***Sweet Friday***

The aim of this activity is to link an olfactory sense with cognition and emotions. You may make a habit of trying some recipes once a month or twice a month, or at some special occasions (around Christmas/New Year/Thanksgiving). Friday is my perfect choice since it is the end of the week and we all want to slow down a bit and dive into the weekend.

You may choose some students (not all) who will get a task to prepare some cakes or sweets or pies, whatever you choose. It may be cakes with chocolate or some fruit or even more healthy meals such as smoothies or fruit salads. It would be perfect if you have some place at your school when you can prepare it, but also they can do it at home, individually or as a group. When they bring it to class, of course you try cakes/salads etc. and you can do this task in various ways.

1 Students try to guess the ingredients and/or the cooking processes.

2 Talk about the origin of the recipe or a custom of making such a cake, for instance.

3 Do some role play – A newlywed couple is visited by her/his parents and serving them cakes, for example.

***Weather Forecast***

The best way to this is in pairs. One student should turn their back and the other is ‘telling’ what the weather is likely to be. You may also appoint some other student to read the questions you have prepared – you may focus on the weather forecast in your region or in the UK, for instance. The answer is given by hand gestures on the student’s back. I advise you to pre-teach them ‘signs’ – a palm with wide open fingers pressed against the back is sunny, if you move your fingers a bit it means partly cloudy, if you make circles with your hand it means windy, and for a bolt of lightning you can make a sign with your forefinger. For heavy rain touch the back strongly with finger tips whereas for drizzle you should do it lightly. For foggy weather, just make smooth and tender movements form side to side of the back. For snowy weather just gently touch the shoulders. Or you can invent your own signs! The person whose back is touched should answer the questions, e.g. It is raining heavily in Liverpool or It is sunny in London.

A piece of advice – Practice this with younger learners since teenagers may misunderstand this task and say that in English they have done a lot of touching.

***Finish the Painting***

You can do this activity with an Art teacher but on your own, as well. You may give students a piece of paper with just an apple drawn in the middle, or a house, or a girl, whatever you have on your mind. They finish the way they like and they should tell:

* a simple description (elementary school, primary school)
* a story (primary and secondary school)

You may also give some more input if you want to practice grammar, for instance – finish the painting so that it shows your best party ever, or your first day at school. Thus you may practice past tenses or future forms if you tell them to draw or paint their perfect holiday in the future. You can also put this into writing task in the end.

***Dance me to the….***

Dancing is always an option to begin or end the class if you have some time to spare. If you do it at the start of your class, students will be energized and more active. Just play them some piece of classical music (I adore Vivaldi, List and Mozart). The music ought to be joyful and allegro (it can be with changes in rhythm, too). Just do not forget to set the rules: be creative when dance, feel the music and do not bump into classmates – we do not want to hurt anybody. This task is pretty humanistic, it teaches us how to respect others, how to express ourselves and enjoy.

***Scarf Game***

For this activity you need a scarf, I recommend a bigger own. The scarf is an object but it can be anything except a part of clothes (jewelry, bags, hats, etc). Choose one student and tell him/her to mime what scarf is and he/she can also add some sentence or sound, facial expression, a gesture or movement. For instance, the scarf can be a dog. The student pulls the scarf as if it were a dog telling it *Come on Fluffy, let’s go home, it’s dark, oh you lazy ….* Other students guess what it is (a cat, a dog, or he might as well talk to his skateboard 😊) Then he/she gives the scarf to another student and so on and so forth. Remember – no planning just pure improvisation.