Beyond Brain Breaks
Input-Rich Collaborative Games for all Ages and Languages

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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: last

yào chī: wants to eat

rén: people

nǚshēng: woman

nánshēng: man

zuótiān: yesterday

shuìjiào: slept

qǐchuáng: got up

wǎnshàng: tonight

chī le: ate

shì bùshì: is it...
Add TPR:

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

Play on Zoom: use chat box or breakout rooms

niánshòu: is
shì: is not

shuìjiào: good night
wǎn’an: good night

qǐchuáng: good morning
zǎo’an: good morning

yīshēng: doctor
yào chī: wants to eat

jǐngchá: police
nǚhái: girl

zuótiān wǎnshàng: hungry
nánhái: boy
MAFIA

"TRADITIONAL MAFIA"

VS

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
“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
Tenía hambre - s/he was hungry
Quería comer - s/he wanted to eat
Fue - s/he went
Comió - s/he ate
Tenía - s/he it had
Assigning roles: Randomly or teacher selects*

La Mafia
The mafia

El detective
The detective

El doctor
The doctor

Los civiles
The civilians

The teacher is the facilitator/narrator
Sequence of the game (ROUNDS)

**DAY**
- 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

**NIGHT**
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?

“Yo acuso a…”
I accuse...

“Es sospechoso”
S/he is suspicious

“Mentiroso”
Liar

“Dice la verdad”
S/he is telling the truth

“¿Eres...”
Are you...

“søy...”
I am

“es...”
is

Inocente
innocent

Culpable
guilty
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
“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
“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. Ángela murió. ¡Oh no! ¡Pobrecita! ¡Qué triste...
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=6VKY2Tu2v3k

"Marry’ Little Word"
https://www.youtube.com/watch?v=29qNFYNZ8yk

**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.
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
Any questions?

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