



**Manitoba Indigenous  
Cultural Education  
Centre Inc.**  
[micec.com](http://micec.com)



# Learning and Teaching Anishinaabemowin Through Immersion

Kit for Advanced Learners

## ACKNOWLEDGEMENT

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Doing Immersion Differently is a project of the Manitoba Indigenous Cultural Education Centre.

These language learning kits were created in collaboration with Anishinaabemowin language teachers, Anishinaabe language learners, MICEC Staff and a team of consultants and experts. We wanted to create a functional take-home resource for language teachers and students that is accessible for both online and in-person learning.

This project took place from 2020-2021 and demonstrates an immersion-learning philosophy through videos, activities, and language learning games and also includes video, audio and visual aids.

These language-learning kits were developed in the spirit of passing down Anishinaabemowin to future generations. Please feel free to share these kits with your kids, families and communities at no cost. Our goal is to provide and highlight resources that enable every language speaker to become a teacher and for every language learner to become a language speaker.

We give thanks to all of the committed teachers, speakers and learners who guided and inspired the work of this project.

Please visit [micec.com](http://micec.com) to learn more about this project and gain access more language learning resources.

**Doing Immersion Differently is a project of the Manitoba Indigenous Cultural Education Centre, and made possible with funding by:**

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# Kit Contents

## Advanced Learners

### KIT CONTENTS

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#### ***Advanced Kit Overview***

**Pg. 7**

The overview serves as a starting point for using this kit. It contains an explanation about who this kit is intended for as well as an overview of the materials included, a statement about MICEC's immersion philosophy, and a list of further resources

#### ***Introductions Video***

***<https://www.youtube.com/watch?v=xc2G49QzYyc>***

This video includes an introduction activity where learners are asked to introduce themselves. Learners are then encouraged to ask each other follow up questions in various rounds of introduction prompts.

#### ***Transcript & Translations***

***Download at [www.micec.com](http://www.micec.com)***

We include transcriptions and English translations to follow along with the Introductions Video.

#### ***Introductions Activity***

**Pg. 10**

In this activity, learners will have an opportunity to respond to questions about themselves, to pose questions and provide answers to their peers and to engage each other in conversation.

#### ***Introductions Vocabulary***

**Pg. 12**

***Audio available at [www.micec.com](http://www.micec.com)***

This vocabulary provides a word and phrase list that supports the Introductions Activity demonstrated in the Introductions Video.

#### ***Questions & Answers Video***

***<https://www.youtube.com/watch?v=-ekTH2KqNBs>***

This video includes a questions and answers activity where learners are asked what they look like. Learners are supported and encouraged as they engage in back and forth dialogue.

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#### *Transcript & Translations*

Download at [www.micec.com](http://www.micec.com)

We include transcriptions and English translations to follow along with the Questions and Answers Video.

#### *Questions and Answers Activity*

**Pg. 14**

In this activity, learners will take turns asking each other what they look like and describing themselves to the group.

#### *Roleplaying Video*

[https://www.youtube.com/watch?v=Clv\\_J0SXntw](https://www.youtube.com/watch?v=Clv_J0SXntw)

This video includes a demonstration of a roleplaying activity. Learners have fun engaging each other as they collectively create an impromptu dialogue.

#### *Transcript & Translations*

Download at [www.micec.com](http://www.micec.com)

We include transcriptions and English translations to follow along with the Roleplaying Video.

#### *Roleplaying Activity*

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In this activity, learners engage each other as they collectively create an impromptu dialogue.

#### *Storytelling and Comprehension Checks Video*

<https://www.youtube.com/watch?v=g5JWqX-GKuA>

This video includes a demonstration of the Storytelling and Comprehension Checks activity. Learners listen closely, demonstrating their comprehension by answering follow up questions.

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#### ***Transcript & Translations***

***Download at [www.micec.com](http://www.micec.com)***

We include transcriptions and English translations to follow along with the Storytelling and Comprehension Checks Video.

#### ***Storytelling and Comprehension Checks Activity***

***Pg. 19***

In this activity, learners demonstrate how storytelling and follow up questions can be used to demonstrate comprehension skills.

#### ***Build-A-Story Video***

***<https://www.youtube.com/watch?v=CO5bbwiaWJI>***

This video includes a demonstration of the Build A Story activity. Learners follow each other as they collectively create an impromptu story.

#### ***Transcript & Translations***

***Download at [www.micec.com](http://www.micec.com)***

We include transcriptions and English translations to follow along with the Build A Story Video.

#### ***Build A Story Activity***

***Pg. 21***

In this activity, Learners demonstrate their understanding and their ability to create a narrative in the language. Each adding to an impromptu story.

#### ***Opposites Game Video***

***[https://www.youtube.com/watch?v=\\_Xzw\\_rd3d2E](https://www.youtube.com/watch?v=_Xzw_rd3d2E)***

This video includes a demonstration of the Opposites Game activity, a fun way to retrieve, reinforce and acquire new vocabulary.

# Kit Contents

## Advanced Learners

### KIT CONTENTS

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#### *Transcript & Translations*

*Download at [www.micec.com](http://www.micec.com)*

We include transcriptions and English translations to follow along with the Opposites Game Video.

#### *Opposites Game Activity*

**Pg. 24**

In this activity, participants search for the opposite of any given word, working to retrieve, reinforce and acquire new vocabulary.

## ADVANCED LEARNERS KIT OVERVIEW

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This language learning kit was created in collaboration with Anishinaabemowin language teachers, Anishinaabe language learners, MICEC Staff and a curriculum writer. We wanted to create a functional take-home resource for language teachers and students that is accessible for both online and in-person learning.

The resources in this kit are intended to be used with advanced learners. Advanced learners may have grown up hearing Anishinaabemowin and understand the language, but may not yet feel confident while speaking in the language. Advanced learners may also be those who have learned Anishinaabemowin as a second language, who have worked to acquire enough skill to participate in conversation through class instruction, individual study, apprenticeship and/or immersion experience. We hope to inspire all language carriers to take risks, and build their confidence expressing themselves in Anishinaabemowin and sharing the language with others.

Materials included in this kit are immersion-learning philosophy, language learning games and activities, plus both audio and visual aids. Each resource includes a suggested time-frame, a list of materials needed, overview of the activity, learning objectives, steps to follow, as well as adaptation ideas.

Immersion learning is a language-learning philosophy that emphasizes the importance of immersing the learners in the target language as much as possible in order to enhance the learners fluency and comfortability in the language. In immersion learning, Anishinaabemowin is more than the subject of the lesson, it is the language of instruction. Creating and maintaining immersion contexts is challenging as increasingly language learners outnumber language speakers. This kit utilizes immersion language philosophy so we encourage teachers to give instructions in the language as much as possible, in order to build student confidence and efficacy in the language.

These language-learning kits were developed in the spirit of passing down Anishinaabemowin to future generations. When we learn our language, we develop a strong sense of self, an understanding of our relationships to each other and a deep understanding of belonging in the world. We wish you the best on your language learning journey! Please feel free to share these kits with your kids, families and communities at no cost. Our goal is to provide and highlight resources that enable every language speaker to become a teacher and for every language learner to become a language speaker.

## FURTHER RESOURCES

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Patricia Ningewance, *Reclaiming Our Territory, Word by Word: Grassroots Language Teaching* (Sioux Lookout, Ontario: Mazinaate Press, 2020).

Oral History of the Treaty #1 Region video project: *Nitam Agwi'idiwin Dibaajimo* (Winnipeg: Manitoba Indigenous Cultural Education Centre, 1997). This series of 22 interviews conducted in Anishinaabe (Ojibwe) with elders from the Treaty #1 region. These interviews were conducted, transcribed and translated by Roger Roulette. Elders interviewed include: Henry George Anderson, Harriet Bear, Charles Beaulieu, Joseph Beaulieu, Noah Beaulieu, Joe Boubard, Viola Courchene, Clement Eastman, Stan Flett, John James, Ken Lavasseur, William Marsden, Rose Nelson, Stan Nelson, Marjorie Nelson, Margaret Racette, Mary Ryle, Elsie Spence, Walter Starr and Mark Thompson. The DVDs of the interviews and accompanying booklets are available at the **Manitoba Indigenous Cultural Education Centre's People's Library**.

**Aakoziwigamig: An Ojibwe Radio Drama** is a series of 12 episodes in the Anishinaabe language, recorded by fluent speakers and second language learners that aired on **Native Communications Inc.** The audio of each episode, the Ojibwe language scripts (with translations) and an accompanying language lesson are available for download. This program was created through collaboration with the **University of Winnipeg, the University of Manitoba, Indigenous Languages of Manitoba, Native Communications Inc. Radio and Mazinaate Publishing.**

<https://www.uwinnipeg.ca/indigenous/indigenous-languages/aakoziwigamig>.

**Wii Chiwaakanak Learning Centre** has created a series of **Ojibwe Learning Videos**, these include Ojibwe language lessons, some that are at an introductory level, an intermediate level and an advanced level translated and demonstrated by first language speakers and learners from Manitoba. Many of these videos also include a crafting tutorial, including how to make split toe moccasins, a ribbon skirt, with pockets, a jingle dress pattern and a cradleboard.

<https://www.uwinnipeg.ca/wiichii/ojibwe-video-lessons.html>

**Native Communications Inc.** host's **Da Minous Music Lodge** Monday - Thursday Evenings 8 - 9 pm CST, an Ojibwe language program hosted by Dennis Chartrand, a member of the Pine Creek First Nation. Dennis is known for his off the cuff humour and connections to many communities as an entertainer and workshop facilitator. His show features classic Indigenous hits, classic country and pow wow music. Check it out at <https://www.ncifm.com/indigenous-languages/aakoziwigamig>.

## FURTHER RESOURCES

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Bemidji State University's Oshkaabewis Native Journal provides free and downloadable online copies of journal issues that include audio as well as written transcriptions in Ojibwe and translations in English.

<https://www.bemidjistate.edu/airc/community-resources/journal/history-and-back-issues/>

Waking up Ojibwe Anishinaabemodaa is a partnership between Seven Generations Education Institute and Rainy River District School Board that supports students, teachers, and families in their journey of learning and speaking Anishinaabemowin. In addition to identifying the many programs available to learners as educational institutions, Waking up Ojibwe provides videos of their online workshops that guide learners through vocabulary, grammar patterns and using the language. Make sure to check out their Videos and PD links <http://www.wakingupojibwe.ca/pathways/learners/>

**The Ojibwe People's Dictionary** is a searchable online dictionary with audio recordings, images and other resources established by faculty and students in the **Department of American Indian Studies** at the **University of Minnesota** in collaboration with the **Minnesota Historical Society**. The database is searchable by Ojibwe and English keywords. The advanced search function allows users to search by the beginning, middle or end of the word. Users can also scroll to the bottom of an entry and search for related words by their word parts. <https://ojibwe.lib.umn.edu>

**Anishinaabemowin Ojibwe Language** is home to dictionaries, lessons, texts and other materials. Of particular use to intermediate language learners are the grammar materials, especially the **Ojibwe Verb Paradigm** section, containing more than 60 charts of verb conjugations organized by verb type and order and mode. Learning to navigate such charts supports users who want to build sentences.

[http://weshki.atwebpages.com/oj\\_verbs.html](http://weshki.atwebpages.com/oj_verbs.html)

# Introductions Activity

## OVERVIEW

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Learning how to introduce ourselves is the first thing most of us learn in our journey as a language learner. Introductions are an ongoing part of our language skills development and are expected in many classrooms, gatherings, ceremonies, events, and also when meeting people, making offerings, harvesting or approaching sacred places. Continuing to use and add on to your introduction builds language learners' confidence, encourages them to use the words they know, and to master new words, all while staying in the Anishinaabemowin language.

## LEARNING GOALS

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- Learners will hear the pronunciation of words from first language speakers.
- Learners will gain experience saying the words and phrases they already know.
- Learners will engage in back and forth dialog with peers.
- Learners will practice responding to others in the language.
- Learners will identify words they want to learn.
- Learners will gain experience staying in the language as much as possible.

## MATERIALS

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- Introductions Vocabulary Sheet (optional)
- A group of learners who have studied introduction phrases

## TIME REQUIRED

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20 Minutes

## STEPS TO FOLLOW

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1. Introduce yourself how you want the students to introduce themselves, speak slowly and clearly.
2. Ask one of the more proficient learners to tell us about themselves, specifying the information you would like them to share. Start with more familiar phrases, like peoples' names and where they are from.
3. Let the next learner know it is their turn and continue on in turn. Even if they did not fully understand the instructions, they are able to follow the example set by their fellow learners.
4. Tell the students that they will be speaking to each other and asking each other questions. That you will not be the one asking or speaking.
5. Tell one of the more proficient learners to ask another a question, for example, how many years they have been striving to speak the language, how small they were when they first heard someone speak the language.
6. Identify the next person you would like to speak next and who you would like them to ask, until they have all had a turn to ask each other the question. Do not continue to restate the question, unless the students ask you to help them (in the Anishinaabemowin language).
7. Continue until each learner has been asked and had an opportunity to answer.

## ADAPTATIONS

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1. Have learners introduce themselves to a partner and then take turns introducing their partners to the group.
2. Introduce set phrases for the students to ask and answer for learners who are just beginning their language journey.
3. Have learners come up with their own questions to ask each other.

**See the Introductions Video at <https://youtu.be/xc2G49QzYyc> for a demonstration from First Language Speakers, Advanced Learners and Teachers.**

# Vocabulary List:

## Introductions



**Aaniin ezhinikaazoyan?**

What is your name?

---

**...nindizhinikaaz.**

...is my name.

---

**...nindigoo.**

...is my spirit name.

---

**Aaniindi wenjibaayan?**

Where are you from?

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**...nindoonjii.**

...is where I'm from.

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**Aaniindi wenjiyan?**

Where are you from?

---

**...nindoonjiibaa.**

...is where I'm from.

---

**Aaniin ezhi-daayan?**

Where do you live?

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**...nindizhi-daa.**

Is where I live.

---

**Awenen gidoodem?**

Who is your clan?

---

**...nindoodem.**

...is my clan.

---

**Awenenag giniigi'igoog?**

Who are your parents?

**...zhigwa .... niniigi'igoog.** ...and... (are) my parents.

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**Awenen gimaamaa?** Who is your mom?

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**...nimaamaa.** ... (is) my mom.

---

**Awenen gibaabaa?** Who is your dad?

---

**...nimbaabaa.** ... (is) my dad.

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**Aaniin minik daso-biboon  
aazha gagwe-nitaa-  
anishinaabemoyan?** How many years already have you been striving to  
speak the Anishinaabe language?

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**...biboon, nigii-gagwe-nitaa-  
anishinaabem.** ...years, I have been striving to speak  
Anishinaabemowin.

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**Aaniin epiichi-agaashii'iyin  
apii nitam noondawad awiya  
Ojibwemod?** How small were you when you first heard someone  
speak the Ojibwe language?

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**Apii gii-...biboonagiziyaan.** When I was ...years old.

If you have an edit, variation, addition or suggestions, please email us at [info@micec.com](mailto:info@micec.com) and let us know. We want to support indigenous language immersion teaching and learning in communities all across and outside of Manitoba.

# Questions and Answers Activity

## OVERVIEW

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This activity will inspire learners to build their conversation skills by giving them opportunities to ask and answer questions about each other. This is a fun and engaging activity in which learners will focus on asking, understanding and answering questions about how they look. Facilitating new and novel conversations encourages learners to use the words they know, and to master new words, all while staying in the Anishinaabemowin language.

## LEARNING GOALS

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- Learners will hear the pronunciation of words from first language speakers.
- Learners will gain experience saying the words and phrases they already know.
- Learners will engage in back and forth dialogue with peers.
- Learners will practice responding to others in the language.
- Learners will identify words they want to learn.
- Learners will gain experience staying in the language as much as possible.

## MATERIALS

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- A group of learners who are able to make sentences and understand these questions in the language
- Advanced learners or first language speakers who are able to support and facilitate the activity

## TIME REQUIRED

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20 Minutes

## STEPS TO FOLLOW

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1. If you are online, instruct students to turn off their cameras. If you are in person, have students sit in a circle facing out, so that they are unable to see each other and so that they can concentrate on hearing and talking.
2. Ask one of the more proficient learners or speakers to ask another what they look like. Give them examples of questions they could ask, such as “Do you have long hair?”, “Do you wear glasses”, “Are you big or small?” “Are you short?”.
3. Have the person who was answering take a turn asking questions.
4. When players run out of questions, assist them by providing more examples like “Do you have big feet?”, “Do you have white hair?”, “How tall are you?”, “Do you have teeth?”
5. Play until all learners have had a chance to ask and answer questions.

**See the Questions and Answers Video for a demonstration of this activity!**

## ADAPTATIONS

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1. Introduce set phrases for the students to ask and answer for learners who are just beginning their language journey.
2. Have learners come up with their own questions to ask each other.
3. Play “Guess who?” by describing a person who is well known to the group and have them guess who it is.

**See the Questions and Answers Video at <https://youtu.be/-ekTH2KqNBs> for a demonstration from First Language Speakers, Advanced Learners and Teachers.**

# Roleplaying Activity



## OVERVIEW

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This activity will inspire advanced learners to build their conversation skills, by having them role play and improvise dialogues in the language. Improvisation with others also builds group creativity, connection, collaboration and trust in learning communities. This fun and engaging activity is sure to expand language development skills beyond everyday conversations. Roleplaying builds language learners' confidence and willingness to take risks, use the words they know, and to master new words, all while staying in the Anishinaabemowin language.

## LEARNING GOALS

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- Learners will develop their ability to think in the language on the spot.
- Learners will gain experience saying the words and phrases they already know.
- Learners will engage in back and forth dialogue with peers.
- Learners will gain confidence in their ability to communicate in the language.
- Learners will identify areas of the language they would like to study further.
- Learners will gain experience staying in the language as much as possible.

## MATERIALS

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- A group of learners who are able to make sentences and understand phrases in the language
- Advanced learners or first language speakers who are able to support and facilitate the conversation

## TIME REQUIRED

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20 Minutes

## STEPS TO FOLLOW

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1. Explain the activity to the participants. Small groups will act out a scene and will make things up as they go.
2. Identify a small group of players that will be part of the first roleplay scene. Select at least one first language speaker or advanced learner to lead and support the conversation.
3. Provide the setting of the scene and identify a role for each participant. Make sure they understand their roles.
4. Pick a good time to end the scene.
5. Encourage the participants by responding to their skit. Clap for them and tell them they sound good and that they did a good job.
6. Continue identifying small groups to take turns until everyone has had a chance to participate.

Note: During the role plays, the teacher does not say anything, except to assist when players are struggling with words or when they ask for help. Give the participants time to help each other.

### Role Play Scenario Examples:

- Household chores - child and parent
- Dining in a restaurant - a couple
- Getting up - child and mother
- Going to bed - a couple
- Waiter / Customer
- Celebrity Interviews
- Child / Parent - in the morning.
- Checking into a Hotel - 2 guests and 1 clerk
- Husband and Wife at home arguing about where to go eat
- Fortune Teller and client

## ADAPTATIONS

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1. A skit can be prewritten for the learners to read or study ahead of time.
2. Students can be given a context and prepare a number of sentences in advance of the role play to help them transition into more spontaneous dialogue.
3. Advanced students might enter into the role play without knowing the context and would need to follow the cues of the skit leader (who would be the only one to know the context).
4. The audience could participate in the activity by having to guess the scene (where it has not already been shared with them).

See the Roleplaying Video at [https://youtu.be/Clv\\_JOSXntw](https://youtu.be/Clv_JOSXntw) for a demonstration of this activity!

**“IMPROV IS ALL ABOUT REMOVING THE SENSE OF FAILURE. IN ORDER TO GROW, YOU HAVE TO FAIL. IN SOME IMPROV CLASSES, WHEN STUDENTS GET THAT FEELING OF “I SCREWED UP” THEY TAKE A ‘FAILURE BOW’ - A BOW, PAIRED WITH THE DECLARATION “I FAILED!” THE REST OF THE CLASS WILL CLAP AND CHEER, AFFIRMING THE CHANCE THAT WAS TAKEN.”**

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*Jen, Oleniczak, “Improv(e) your teaching” (January 20, 2013)*

<https://artmuseumteaching.com/2013/01/20/improve-your-teaching/>

# Storytelling & Comprehension

## Checks Activity

### OVERVIEW

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This activity will inspire advanced learners to build their comprehension, speaking, and storytelling skills. Storytelling is an excellent way for learners to engage the brain as both a speaker as well as a listener. These advanced learners demonstrate how storytelling and follow up questions can be used to demonstrate skills in comprehension. This engaging activity gives learners an opportunity to use the words they know, and to master new words, all while staying in the Anishinaabemowin language.

### LEARNING GOALS

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- Learners will develop their ability to comprehend and retain stories told in Anishinaabemowin.
- Learners will gain experience answering questions about the story.
- Learners will learn from each other as they work together demonstrate their understanding.
- Learners will identify areas of the language they would like to study further.
- Learners will gain experience staying in the language as much as possible.

### MATERIALS

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- A group of learners who are able to make sentences and understand phrases in the language
- Advanced learners or first language speakers who are able to support and facilitate the activity

## TIME REQUIRED

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20 Minutes

## STEPS TO FOLLOW

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1. Prepare one or two short stories that are a few sentences each. Prepare questions about the story to ask learners. Consider the level of the learners and what they already know as you prepare the story.
2. Consider the comfort level and ability of the learners. Some people find it helpful to have learners close their eyes or face away from each other so they can focus on listening and speaking. Online, this can be done by turning the participants' video cameras off.
3. The facilitator explains the activity. The storyteller will read a short story and then repeat themselves, slowly and clearly.
4. The storyteller will then ask learners comprehension questions.
5. Learners will work together to answer the questions about the story.
6. If learners are not able to answer the questions, give them time to write down the questions, and read the story again as they listen for the answers.

## ADAPTATIONS

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1. Ask learners to each prepare one or two stories that are only a few sentences each. Ask them to prepare questions about the story to ask their fellow learners.
2. Build stories around three chosen keywords. Introduce these keywords to the students before the story.
3. Allow less proficient learners to take notes as they are listening.
4. Allow learners to work together to translate the stories. The least proficient learners would go first, identifying and translating words they know or repeating words they heard. Ask the next proficient learners what they were able to take from the story and continue to the most proficient learners, who may be able to translate or even retell the story in their own words.

See our **Storytelling & Comprehension Checks Video** at [youtu.be/g5JWqX-GKuA](https://youtu.be/g5JWqX-GKuA) for a demonstration!

<https://>

# Build A Story Activity

## OVERVIEW

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This activity will inspire advanced learners to build their comprehension, speaking and storytelling skills. Improvisation with others also builds group creativity, connection, collaboration and trust in learning communities. This fun and engaging activity is sure to build up a language learners' confidence and willingness to take risks, use the words they know, and to master new words, all while staying in the Anishinaabemowin language.

## LEARNING GOALS

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- Learners will develop their ability to think in the language on the spot.
- Learners will gain experience saying the words and phrases they already know.
- Learners will gain experience asking for clarification in the language.
- Learners will gain confidence taking risks required to grow.
- Learners will identify areas of the language they would like to study further.
- Learners will gain experience staying in the language as much as possible.

## MATERIALS

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- A group of learners who are able to make sentences and understand phrases in the language
- Advanced learners or first language speakers who are able to support and facilitate the conversation

## TIME REQUIRED

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20 Minutes

## STEPS TO FOLLOW

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1. Consider the comfort level and ability of the learners. Some people find it helpful to have learners close their eyes or face away from each other so they can focus on listening and speaking. Online, this can be done by turning the participants' video cameras off.
2. The facilitator explains the activity. Players take turns telling a story one sentence or two sentences at a time. You can add whatever you want to the story, but it must build on what others have already added. This helps to keep the activity flowing.
3. More advanced learners or speakers can help others by speaking slowly, using phrases that are familiar and rephrasing the sentence if required.
4. Be generous in your interpretations, if you know what is intended by the speaker, accept that contribution, even if it may not be stated correctly.
5. Ask for help, seek clarification and check for comprehension if you feel it is needed, all of this is a part of learning and having fun.
6. The instructor starts a group storytelling activity with one opening line, with an open ending. Some examples of how the story can be started include "One day I was walking down the road and I saw...", or "I was in the forest and heard..."
7. The next person takes over where the first person left off.
8. Whatever the person said before you is now true for you too. Each person adds a minimum of one or two sentences to the story. Additions can be shorter or longer, depending on the level of each learner.
9. Everyone continues telling the story until everyone has had a turn.
10. Celebrate every round of storytelling. This exercise is all about risk taking, connecting and giving ourselves opportunities to learn and grow.

## ADAPTATIONS

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1. To prepare learners for improv, provide them with a topic or key phrases in advance of the session to help them prepare.
2. Try having learners stand to volunteer to take the next line, rather than passing one at a time.

“IMPROV IS ALL ABOUT REMOVING THE SENSE OF FAILURE. IN ORDER TO GROW, YOU HAVE TO FAIL. IN SOME IMPROV CLASSES, WHEN STUDENTS GET THAT FEELING OF “I SCREWED UP” THEY TAKE A ‘FAILURE BOW’ - A BOW, PAIRED WITH THE DECLARATION “I FAILED!” THE REST OF THE CLASS WILL CLAP AND CHEER, AFFIRMING THE CHANCE THAT WAS TAKEN.”

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<https://artmuseumteaching.com/2013/01/20/improve-your-teaching/>

See our Build A Story Video at <https://youtu.be/CO5bbwiaWJI> for a demonstration of this activity!

# Opposites Game Activity

## OVERVIEW

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This activity is good fun for all levels of language learners and first language speakers as well. This game is a fun way to retrieve and activate vocabulary you haven't used in a while, to introduce new vocabulary, to check learner comprehension, and to make words more memorable - all without any need for translation. Playing the Opposites Game can be a fun and challenging exercise, no matter your level of fluency.

## LEARNING GOALS

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- Learners will hear the pronunciation of words from first language speakers.
- Learners will demonstrate their comprehension by selecting the opposite word.
- Learners will retrieve and activate vocabulary they have learned in the past.
- Learners will identify words they want to learn.
- Learners will gain experience staying in the language as much as possible.

## MATERIALS

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- Opposites Vocabulary Sheet (optional)
- A group of learners who are familiar with most of the words you will use

## TIME REQUIRED

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20 Minutes

## STEPS TO FOLLOW

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1. Access the Opposites Vocabulary Sheet or prepare a list of Opposite Words.
2. Arrange players into two teams.
3. Explain the rules of the game, that you will read out a word and that anyone can call out the opposite. The first one to provide an opposite word will win a point for their team.
4. Pose the words to the players one at a time.
5. Put a checkmark down for the team when one of it's players is first to identify a correct opposite for the word in play.
6. If there are additional words that would also count, write them down for the next time you play.

## ADAPTATIONS

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1. These words can be written down and provided to learners to sort into opposites. Provide the answer key so that they can self-correct their work.
2. Make lists of words, phrases or suffixes (like preverbs) based on the proficiency of learners.
3. Encourage learners to research and make their own lists to share with and challenge each other.

See our Opposites Game Video at [https://youtu.be/\\_Xzw\\_rd3d2E](https://youtu.be/_Xzw_rd3d2E) for a demonstration from First Language Speakers, Advanced Learners and Teachers.