La Classe d’Expression Théâtrale
Journal de Bord
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These notes were taken during the summer of 2018 in Angers, France while pursuing a Masters in Teaching French through Southern Oregon University. One of my classes was Theatrical Expression taught by Marie-Noëlle Cocton a veteran professor of teaching French as a foreign language through the use of drama. She is also a prolific writer and has authored a number of books which are loaded with the creative use of activities in the classroom. All classes were conducted in French thus the French titles.

La Regarde (The Look)
Students form a circle and one by one walk on the inside of the circle and just look the classmate in the eye and proceed to next classmate until he returns to his place. No words needed. This feels very awkward, but tends to breakdown any walls between the classmates.

Bonjour
The same as above, but this time, students state a simple « Hello ». Once again, just trying to get students to breakdown the walls and begin to feel comfortable with one another.

Mon nom avec une geste (My name with a gesture)
Classmates stand in a circle. The first person starts and says their name with a gesture. Next person says first person’s name and then their own with a gesture. It continues around the circle.

Je suis/Je ne suis pas (I am/I am not)
Choose a partner and each classmate states a simple phrases using either the beginning “I am” or “I am not”. The classmate returns a comment with the same. Continue back and forth until teacher claps hands. Classmates find a new partner.

Le Mur de Sons (The Wall of Sounds)
Ask for 2 volunteers and place them in the corner of the room. All other students make a wall in the middle of the room. Each student in the middle chooses a noise to make. They begin to make
sounds while the two people in the corners try to have a simple conversation in the TL. Ex. Hello, What’s your name? Joey, and you? I’m Natalie. When’s your birthday? etc. Helps students who may be a little shy, to get over speaking the TL to each other.

**Virelangues (Tongue Twisters)**

Each classmate needs a partner. Each partner takes a « Tongue Twister » and stands back to back with a partner. One partner reads their tongue twister to the other and partner sees if they can figure out what the other is saying in the TL. Change partner and continue. If there are enough tongue twisters, partner can switch out tongue twister as well.

**Je ne veux pas… (I don’t want to…..)**

Each classmate chooses a partner and repeats the phrase with the bolded inflection. Students begin to understand the importance of using inflection in the TL.

I don’t want to go **with you** to Paris tonight.
I don’t want to go with you **to Paris** tonight.
I don’t want to go with you to Paris **tonight**.

**Dans la Rue (In the road....)**

Students stand in a circle. One student begins and finds something in the road. Without talking, they pick it up and hold it for a few seconds and then passes it to the next person. The next person receives it and simply passes it to the next person and so on until it gets back to creator. Last person gets to guess what it was in the TL.

**SUGGESTION** – have vocab words turned over in the middle and students pick one up to see what they will act out.

**Un sculpteur et Un statue (A sculptor and a statue)**

Great for giving directions and using vocab for body parts. Can be done as partners or in front of class. One person is the sculptor and the other person/people are statues. Sculptor gives commands for people to move hands, feet, legs, arms in such a way as to create a statue. They eventually realize they are posing as “runners” or “family on a walk,” etc.

**Les statues et une Histoire (Statues and a Story)**

Each group chooses a photo and recreates the pose from the photo. When teacher claps, the people come alive and begin to have a conversation in the TL. That would be indicative of what is going on in the photo.

**Le Plateau (A setting)**

A group of students (perhaps no more than 7) sit in the floor with a blank piece of paper and draw a diagram of a setting - a museum gallery, a baseball field, a school cafeteria, etc. They design the paper with specific. There are paintings along the wall bench in the middle, a lady with two children, an elderly lady, a docent, a security guard. Once everyone has a character, then they re-create the room in the allotted space and each character walks into the room where the door is and begin talking to each other in character. It could be a baseball field, a home, a school, etc.
Je suis un corps.... (I am a body....)
Sometimes it’s harder to read than speak in the Target Language. Student creates a 5 line prose about themselves.... « I am a body.... ».

*Qu’est ce que c’est? (What is it?)
Simply the old « charades » game, but students work in pairs or threes.
  Washing machine
  Elevator
  Submarine

Fil du corps  (Around the Room)
Great way to have students work on remembering body parts. Students walk around room and teacher calls out a body part. Students pretend there is a fishing line attached to that body part and they have to walk as if that body part is being pulled.

Mimtoo  (French card game described on Youtube)
There are two decks of cards – one is titled « Je suis » (I am), and the other has « Qui » (who) on the back. One player goes at a time one card from each stack. For example « I am an elephant » « Who eats».
Player gets a point if he/she gets team to guess what the two cards describe.

IMPRO avec les émotions  (Improvisation with emotions)
Great practice for getting students to learn emotions such as (happy, sad, surprised, mad, disappointed, scared). Each student choses a phrase – anything they want in the target language. It could be as simple as « I am tall ». There are words of emotion written on cards and spread across the floor. Students move around the room and say their phrase according to the emotion described. You could also do the same with adverbs – quickly, slowly, loudly, etc.

Les insultes  (Insults)
Great way to practice vocabulary. In this example, we used fruits and adjectives. Students stand opposite each other across the room. Students at this point have already worked with emotions. They cross the room and go right up to their partner and shout an insult.... Without repeating
  Banane !  (Banana !)
  Concombre !  (Cucumber)

Next round the students add an adjective
  Banane Jaune !  (Yellow banana)
  Concombre vert!  (Green Cucumber !)
  Tomate Ronde !  (Round tomato !)
**Utiliser les objets un 2-3 sens** *(Using Objects in other Senses)*
There is a bag of toys. One person picks up a toy and uses it in a creative way other than what it’s created for.

**La Queue au Supermarché** *(Line at supermarket)*
This is really fun, but students probably need to be a little advanced in their language ability. One person is the cashier at the supermarket and all the others are in line. As each classmate reaches the cashier, you have to say something to the cashier and cashier needs to be prepared to respond back.

Example – I have a secret.
What are you doing here?
Have you read this magazine?

**L’heure du Conte** *(Story-Time)*
One person is the story teller and stands in the middle. Each person gives a word and the Story Teller creates a story. At any moment, anyone can ask a question –
Why did you…..?
Where were you when…..?
How did you feel about…..?

**Sel, poivre et moutarde!** *(Salt, Pepper, Mustard)*
Sel – add adjectives
Poivre – add adverbs
Moutarde – add emotion

C’est une idée pour étendre les histoires. J’adore ça et c’est facile de souvenir le sel, le poivre, et la moutarde. Je pense que comme professeur, je peux dire « Il faut ajouter un peu de moutarde » etc. Et les étudiants vont le comprendre après quelques sessions.

**Oui et uhhhhh?** *(Yes and uh…..)*
Students have a partner and one starts with just a phrase. And they go back and forth continuing the improvisation. I’m wearing a pair of new jeans. Second person responds with Yes and uh, I like your cool shoes too. And uh, did you know I got them at Forever 21?
Activities presented at DECTFL Oct 2018

La Regarde

Bonjour

Je m’appelle

Je suis/Je ne suis pas

Banane/Concombre

Improv – les emotions

Le Mur

Queue au Supermarché

Les Photos/Les Statues

Les Statues

Le Plateau