

Important Caveats: A Checklist

Question	Yes / No
Does it fit with students' level?	
Would my class understand it?	
Would my class like it?	
Does it provide a good illustration of a structure, usage or an aspect of the language that I would like to present or sum up?	
Is it safe? Is it away from offending anyone? (If it is a joke or a riddle).	
Is the length appropriate for the activity?	
Other? (Depending on the type of fun).	

Managing Some Constraints

What if

My students/supervisor/colleagues think these activities are a waste of time?

My students become disruptive or distracted in class while we are using some fun?

In groups, write additional constraints.

The Fun Plan

Type of fun:

Duration expected:

Fun objective:

(i.e. what you hope the students will achieve/be able to do better after your fun)

Personal goals:

(i.e. what you are trying to improve in your own skills as a teacher)

Skilled practiced:

Materials:

Procedures:

Checklist:

(Teacher fun toolkit 1).

Questions to Consider:

Why are we using this type of fun?

What beliefs/values/expectations does this fun suggest about language learning?

What are the adaptations, constraints for my teaching context?