

EduTrend Contents

G4C · ROLE-PLAYING AND DRAMA GAMES · MIDDLE SCHOOL

Register Switch

Play the same message to different listeners and notice how voice, words and body change

Ages 11–13	Level: Intermediate	40 minutes	Groups of 3 · up to 30	Activity 03

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 03 · AT A GLANCE

Register Switch

Each group gets one message card, such as asking for help with homework or apologising for being late. One student delivers it three times to invented listeners: a young child, a friend and a head teacher. A second student plays the listener and a third observes, noting changes in words, tone, speed and body language. Roles rotate, then the class discusses what register means.

Learning outcomes

By the end of the session students can:

- adapt speech for different listeners;
- notice changes in tone and body;
- explain register;
- give specific observation feedback.

KEY WORDS

register · formal · informal · tone · audience · adapt

CURRICULUM LINKS

English: spoken language and register. Drama.

1	2	3	4	5	6
WARM UP	**EXPLAIN**	**PLAY**	**LISTEN**	**TALK**	**CLOSE**
Voices and bodies ready	One game, clear rules	Invented roles	Everyone heard	What worked?	Calm and positive

Materials (whole class)

- Message cards
- Listener role cards
- Observer sheets
- Worksheets 1, 2 and 3

Before the session

- Print cards and sheets.
- Plan groups of three.
- Model one message.
- Agree stop signal.

SAFETY

Use invented listeners and messages only. No mocking accents or impersonating real staff.

ACTIVITY 03 · SESSION PLAN

Step by step

Focus observers on one feature at a time: words, tone or body.

Time	What happens	Say or ask
0–5 min **Warm up**	Say “hello” in five ways.	*“What changed each time?”*
5–10 min **Explain**	Model one message to two listeners.	*“How did I change?”*
10–32 min **Play**	Three rounds, roles rotate.	*“What did the observer notice?”*
32–40 min **Close**	Define register together.	*“When does register matter?”*

CHALLENGE CARD (print or copy onto the board)

Deliver one message to three listeners, adapting words, tone and body each time.

ACTIVITY 03 · FACILITATOR NOTES

The drama game know-how in brief

Adjusting how we speak for different listeners is a skill sometimes called register.

Observing others helps students notice features they can use themselves.

Common ideas to listen for

- “Formal means using long words.” Clarity matters most.
- “Informal is wrong.” It suits some listeners.
- “Only words change.” Tone and body change too.

Adapting the activity

Support

Provide a word bank of formal and informal phrases.

Stretch

Add a fourth listener, such as a customer service line.

WORKSHEET 1

Observer sheet

Name: _____ Class: _____ Date: _____

Note changes.

Changes

Listener	Words	Tone	Body
Young child			
Friend			
Head teacher			

WORKSHEET 2

Register ladder

Write the message at each level.

Ladder

Level	Message
Very informal	
Neutral	
Formal	

WORKSHEET 3

Reflection

Reflect.

I adapt my speech when...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Adapts words	Adapts tone and body	Explains register

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Register Switch is a sample activity from the EduTrend Contents G4C Role-Playing and Drama Games programme (middle school, level: intermediate). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

© 2026 EduTrend Contents. This activity may be printed and copied for use with students in your own school, club or home. It may not be resold or published elsewhere. Photos: Debra Brewster / Unsplash.