Activity Guide
Matching Relay

V0.3E

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Icons

⚠️ Important! Be Careful!

💡 A good idea, but optional

☠️ Poison! Don't do this!

🧍 **Model**

👀 **Monitor**

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Introduction

Matching Relay is a high energy activity that addresses reading, listening and pronunciation skills. It simulates real life by putting both speed and accuracy pressure on students. The fastest teams get more bonus points, but teams also score points for correct matches. Students learn that teams that rush to finish first may not win because of poor accuracy, and that it is important to balance the two.

Matching Relay is an excellent source of feedback to both the teacher and student coaches, so, if time permits, run the activity twice, with **Team Coaching** sandwiched between.

Matching Relay can either be used to practise reading real vocabulary, or, for lower level classes, **phonics graphemes** and syllables. The activity is almost exactly the same for each version, so this single Activity Guide has been prepared. Alternative sections are provided where details differ for the
(Vocabulary Version) and (Phonics Version).

⚠ Phonics **Matching Relay** is resource heavy, because you need two sets of **target word activity cards** for each team, so you probably do not want to run it for every unit (unless your school has a big budget!)

Before Class	Prepare Yourself	
①	②	③
Think about if, when and how, you will revise the content that the **Matching Relay** practises. You may decide not to revise the content at all to see how much the students can remember.	You may decide to use teacher-centred drilling or student-centred **Team Coaching**. Teacher-centred drilling is quicker, but **Team Coaching** is much more effective.	You may decide to revise the content before the **Matching Relay**, or sandwich revision between two **Matching Relays**, to provide motivation for the students to pay attention.

My notes

Before Class	Prepare Yourself	

④

Look at your classroom and plan how you will setup the activity:

- Decide which direction the students should run.
- Decide where to stack the unused desks and chairs.
- Decide which side of the room the students with stand, waiting for their turn to run.

See the "Setup the Activity" section for details.

⑤ Vocabulary Version

For the vocabulary version, decide whether you want to focus on reading skills or remembering vocabulary.

This will affect how you place the cards. See the "Setup the Activity" section for details.

My notes

Before Class	Prepare your Materials	

① Vocabulary Version

For each team, prepare a set of **activity card** pairs – pictures and matching vocabulary.

Separate the picture and vocabulary cards into two piles. Use either large clips or rubber bands to hold the piles together.

See the **Materials Preparation** Activity Guide for preparing **activity cards**.

① Phonics Version

For each team, prepare **two** sets of **target word activity cards** for the current **Phonics Unit**.

For low level students, if you feel they are not yet ready for **CVC** syllables, only prepare single **graphemes** and **CV** syllables.

See the **Materials Preparation** Activity Guide for preparing **activity cards**.

②

You will also need containers with slotted lids for each team.

See the **Materials Preparation** Activity Guide for preparing containers.

You will also need, for each team, one paper clip **for every pair** of **activity cards**.

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Before Class	Prepare your Materials	
③	④	⑤
In the classroom, you will need two student desks (or similar) for each team.	Check the materials you will need for **Matching Relay**: ☑ Paired sets of **activity cards** ☑ Containers with slotted lids ☑ Paper clips ☑ Two student desks per team	Check the rest of your equipment for this lesson: ☑ Uniforms ☑ Scoreboard Headers ☑ Score-sheets ☑ **Flashcards** etc. (depending on other activities for this lesson) Put everything together in your **Team English** Basket.

My notes

In Class	Prepare your Students	
①	②	*My notes*
Set the scene: tell the students that they are going to play **Matching Relay** in today's lesson. If you plan to do some revision, remind the students that, if they pay attention, they will do better in the **Matching Relay**.	💡 **Language Review:** revise the content for the **Matching Relay** (or not), according to your plan.	

In Class	Setup the Activity

Note: The setup for **Matching Relay** is a bit complicated, but if you train your students, with a little practice they can setup the activity themselves in about one minute!

If this is the first time you have run **Matching Relay**, go through the setup stage slowly with the students, then have them compete several times to change back and forth several times from, for example, **Team Coaching** to **Matching Relay**.

This may take some time initially, but think of it as an investment. The time you invest now will mean that you can change from one activity to another very quickly in future classes.

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①

Get the student to clear all but 8 desks (assuming you have four teams) from the middle of the classroom.

⚠️ To keep a good relationship with other teachers, train your students to do this quietly! Students should **lift** the desks and chairs rather than drag them. Deduct points from teams that are noisy.

②

Now setup 2 desks per team opposite each other.

One desk (the "calling desk") should be next to a wall.

The other desk (the "home desk") should be 1-3 meters (depending on how many students you have) from the opposite wall.

③ Phonics Version

Stack one set of **activity cards** face down on a team's "calling desk".

Spread out the other set of **activity cards**, face up, on their "home desk".

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③ Vocabulary Version

If you want to focus on remembering vocabulary, stack the picture **activity cards** face down on the "calling desk".

Spread out the word cards, face up, on their "home desk".

If you want to focus on reading skills, swap the cards.

④

Place the containers with slotted lids next to the face down stack of **activity cards**.

Put enough paper clips (1 per card plus a few extra) next to stack of cards.

⑤

Get the teams to form up **behind** their desks.

You will probably not have enough room to have them stand in a line, but they should position themselves so that each student can, in turn, run to the opposite desk.

In Class	**Setup the Activity**	

⑥

When the activity starts, the order of "runners" must follow the **Team English** numbers, so get the Team Captains to arrange their teams accordingly.

Note:

The **modelling** for **Matching Relay** is quite difficult, and takes some time.

However, as with most activities, you only need to do the **modelling**, the first time you run **Matching Relay** with a class, or if you haven't run it for a long time.

If the students are familiar with the activity, you can skip **modelling** and just remind them of the rules.

⑦

Modelling:
1. Take members #1 to #3 from **one team**. Stand them at their "home desk".

⑧

Modelling:
2. Get the remaining students to move out from behind the desks, and form rows so that everyone can see the **modelling** clearly.

⑨

Modelling:
3. Take #1 and run with her/him to the "calling desk"

⑩

Modelling:
4. Get the student to take the **top card** from the pile, and either read it, or call out the vocabulary item, depending on which cards you have set up on the "calling desk".

⑪

Modelling:
5. If the student cannot read or remember the item on the card, help them by whispering in their ear.

⑫

Modelling:
6. Walk back to the "home desk", and help the other students find the corresponding card.

⑬

Modelling:
7. Take #2 and run to the "calling desk"

In Class	Setup the Activity	

⑭

Modelling:

8. #2 gives the card to #1.

⑮

Modelling:

9. #1 takes a paper-clip, clips the two cards together, and puts them in the slotted container.
10. Meanwhile, #2 picks up the next card from the pile, and reads it or calls out the vocabulary item.

⑯

Modelling:

11. Make sure #1 runs back the the home desk, as soon as they have finished putting the cards in the container. They **must not** help #2.
12. #3 should locate the paired card, run to the "callers desk" and repeat **modelling** steps 8-11.

⑰

Modelling:

13. Although you may help students (to save face) during the **modelling**, you also need to **model** what to do if a student cannot read/remember what is on the card.

Get a student to pretend they cannot read/remember the card.

⑱

Modelling:

14. They call out "I don't know", put the single card in the slotted container, and run back to their team.

⑲

Modelling:

15. As soon as the team at the "home desk" hears "I don't know", the next team-mate, in order, can run to the "caller's desk" and pick up a new card.

My notes

In Class	Setup the Activity	

⑳

Check that students understand the procedure. If you have any doubts, take the time to repeat the whole **modelling** section several times with different teams.

Pay particular attention to **modelling** steps 8-11, as many students get confused about who does what.

My notes

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Explain the Rules to the students **in Thai**.

It is also a good idea to **model**, what the students must not do, to make it as clear as possible.

"Fines" for breaking the rules are usually set at 5 points, but you may increase that to 10, 20, 50, or whatever is necessary to stop cheating.

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➢ Students calling out must <u>not</u> show the card to their teams at the home desk.

➢ Students may speak Thai, <u>except for the content of the cards</u> – no Thai voacbulary, or Thai letters for phonics.

➢ Students must take turns in the order of their team numbers.

➢ Teams indicate they are finished by calling out "finished", and sitting down quietly behind their home desks.

➢ 💡 <u>Optionally</u>: you may decide to let "calling" students sound out the phonemes (<u>NOT</u> the letter names) on the cards – both for the phonics and vocabulary versions of Matching Relay.

➢ <u>Points</u>:

✓ 4 bonus points for the fastest team

✓ 3, 2, 1 bonus point(s) for the other teams in order of speed

✓ 1 point per correct match.

In Class	Run the Activity	
① Find a location where you can easily **monitor** all of the calling desks. You may need to stand on a chair.	② Ask the students: "Are you ready?" They should respond: "Yes!" or "Ready!" Now, call out: "1 … 2 … 3 … GO!"	③ 👀**Monitor:** Watch closely to make sure students do not break the rules: • Showing their cards • Calling out vocabulary or letter names in Thai • Running out of order Keep a note of any breaches and deduct points at the end.
④ You may find that a lot of students get confused about who does what when they reach the "callers desk". If you see the activity falling apart, stop it, repeat the **modelling** again, and get students to pay particular attention to **modelling** stages 8-11.	⑤ As teams finish, you may need to remind them to indicate that by calling out "finished", and sitting down **quietly** behind their home desks.	*My notes*

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In Class	Feedback	

① When all teams have finished, write down the "bonus points" on the board: 4 points for the fastest team, then 3, 2and 1 point(s) for the other teams in the order that they finished.

② Take the container from the "calling desk" of the fastest team, put it on their "home desk" and start checking the paired cards.

③ As you check, keep calling out the points **in English**.

For example: "Correct! 1 point … incorrect … correct! 2 points … correct! 3 points … incorrect … incorrect … correct! 4 points ... etc."

④ When you have finished, write their points on the scoreboard.

If you observed any cheating from this team, tell them and deduct points accordingly.

Move to the next team and repeat.

⑤ When all points have been added, calculate the winning team for **Matching Relay**.

Congratulate the winning team, and **all** teams for their work.

My notes

⑥ Give some general feedback about how to do well in **Matching Relay**.

For example, often the fastest team does not win because they rush, and do not take the time to try to read or remember the vocabulary.

Point out that the fastest team only gets 4 "bonus points", whereas they can get many more points for correct matches.

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After Class	Evaluation	

① Sit down and write a few notes about:

- What was good?
- What problems you had?
- What you should change next time?

② Think about what you observed during your **monitoring**:

- What proportion of your students can read/remember vocabulary at this level?
- Were students still confused by the procedure?
- How much cheating did you observe?

③ Think about how to address any problems:

- More **Team Coaching** for the lower level students?
- Model all or part of the activity next time you run it?
- Increase the penalty for breaking the rules? How many points?

My notes