

Beyond Brain Breaks

Input-Rich Collaborative Games for all Ages and Languages

Jingwoan Chang
Hanahau'oli School

Diana Cristina Williams
Waipahu High School

ELIMINATION

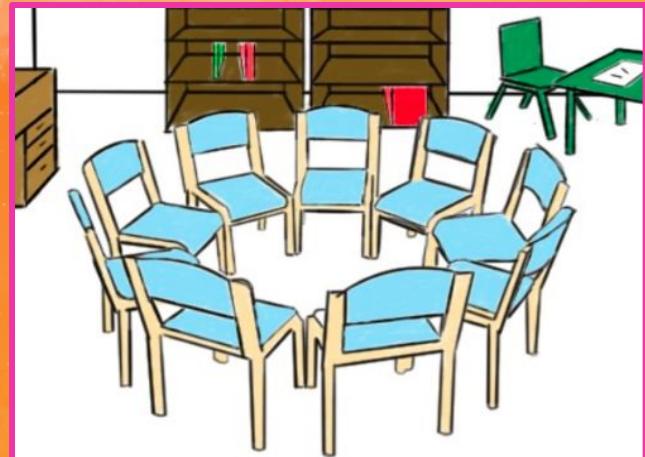
Social deduction role-playing game

Elimination

- repeated input embedded in context
- play, not practice
- movement -> cognition
- socioemotional skills
- flexible (length, depth, level)

GENERAL STEPS:

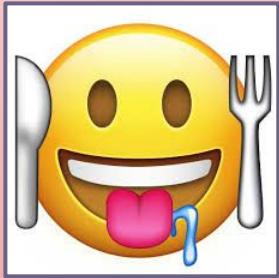
-  Classroom setup
-  Explanation & sequence
-  Students' roles
-  Play the game



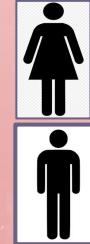
Super Simple Version 1: for novices or young children (1-1-1)



niánshòu



yào chī:
wants to eat



rén: people
nǚshēng
nánshēng

last



shuìjiào



qǐchuáng

zuótīān
wǎnshàng

chī le: ate

shì búshì: is it...

Simple Version 2

niánshòu



shì: is
búshì: is not

shuìjiào



wǎn'an
good night

qǐchuáng



zǎo'an
good morning

Play on
Zoom: use
chat box or
breakout
rooms

yīshēng: doctor

yào chī: wants to eat

jǐngchá: police

nǚhái: girl

zuótiān wǎnshàng



nánhái: boy

dùzi è: hungry

Add TPR:

wash face,
brush teeth,
get dressed,
listen to news

MAFIA



"TRADITIONAL MAFIA"

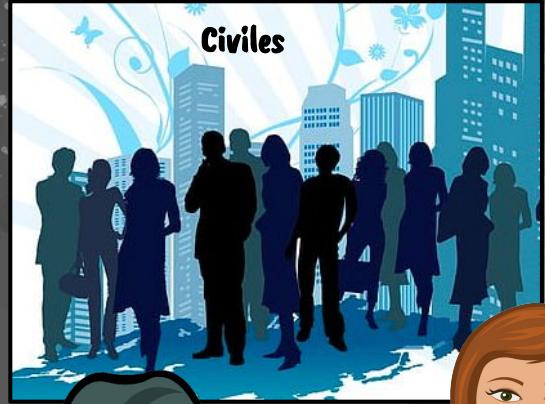


2 groups of people in the town:

Objective of the game in a WL classroom setting:

Engage students through the game while providing a narration and discussion in comprehensible language.

PUEBLO



Detective



Doctor



“El pueblo se despierta...”

The town wakes up



“Tengo malas noticias”

I have bad news

“Anoche hubo un problema”

There was a problem last night

Narration...

Estaba - s/he was at

Tenia hambre - s/he was hungry

Queria comer - s/he wanted to eat

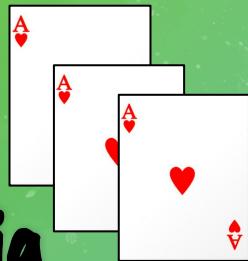
Fue - s/he went

Comió - s/he ate

Tenia - s/he it had

Assigning roles: Randomly or teacher selects*

La Mafia
The mafia



VS

El detective

The detective



El doctor

The doctor



Los civiles

The civilians



The teacher is the facilitator/ narrator



DAY

Sequence of the game (ROUNDS)

NIGHT



Everyone goes to sleep

- Mafia chooses someone to eliminate (victim)
- Doctor chooses someone to save
- Detective accuses someone of being mafia



Everyone wakes up

- If doctor did not save the victim, the victim is eliminated
 - Stories (comprehensible input)
- Class discuss mafia suspects and vote to eliminate him/ her

"Yo acuso a..."

I accuse...

"Es sospechoso"

S/he is suspicious

"Mentiroso"

Liar

"Dice la verdad"

S/he is telling the truth



Class discussion

“El detective quiere investigar a”

The detective wants to investigate...

“¿Quién cree que...?”

Who believes that...?

“¿Quieres acusar a otra persona?”

Do you want to accuse someone else?

“¿Eres...” Are you..?

“soy...” I am

“es...” is

Inocente

innocent

Culpable

guilty



PRACTICAL TIPS

Stories: Comprehensible input



Traditional TPRS storytelling process:

- Main character and setting → Main problem → Scenarios in which the character tries to fix the problem → End of the story.
- High frequency vocabulary & structures
- Compelling
- Circling

TPRS

Structures

Estaba - s/he was at

Tenia hambre - s/he was hungry

Queria comer - s/he wanted to
eat

Fue - s/he went

Comió - s/he ate

Tenia - s/he it had

Veneno - poison

Murió - s/he died

"Kevin estaba en casa. Kevin tenía hambre.
Kevin quería comer 5 hamburguesas. Kevin
fue a Mcdonalds y comió 1, 2, 3, 4, 5
hamburguesas. La hamburguesa número 5
tenía veneno. Kevin murió ¡Oh no!
¡Pobrecito! ¡Qué triste!"



Stories: Comprehensible input



PERSONALIZATION

- Incorporate Card Talk or Special Person Interview information.
 - High frequency vocabulary & structures
 - Compelling
 - Circling

Personalization

Structures

Atacó- s/he attacked

Jugaba - s/he played

Era - s/he was

Tenia - s/he it had

Murió- s/he died

Cumpleaños - birthday

Pastel - cake

Veneno - poison

Murió- s/he died

"La mafia atacó a.... una persona que jugaba vóleibol. Era una chica alta y atlética. Ella tenía un perro que se llama Rocky. El cumpleaños de ella era el 5 de febrero. Ella celebraba su cumpleaños con un pastel enorme. El pastel enorme tenía veneno. Angela murió. ¡Oh no! ¡Pobrecita! ¡Qué triste!



Pandora



MORE PRACTICAL TIPS

Culture



Hay un pueblo...
There is a town...

Background sound:

Scary/ suspense music:

Creepy Doll Music:

<https://www.youtube.com/watch?v=6VKYzTu2v3k>

"Marry' Little Word"

<https://www.youtube.com/watch?v=z9gNFYNZ8yk>

Special effects:

Stomping your feet to sound like rain

Rejoinders

¡Pobrecito! Poor thing!

¡Qué triste! How sad!

Etc.

Keeping track

- Take notes during the game.
- Students can wear a card as a label as ghosts.

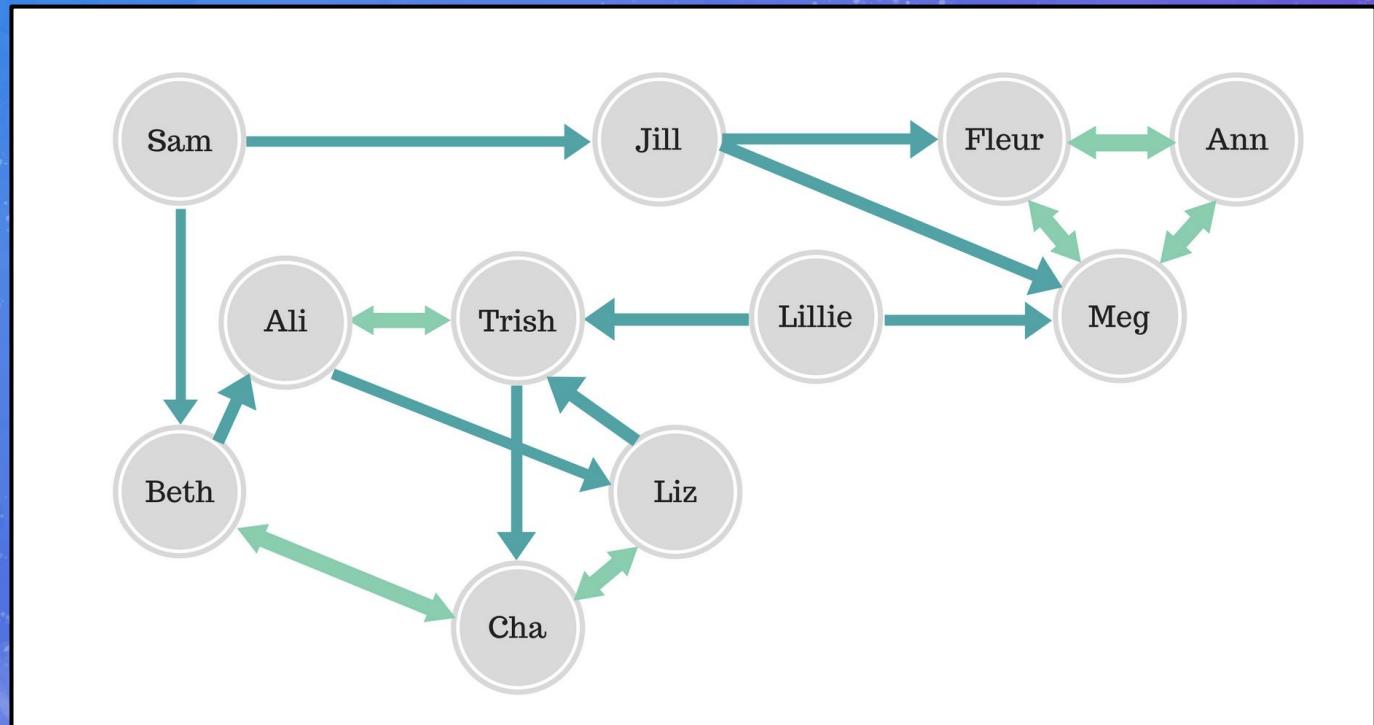
Periodo:	_____		
Mafia:	_____	_____	_____
Doctor:	_____		
Detectives:	_____	_____	_____
Victimas:	_____	_____	_____
Acusados:	_____	_____	_____



Real life contexts



Social dynamics



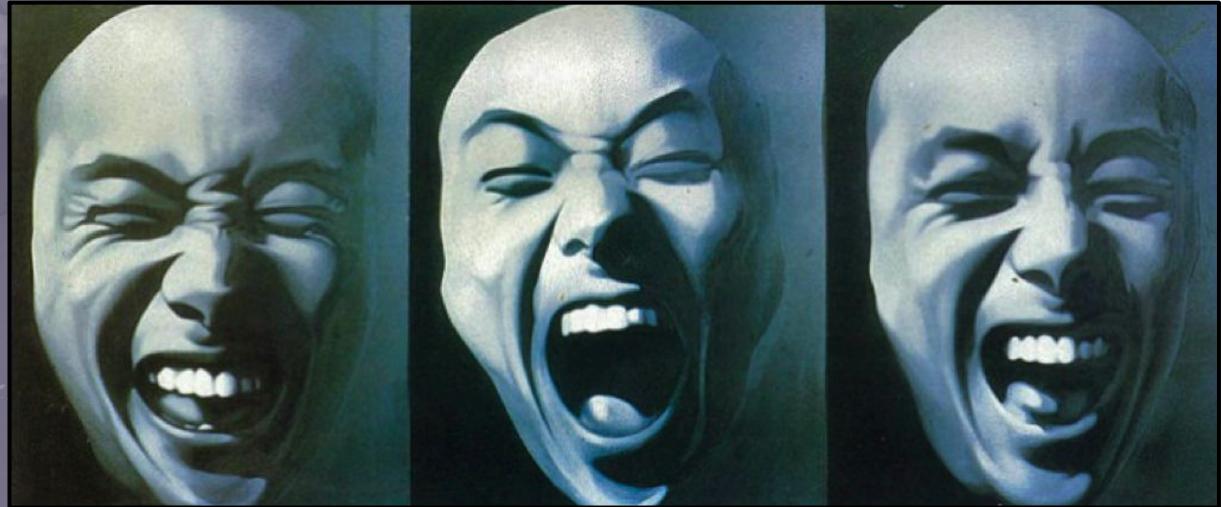
Extra Repetitions

- eliminated students can document or draw the subsequent events as illustrators or reporters
- story re-tell or continuation in next class or another class



Pic & Pose

- music
- group #
- pose



Resources

Erica Peplinski: Unicornio Malo (Bad Unicorn)

Martina Bex's Comprehensible Classroom:

How to Play Elimination / How to Simplify Elimination

Sarah Breckley's MOVE: A Brain Break or CI Prep

Jingwoan's Pic and Pose folder

Jingwoan's Nianshou (Year Monster) folder

Gracias
Xiexie

Any questions?

jingwoan.chang@gmail.com

maestrahawaii@gmail.com