



THINKING ON OUR FEET

BESIG 2013

ROY BICKNELL

THINKONOURFEET

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A LITTLE STORY ABOUT...

THINKONOURFEET

WINGING IT

THINKONOURFEET

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THE CASE

LEARNER PROFICIENCY LEVELS ARE RISING FAST

LEARNERS MAY FEEL THAT THEY UNDERPERFORM
AT CRITICAL MOMENTS IN COMMUNICATION

THE NEW WORKPLACE IS MORE CHALLENGING
– REQUIRES MORE FLEXIBILITY OF RESPONSE

TEACHING MAY OVER-EMPHASISE THE FUNCTIONAL
– WE SHOULD REDEFINE WHAT THIS IS

THINK ON OUR FEET

WHY USE IMPROVISATION?

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WHEN WE COMMUNICATE
WE OFTEN IMPROVISE

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ITS TECHNIQUES ADDRESS THE NEED
FOR MORE FLEXIBLE COMMUNICATION

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IT IS AN AWARENESS-RAISER
FOR LEARNERS

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IMPROVISATION PRACTISES NECESSARY SKILLS
THAT OFTEN GET OVERLOOKED

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IN A WORD

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WORD ASSOCIATION GAME
& EXTENSION

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FORM SMALL GROUPS (3-4) STANDING

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AGREE ON SUBJECT FOR WORD GAME
START AND CIRCULATE

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AT ANY TIME A GROUP MEMBER CAN SAY
'DEVELOP!'

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LAST GROUP MEMBER TO SPEAK DEVELOPS THEIR
WORD



TINY STORIES







THINK ON OUR FEET

FORM GROUPS OF 2-3 AND
MAKE YOUR OWN TINY STORY
USING THE THREE IMAGES

THE STORY DOES NOT HAVE TO FOLLOW
THE IMAGE SEQUENCE

EXTENSION - ASK YOUR STUDENTS
TO TAKE PHOTOS WITH THEIR
SMARTPHONES AND CREATE
A NEW TINY STORY

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APPLIED IMPROVISATION ADAPTED



SILLY

QUESTIONS

SILLY SILLY
WHAT MAKES A MONKEY GO BANANAS?

SILLY SILLY
WHAT COLOURS DO YOU LIKE TO EAT?

SILLY SILLY
WHEN DOES LANGUAGE GET CREAMY?

SILLY SILLY
HOW DO YOU DRINK A ROOM?

SILLY SILLY
WHAT WOULD YOU DO ON PLUTO?

SILLY SILLY
WHY DO HEDGEHOGS ALWAYS GO FOR
THE RASPBERRY ICE-CREAM?

SILLY SILLY
WHAT MAKES A TEACHER GO BANANAS?

WHO HAS LOST OUR SERVER?

WHAT IS YOUR PERSONAL OPINION?

CAN YOU GUARANTEE THAT WE WIN
IF WE FOLLOW YOUR ADVICE?

WHY ON EARTH DO WE
NEED A LEGAL OPINION?

IS THIS YOUR FIRST TIME
AS A TEACHER?

THE SILLY PROCEDURE EXTENDED

SMALL GROUPS PREPARE S(P)Q'S

CREATE A SEMI-CIRCLE WITH 2 GROUPS

GROUP 1 ASKS – GROUP 2 RESPONDS

GROUP 2 ASKS – GROUP 1 RESPONDS

OTHER STUDENTS OBSERVE THEN COMMENT

SILLY SILLY

THE ROLE OF THE OBSERVER
IN IMPROVISATIONAL ACTIVITIES

HOW IMPORTANT IS THAT?

SILLY SILLY

SILLY SILLY



CONVERSATION
WEAVE

WEAVE WEAVE

FORM GROUPS OF 3-4 AND ASSIGN A TOPIC

WEAVE WEAVE

PARTICIPANTS IN TURN TELL
THEIR STORY

WEAVE WEAVE

IN CHUNKS OF 2-3 SENTENCES

WEAVE WEAVE

AFTER THE FIRST OR SECOND TURN,
PARTICIPANTS WEAVE WORDS
FROM THE OTHER STORIES INTO
THEIR OWN

WEAVE WEAVE

WEAVE WEAVE
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A POSSIBLE EXTENSION WOULD BE
TO APPLY CONVERSATION WEAVE
IN A BUSINESS CALL SIMULATION

WEAVE WEAVE
WEAVE WEAVE
WEAVE WEAVE
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HOW WOULD YOU EXTEND OR APPLY
CONVERSATION WEAVE IN THE CLASSROOM,
FOR EXAMPLE BY USING OBSERVERS?



DIDACTICAL CONSIDERATIONS



CONCLUSIONS



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