Activity sheet: multilingual theatre

Activity	Integrating dialogues in multiple languages into a play, a fable, or a story and performing them.
Context	The activity was proposed to a bilingual 4th grade classe but can be adapted to other grade levels. The focus was on working with the fable "The Town Mouse and the Country Mouse" (in a simple and modern theatrical version) and identifying moments in the story where a dialogue in multiple languages would make sense. The students were involved in this identification process. Key moments identified: • The moment the country mouse arrives at the station. • The moment the country mouse arrives in the city and meets the inhabitants, greeting each other in different languages. • The moment the country mouse is welcomed by the town mouse, who offers various specialties (pizza, fast food, traditional dishes). • The moment the country mouse explores the city and meets hurried inhabitants passing by. • The moment the two mice part ways and say goodbye.
Levels	4th to 5th grade, adaptable to all levels through secondary school.
Innovative aspects	One of the key benefits of this activity is working on communication situations that resemble real-life scenarios. As in theatre, working with children on communication situations allows them to work on emotions and express them during the final presentations. Teachers are encouraged to make their students reflect on the moments in everyday life where we encounter different languages and to consider non-linguistic or pragmatic aspects (e.g., body language that accompanies speech, such as strong gestures in Italy or precise postures during greetings in Japan). Throughout the activity, there will be reflection on languages and their associated cultural specifics, contributing to the development of intercultural competencies and openness to others. .
Pedagogical Objectives	Understanding written texts (discovery of the original fable). Writing a short play collaboratively based on a plan defined by the class (e.g., modernizing the original fable). Identifying, in the newly written play, everyday situations where dialogues or exchanges in multiple languages make sense, such as moments where multiple languages are heard daily (public transport, stations, airports, a street in a big city), when meeting and greeting or parting ways, ordering a meal at a restaurant, or encountering various culinary specialties. Conducting research and learning to use multilingual dictionaries or books in multiple languages (e.g., recipe books) and highlighting the languages spoken in the class, with students contributing their own knowledge.

	Identifying languages and similarities or differences between them and their own language. Practicing transfer strategies between languages. Training memory. Expanding vocabulary. Becoming aware of different phonetic and phonological systems. Voicing and staging the story and the emotions of the characters, after creating the sets (visual arts).
Competences	Linguistic and lexical skills. Collaboration and mediation. Creativity. Body language and emotional expression. Self-confidence.
Pluralistic approaches **Frame of references of the European Centre of Modern Languages of the Council of Europe** www.ecml.at	1-A commitment to values and principles for the use of pluralistic approaches 1-j Confidence in the benefits of the didactic approaches proposed by pluralistic approaches. 4-Metalinguistic, metacommunicative and metacultural skills specific to pluralistic approaches 4.a Ability to analyse multilingual situations and the status and uses of languages in their contexts. 4.b. Competence in analysing individuals' plurilingual communicative practices and their development. 4.c. Ability to analyse and compare languages and language varieties, even unfamiliar ones. 5-Didactic and pedagogical skills in the use of pluralistic approaches 5.1-b Ability to identify the relevance of using pluralistic approaches in one's own context. 5.1-e Ability to organise teaching as a multilingual space by offering plurilingual and intercultural experiences. 5.1-h Ability to organise teaching flexibly to accommodate learners' linguistic and intercultural experiences. 5.1-i Ability to select and/or produce a variety of resources and teaching materials appropriate to the implementation of pluralistic approaches.
L	■ Découvrir la diversité linguistique ■ Percevoir la diversité linguistique ☐ Gérer de la diversité linguistique ■ Faire vivre la diversité linguistique
Variations	The presentation form can vary greatly: classical theatre, puppet theatre, or a book (kamishibai), etc. The initial text can also vary (based on a picturebook, a fable, a tale, etc.). Any narrative form can be used.
Activity design	1. Reading multiple versions of the fable with the students. 2. Working on this literary genre. 3. Creating the plan in discussion with the students: selecting the scenes to be performed and modifying them as needed. 4. Dividing the scenes into groups and working on writing: each group writes a short scene, which is then corrected by the teacher. 5. In a second phase, the same groups write dialogues in multiple languages and integrate them into each scene. For this, they use online dictionaries (e.g., "Leo") to find accurate translations or specific books (e.g., multilingual recipe books). Note: The teacher ensures accurate translations, has simple expressions checked by

	native speakers, or suggests verification using a translation engine in reverse. Since the expressions are relatively simple, translation and interpretation errors are less common. 6. Creating sets, costumes, and props for the theatrical version or illustrations/puppets for other versions. 7. Learning the play, working on phonetics and phonology, stage performance, body language, voice, and expressiveness. 8. Presenting the play to an audience.
Social forms of work	Whole-class work (dialogued exchange with the teacher). Group or pair work – collaborative activity.
Material and media	Original text. Research and working sheets. Online or paper dictionaries. Books adapted to the situation (e.g., recipe books). Paper or rolls, paints, and color inks, or art materials. Props and costumes (for the theatrical version).
Examples : **Worksheet** **Theatre performance** **Refer to the videos on the website**	Kofinanziert von der Europäischen Union Erasmus+ SPRACHE MACHT EUROPA **„Die Stadtmaus und die Landmaus"- Vokabularrecherche in verschiedenen Sprachen**  **1. Suche in diversen Wörterbüchern und Kochbüchern in verschiedenen Sprachen nach feinen, gastronomischen und internationalen Speisen**  **2. Ergänze die Tabelle darunter** **Deutsch** | **andere Sprache** | | | | | | | | | |