

File S1. Examples of MI methods used during teacher training seminars.

Indoor MI methods

“Exchanging Questions”

Each participant gets a small paper with a question on it. Everyone gets up and finds a partner to talk to. Both of them ask their question and listen to the answer. Having asked and answered both questions, they swap their question slips and move on to the next person. The activity goes on until all students have managed to swap their questions with everybody.

More options

- depending on the topic, the questions can be formed by the teacher or the students
- in case the students are not sure if their answer is correct, they can look at the answer key on the teacher's desk for the right answer

“Snowball”

A number of A4 papers with a task on each one of them has to be prepared before the game. Each paper is crinkled into a “snowball”. The participants will be divided into two teams and both teams get their own side. The aim of the game is to have a “snowball” fight and keep team's own zone clean while constantly tossing the “snowballs” to the other team's zone. When the time is up, the participants collect “snowballs” from their zone and start solving the tasks on them into their notebooks.

More options

- the tasks can be also solved orally within the groups
- the activity can also be used for forming groups; students still play “snowball” fight but at the end of it everybody gets one “snowball”, they open it to find a number inside and their task is to find a partner who got the same number
- the activity can be used at the beginning of a test, each “snowball” has test questions on it

“Questions and Answers on the Walls”

The activity will take place in the hall and the participants will be divided into four. Each participant will get two small different coloured papers and is required to write a question on one paper and a suitable answer on another one (questions and answers can also be provided

by teacher to save time). The team members place the questions on one side of the hall and the answers to the other side of the hall. All teams rotate now in order to get to their opponents' questions and answers. When the game starts, a member of each team runs to the "questions" section, grabs a question, reads it and runs to the "answers" section to find the correct answer. Then another team member can go and they keep going until they have matched all questions and answers. The activity ends with reading out loud the questions and answers.

More options

- there can be "supervisors" in the game who check that all the questions get the right answers
- the questions formed by the students can be used in a small test or a Kahoot game in the next lesson

Outdoor MI methods

"Blankets with Holes"

Form groups according to the number of participants. Each group needs a small ball (e.g. a tennis ball) and a blanket or a sheet, which all group members can hold with their two hands and which has two holes cut into it. The game leader and the participants agree on the hole that is going to "swallow" two-syllable words and which hole is going to "swallow" one-syllable words. The participants try to keep the ball on the sheet and when the game leader starts saying words out loud, they will try to make the ball go through the correct hole. When the ball has been through the correct hole, the participants will repeat the word and squat as many times as many syllables there were in the word.

More options

- can be used in language class with different topics: word types, words that require commas etc
- can be used in mathematics with topics like even numbers/odd numbers, bigger/smaller etc
- can be used in all subjects with true/false questions; the teacher can always ask extra questions.

“Dice Run”

The participants form couples. The game needs dice. The dice will be on the ground with the game leader. There will be number cards on the floor from 1 to 50 (or whatever range is practised at that moment). Before the game starts, the partners agree on a code word they can use to call each other. One of the partners rolls the dice and then they need to find a card, which has the same number on it. When one of the partners finds the card, he uses the code word to invite his partner over. Now, the second partner rolls the dice and their task is to add the number they had to the number they got. Again, they need to find a card that matches the sum they got. The game can go on until the first pair reaches a number agreed on before, e.g. 50. The game can then continue with subtractions.

More options

- there can be words/activities on each number card and students can form sentences or a story with them at the end of the game
- there can be extra tasks under number cards, e.g. mathematical problem solving, converting and the students will write the answers on a sheet of paper according to the number
- use weather proof dice when playing outside