

Wake up!

Stepping Stones : Teambuilding & Empowerment; Body, Movement and Senses

Materials : no materials

Type of exercise : oral

Duration exercise : 15 min.

Objectives

- The learner can understand the vocabulary of the body parts.
- The learner can understand the names of the colours.

Preparation

- The learners must be familiar with the vocabulary for the body and the colours.
- As step 3 of the exercise requires physical contact, introduce the exercise with an energizer.

Instructions

Step 1

- Form a circle.
- Tell the learners they have to activate the body part that will be named, in a way they are free to choose: by touching, shaking, moving... the body part.
- Give an example e. g. '*I wake up my fingers*'.
- Learners wake up their fingers by shaking or showing their fingers.
- Appoint a learner who calls out another part of the body.
- And so on, till each learner has chosen a body part.

Step 2

- Tell the learners a body part and a colour, e.g. '*I wake up my nose & yellow*'. They now have to move around and touch a yellow object with their nose.
- Appoint a learner who calls out another part of the body and a colour.
- And so on, till each learner has chosen a body part and a colour.

Step 3

- Tell the learners a body part, e.g. '*I wake up my elbow*'. They now have to form a pair and touch each other with the elbows.
- Appoint a learner who calls out another part of the body.
- And so on, till each learner has chosen a body part.

Variant

For more advanced groups, add more complicated names, e. g. *I wake up my armpit, belly button, eyebrow...*

Closing up

- Stand in the middle, appoint all the body parts that have been named and repeat the names.
- Let the learners repeat each word, if necessary correct the pronunciation.
- Write the name of the body parts and colours on the blackboard and let the learners copy.
- When doing step 3, choose body parts that are not intimate. If a learner does not feel comfortable, don't force.

Read more in our manual at www.alternativeways.eu

Language skills / Linguistic performance

- Listening
- Speaking
- Writing

Linguistic competence/knowledge

- Vocabulary
- Memory
- Oral language skills

Social-emotional skills and competences

- Fun