

## Who knows you best?

**Category:** Optimizing Speaking

**Time:** 25+ minutes

**Requirements:**

1. 10+ participants
2. Strips of paper

**Description:** A fun and interactive activity where groups compete to see how well they know the members in their groups. Groups will ask each other as many questions possible under a given time before being tested.

**Objectives:** Participants will be able to...

1. Become more familiar with each other by asking a string of questions and answering them
2. Memorize basic information about each other

### Pre-Activity

1. Introduce the objective and the activity. Explain that participants will be getting into groups and that they will be asking each other a bunch of basic get-to-know-you questions. Go ahead and review what this means with the participants. Get some examples from the room and also take questions if they arise. As the activity leader, you get to decide what counts as a get-to-know-you question and what doesn't.

**Examples:** Where is your hometown? When is your birthday? What is your favorite color? Any allergies? Least favorite soccer team?

### Activity

1. After everything in pre-activity is clear, explain how the activity is played.

**First:** Students will ask each other questions within a 5-minute time limit.

**Second:** Activity leader will randomly call one participant from each group to come to the up front.

**Third:** Activity leader poses a question (see list of questions below)

**Fourth:** Participants up front each write down their answers on a strip of paper and give it to you. (Be sure participants write their names along with their answers, this will help you keep track of things).

**Fifth:** Each group will get a chance to guess what participants up front wrote down. This part might get a little tricky.

So let's say....

Participant A is from Team A. If Team A guesses Participant's A answer correctly, they get two points. If any other team guesses Participant's A answer correctly, they get only one point. Because of this reason, Team A should be guessing last because the participant in question is from their team. That means when it is Participant B's turn, Team B should be guessing last.

This is basically how the activity is played. Play until all participants get a chance to go up (or until you think enough time has passed).

### **Post-Activity: Discussion**

1. How do you think your student will respond to this kind of activity?
2. Have you done this kind of activity before? How did it go? Why do you think it went well or not go well?
3. What are some limitations of this activity?
4. How would you alter this activity for your students?
5. Why might you think this activity is effective for Japanese ELs in university?

### **Activity Rationale**

1. Japanese ELs, as mentioned countless times before, love learning through interactive activities or 'games'. This helps build rapport between students and even the teacher.
2. Activities like this can also help give students a positive learning perspective about the English language-- opposite to what their learning experience might have been prior to university.
3. This can be an indirect way to check student comprehension. Students may not even know that you are doing assessment! Direct or explicit student assessment may cause learner anxiety.

### **Get-To-Know-You Questions**

Here is a list of questions for 11 rounds. Please adjust to your liking/setting accordingly.

1. When is your birthday?
2. What is your favorite season? What is your least favorite season?
3. What are you allergic to?
4. Where is your hometown?
5. How many countries have you visited?
6. How many siblings do you have?
7. What is your favorite animal?
8. What is one hobby of yours?
9. Do you play any instruments? Sport?
10. Any hidden talents?
11. Pet peeve?