of this exercise is to convey the correct emotion given by the ALT, but without making a sound. It's very good practice to remember emotions and feelings, and students get a kick out of seeing what stupid faces their friends and their teachers (yes, including you) can do. You can also use your body to aid in conveying the emotions. Encourage your students to be as melodramatic as they like, elementary kids will do this naturally, but you will need to convince Junior High or High School students to fully send it.

1 to 21.

This is a helpful warm-up to calm a particularly rowdy class. The aim is to get from **1 - 21**. Have students stand and close their eyes, and have them take a few deep breaths. Then tell them they can start. The aim is to count as a group from 1 to 21 without students overlapping with each other or saying the wrong number. If the students do overlap (as in two students say the same number at the same time), or a wrong number is said, then you start again. This is a warm-up that is not meant to be rushed.

Look Up, Look Down.

Have students stand up and position them in a way that they can easily make eye contact with the other students in the classroom. You should be able to do this without moving chairs and tables. Once students are ready, have them look down. When you say “Look Up,” all students must look up and look at another student. This student can be anyone in the classroom. If two students lock eye contact, then they are out and must sit down. Repeat this for a finite number of rounds, maybe 5 - 7 max, just to keep time.

Zip, Zap, Zop.

This game is ideally to be played in a circle, but I think it could also be possible in rows if you are lacking in space in your classrooms. This is an energy-building game if you need to wake your class up and get them active! Students circle up, and have three possible actions they can do, **Zip, Zap, and Zop**. The goal is to pass the “energy” around the circle using these actions. **Zip** sends the energy clockwise, going to the student to the right of themselves. **Zap** sends it counter-clockwise to the student on their left. **Zop** is sending the energy across the circle to the students directly opposite. There is no “getting out” or losing in this game; it's purely just to build up energy in the classroom. You can easily replace **zip, zap, zop** with any target language you may want to teach, and you are welcome to add more actions to the chain if you choose.

Bunny, bunny.

Another game for getting energy levels up, and letting your students be a little silly, but also helpful for reviewing vocabulary. Again, best played in a circle, but can also be played in rows. One student or you starts by saying “**bunny, bunny**” while miming bunny ears on your head with your hands. Whoever the starter makes eye contact with is then the next to say “**bunny bunny**” and do the mime too, and this keeps going. Eventually, you can add other animals and actions, with all of them going at the same time. I would say the number of actions you have going on will depend on the size of your class. No more than **five** is best to keep focus, though. You can easily change the target language for this game to whatever you need.

Games:

A, B, C...

A quickfire one to get students remembering vocabulary, this is fun to play in small groups first, and then one or two playthroughs as a class. The goal is to get through the alphabet, **A-Z**, but you are to say a word that starts with the letter of the alphabet that you are on, *I.e.* **A = Apple**, **G = Gorilla**. In groups, the goal is to finish as fast as you can with no mistakes, going student by student. If a mistake is made, you start again from the last vowel that was spoken (*you mess up Q, you're starting back from I*). After they've played in a smaller group, get the whole class to play as one. To spice this up, you can steal the idea from the **1-21** game and have it so that students have to popcorn their words with no interruptions or overlapping from other students.

Splat!

Have students get into a circle - they will be standing for this. You (the ALT) will stand in the middle, and your job is to call the names of the students. You will say a student's name out loud, and that student must then duck down. The students on either side of the students must then react by saying the word "SPLAT". The first student to say "splat" wins the round, and whoever they "splatted" is out. Who is out depends. If the student whose name was called doesn't react in time and doesn't duck before the students on their side say "splat," then they are out.

If the student whose name is called ducks in time, then the student opposed to the one who said "splat" first is out. Play this game until you get to the final two students. I like doing a "**moo off**". Students face each other like cows and give a nice big elongated "MOO", the first student to break is the loser. This game can easily be adapted to fit any target language you want, probably easier for to fit vocabulary over grammar, however.

Big Wind Blows.

Students set up their seats in a circle, and will need to move desks out of the way. One student starts in the middle and will declare something true about themselves, an example being "I love to sing!". Then they will say, "A big wind blows for everyone who loves to sing!" and any students who also love to sing must get out of their chairs and race to find a new one. The last person standing is then in the middle. Grammar can be easily changed and adapted to fit with whatever it is you want to teach.

Stop, go.

Have students clear the space in their classroom; they will need space to walk around. The students will walk around the space when you tell them to go, and they will stop when you tell them to stop. Gradually add in other vocabulary to this game, such as numbers, for them to form groups of, animals, verbs (with adverbs) for them to do actions to, or anything else you can think of. If your students are really good, you could switch it up by having them do the opposite of things, such as jump meaning sit down, run meaning walk, or stop meaning go.

Vibing Categories.

This is a more fun way for students to do some quick-fire category practice. Have students all face each other, however possible, and have them do a gentle beat by slapping their thighs. Then, give them a category, such as fruits, letters starting with B, or however hard you want to make it for them. Then they will go around the room saying one word that fits the category while staying on beat. When someone either misses the beat, says a wrong word, or can't say anything, you start over with a new category. You can speed up the beat if you want to.

Five Things.

This game works best with groups of 4 - 8. This game involves quick thinking as each child attempts to name five things that belong to a particular category. Once children are standing in a circle, one child initiates the game by saying, for example, "Five foods", and pointing at a classmate. This classmate then has to name five foods before pointing at a different classmate and choosing a different category, like "Five items of clothing". If your students are finding it difficult to come up with five, then you can always lower it to three or even one. It'll still get them thinking quickly.

Activities:

Wink Murder.

Change the name of this if you need to. Have the students close their eyes and put their heads on their desks. Tap one student on the shoulder; this student is the murderer. Then, get every student to open their eyes, stand up, and begin walking around the room practicing whatever grammar and vocabulary you are teaching, “Can you open the window for me? No problem!” as an example.

As students are practicing, the murderer, who should also be practicing, can wink at anyone they make eye contact with. The student they make eye contact with will then make a dramatic death after 10 seconds, and the murderer can keep doing this. The goal of everyone else, while also still practicing the vocabulary, is to discover who the murderer is. If a student thinks they know who it is, they come to you, the ALT or your teacher, and tell you. If they are right, then yay, the murderer is caught; if they are wrong, they can’t guess again or give hints. This plays until the murderer is caught, or time is up.

Stories One Word at a Time.

This works best as pair work. Have students make pairs, and at first, practice by delivering a story one word at a time (this can be as simple or as difficult as you want). It will help them if you give them words they have to use in their story, such as “cat, Wednesday, hamburger” (and also you can provide them a cheat sheet of words to use). The students will play janken to determine their order, and the person who gets chosen to go first will start the story by saying, “Once upon a time,” and then from there it is free rein!

Once the students get the hang of this, and you feel confident in their abilities, you can then introduce physical movement to the stories, and they can act out the story they are telling.

Acted Out A Scene.

This one is pretty easy for us, but hard for the students. You can provide them with some scripts for them to then either read out or act out (if they want to). If you do this, it's best to either only give them easy English scripts or, if you want to challenge them, provide a Japanese translation of the same script so they have a reference for what the dialogue means.

A levelled-up version of this would be to have students write their own script. In fact, I think this is much better than providing something for them, as they will be comfortable with the English used, and they can make it unique to themselves.

The quality you want from them will depend on the time you give them. If you give them twenty minutes, don't expect much, but if you talk with your JTE beforehand and want to challenge them with doing a script read, and they give you a couple of lessons to work on this, the students should produce much better work.

I Went To The Shop and Bought....

This game works best in smaller groups, and you can ask for volunteer groups afterwards to do this activity in front of the class. Students get into groups, around 4 - 8, one person starts with the phrase, "**I went to the shop and bought...**" and then they say something that begins with the letter "**a**". Then person next repeats the phrase, "**I went to the shop and bought...**" and then they must remember and repeat what the person before them said, and also add the next item in the shopping list which must begin with "**b**". The goal is to go down the alphabet, while also remembering all the items before your items. When someone messes up, simply start again from the student who made the mistake.

I Am A Tree.

I love this game in the theatre, and it's probably the best game that can easily be adapted into the English Classroom. Either group students up or play as a whole class. The goal is to create a tableau that all the students are a part of. One student starts off in the middle, saying, "**I am a tree**" and holding a tree pose. Students then enter the image one at a time, adding onto the scene, examples being like, "**I am a cat under the tree**", or, "**I am the sandwich in the family picnic**". This activity has the potential to get very creative and wild with what they will build. You can do this activity multiple times, and each time you can switch the starting "**I am a tree**" prompt for anything else you want.