

# TEACHING MATERIALS COLLECTION

## 2013



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## Introduction

### ***Purpose***

This *Teaching Materials Collection* is intended for use in conjunction with the *ALT Handbook*, a JET Programme publication produced by CLAIR. With these publications, CLAIR hopes to provide information for JET participants on teaching in Japan and how to adapt to their workplaces.

### ***Resource Sources***

This *Teaching Materials Collection* and the complementary *ALT Handbook* are compilations of information collected from participants of the former British English Teachers Scheme (BETS) and the Monbusho English Fellows (MEF) Programme, as well as past and current JET participants.

This *Teaching Materials Collection*, in conjunction with the *ALT Handbook*, were previously collectively known as the *Resource and Teaching Materials Handbook*. These materials were split in two and the *Teaching Materials Collection* is now provided in an online format. A PDF version of the *ALT Handbook* is also available on the JET Programme website at: [www.jetprogramme.org/e/current/publications.html](http://www.jetprogramme.org/e/current/publications.html)

CLAIR would like to express special thanks to all of the JET participants and JET alumni who submitted new material for the 2013 edition of the *Teaching Materials Collection*. This edition contains extensive new content, and we hope that ALTs will find it useful.

Please also utilise our Teaching Materials Exchange Forum where JET participants are able to share their teaching materials with the JET community: [www.jetprogramme.org/forums](http://www.jetprogramme.org/forums)

We hope that you find this *Teaching Materials Collection* and the *ALT Handbook* useful. If you have any suggestions for improvement, including content you would like to add or lesson ideas to submit, please visit our forums ([www.jetprogramme.org/forums](http://www.jetprogramme.org/forums)) or contact us directly at [jet@clair.or.jp](mailto:jet@clair.or.jp).

The editors

## Commonly used expressions, abbreviations and Japanese words

### Titles and Institutions

<b>JET</b>	- Japan Exchange and Teaching
<b>ALT</b>	- Assistant Language Teacher
<b>CIR</b>	- Coordinator for International Relations
<b>SEA</b>	- Sports Exchange Advisor
<b>CLAIR</b>	- Council of Local Authorities for International Relations
<b>MIC</b>	- Ministry of Internal Affairs and Communications
<b>MOFA</b>	- Ministry of Foreign Affairs
<b>MEXT</b>	- Ministry of Education, Culture, Sports, Science and Technology
<b>BETS</b>	- British English Teacher Scheme (British forerunner to JET Programme)
<b>MEF</b>	- Monbusho English Fellow (American forerunner to the JET Programme)
<b>EFL</b>	- English as a Foreign Language
<b>ESL</b>	- English as a Second Language
<b>ESS</b>	- English Speaking Society
<b>ES</b>	- Elementary School
<b>JHS</b>	- Junior High School
<b>SHS</b>	- Senior High School
<b>JTE</b>	- Japanese Teacher of English
<b>TEFL</b>	- Teaching English as a Foreign Language
<b>TESL</b>	- Teaching English as a Second Language
<b>TT</b>	- Team teaching

<b>somusho</b>	- Ministry of Internal Affairs and Communications (MIC)
<b>gaimusho</b>	- Ministry of Foreign Affairs (MOFA)
<b>monbukagakusho</b>	- Ministry of Education, Culture, Sports, Science and Technology (MEXT)
<b>kencho</b>	- Prefectural Government Office
<b>kyoiku-iinkai</b>	- Board of Education
<b>shiyakusho</b>	- City Hall
<b>yakuba</b>	- Town Hall

### School-Related

<b>bukatsu</b>	-extra curricular/after school activities
<b>byokyu</b>	- sick leave (paid)
<b>chugakko</b>	- junior high school
<b>daigaku</b>	- university
<b>daikyu</b>	- compensatory holiday
<b>eigo</b>	- English
<b>Eikaiwa</b>	- English conversation
<b>ichinensei</b>	- first year
<b>kocho sensei</b>	- headmaster / principal
<b>koko</b>	- senior high school
<b>kyoto sensei</b>	- deputy head / vice-principal
<b>kyushoku</b>	- school lunch

<b>nenkyu</b>	- annual paid holiday
<b>nihongo</b>	- Japanese language
<b>ninensei</b>	- second year
<b>sannensei</b>	- third year
<b>seito</b>	- students
<b>sempai</b>	- elder, senior, mentor
<b>sensei</b>	- teacher; form of address for teachers
<b>shogakko</b>	- primary / elementary school
<b>yasumi</b>	- holiday, rest, break, day off
<b>yochien</b>	- kindergarten
<b>zangyo</b>	- overtime

### Work-Related

<b>bonenkai</b>	- end of year party
<b>enkai</b>	- party
<b>gaman</b>	- patience, tolerance, perseverance
<b>giri</b>	- obligation
<b>honne</b>	- real intention, true feelings
<b>kangeikai</b>	- welcome party
<b>nijikai</b>	- second party following the enikai
<b>omiyage</b>	- souvenir gifts
<b>shinnenkai</b>	- New Year party
<b>sobetsukai</b>	- farewell party
<b>tatemae</b>	- saying and doing what is expected

### Other Commonly Used Words

<b>bento</b>	- packed (boxed) lunch
<b>genki</b>	- well-being, energetic
<b>gambatte</b>	- do your best (command)
<b>daijobu</b>	- okay, no problem
<b>dame</b>	- no good, not acceptable
<b>dozo</b>	- help yourself, go ahead
<b>gaikokujin</b>	- foreigner
<b>hiragana</b>	- Japanese syllabary
<b>inaka</b>	- rural areas
<b>kokusaika</b>	- internationalisation
<b>kanji</b>	- Chinese characters
<b>katakana</b>	- Japanese syllabary used for foreign words
<b>katakana eigo</b>	- Japanised pronunciation of English
<b>meishi</b>	- business cards
<b>romaji</b>	- Romanisation of Japanese

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# ENGLISH IN ELEMENTARY SCHOOL



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## Introduction

An increasing number of ALTs are being asked to visit elementary schools. In 2011, MEXT introduced compulsory Foreign Language Activities for fifth and sixth grade at the elementary level. *Eigo Note* was provided as a textbook for use in these compulsory classes and replaced by *Hi, Friends!* in 2012.

Foreign language classes through the fifth grade level of elementary schools are part of a larger goal to familiarise children with foreign languages, lifestyles and cultures, rather than focusing on teaching a foreign language in a formal way. They are not supposed to be preparation for junior high school, and the use of katakana should be avoided. Unlike junior and senior high schools, there are no set textbooks for younger elementary students, and the emphasis of foreign language education is placed on the listening and speaking of simple terms that students know from their daily lives as opposed to written forms. English should be taught in a fun and natural way, using activities such as songs and games. Some communities may not be ready to introduce English at an earlier age than this, but would like their children to be more internationally minded and have introduced “International Understanding” education for younger learners.

### *Teaching Young Children*

The teaching of foreign language and international understanding to children can be extremely fulfilling due to the responsiveness of the audience. Whereas adults have many years of habit and thought to overcome, children’s curiosity will often overcome childhood prejudices.

When preparing classes, always bear in mind that the children, although responsive, may have very limited attention spans. These are children who are used to watching television programmes with commercial breaks every 5-7 minutes. Also do not overestimate the amount of time you have. Excluding start-up and clean-up, a 45-minute class you may well have only 30 minutes of actual instruction time. There are a number of suggestions contained herein for the first time you teach a class. The children may need time to adjust to having a foreigner speaking to them before they move on to some of the more thought provoking exercises also included. When planning activities, try to look out for things that the children are interested in, e.g. their favorite musical group, or a favourite baseball or soccer player. Use these examples to capture the students’ attention and interest.

### *Elementary School Visits*

It is difficult to provide definitive descriptions of the differences between each grade of elementary school, but here are some points to remember:

**1st and 2nd grade:** They love to be active and often enjoy doing the same thing over and over again with just a few variations to the activity. A quick pace is required to keep their attention and it is especially important to start the class with as little delay as possible. Have calming activities prepared in case they become over excited (e.g. breathing in and out deeply after physical activities). If you are going to do several activities, make sure they are related.

**3rd and 4th grade:** Children at this age have the energy of the 1st and 2nd graders, but can understand the activities of the older students. Their natural curiosity is also at a peak during this period.

**5th and 6th grade:** More complicated games can be understood, they can listen longer and can handle more abstract ideas (talking about another countries for example) but may be less willing to speak, sing or move. Personalities also become more noticeable and you will see noisy or quiet classes. Do not push it if they are reluctant to come to the front or sing. Be careful not to let an activity go on too long - they are still children. They often enjoy doing research on their own. Always try to finish on a high note.

## CREATING A SYLLABUS

If you visit a class just a few times a year, the visits will probably involve little more than self introductions and games. However, as the frequency increases to once a month or once a week the children will remember words and phrases from one class to the next and a syllabus or teaching schedule will become necessary to build on previous lessons. So what should a syllabus include?

Consider what aspects of life are important to young children and how they use language to talk about them. Subjects such as food, toys, school, family and friends will often be spoken about in terms of likes/dislikes, cans/cannots, approval/disapproval and so on.

If you teach a class often enough to get to know your students you will be able to tailor the syllabus to the class, but here are some suggestions from Will Jasprizza and Richard Graham of Genki English of subjects you may wish to cover. It has been suggested that you use a list such as this as a “menu” from which other teachers or your supervisor can choose. You can then adjust the activities and difficulty level to suit the class:

- Animals
- Insects
- Gestures
- Games
- Feelings
- Fruit
- Food
- Drinks
- Weather
- Numbers
- Actions (doing, going)
- Birthday (you do not have to remember all 12 months - just your birthday!)
- Greetings
- Colours
- Clothes
- Body parts
- Sports
- Modes of transport
- Family members
- Directions
- Names of countries
- Telling the time

The following explanation and examples of games from former ALTs Richard Graham and Will Jasprizza show how to make elementary school language teaching fun. Further activities, games, flashcards and songs can be found on the Genki English website : [www.GenkiEnglish.com](http://www.GenkiEnglish.com)

Remember that what you are teaching is “international understanding.” English communication ability is just one part of the bigger picture. The aim is not linguistic perfection, but to get the kids motivated and interested in learning about the world.

In practical terms...

- Create an enjoyable atmosphere conducive to learning. This almost goes without saying, but the important point is to think like a kid. If you were a 7 year old kid, how would you want to learn?
- Use movement. Get the students out of their chairs. If possible use the gym, or the open area most schools have. When students practice “left” and “right,” do not have them just say the words - get them to move left and right! The more senses employed at once during the learning process, the easier it will be for the students to remember. (Think of riding a bicycle, you may find it difficult to describe all the steps involved, but your body remembers)
- Use songs. They are one of the best ways for the kids to remember the English you have taught them. MEXT recommends using songs, but warns against using traditional songs that may have out-of-date English. In addition many traditional children’s songs are (a) difficult to teach, (b) contain a lot of stereotypes, and (c) cannot be used in conversation- e.g. Twinkle Twinkle. Use songs that contain language the kids can use.

However, if you simply play a CD and tell kids to sing along, it probably will not work. Take a three-step approach:

1. Introduce the vocabulary with picture cards or gestures. Remember that the focus is on



spoken English: we do not have the time to teach reading and writing.

2. Sing the song a cappella, and get the students to repeat.
3. Once the children can do the song a cappella, play the actual music and sing along. This way you keep the exciting part for the end.
  - **Drama.** Get the students to role play. If you are teaching “How much is...” have them act out a scene in a make-believe shop. Remember: elementary school students are far less shy than junior high school students.
  - **Be knowledgeable about Japanese pop culture.** Know at least a few Japanese sporting heroes, TV stars and cartoon characters. Ask about the characters on the kids’ pencil cases, lunch boxes, etc. or try watching a bit of Japanese TV. Use this knowledge to illustrate what you are teaching, e.g. “Do you like (famous cartoon character)?”
  - **Use games.** Games are the best way for kids to practice the target English. Kids love games. But do not play games just for the sake of playing. Each game should have an educational objective, whether it be increasing vocabulary, listening practice, or the teaching of whole phrases.
  - **Some other advantages of EFL games are:**
    - They provide extra motivation to learn the target language - learn the new language, win the game.
    - They allow the kids to practice with their peers.
    - The lessons become less teacher-orientated and more student-orientated.

And the biggest advantage is that they are fun. Kids want to learn more so that they can try new games.

Sometimes kids might get fed up if they lose a game, or other kids might tease the losers, in this case you must teach the kids the golden rule of games:

**“Losing” doesn’t mean “losing”. The real meaning of the word is that you get another chance to try again. You never fail until you stop trying.**

If everyone is having fun, everyone is a winner. Try this and after every lesson the kids will be shouting “again, again.”

Below are some examples of games that work well in elementary school, and prove that learning English is fun and effective. (These games are taken from the GenkiEnglish.net website where you can also find photos of the games in action and Japanese translations to hand to your teacher - great for lesson planning).

## THE GROUP GAME

**Target language:** Numbers 1-12

**Target grade:** Any

1. All the kids run round the gym in a big circle.
2. The teacher shouts out a number.
3. The kids have to stop and make groups that contain this number of people. For example, if the teacher said “3”, then the kids get in groups of three.
4. When they get all the members of their team they sit down.
5. Repeat from 1.

## THE LINES QUIZ

**Target Grade: Elementary 1 to Junior High 3**

**Target English: Questions and vocabulary practice**

1. Split the class into two groups. One lines up on the left side, one on the right.
2. The ALT asks the front kid in each group a question.
3. The first one to answer correctly gets to sit down. The other goes to the back of his/her team.
4. The winning team is the first where everyone is sitting down!

Make sure the questions come thick and fast. Examples include “What’s your name?”, “How old are you?”, “What’s this?”, “What colour is this?”, etc.

## BODY BUILDING GAME!

**Target Grade:1-6**

**Target English: body parts**

**Preparation: an inflatable dice**

This is the perfect game to play after teaching the song “Heads and Shoulders.” But the actual scoring system can be used in a variety of other ways. Make sure the kids remember the words for parts of the body (head, eye, ear, mouth, nose, arm and leg) before playing.

1. Split the class into six teams. If they are in columns of desks, saying the left hand column is team 1, the next team 2, etc. is usually the best.
2. On the board draw 6 six limbless, featureless faces and bodies.
3. Ask the front person in each group to stand up.
4. The ALT asks the kids who are standing up a question. The quickest one to answer is the winner.
5. The winner rolls the inflatable dice.
6. If they get a “1” they can draw an eye on their team’s face. If they have a “2” they can draw an ear. Similarly, “3” is a nose, “4” is a mouth, “5” is an arm and “6” is a leg.
7. But each team can only have one nose, one mouth, and two each of the ears, eyes, arms and legs. For example, if your team already has two arms, and you roll another number “5”, then that go is a “pass” because you cannot add another arm! This really helps the weaker teams catch up (and sometimes win!!!)
8. The next person in each group stands up, and repeats from step 4.
9. The winning team is the first team to get two eyes, two ears, one nose, one mouth, two arms and two legs. If time runs out then the team with the most features is the winner!

The eyes, ears, etc. are drawn on one at a time. Suitable questions include “What’s this?” and point to your own body, or “show me a .....” where the kids have to point to their body. This game can also be adapted for junior high school. Questions to be used there can be based around the current grammar point (e.g. “Which is bigger, China or Japan?”).

## WHAT TIME IS IT MR. WOLF?

**Target Grade:**1-4

**Target English:** “What time is it?”

You need the gym or similar open space to play this game in.

1. Introduce and practice with the kids the phrase “What time is it?”
2. Practice the responses “It’s 1 o’clock,” “2 o’clock,” etc.
3. Introduce the name of the game. This gives a chance to introduce the cultural point of “Mr. ....”
4. All the kids line up against one wall of the gym.
5. One kid is selected as Mr. Wolf, and walks to the middle of the gym.
6. The students’ objective is to reach the far wall. Mr. Wolf’s objective is to eat the other kids.
7. The kids shout out “What time is it Mr. Wolf?” in a big, loud voice.
8. Mr. Wolf then shouts back the time. The time can be anything from 1 to 12 o’clock, e.g. “It’s seven o’clock.”
9. The kids then take the corresponding number of steps forward. For example, three steps for 3 o’clock.
10. Repeat from step 7.
11. When Mr. Wolf decides that the other kids have got near enough to the far wall then instead of saying “It’s ..... o’clock” he says “It’s Dinner Time!!!!”
12. All the kids then run back towards the wall they came from. But if Mr. Wolf tags (touches) them before they reach the wall, they become the new Mr. Wolf!
13. Play Again!

You can either have Mr. Wolf be replaced one at a time, or have several Mr. Wolves (e.g. if the first Mr. Wolf tagged three kids there would be three new wolves).

Make sure the kids only take large steps, and not the massive huge jumping leaps that some of them will be tempted to do. It is good for about 20 minutes, which is usually enough time to let everyone be the wolf.

## CRISS CROSS GAME!

**Target Grade:**1-6

**Target English:** conversation, vocabulary, anything!

A quick way to practice a conversation idea or vocabulary set.

1. All the students stand up.
2. Teacher asks a question.
3. The student who wants to answer raises his/her hand.
4. If they get the question right then all the kids in their row of desks (i.e. all kids to the left and right of them) sits down.
5. Ask a question. The student who wants to answer raises his/her hand.
6. This time if they get it correct all the students in the column they are in (all the kids in front and behind them) sit down.
7. Repeat until only one kid is left standing. Remember to tell them that losing doesn’t mean losing, it really means they have another chance to try again!

Teaching at Elementary School can be one of the most rewarding parts of being a JET participant. You get to teach real, communicative English the kids can actually use, there are no set exams or curricula to hold you back, and the kids really do learn! So remember to prepare your lessons well, teach some cool stuff, have fun and above all be *genki*! You will love it.

## Cross-Cultural Teaching Games

The following games played by JET participants when they were children may not have any deep “international understanding” itinerary, but provide students with a chance to meet and play with a JET participant during their school visit assignments. However, most can be changed slightly to include a more “international” angle if desired, and in fact many of the descriptions anticipate these adaptations.

The students and/or teachers will quickly pick up on similarities or differences between these and the childhood games played by Japanese; most likely they will be considered “American,” “Irish,” “Australian,” “Brazilian” or whatever based on the nationality of the JET participant leading the game.

### GAMES WITH LOTS OF MOVEMENT

#### *Cat, Mouse and Dog*

Mark out three circles on the floor. Divide the class into three equal teams, with each team given a base. Assign each group names, like Cat, Dog, Mouse. Each team is safe in its own base, but Cats must try to catch Mice, who try to catch Dogs, who try to catch Cats. Make each team wear *hachimaki* (headbands) or hats. When a Mouse captures a Dog, the Dog comes back to the Mouse’s base, and must wait there until freed by another Dog.

#### *Fox and Geese*

Tramp out a huge circle in the snow, or use the circle on the gym floor. Add a centre hub and spokes that go out from the hub to the outer circle. Choose one person to be the Fox, the rest of the players are the Geese. The Fox tries to catch the Geese by running around the circle or across the spokes. The Geese are safe when they are in the hub, but can only stay there for one minute at a time. When a Goose is caught, he or she becomes the new Fox.

#### *Ice Floes*

Line up students at one end of the room. You can divide them into teams of 1-three, and give each team two sheets of newspaper. The first player from each team lines up standing on one sheet of paper, and on the word GO, lay the other on the floor in front of them, step on it, pick up the first sheet, lay it down in front of them and step on it, and so on. The first team to reach the end of the room and back wins, but if either foot touches the floor, you must go back to the beginning and start again.

#### *Indonesian “Janken”*

Instead of traditional paper, scissors, rock, teach your students elephant, tiger, mouse. Elephant (thumb) beats the tiger (pointer/index finger), which beats the mouse (little finger). Of course, the mouse beats the elephant.

#### *Pass the Parcel*

This game can be used for a variety of purposes: English greetings, capital cities, customs of other countries. Wrap a small present (pack of sweets, money from home, etc.) in about 10-12 layers of wrapping paper or newspaper. The students sit in a circle and, as music is played, they pass the parcel around. When the music stops, the person holding the present unwraps a layer. If they haven’t come to the present, the student must do a forfeit game, i.e. sing the ABC song, etc. The game goes on until someone reaches the present.

#### *Squirrel in the Tree*

Students make groups of three. Two people hold hands to make a circle, and the third student, the “squirrel”, stands in the middle of the circle, or “tree”. When you blow a whistle, the trees raise their arms, and the squirrels must run around, looking for a new tree. Only one squirrel for each tree. Continue playing. Make sure that the trees have a chance to become squirrels.

***Seven Up***

Seven students are selected and stand at the front of the room. The rest of the students place their heads on their hands with their eyes closed and make a fist with one hand and extend one thumb upwards. The seven students then go around the class and each touch one person's thumb. That person then puts his/her thumb down. After all 7 have finished, they go back to the front of the class, and the chosen people guess who touched them. If they are correct, they change places; if they are not, the other person continues. Change players if necessary after 5 times.

***Twister***

You can buy the game, or improvise and make your own sheet. The store-bought game has four colours, rows of blue, green, red and yellow. If you improvise, you could mix the colours up, or even add extra colours, but be careful not to make the game too easy or it will take a long time to get a winner. Only a few students can play at a time, but it is fun to watch. Have a Twister sheet, or tape laminated coloured circles onto the floor. Pull instructions out of a hat. Call out instructions: "Left hand on red", "Right foot on blue" etc. Continue until one or all of them lose their balance and fall down (they must stand - only hands and feet should touch the floor).

***Tunnel Ball***

Have the children make two teams. Each team stands in single file, and everyone stands with their legs apart. The student at the front rolls a ball (a medicine ball is best, but any large ball will do) down the tunnel formed by the team's legs. The person at the end stands about 1 metre back from the team, waits for the ball and then runs with it to the front of the line. As this player is running, the whole team shuffles back - the team always has to be behind a certain line. Continue until the first person to roll the ball is at the front of the line again, and everyone sits down to show they are finished. The first team to finish wins.

***Poison Ball***

The playing area is a big circle. Five people stand outside the circle and roll balls through the circle. All the people standing in the circle have to avoid getting hit, otherwise they are out and join the people rolling the balls. The last person standing in the circle wins. Do not throw the balls - only roll them.

***Drop Ball***

Form pairs. The kids throw a ball (tennis ball size) back and forth. If one child drops the ball, his/her partner has to call out "one knee!", and the kid who dropped the ball gets down on one knee. If the same kid drops the ball again his/her partner says "two knees!". The next steps are "one elbow!", "two elbows!" and "chin!". If you drop the ball when you have both knees, elbows and chin on the floor, you are out. And remember, you have to stay in position to throw and catch.

***TAG GAMES******Circle Tag***

Mark out 5 circles - on the floor, in the snow or in the playground dirt - each about 1 metre across, and about two long paces apart. Choose a Chaser. He or she must try to tag the others as they run between the circles. The circles are safe, but players can only stay in them for five seconds at a time. When the Chaser has tagged a player, that person becomes the Chaser.

***Everybody Tag***

Everybody is "IT" and you have to tag as many people as possible. Anyone who is tagged has to stand still, until there is only one player left who hasn't been tagged. The last player yells "Go!" and the game begins again.

***Scarecrow Tiggy***

Have one or more students as "IT". When they catch someone, that person has to freeze and make a scarecrow: spread their legs apart, and put their arms out straight from their sides. They may be freed by another person crawling between their legs. The person crawling between the legs is safe while there (between the person's legs). This may continue indefinitely. Variation: if someone is caught X times, i.e. two-three times, that person then becomes "IT".

**Shadow Tag**

Good as an outdoor game on a sunny day. To tag a player, "IT" has to step on that person's shadow. Whenever a person is tagged, that player becomes the new "IT". Players must stay in the sun.

**Tail Tag**

Choose who is "IT". The rest of the players get into lines of three, with each person holding the waist of the person in front. "IT" tries to attach himself to the last person in any line of three. If he succeeds, the front person of that line becomes "IT". If anyone in a line lets go of the person in front, that person is "IT".

**Crows and Cranes**

Name half of the group crows and the other half cranes. Each team has a home base. They all move towards the centre, then the teacher calls out either "crows" or "cranes". If "crow" is called, the crows chase the cranes. If a crane is caught, they become a crow. Set a time limit, or finish when one team has all of the players. Substitute blue/red etc.

**Red light/Green light**

One player faces the wall and the rest of the students stand behind a line some distance away. The player facing the wall calls out "green light!" and the students can run towards the wall. When "red light!" is called, all players must freeze. The player at the wall tries to catch someone who is still moving, who then returns to the start line. The first person to reach the wall is the winner. Add "crash!" (students must fall down) and "bridge!" (students form an arch by touching the ground).

**Where are you?**

Also known as "Marco Polo". Blindfold a student (preferably a popular one). He or she asks "Where are you?". The other students reply "Here I am!", and the blindfolded student tries to tag one of them. If he tags them, they change places.

**OTHERS****I Spy**

The teacher starts by saying "I spy something blue". The students must guess what the teacher has "spied". If necessary, continue to give clues - "It's big", "You can write with it" etc.

**Noisy Animals**

Teach the students some animal noises and divide them into groups of five or six. Give each group an animal noise and get them to practice loudly. Students then close their eyes (or are blindfolded) and the teacher scatters the groups up around the classroom or gym. When the teacher says "Go!", the students try and find their group by calling out the group's noise. The first team to find everyone wins. This game is good fun to watch!

**Tray Memory**

Put ten items on a tray. They should be things that the students have learned, e.g. fruit. Have them look at the tray for one minute, then cover it up and have them write down the items. Alternatively, remove one item and have them guess which one it is.

**Circle the Letter**

Write letters on the board in different sizes and colours. Make teams and call out "Big red A" etc. The students run up and circle the letter.

## FOREIGN HOLIDAY CRAFTS

### *Valentine's Day Cards*

Make a Valentine's Day card and photocopy it for the students to colour in, or let them draw their own. Cut heart-shaped cards. Tell them about Valentine's Day in your country, and teach them simple Valentine's greetings.

### *Colouring Easter Eggs*

Ask someone from home to send out an Easter Egg colouring kit, or food colouring if you cannot find *shokubeni* (food colouring) in your own town. Japanese food colouring sometimes comes in the powdered form, and you may find it difficult to make the powder mix properly. Prepare bowls of water, and add food colouring and some vinegar. Make sure that the eggs are hard-boiled, and let them sit in the dye until they reach the desired colour.

Use a white candle or wax crayon to draw designs on your egg BEFORE dipping in the dye. Your design will remain white. Older kids can lightly rub some fat (pork, etc) on the egg to make it shine.

Coffee and onion skin eggs: an Eastern European way to colour eggs. Wrap a raw egg in brown onion skins. Keep the skins in place with a string. Put the wrapped eggs in a pot, cover the eggs with water and add coffee grounds. Boil for 10 minutes. Unwrap the egg. It should have a brown, marbled pattern.

### *Mother's Day Cards*

Show how to make a Mother's Day card. On the front, attach a cut-out flower vase, gluing only the outside edges of the sides and bottom (forming a pocket). Attach paper flowers to popsicle sticks, so the stick become stems. On the stems, write something that the child will do for the mother (help with the laundry, help set the table...). Then put the stems into the vase. This can also be done in a voucher style, THIS entitles bearer to one hour of my help, etc. Vary the type of card for Father's Day.

### *Paper Chain-making to Decorate the Sukkah*

A Sukkah is a structure which recalls the type of structure the Jews lived in during their journey from Egypt to the Promised Land. Children enjoy making metres and metres of paper chains while you introduce Jewish heritage.

### *Jack o'Lantern Faces on Kaki*

Most towns usually have an abundance of *kaki* (persimmons) in October. Using a black felt pen, draw jack o'lantern faces on the persimmons. Use a water-based pen so the fruit can be washed and eaten later.

### *Thanksgiving Turkey Puppets*

Students trace the outline of their hand onto white paper. Their thumbs become the head of the turkey, and their fingers become the feathers. Colour in the turkey.

### *Advent Calendar*

Make advent calendars with older children, or make one yourself for younger kids to enjoy. Select a simple Christmas scene. Lay out where you will place the doors (from 1 to 24) by using a template. Make #24 a bit larger. Then use the template on a separate thick piece of paper to draw in the windows. Draw festive pictures. Let the students open the doors to count down to Christmas and their winter holidays.

### *Piñata*

Make a simple piñata and bring it to class to show the students. Then let them try to make one. Cut a newspaper into strips. Dip each strip in a flour and water mix, not too thick, not too runny, and wrap around a balloon. Let each layer dry overnight (before continuing. When 5 layers are completed, you are ready to decorate. Cut tissue paper into 5 cm squares. Place the flat end of a pen in the centre of the square, and wrap the paper around the pen. Then dab a bit of glue on the end, and stick the paper to the balloon. Use the pen to firmly put the paper in place. Remove the pen and repeat.

Once dry, pop the balloon and remove. Attach a rope to the hanger from which to hang the piñata. Fill the piñata with sweets and unshelled peanuts. Attach the rope to a long stick, or throw over a beam/tree branch. Depending upon the age of the child, you can make it easy or difficult. Blindfold the child, and give him/her a bamboo stick (a baseball bat offers a little too much danger). Then let him/her try to hit the piñata. Be very careful to keep other students and yourself far away. Move the piñata around, and give other students a chance to take a whack at it.

## OTHER IDEAS

### *Non-Japanese Fairytales, Folktales, and Bedtime Stories*

Translate or use Little Red Riding Hood, Nordic Troll Stories, Native Indian Legends, Aboriginal Dreamtime stories or your favourite childhood bedtime stories, and tell them to the students. Liven them up by drawing pictures (or get picture books from home) and using props, etc. Many nursery schools and libraries have volumes of Kamishibai, stories accompanied by drawings. Sometimes, there are stories that have been translated into Japanese.

### *Scavenger Hunt*

Plan a simple hunt and let the teachers know well ahead of time. For younger kids, draw pictures on flashcards, and do a vocabulary review at the beginning, and again at the end. Adjust according to the level of the kids. For a different twist, get them to go on a sound scavenger hunt, armed with a tape recorder. They have to make their teachers say something in English, record a dog barking, the bell chiming, toilet flushing, etc.

### *Embassy Materials*

Most embassies and foreign tourist authorities produce promotional materials.

### *Map Quizzes*

Use brightly coloured maps to teach children size-words, colours and names. Use gestures and melodies to aid memorisation. Make a big topographical map with twigs for trees, clay mountain ranges etc.

### *Drama*

Even just a simple story with actions and a few words will work for the school festival.



## English in Kindergarten

Teaching English in kindergarten is an easy and enjoyable experience. Unlike their adolescent counterparts, few young Japanese children have inhibitions about speaking English, and display a remarkable eagerness to learn and perform. The following ideas have all been used with classes of five and six year olds, with class sizes ranging from 20-28. All have worked, and all are fun. Please also refer to the Elementary School sections of the ALT handbook. Most of the games and activities can be easily adapted to suit kindergarten children, but remember that this age group has a short attention span, so you will need to do less explaining, and more showing and doing. Kindergarteners also have a lot of energy, which can be used to your advantage- get them to use English as actively as possible.

Keep in mind, however, that emphasis at this stage should be on speaking and listening. Teaching ABCs only teaches the names of the letters, but not the sounds themselves - children cannot communicate with ABCs. Also, bear in mind that English songs will only work if there is very simple vocabulary and lots of repetition.

### **Adjusting Classes for the Age Difference**

The range of maturity and ability from kindergarten to 6th grade is enormous and will affect your class planning and activity selection. The enthusiasm with which you are met is unlikely to be matched anywhere else on the JET Programme.

### **Kindergarten Visits**

From the moment you are met at the door by screaming, bouncing 3-6 year olds until you are group hugged good-bye you will feel very welcome.

Kindergarten visits will usually be just that, a visit and not a lesson. The teachers will often have the visit planned out to some extent. It may include a brief self-introduction, followed by games, songs and a presentation from the students. Try to include some kind of language or cultural learning activity into regular pre-school activities such as drawing, colouring, singing or stories .

Although the visits are often planned, you should have a number of songs, games and activities in your repertoire. Action songs (e.g. Heads and Shoulders) are always good to fall back on if you are suddenly asked to perform. Anything that lets them move around, have fun and act silly will be successful. Ham up the greetings and act goofy for an even bigger reaction. In preparation, wear appropriate clothes (you will be climbed upon) and try to be prepared for the behaviour of children of this age group. Groping and poking may well be part of the visit, but do not be afraid to put a stop to it.

## ADVICE AND PREPARATION

Here are a number of tips and ways of preparing for a successful kindergarten or elementary school visit. These have been collated from a number of JET participants with experience:

- Bring indoor shoes. Running around in vinyl slippers may be entertaining for the children but will make things more difficult for you.
- Use the teacher for crowd control. They are usually pretty good at keeping things quiet, getting the children into groups and playing fairly.
- Make a lesson plan, but keep it flexible. Prepare more activities than you have time for.
- Avoid games that could potentially get violent. Students often get carried away.
- Do not wear anything restrictive or expensive.
- Try to meet the teacher before the lesson and explain the games.
- Laminate anything you want to use again.
- Do not scrap an activity just because it did not work in one class. It may work fine the next day with a different class.
- Keep the class student-centred at all times. Have the students give out handouts and collect up afterwards etc. It takes the pressure off you and keeps them occupied.
- Use incidental language as much as possible. This will help them remember it and how to use it (ie., “Hello”, “Here you are”, “Thank you”, “You’re welcome”, “Bless you”, etc.)
- Keep things simple. Games you spent hours preparing are often the first to flop. Explanations should be carried out within a minute or two. Where possible, demonstrate with the Japanese teacher rather than explain.
- Eating lunch with the children helps to get to know them and create a little informal internationalisation.
- Do not jump randomly between topics. Keep activities related.
- Phrases should be repeated frequently.
- PLAY between classes and TEACH during them.
- Try teaching with other classes like cooking or gym for a bit of variety.
- Praise individuals.
- Using a game more than once saves explanation time.
- Make sure the Japanese teacher knows what to do.
- Make vocabulary posters to save time.
- Balance activities that “stir-up” and “settle down”.
- Make name cards so you can address the children as individuals.
- Prepare an activity or video in case you are absent.
- Let the children teach you something each lesson.
- Buy teaching aids. Invest in self-training.
- Children will understand a lot from tone, gestures and facial expressions.
- Use lots of English words which are also used in Japanese in the katakana form.
- Keep notes of what you taught, so you can re-cap on previous areas.
- Try repeating explanations and phrases in several different ways.
- Use a toy to talk to if the Japanese teacher is not already prepared.
- Try to get feedback from the children as well as the Japanese teacher.
- Use commands and phrases in various contexts to highlight their usefulness.
- Have an emergency teaching pack ready for unexpected circumstances. Some ideas for things to include:

Bingo cards	Glitter pen for autographs
Posterboard	Mr. Bean video
Blank Karuta cards	Book of games
Colour markers and pencils	Nametags
Stuffed animals/Mascot	Blindfolds
Music tape	Prizes
Book of games	Indoor shoes
Photos/Slides/Video of your home country	

## GAMES

### NAMES

*What's your name?*

*My name is \_\_\_\_\_.*

- As each child says his/her name, write it down on a big piece of paper or cardboard, to be hung up in the classroom.
- Distribute individual name cards to each student.

### FEELINGS

*How are you?*

*I'm happy/O.K./sad.*

- Use a piece of cardboard with three different faces on it.
- Ask this question at the beginning of each class.

### NUMBERS

*What number is this?*

*How many?*

- Use flash cards to teach numbers 1-10.
- Clap your hands, and have children identify how many claps they hear.
- "Grab the ball" game - divide children into two teams, and number them off from 1-10. The teams stand facing each other. Place a ball in the centre. When you call out a number, the two children from opposing teams race to get the ball first.
- "Take \_\_\_ steps" game. Have all the children on one side of the room. Stand at the opposite end, with your back to the children. Call out the number of steps to take. The first child to reach you is the winner.

### BIRTHDAY

*How old are you?*

*I'm \_\_\_\_\_.*

- Have all the children's names written in a large calendar. As each birthday approaches, sing the "Happy Birthday" song.
- Divide the children into groups corresponding to their current age (there will probably be two groups). Have each group ask the other "How old are you?" and see which group can give the loudest answer.

### COLOURS

*What colour is this?*

*Red/Blue/Yellow/Green/Black/White/Brown/Pink*

- Use large pieces of coloured paper to teach colours.
- Have children identify colours of objects, clothing that you point to.
- Play "Fruit Basket" (depending on the size of the class, you might do only 4 four colours at a time).
- Play "Catch". Have all children stand at one end of the room. Give each child a piece of coloured paper. Stand in the middle of the room and call out a colour. The children who are that particular colour try to run to the other end of the room without being caught. If they are caught, they must help you catch the others. Have the "catchers" (including you!) stay on their knees during this game if space is limited.
- Arrange the children in a big circle. Each child has a piece of coloured paper. When you call out a particular colour, those children must run to the middle of the circle within five (or three) seconds. Count loudly.

### STOP/GO

*Green=Go*

*Red=Stop*

- Play "Red Light, Green Light". If any child moves during "red light" he or she must go back to the start line.

- Have all the children stand around the room. When you call “Go!”, they start moving (twirling, jumping, running, etc.). When you yell “Stop!” they must stand perfectly still. If they move, they must sit down.

## **PARTS OF BODY**

*What’s this?*

*How many \_\_\_\_\_ do you have?*

*Head/shoulders/knees/toes/eyes/ears/mouth/nose/feet/legs/arms/hands*

- Sing “Head and Shoulders” song. When the children know the song well, you can do it very fast, which is a lot of fun.
- Play “Simon Says”.
- Play “Fruit Basket”.

## **ACTIONS**

*\_\_\_\_\_ your head/feet/etc.*

*Touch/clap/shake/stamp/turn around*

- Play “Simon Says”.
- Sing “If you’re happy and you know it...”, combining actions with body parts previously taught (e.g. shake your shoulders).

## **LEFT/RIGHT**

*Raise your hand*

- Sing the “Hokey Pokey” song. (“Put your \_\_\_\_\_ foot in...”) You may need to colour-code left/right to help children remember. For example, children hold a piece of blue paper in their left hand, red in their right hand.

## **SIMON SAYS PLEASE!**

This is a twist on the classic “Simon Says” game. Rather than use the not very useful phrase “Simon Says”, try using “please” instead. If the teacher says “stand up, please,” the kids should stand up. But if the teacher says “stand up!” without saying “please”, the kids should not stand up! Try “Sit down”, “Jump”, “Spin”, “Clap” and best of all, “Smile, please!”. Then try “Smile” (with no please). If the kids smile, they are out.

## **JUMPING**

Call out a number as you jump into the air (if you can do a high vertical jump your kids will be really impressed. The class then jumps and yells out the same number. It is important for the teacher to jump and count first so that the students can hear the correct pronunciation. Once you think the students have the hang of it you can try jumping together - instead of pausing between jumps try jumping as soon as you land. This is also a sure way of helping your students get rid of excess energy (i.e. use it to deliberately tire them out!).

## **ROCKET LAUNCH**

Once your students are fairly competent with the numbers 1-12 (teaching the numbers 1-12 means that the students will be able to use them in “telling the time” activities), give them a bit of a challenge such as asking them to count backwards, but in the form of a NASA-like rocket count down. Everyone crouches down and holds their hands above their heads like the nosecone of a rocket. As you count down from 12 you stand up a little higher with each number, and on zero you launch by jumping up in the air. Remember that if your students’ voices aren’t loud enough the rocket will not have enough energy to take off and you’ll have to do the whole thing again.

## **EGG**

Instead of a nosecone, form the shell of an egg with your hands. Do the countdown and on zero, burst out of the shell and fly away like a cute little bird, flapping your arms for added effect.

## Classroom activity ideas

### ANIME NOISES GAME

Submitted by Kseniya Vaynshtok (Namerikawa City BOE)

**Target Group:** Kindergarten      **Difficulty Level:** Fundamentals

**Activity Objective:**

To teach animal noises and names

**Procedure:**

Since many of my kindergarten students love animals and already know their names, I decided to make a lesson combining something they already love with a new element to learn: animal noises, using a picture book and a game.

I begin the activity by reviewing the different animals, their names, and the sounds they make in English using an engaging picture book. I then use the large animal flashcards to briefly review the animals they just learned. If the students do not quite catch how to say a certain animal sound (an example of a tricky sound being a mouse's "squeak squeak." I put the flashcard on the whiteboard and write the pronunciation out next to it in hiragana/katakana (depending on what the student can read). I prefer for the students to hear the natural (non-katakana) pronunciation of words, but sometimes they are difficult to retain without a visual reminder. Once I am satisfied with their pronunciation, I begin the actual game. The children are very excited and enthusiastic to make animal sounds so I tell them they will become animals for this game. This helps set the stage for the game. I then divide the students up into groups and assign them animals. So that the children better remember their assigned animal, I hand out small animal cards with a picture of their animal on it. This helps them remember their animal and later helps in the game for the students who find it too challenging. I tell each group to practice each noise until they sound like the actual animal. Once they have practice for about 5 minutes, I have the children stand, explain the rules of the game, have them close their eyes, and mix them up. When I say "go!" the children open their eyes and search for their group mates using the sounds they practiced, and if they need to, the cards they are holding. In this way they not only know the names of the animals, but also become familiarised with the sounds, too. The first group(s) to find all their group mates by their sounds and sit down win(s)!

**Materials and Preparation:**

This activity requires large animal flashcards, a white board, and small animal cards (approximately 7 different animals, and enough cards for the entire class). The flashcards and animal cards can be printed using clipart pictures or cute pictures found online and photocopied in the office.

**Division of Labour for ALT and JTE:**

I am usually the teacher in charge of preparing the lesson and executing it. However, I have found that getting the teachers as involved as possible really helps the class go smoothly. Therefore I email or fax each teacher my lesson plans and game explanations a few days in advance for them to review. For this particular lesson, the JTEs helped me divide the students into groups and practice the animal noises within the groups. When it was time to explain the directions, the JTEs help me paraphrase the rules and to act out the activity so that the students can better understand. Afterwards they helped me mix up the children and judge who won. The JTEs often have as much fun as the children and if the activity is a success, they continue it even after I leave.

**Suggestions and Advice:**

The children are easily excitable when you are excited. During the picture book and flashcard review, I asked the children to repeat the animal sounds, but making their sounds much deeper like a cow, or squeakier like a real mouse until they were giggling from the sounds that ensued. Silliness and gestures are also encouraged. The children also respond when you are not afraid to be a little silly, or tell them that during the game they will be turning into animals. Asking the JTEs to get involved and be silly also helps engage the children and make even the shiest kid enthusiastic.

And lastly, if there is enough time, feel free to play a few rounds and to switch up the animals, as once the children are familiar with the rules, it goes much more fluidly and allows for everyone to have a chance to win.

## FORECAST GAME

Submitted by Rebecca O'Neil (Otaki Town BOE)

**Target Group:** All grades    **Difficulty Level:** Fundamentals

### Activity Objective:

Students will be able to say and identify weather types

### Procedure:

This is an adaptation of the "Juicy Sabotage" game on the Englipedia website. Students sit in vertical rows to make teams. The students in the back row receive weather cards face down. To play, the student in the back flips over a card and reads it to the student in front of him/her. This student says the word to the student in front, and it passes telephone-style to the front. The student in the front row stands up and draws the weather in the forecast box on the board, then sits down in the back row and everyone moves forward one seat. Continue until students finish a five-day forecast. Prizes can be awarded for best pictures at first, so they can practice the game, then for fastest time.

### Materials and Preparation:

Karuta-style cards with weather vocabulary (I used sunny, rainy, cloudy, hot, and cold), chalks and a blackboard, desks should be arranged in vertical rows.

### Division of Labour for ALT and JTE:

ALT and JTE pass out cards to students in the back row. ALT can model how to play with students or the JTE. If teams are uneven, JTE or ALT can join a team; if not, they can walk around to ensure no Japanese is being used and to remind students who have forgotten the vocabulary. JTE can also serve as judge for fastest team, best picture, etc.

### Suggestions and Advice:

This game is best as a second or third activity in a lesson, so the students should already be familiar with the vocabulary and ready to get excited and use it. It is easy to explain just by modeling with a row of students rather than explaining. This game works best with medium-large classes, but if there is not enough room in the classroom students do not have to change seats with each drawer. The one flaw in this game is while it cannot be won by one person, it can be lost if a student forgets the vocabulary or has other circumstances (is in a wheelchair, is special needs, etc.) In this case you have to tailor it to what the student can do. For example, the student in the wheelchair could say the English word, so I made him the designated card-flipper and the other students rotated seats in front of him. Also this game can get loud so remind students to use their normal voices. And of course prizes for the winning team are great.

## **GOKIBURI (COCKROACH) GAME**

Submitted by Melinda Charnas (Mikasa City BOE)

**Target Group:** All grades    **Difficulty Level:** Fundamentals

### **Activity Objective:**

To practice self introductions (or any other topic)

### **Procedure:**

Practice the target conversation, play *jan-ken* and evolve from cockroach to human. Students will introduce themselves to the ALT and try to win *jan-ken*, winning the game.

### **Materials and Preparation:**

Depending on the grade level, 3 to 5 animal cards (such as mouse, bird, rabbit, penguin, monkey) to place on the board in a line (or ladder), drawing a cockroach at the beginning and a human stick figure at the end of the line (or ladder). Cockroach and/or human cards can be used if necessary. Bring magnets if the classroom has none. Prizes are always well received.

### **Division of Labour for ALT and JTE:**

Before class, make sure the JTE understands the rules. In class, the ALT explains the rules using simple sentences. Have the JTE check for understanding and translate if necessary. During the activity, have the JTE walk around and check that kids are using the target conversation, not Japanese. Students who evolved to human will introduce themselves to the ALT, who will reply and *jan-ken* as the final boss.

### **Suggestions and Advice:**

Reviewing the animals at the beginning is always a good idea. Students love it if you add gesture to represent each animal to each other (antennas for cockroach, ears for rabbit, etc), it also reduces the noise level since they do not have to scream "rabbit, rabbit!" This game can get pretty loud, take necessary precautions. The students also love it if you tell them they will become gods if they beat you (the ultimate boss) in *jan-ken*. If most of the class wins, you can either end the game and start a new round, or have them fix games of *jan-ken* so everyone can win at least once. For older students (5th or 6th graders), set a limited number of winners, stop the game, and start again. You can always add or change the rules to make it more fun!

## PLAY-ALONG STORIES

Submitted by Juliana Watkins (Fuefuki City BOE)

**Target Group:** Kindergarten **Difficulty Level:** Fundamentals

### **Activity Objective:**

To introduce and review vocabulary for very young children in a memorable and fun way.

### **Procedure:**

I make copies of a book, such as "Wiggle" which features various animals and their way of moving. For example, waddle, slither, jump, etc. I show them one card and tell them what it is. For example, "penguin." I ask them how a penguin walks, then ask them to act like a penguin. I continue introducing cards and reviewing them at random. This works with many other books and objective as well.

### **Materials and Preparation:**

I use laminated copies of the book's pages, but this isn't required. I like it because I can bring out a couple to start with, review at random, and then add a card or two each time I see a group of kids. If I bring the whole set, kids will frequently mob me to see the rest, so I take out only what I will use that day. I have pre-school visits that can be a month or more between seeing each group, so this is a great way to review and build vocabulary at the same time. The kids love looking at the pictures and have fun doing the related actions.

### **Division of Labour for ALT and JTE:**

This activity is also good because it doesn't really require any Japanese. It's nice if you or someone else can speak some Japanese to help explain and make things more interesting, but it's simple enough that this part isn't necessary. Young kids will naturally enjoy mimicking you.

### **Suggestions and Advice:**

Use your space wisely. You need to be sure all kids can see the pictures well, but also have the space to move around. If they get too close to each other, they may become distracted and start playing. If the class is small enough, I have them stay standing next to their desks.



## WEEKDAY HOPSCOTCH

Submitted by Alexander Miller (Tenkawa Village BOE)

**Target Group:** All grades    **Difficulty Level:** Fundamentals

### Activity Objective:

To practice recognizing, speaking and memorizing the days of the week

### Procedure:

Two teams race one another by hoping across 7 steps outlined on the floor, in a hopscotch pattern, meanwhile reciting the days of the week per step in sequential order

### Materials and Preparation:

First, materials needed: 14 laminated 8x11 blank white papers, 14 laminated strips of white paper with each day of the week typed in katakana per strip (each day of the week printed twice), 14 laminated strips of white paper with each day of the week typed with few katakana (leave only the first katakana character in place), a roll of tape, and 7 flash cards indicating days of the week in English on one side and Katakana on the other. Second, assembly: Take the 14 laminated 8x11 papers and tape them in a straight vertical line for two teams, making 7 steps per pathway. And lastly, the game: First teach the days of the week with the flashcards made. Next, students "janken" to form two teams, as they then line up single-file in front of one of the two 7-step hopscotch pathways taped to the floor. Alongside the boardgames are the weekday katakana labeled strips of paper. Each strip of paper is placed alongside each square in sequential order from Monday to Sunday. Each student on both teams must hop across each step reciting the days of the week; both teams go three times in this 1st round. Whichever team is the fastest receives 1 point. In the 2nd round students again cross the board three times, but this time the laminated labels are replaced with the labels only showing the first katakana character of each weekday. If a student cannot identify a particular day on the board, he or she can ask their teammates to shout it out in order to advance. Whichever team is the fastest receives 2 points. And in the 3rd round students must cross the board three times but without any labels. No extra materials needed for this last round. 3 points are awarded to the fastest team.

### Division of Labour for ALT and JTE:

As far as delegating responsibilities, the JET can make the preparation materials alone. The JTL, I believe, will become the most valuable in the classroom. He or she can translate the rules, answer any questions, and also help keep the students obedient during the activity. Within the game, the JTE and JTL should each monitor one team's jumping across the board. If a student mistakenly recites the day of the week, it is the JTE's and JTL's responsibility to correct the student with the right answer and have the students retry from the start of the boardgame.

### Suggestions and Advice:

Because this game involves a lot of jumping and vocalizing, students can become very excited and disregard the game rules. For this reason, I would have the JET monitor one team while the JTL monitor the other. Also, to maximize use of the materials made, I recommend playing the popular pick-up card game "kurata" after the hopscotch game, using all 28 weekday labels made. Anytime the students are in competition with one another, they always seem to give a 100 percent effort.

## “SCENE!”

Submitted by Fenyang Smith (Shoso City BOE)

**Target Group:** All grades    **Difficulty Level:** Basic Conversation

**Activity Objective:**

To practice using new grammar

**Procedure:**

Students use the newly presented grammar along with a few props to create short theatre scenes.

**Materials and Preparation:**

*Prop sunglasses, hats, etc. (things that can be worn). Classroom desks, chairs, (depending on the scene)*

After practicing new grammar points as a class and in pairs, students are invited to volunteer to perform in front of the class (usually) in groups of two or three. The remaining class members will be asked to close their eyes while the volunteers are encouraged to adopt a new persona and select props to use. When the volunteers are ready, they will take their places around the classroom, their classmates will open their eyes, and the scene will begin. Although this activity is at its core rather simple, I feel that therein lies its efficacy. It requires very little preparation of materials (though more preparation/props can always benefit the experience) and thus can be woven fluidly into class sessions. It also encourages students to volunteer, to jump outside themselves and imagine (by way of stage personas), and, by giving the students an opportunity to imbue the grammar with their own sense of style and expression, enables them to make what they learn in class their own.

**Division of Labour for ALT and JTE:**

I am responsible for assembling the props and utensils needed for the activity as well as explaining the activity and helping the students to understand what they are to do (I also get to say “ACTION!” \*ahem\*). The JTL and I initially demonstrate a scene together when first presenting new grammar points as a kind of template for the students follow during their own practice, however, aside from a willingness to have fun and encourage students to do the same, the JTL does not need to prepare anything specific.

**Suggestions and Advice:**

This activity offers a chance for students to explore and utilize the English that they've learned in their own individual ways. As such, it is important to flow with the students' ideas – to help them to understand and deliver the grammar correctly but, ultimately, to remember that they are the stars of the show.

## FUN FACES

Submitted by Patrick Finn (Namerikawa City BOE)

**Target Group:** 2nd year      **Difficulty Level:** Basic Conversation

### Activity Objective:

The goal of this activity is to practice numbers, shapes and potentially, basic conversation

### Procedure:

First, review the numbers 1 through 10 with the students using large flashcards. Pronounce each one for the students and have them repeat. Then, point to random numbers and ask the class to call them out in unison. After, you may want to play a game or two of bingo using numbers.

Next, review the shapes with the students. The shapes will likely be new, so keep them simple and repeat them multiple times. When the students have a grasp of the words, begin the activity :

- Tell the students that they will be drawing faces today.
- Show them your own example using an enlarged A3 version of the Fun Faces worksheet.
- Hand out the Fun Faces worksheet, a simple A4 sheet with a square for the students to draw in.
- Explain that you will say the name of a shape and then how many of that shape you want.
- Go through two examples, drawing your face on the board while the students listen / watch.
- Once they understand the idea, tell them it is time to begin!
- Put all of the shape flashcards on the board using magnets.
- Call out a shape, having the students repeat it, and then a number, having the students again.
- Only after having the students repeat the shape and word, point to the flashcard and write the number of shapes underneath it. This gives them the chance to recognise the vocabulary verbally.
- During the activity, draw your own face on the board so the students can follow along visually.
- Say the next shape, without repeating what's been called out, and continue the activity.
- After going through all the shapes, ask for volunteers to choose a shape and number they want to draw. This moves the activity from strictly listening to speaking as well.
- When a he / she chooses a shape and number, remove that flashcard and ask for a new volunteer.
- Continue until all the shapes have been called out.
- After, ask for volunteers to present their drawings and reward them with stickers for sharing.

### Materials and Preparation:

Bingo Worksheets (A4) (Optional)

Completed Fun Faces Worksheet (A3) (Optional)

Fun Faces Worksheets (Simple A4 worksheet with a square for students to draw in and possibly some shape clipart.)

Number (1 - 10) Flashcards (A3 or Larger)

Shape Flashcards (A3 or Larger)

### Division of Labour for ALT and JTE:

Since the elementary schools I work at do not require a teacher that can speak English for grades 1st through 4th I am usually responsible for all the preparation and execution of the activity. Therefore, all worksheets and flashcards are the responsibility of the ALT. However, during the lesson and activity, it is essential that the JTE is there to motivate students, check their understanding of the activity and most likely translate the activity's instructions to Japanese. Although, I have found that doing examples helps most students understand, even if language proves to be a barrier.

### Suggestions and Advice:

I like this activity a lot since it gets the students listening and speaking, while staying active. Also, it is rewarding to see what the students end up drawing. Here are a few useful suggestions and advice for the activity :

Although optional, bingo helps get the students energised before reviewing the shapes. Since the shapes may be new vocabulary, it takes some time to go over and memorise the words. Full of energy, the students are much more likely to remain attentive.

Having a personal example of the Fun Faces worksheet to show gets the students excited and helps them better understand that they will be doing something similar.

The first “round” of Fun Faces is good for practicing listening and pronunciation, but having the kids interact and volunteering during the second “round” gets them speaking and builds confidence.

During the activity, draw a large version of your own Fun Face. This not only acts as a visual example for those that have more difficulty with verbal instructions, but the students get excited when the teacher participates in the activity. Afterwards, tell them you drew yourself or the JTE!

Additionally, this activity can easily be adjusted to focus more on communication or different grade levels. Having the students use phrases like, "I like (shapes)." can reinforce other targets.

## 1... 2... 10!

Submitted by Brian Dinnie (Asagiri City BOE)

**Target Group:** 1-2nd year    **Difficulty Level:** Fundamentals

### **Activity Objective:**

To master 1-10 and the correct order of the numbers

### **Procedure:**

This is a variation of the classic game "Duck, duck, goose." The students and the ALT sit in a circle. One student is the "Oni" and must, in a clockwise rotation, walk around the circle while tapping the other players sitting on the head. For every player tapped, the "Oni" must say 1, 2, 3, etc. for each person (up to ten). If the "Oni" says a number not in the current numerical order (Example: 1, 2, 10!) then the person tapped then arises and chases the "Oni" around the circle. If the "Oni" makes it around the circle and sits in the person's spot, that person is the new "Oni." If the "Oni" is caught, he/she must go again.

### **Materials and Preparation:**

There is very little preparation needed, only a thorough understand of the rules by the JTE and ALT.

### **Division of Labour for ALT and JTE:**

The JTE must ensure the students understand the directions of the activity. The ALT should be the starting "Oni" and encourage the students by demonstrating that both being the "Oni" and not being the "Oni" are fun elements of the game.

### **Suggestions and Advice:**

Often the "Oni" will be shy to count out the numbers loudly, so it is helpful for the other students to count out loud as well. This will also be a helpful hint to the become the "Oni" tags, as the number of the "Oni" will differ from the number the rest of the students speak.

## NUMBER AND COLOUR REVIEW

Submitted by Pa Xiong (Uozo City BOE)

**Target Group:** 1-4th year    **Difficulty Level:** Fundamentals

### Activity Objective:

To review their numbers and colours

### Procedure:

Basically, it mainly focus on the numbers (1-20), a few colours and simple math. The game is very simple to play. Put all the little coloured magnet on the right (or left) side of the black board. Then not too far from them, tape the top edges of a poster or a piece of paper to the black board. You want to make sure the poster (or paper) is big enough to cover 20 small coloured magnets behind it. If you used 4 different coloured magnet (example--pink, blue, red, yellow), you should have 20 altogether or more on the board. At the beginning of the class, have the students count how many coloured magnets are in each colour group on the board. For example, 5 pink, 5 blue, 5 red and 5 yellow. Write these numbers on the board as a reminder for the students. Tell the students, that the rule of the game is that, you are going to slowly move some magnets from the right side of the board to behind the sheet of paper. They'll have to keep track of how many are behind the piece of paper. Start out simple, move just one magnet to behind the piece of paper. It is important that when you are doing this, you make sure the students are all looking at you and move it slowly. After that, you then asked the class, "how many are behind the paper?" while pointing to the piece of paper. Tell them to raise their hand and call on them to give the answer. The answer should be "one" not "ichi." The point of the game is to emphasis the numbers in English. Next round, move the magnet out from behind the piece of paper before you start the round. Try to add some subtraction in there by moving three magnets behind the piece of paper then take 1 of them out back into the pile of magnets before you ask them "how many are behind the paper?". The answer should be "two." ( $3-1=2$ ). To make the game harder, you could incorporate the colour of the magnets into the game. Instead of asking how many are behind the paper, ask "how many red one (s) are behind the paper?"

### Materials and Preparation:

- 1) little coloured magnets from the dollar store (about three to 4 different colours of 20 altogether)--put them randomly on the board on either the right or left side of the board.
- 2) a poster or a piece of paper (size A4 or up)---tape this to the side opposite of the coloured magnets

### Division of Labour for ALT and JTE:

The ALT and the JTE can switch role many times throughout this game. Someone can be the one who puts the magnet behind the piece of paper while the other one is responsible for taking out the magnet from behind the paper. By having two people designated as the addition and subtraction person it will make it easier for the students to keep track of the magnets behind the piece of paper. If not that, then one teacher could be in charge of asking the question "How many are behind the paper?", while the other is in charge of moving the magnets.

### Suggestions and Advice:

This is a simple activity so there is not much preparation involved. The hardest part would be to get all the students engaged in the activity especially with a large class. Of course, some classes are going to move at a slower pace or have different level of English. Just make sure you get a feel for what your class can handle and go from there. For my 1 to 2 grade students at ES, I have only done the activity with number review. The 3 and 4 grade at ES, have a better feel for simple colour so I have tried the number with the colour review. Also this activity is good for reviewing, I don't recommend using this as a number/colour introduction game. To encourage the students to keep up with me and the homeroom teacher, I hand out stickers for correct answers.

## NUMBER CHANTING

Submitted by Jennifer Myers (Gojo City BOE)

**Target Group:** 3rd year      **Difficulty Level:** Fundamentals

### Activity Objective:

To practice numbers 1 through 20.

### Procedure:

Hold up magnetic cards with the numbers 1 through 20 on them one at a time. Ask students to say each number. After they say it, the JET should say the number and the kids should repeat once or twice. Place each card on the board in order. Count 1 through 20 again by pointing to each number. Randomly point to numbers and have the kids tell you the number. Chant the numbers and clap your hands to provide a beat. Have the students stand up and chant and clap with the JET. Now place a colored magnet or mark random numbers. First use red magnets or draw a triangle to signify that kids should jump on this number during the chant. Select 2 to 3 numbers. Introduce another action like spinning or stretching with different colored magnets or other symbols. The JET should lead a few times. Chant and clap but on the selected numbers, everyone should do the action rather than clapping. Once the kids get the hang of it, let students come up to the board and select numbers and actions. Make sure they say the number out loud in order to choose a number.

### Materials and Preparation:

Chalkboard or white board; laminated cards (B5 size or half of A4) with a number from 1 through 20 printed on each; adhesive magnetic strips for the back of the cards; assorted sizes and colors of magnets to distinguish different actions and/or assorted colors of chalk or markers.

### Division of Labour for ALT and JTE:

The JET is responsible for making the cards and leading the activity. He or she should consult with the JTL to see how far the kids can count. If 20 is too much, then reduce it to 15 or 17. The JTL should participate and be an example for the students to follow, particularly when first starting the chant. Also, the JTL can help the JTE choose students to select numbers and actions.

### Suggestions and Advice:

This activity incorporates visual, auditory, and kinesthetic components to cater to different learning styles. By channeling the kids' energy - in a controlled manner - the class becomes easier to manage. Students struggle with numbers 14-19 a lot, so in the beginning try to leave these unselected and force students to chant them. If some students get particularly rowdy, ask them to select an action and a number. To the JET: be very *genki* for this activity. Follow up with number BINGO where students insert provided numbers and ask for numbers to be called out. Or calm them down with a picture book related to numbers.

## **SOCCER GAME**

Submitted by Verity Townsend (Fukusaki Town BOE)

**Target Group:** 3rd-4th year **Difficulty Level:** Fundamentals

**Activity Objective:**

To practice using 'I can...'

**Procedure:**

The class is split into two teams. Each team has to reach their opponent's goal on the opposite side of the blackboard by getting the correct number on the dice. If they 'score' a goal they get one point and the game starts again. The team with the most goals at the end wins. When a team lands on one of the flashcards which are between the goals, they have to say 'I can...' plus the verb on the card. The JTL and the rest of the students in the team then repeat after them.

**Materials and Preparation:**

Soccer players: These are drawn on cardboard with a computer printout of the head stuck on top. Famous players used include Sawa Homare, Kagawa Shinji, David Beckham and Wayne Rooney. These figures amuse the students, as well as giving the ALT the opportunity to ask 'who is this?' while setting up the game. Dice: A large cardboard dice for the students to roll. Verb flashcards: These are the flashcards used for teaching verbs such as 'dance', 'run' and 'swim'. In order to play the game, two goals are drawn on either side of the blackboard with 7 flashcards in between. Two soccer players are placed on the goals.

**Division of Labour for ALT and JTE:**

Preparation: The ALT is responsible for making the soccer players, flashcards and dice and for bringing these to the lesson. It is also the ALT's responsibility to explain the activity to the JTL before the lesson. The ALT moves the soccer players and keeps track of the score. The JTL helps keep the classroom under control and calls up each student to roll the dice. Both JTL and ALT help with repetition of words and encouraging the students.

**Suggestions and Advice:**

If there are a lot of students, the class can be split into 4. Yellow cards and red cards can also be introduced into the game to make it more competitive. If the two teams land on the same flashcard, they do janken and the losing team gets a yellow card and has to move back a space. If they lose another janken match, they get a red card and have to move back to their goal, while chanting all the sentences on the flashcards. The flashcards on the board can also be changed after a goal is scored to add variety if the class is doing well with the verbs already used.

## "HOW ARE YOU?" GESTURE GAME

Submitted by Leanna Jenkins (Kobe City BOE)

**Target Group:** 3rd-6th year **Difficulty Level:** Basic Conversation

### **Activity Objective:**

To practice asking "how are you?" and replying with various responses.

### **Procedure:**

Before I play this game with my students, we first practice saying the responses to the question, "How are you?" while doing different gestures that remind us of that feeling (ie: crying for sad, stomping for angry, yawning for tired, etc). Students will then each get three point cards from the ALT and JTE. Students will go up to their different classmates and play "rock, scissors, paper". The winner will ask the losing student, "How are you?" and the losing student responds by giving a gesture of how they are feeling. The winning student must then guess the gesture and if the winning student can guess the gesture correctly, then the losing student must give the winning student a point card. The students with the most point cards at the end wins.

Example:

Winning student: "How are you?"

Losing student: "I'm..." (gestures being sad).

Winning student: "SAD!"

Losing students gives one point card to winning student.

### **Materials and Preparation:**

3 point cards per student - You can design your point cards however you like but the ones I made for this lesson all have different types of emoticon faces on them. The students really enjoyed seeing all the different silly faces and were quite competitive on collecting the faces they liked. Making a large number of point cards can be tiring and are easily torn if they are not laminated. If you have a small school, you might be able to make multiple decks of point cards as I have done. However, you could also just make one deck to use in multiple lessons.

### **Division of Labour for ALT and JTE:**

The success of this game heavily relies on both the JTE and the ALT. While explaining the rules of the game, the ALT and JTE will do an example together on how to play the game. This is vital as the students seem to easily understand the game after they have seen it played through once. I recommend doing two examples with the JTE:

- 1) The winner guesses the gesture right and receives a point card
- 2) The winner doesn't guess the gesture right and does not receive a point card.

During the game, both the JTE and ALT are encouraged to play with the students. students who run out of cards can approach the ALT and JTE and challenge them for more cards. Win or lose, I give the students with no cards a card for playing with the teacher.

### **Suggestions and Advice:**

Some students will be shy about using English with their classmates, so always make sure you are encouraging students to use English and not Japanese. Lastly, try to practice the gestures a few times beforehand as well as pronouncing the responses.



## ENGLISH ONOMATOPOEIA

Submitted by Alexander Kuzimski (Isahaya City BOE)

**Target Group:** 3rd-6th year **Difficulty Level:** Conversational

**Activity Objective:**

Learn about English cultural perceptions and practice phonics to avoid katakana English.

**Procedure:**

Students are given a paper of animals and guess the animal from sounds spoken by the ALT.

**Materials and Preparation:**

A paper with pictures of animals, objects or actions that make distinct onomatopoeia in English, ie: dog "woof", cat "meow", cow "moo". Each animal or object should be numbered and images can be taken from clipart or hand-drawn by the ALT. If desired, students may use a pen or pencil to select their guess to prevent cheating or mark the numbers that have been done previously.

**Division of Labour for ALT and JTE:**

The ALT will be responsible for making the worksheets and speaking the sounds. Students can repeat after the ALT to practice the sounds themselves, which don't follow katakana patterns found in Japanese onomatopoeia. This will help accustom them to pronouncing sounds like a native speaker. The JTL can translate any difficult instructions so the students understand the activity and if the activity is a competition the JTL can help keep time and score.

**Suggestions and Advice:**

It may be a good idea to make sure the students know how to say the animal or object names in English. The length of the activity can be determined by the number of pictures you wish to do with the allotted time. Because of this, it may be prudent to have a stopwatch to speed the activity along so that the students don't take too long making their decisions. Instead of doing the activity individually, the students can make groups (teams) and compete to see who can guess the most correct answers.

## MOTHER MAY I

Submitted by Brendan Hayes (Fukuoka Prefectural BOE)

**Target Group:** 4-6th year    **Difficulty Level:** Fundamentals

### Activity Objective:

The goal of this activity is to learn and practice polite requests, as well as many different action verbs.

### Procedure:

Step 1 Teach the students various action verbs that will be used during the game. Teach them by example physically (for example: take a step, crabwalk, jump forward, run forward, etc)

Step 2 -Begin by designating a "Mother". This person will change at the beginning of each game.

Step 3- The Mother stands by him or herself at one end, and all the other players ("children") stand shoulder-to-shoulder a desired length away (usually 10-20 feet) facing the Mother. However far away the children are, the Mother must be able to hear them.

Step 4- The game begins by the first child asking the Mother if they can take a certain amount of a specific type of step. Some popular steps are Baby Steps, Scissor Steps, Giant Steps, Jumping Jack Steps, Karate Steps, or Jump Steps.

Step 5- The Mother then replies with "Yes, you may," or, "No, you may not." Whether the Mother replies yes or no is completely up to the Mother's whim. The rest of the children each asks for steps on their turn, and once all have asked, play returns to the first child and continues until a child had reached the Mother.

Step 6- The first child to reach the Mother wins! This child also becomes the Mother for the next game.

### Materials and Preparation:

There is no need for any materials to be made for this activity.

### Division of Labour for ALT and JTE:

The ALT should be primarily in charge of explaining the actions through demonstration, as well as starting the game as the mother. The JTL should be in charge of making sure the students are not cheating, taking the right amount of steps, and helping the new "mother" accomplish her role.

### Suggestions and Advice:

There is the potential for rowdy kids to not listen to the instructions and just hop or run forward. There needs to be a policing of the students, as well as showing them the correct method of how to proceed. Make sure that you properly demonstrate all the actions before playing.

## THE PASSPORT GAME

Submitted by Martthew Farrell (Kyotango City BOE)

**Target Group:** 4th year **Difficulty Level:** Basic Conversation

### Activity Objective:

- 1) To practice "self-introductions" themed materials outside the context of giving a self-introduction
- 2) To practice listening to questions and giving appropriate answers to those questions

### Procedure:

Students get a "passport sheet" (see attached), and they fill out the information and draw their rough self-portrait. 2) Students are divided in half and then asked one-by-one by the ALT / homeroom teacher three questions: "What's your name?", "How old are you?", and "Where are you from?". 3) If the student's responses are understood, they get one stamp. 4) The activity is over when the student collects four stamps.

### Materials and Preparation:

Preparation: (about 30 minutes)

- 1) Teach students the expressions: "My name is X". (name), "I'm Y. " (age), and "I'm from Z". (nationality).
- 2) Have them practice each of these expressions with 5 conversation partners (Teach names ⇒ practice, ages ⇒ practice, etc.)
- 3) Have the students practice listening to the aforementioned three questions about their name, age and nationality.

Game: (about 15 minutes)

- Explain and play the game.

Game Materials

- 1) "The Passport Game" worksheet - 1/student
- 2) two rubber stamps (any are fine - the cuter, the better) - one/teacher

### Division of Labour for ALT and JTE:

ALT Role:

The ALT is responsible for the preparation of materials as well as assisting the JTE in teaching the material. The ALT should act in an encouraging manner as well as be a model for correct game play (i.e., demonstrate how to play the game through a model conversation with the JTE). During game play, the ALT acts as a "passport official" and will ask students questions, stamping their papers.

JTE Role:

The JTE is responsible for the flow of class as well as explaining what the material means if some students cannot understand from context (however, usually at this age the students have no trouble). The JTE is responsible for assisting the ALT in model conversations, game explanation (if need be), and acting as a "passport official" during game play, asking students questions and stamping their papers.

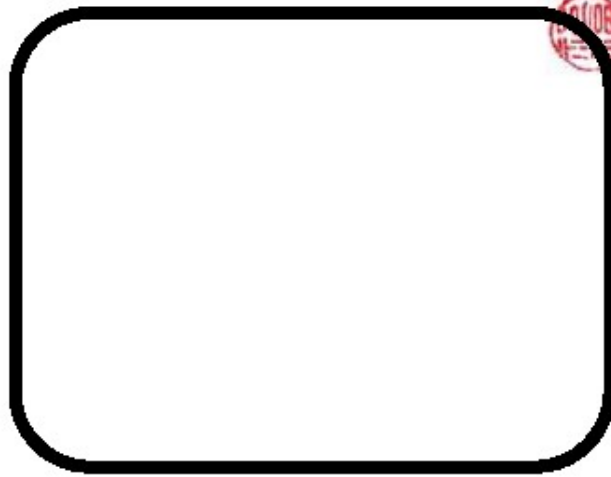
### Suggestions and Advice:

I have run into very few problems with this activity. Generally by fourth grade, students can say their name in English as well as the numbers from 1-10. Generally, the only English conversation pattern that they are unfamiliar with is "I'm from Z.", even then, they readily pick it up. Encourage any nervous students that making mistakes is fine.

JTE participation is critical. I have noticed that if the JTE is reticent to participate, the students can become nervous. It is important to have a meeting to go over this lesson and what is expected of each teacher before attempting it.

My students really enjoy moving about and "collecting" stamps in this lesson; because the rewards are tangible, they really get into it. If one wanted to be generous, I suppose they could substitute stickers for stamps.

# PASSPORT



**NAME:** \_\_\_\_\_



**AGE:** \_\_\_\_\_



**NATIONALITY:** \_\_\_\_\_



*This honorable passport grants diplomatic immunity to those brave, few students who actively engage in multi-cultural language activities.*



## HOW MANY CHOPPER MEN?

Submitted by Kim Youngin (Toyono Town BOE)

**Target Group:** 5th year      **Difficulty Level:** Basic Conversation

### Activity Objective:

To practice asking questions using the expression, "How many \_\_\_?" and answer by using numbers from 1-31

### Procedure:

Students should do this activity after practicing the expression "How many?" and numbers from 1-31.

1. Students are given three cards with different numbers of Chopper men on each of them. \*Big Chopper can represent ten and small Chopper, one.
2. Have students practice the numbers on their own cards as a warm up. \*Ask students to count theirs out loud.
3. Students have to find a person to play with by walking around the classroom and change their partners each time.
4. Students start the game by doing 'Rock, Paper, Scissors.' The winner picks one of his/her partner's cards. The losing person asks a question using the expression, "How many Chopper men?" If the winner answers right, the losing person says 'OK' and gives his/her card to the winner. If the answer is wrong, the losing person says 'No, Sorry!' and find another person.
5. The person with the most Chopper men cards wins the game.

\*If students run out of cards during the game, they can still try to get cards by winning the 'Rock, Paper, Scissors!'

### Materials and Preparation:

For this activity, Chopper men cards are used. Use the internet to get the image you want and photocopy multiple times to create cards with different numbers of Chopper men on them. Laminate the cards if necessary. Have cards with numbers students struggle with the most.

### Division of Labour for ALT and JTE:

The ALT would be responsible for making the cards, demonstrating the game and helping the students while they play the game. JTE would be responsible for demonstrating the game with the ALT and answering any questions students might have before they play the game. It is a good idea for both the ALT and the JTE to participate in the activity with the students. The ALT and the JTE should discuss the characters for the cards together.

### Suggestions and Advice:

Students really get into the game if you use the characters they love. You can use more than one character to create the cards. When creating the cards, choose the numbers that students struggle with the most (eg. Fifteen, thirty, etc... Every class will be different) Make sure you play with the students and help them during the game. Do not forget to check and see how many cards students have at the end of the game and praise/reward the winner accordingly. You can also have students clap the students with no cards at the end for encouragement.

## I LIKE~

Submitted by Swer May Kiyomi (Oita Prefectural BOE)

**Target Group:** 5th year      **Difficulty Level:** Fundamentals

### **Activity Objective:**

To practice asking "What ~do you like?" and responding to the question by saying "I like ~."

### **Procedure:**

After practicing the key sentences (in pairs and in groups), the main activity involves a game similar to the fruits basket game. Students are assigned a fruit and are required to make a big circle with their chairs. There will be a person in the center of the circle. The students sitting on their chairs will ask the question "What fruit do you like?" and the person in the center will respond by saying "I like apples." After a few rounds, students can be newly assigned with the names of sports or animals.

### **Materials and Preparation:**

- 1) Picture cards of fruits, sports and animals for review
- 2) Chairs

### **Division of Labour for ALT and JTE:**

1) ALT will first practice the words (fruits, sports, animals) with the students using the picture cards. 2) Demonstration with JTE using key sentences "What fruit do you like?" and "I like apples." ALT will explain the meaning of the key sentences to students in simple words. JTE will get feedback from students if they understood the meaning. If students have difficulties, JTE to provide Japanese explanations. 3) Pair work - students to make pairs and practice key sentences. Group work - students can go around the classroom and practice the key sentences with 5 friends. ALT and JTE to join the activity and practice with the students, providing support to students who are still not confident in saying the key sentences. 4) ALT to explain the rules of the game to the students. JTE to check and ensure that the students understood how to play the game. ALT to start off by being the person in the center. Both ALT and JTE to be involved in the game.

### **Suggestions and Advice:**

If students seem to have difficulties with the names of the fruits/sports/animals or the key sentences during the game, ALT and JTE to practice with the students again before proceeding to continue with the game.

## GESTURE FEELING RACE

Submitted by Talia Nagatoshi ( Fukuoka Prefectural BOE)

**Target Group:** 5th year      **Difficulty Level:** Fundamentals

### Activity Objective:

To practice recognizing and saying different feelings

### Procedure:

Break the class into three groups. One teacher per group. Have the students line up. The first student must come up to the front and face the second student. The teacher then shows the first student one of the feeling cards (happy). The first student does the appropriate gesture without talking. The teacher then asks the second student "How are you?" The second student must answer what the first student gestured ("I'm happy."). When the student answers correctly, the first student goes to the back of the line. Everyone moves up a space. The second student becomes the gesturer and the third student answers the "How are you?" question. The teacher should use a different card each time unless the group has gone through the entire pile. To make the game more interesting add a time limit to the game (two minutes). At the end of the time limit have the groups sit down and count together how many feelings they got right.

### Materials and Preparation:

1 large set of feeling flashcards and three smaller sets of the same feeling flashcards

### Division of Labour for ALT and JTE:

Some of my elementary schools do not have a JTE. Because of this I usually bring all of the flashcards. If there is a JTE available, they usually explain the grammar point "How are you?" and "I'm \_\_\_\_." If not, I explain it to the students through a dramatic demonstration and question them on what they think is happening. The ALT is responsible for teaching the pronunciation and gestures to the students. Both the homeroom teacher and JTE can learn the gestures during class too. Since explaining the game can be difficult, I usually have one group stand up and do a run through of the activity one step at a time. Both the JTE and the homeroom teacher usually pick up the game rules at this time. If you are lucky to have time to meet up with your teachers prior to class, you should explain the game and rules to them then.

### Suggestions and Advice:

I have carried this activity with and without a JTE at several schools. If there is no JTE the class must be split into two groups. One group for the ALT and the other for the homeroom teacher. Usually after the first run through the class will want to try the game again to see if they can beat the other team(s) or their old record. You can carry out as many rounds as you see fit. For slow learners some feelings may be too difficult for them (ie. bored or thirsty). If the student is unable to say the proper feeling they can say "Pass." The teacher can give the same gesturer a new card to gesture. If the gesturer forgets the gesture they can also pass. If your entire class has forgotten the gestures, after the first round go over the gestures again.

## ANIME COSTUMES

Submitted by Bradley Bryant (Kumamoto City BOE)

**Target Group:** 5th year      **Difficulty Level:** Fundamentals

### **Activity Objective:**

To become familiar with colours and the names of clothes; practicing description in English

### **Procedure:**

Review colours and clothing. Draw 4-6 stick figures on the board (depending on the number of teams). Split class into teams. Each team chooses two students. One student from each team will draw on the blackboard; the other student will explain what to draw. Before you begin a round, take the explainers into the hallway and show them a picture of an anime character with an easily describable costume. Review each of the identifiable pieces of clothing. Once they understand all of the pieces of the costume, return in the classroom. Have a countdown, and let the explainers describe the clothing to the drawers using ENGLISH ONLY. Sitting students may raise their hand and guess the anime character. After the character has been identified, give 30 seconds for the students to finish describing and drawing. Award points to the teams that guessed first and with the best drawing. Play again until every kid has had one or two turns.

### **Materials and Preparation:**

Coloured chalk; anime character printouts (Mario, Luffy, Naruto, and Sailor Moon are a good start); clothing and colour flash cards

### **Division of Labour for ALT and JTE:**

**ALT:** Begin the activity by reviewing and pronouncing the names of clothing and colours; explain the game using English and demonstration. Draw the stick figures on the board for the drawers, and take the explainers into the hallway to go over the anime costume with them. During the game, make sure the explainers are using English.

**JTE:** Help explain the activity by confirming with students what directions they understood and what they did not. Explain difficult misunderstood parts in Japanese. During the game watch for sitting students to raise their hands, and call on them for the correct answer. Award points for the fastest guess and best drawing.

### **Suggestions and Advice:**

The kids can get really energetic during this game, so do your best to make sure they use English throughout the entire activity. I try to listen for the sitting children using English as well, and give bonus points if I hear them reacting in English or helping explain the costume in English. Additionally, you will need to teach any strange clothing items your anime character is wearing, so simple examples are best. I find that playing four rounds of this game takes roughly 20-25 minutes, not including explanation. Allot your class time accordingly.



## MY SPECIAL LUNCH: Experiential Learning through Pizza Making

Submitted by Thomas Kloepfer (Onomichi City BOE)

**Target Group:** 5th year      **Difficulty Level:** Fundamentals

### **Activity Objective:**

To practice the English language through hands on activities that test listening, and speaking. To provide lessons that are fun and challenge students to think outside of the book.

### **Procedure:**

This activity is built up in the end of the semester, for my 5th grade class. My class had about 32 students. In the previous lesson, each group of about 6 students, designed their “special lunch pizza.” The special lunch idea is taken from the Ego-Noto book. In the warm up class we practice “What would you like?, “I would like \_\_\_ and \_\_\_, please,” “Here you are” “Thank you,” “two please” etc. The children also voted on their favorite toppings in the first lesson. In the second lesson I surprised the children with being able to make their own pizza. I think that many of Ego-Noto's lessons are good, but connecting with lesson in a deeper way lets many of the ideas discussed sink in. In this lesson each group came up to ask for materials, ingredients, etc. using what we practiced in the previous lesson. Next the students followed my directions, like next add \_\_\_ or now roll out your pizza dough. We prepared and had the ingredients cut and ready for students to ask, as if they were in a restaurant making their own personal pizza. After making their pizza, we cleaned up the room as the pizza became ready. After we enjoyed the pizza.

### **Materials and Preparation:**

I prepared the dough and sauce prior to giving the lesson. The school had most of the supplies, because most kitchens in the schools are equipped with lots of the needed materials. We used rolling pins, bowls, and spoons. I brought a pizza cutter. The school had ovens, which the ALT and JTE prepped, loaded, and unloaded. Soap and brushes which the school had was also used for clean up. The JTE brought the ingredients based on what the students wanted. There were 5 ingredients including cheese. Each group chose two ingredients and all pizzas were topped with cheese.

### **Division of Labour for ALT and JTE:**

The JTE was responsible for translating some of the materials, and a few of the directions, but most of the students knew what to do, based on cues given by the ALT. I spoke with the vice principle about accessing the kitchen. Some of the other office staff joined in to help, because they were interested in this lesson. The schools provided some supplies, like toppings, and cheese.

### **Suggestions and Advice:**

I think that this lesson would be difficult for a lot of teachers. Some schools may not be equipped for a lesson like this, but surprisingly all of mine are. If one has prior knowledge to cooking for making pizzas this lesson can be very great. I think that having a great JLT and high functioning class make this lesson a success. One must also be able to prep and be ready prior to class, and make sure everything is good to go. Word travels quickly within in a school, and when people find out that 5th grade made Pizza it gets them excited for English class. It cannot be like this for all schools and classes, but like I have mentioned a high functioning class is very important. One does not have to make pizza, but something simple and hands on goes a long way to learning a new skill or language. That is what I think this lesson plan does best.

## FIND THE OBJECT

Submitted by Elizabeth Gawne ( Morotsuka Village BOE)

**Target Group:** 5-6th year    **Difficulty Level:** Fundamentals

**Activity Objective:**

To practice location words (under, over, beside)

**Procedure:**

One student volunteers and must close their eyes while I hide an object. After the object is hidden, they open their eyes and must find the object only by listening to my instructions (e.g.: "It is under the desk"). They say "Where is it?" to practice the question word "where," and have only three chances to find it (three strikes and they are out). This is used to keep the students from randomly searching, as well as not simply going to the object because they know the object name, as they have to utilise the location words.

**Materials and Preparation:**

This activity uses the items already in the classroom, as well as a small object to hide for the students to try to find.

**Division of Labour for ALT and JTE:**

Preparation involves teaching 1) English names for basic classroom objects (e.g.: desk, table, chair) and 2) 4-5 simple English location words such as "over, under, next to." These could be taught day-of, or in the span of one or two classes prior. I taught the classroom objects a lesson prior, and the location words on the day of the activity. The ALT would be responsible for explaining and giving the commands in a clear voice, as well as running the activity. The JTE would be responsible for maintaining classroom management as well as explaining instructions in Japanese and assisting the children.

**Suggestions and Advice:**

Practical tips include slowly helping the students understand the unique structure of the way direction words work in English. When I did this activity, the 5th graders were very interested in how the language order was different, so allowing the students to find ways to be interested in discovering the grammar for themselves is important. Classroom management is important to keep the students sticking to the "three strikes" rule so that they are not simply randomly searching.

## LEARN ABOUT THE BODY

Submitted by Sarah Holman (Kyoto City BOE)

**Target Group:** 5-6th year    **Difficulty Level:** Fundamentals

### Activity Objective:

To learn vocabulary on different parts of the body and to be able to speak and hear each word.

### Procedure:

(5-10 Min) Learning Vocabulary. Introduce the selected parts of the body. Drawing a body on the board as well as using your own body is effective in conveying meaning. Have them repeat the vocabulary until they are comfortable.

(5 Min) Body quiz. Have everyone stand up. They can only sit down when they indicate their correlating body part. Example: Teacher says nose, and the student touches their nose. Then they can sit down.

(10 Min) Play Simon Says. This actively gets them moving the right body part responding to the teachers instructions. Example: "Simon says touch your nose."

(15 Min) Funny Drawing Activity. Have a group draw pictures together. Each person responds to a command (Draw a nose) and draws it. Then they pass the picture to the next person and give a command (Draw an eye). It goes on until the picture is completed. The group with the funniest picture wins.

(5 Min) Review body parts. Ask random students to tell you what body part you are pointing to. Make sure everyone has acquired the targeted vocabulary.

### Materials and Preparation:

1 blank piece of paper per group of 4-5 students for drawing pictures.

### Division of Labour for ALT and JTE:

The JTL should be able to prepare the paper for the students. The JET can help with pronunciation and leading the games. While introducing the vocabulary, the JTL can also ask for the Japanese to make sure they understand. The JTL and the JET can both lead the body quiz by talking to different students individually to make it go faster. The JET can lead Simon Says while the JTL goes around making sure the students understand and are participating. The JTL or the JET can act as judges for the drawing contest.

### Suggestions and Advice:

Simon Says can be difficult if they are just following what other people are doing around them. Try to make sure they are actually listening to what body part you are referring to. I start by saying the command and doing it myself and slowing easing into not gesturing with the command. If it is too easy, you can do the wrong gesture with the command in order to make it more difficult. Also, the children can get very excited when drawing the pictures. Make sure the JTL helps you maintain order, but let them have fun. As long as they are using English, I let them be silly.

## ENGLISH JOB NAMES INTERVIEW

Submitted by Terin Jackson (Takashima City BOE)

**Target Group:** 5-6th year    **Difficulty Level:** Fundamentals

### Activity Objective:

To practice listening to and speaking basic English job names, as well as basic question and answer interview skills.

### Procedure:

This is a two lesson unit. The first lesson consists of students learning the English names of jobs (baker, farmer, artist, teacher, police officer, etc.) and then choosing one job that they want to be. They can also choose an original job by asking the teacher or ALT "How do you say ○○ in English?" They then fill out a worksheet on which they write their job and draw a picture. This worksheet is collected by the ALT to prepare for the second lesson, which consists of an interview game. Students are given a sheet with a list of some of the jobs chosen from the first week with blank spots to fill in other students' names. They must interview their classmates, greet them, and ask them "What do you want to be?" and record the "I want to be a ○○" answers. What makes this unit unique is the ALT's ability to customize the interview search list so that students will have to speak and listen for the more interesting or difficult job names. Also, by carefully choosing which job names are on the interview search list, the ALT can make sure quiet students get a chance to speak and students who rarely participate are included. The students who found their jobs on the list were extremely excited, and their excitement caught on with the rest of the class to produce a very positive experience.

### Materials and Preparation:

Two worksheets are needed. The first is aimed at allowing the students to choose their job, write the English job name, and illustrate it with a picture. This allows them to feel a bond with their chosen job, instead of a just a random job assigned to them by the teacher. The second worksheet is made by the ALT and is used as a checklist for the interview game. This is highly customizable, and it is up to the ALT and homeroom teacher to decide which jobs are on the list and which students will be the ones that others are searching for. Preparation time was minimal.

### Division of Labour for ALT and JTE:

While the ALT does most of the actual preparation, the homeroom teacher is essential in helping the students think of creative job ideas beyond the basic English examples. With the homeroom teacher's encouragement, students can ask the ALT "How do you say ○○ in English?" to explore more unique and personal job ideas. Also, the homeroom teacher can play a part in making sure that the students are using only English when interviewing each other and do not lapse into Japanese.

### Suggestions and Advice:

Students were hesitant to think of unique jobs until the homeroom teacher encouraged them to be creative. Once they saw how easy it was to ask "How do you say ○○ in English?", many students were eager to think of creative and funny jobs that were far more interesting to the class than the traditional examples. Because of language barriers and classroom dynamics, the homeroom teacher is essential in challenging the students to suggest unique jobs, as well as ensure them that they will be praised for their creativity. This ensures that the lesson creates a fun, creative environment so that the students will associate English class with a positive atmosphere.

## TRUMP JANKEN

Submitted by Nathan Jang (Tamaki Town BOE)

**Target Group:** 5-6th year    **Difficulty Level:** Fundamentals

### Activity Objective:

To practice and review certain English sentence structures, specifically greetings and sentence/word constructions of quantitative nature (e.g. "how many", plurals, etc.), but may be tailored to other kinds of constructions as well. The nature of this activity aims to ease students into using English verbally, and get them into the habit of speaking.

### Procedure:

Each student is handed 2 to 3 playing cards. Students are to stand up and go to a classmate, making a pair, and practice the grammar/sentence construction learned for the day. After 2 students in a pair are done practicing the prescribed grammar construction, they are to do rock-paper-scissors and the winner receives one card from the losing player. This is considered one round. After each round, each child in the pair goes to a different classmate respectively and repeats the process. Game may go on for up to 5 minutes, and the students are to go around and go through as many rounds as possible through the whole duration of the activity. Students who run out of cards during the activity still continue and do what they can to regain possession of cards. After the duration of the activity is over, the teacher goes through and see who has how many cards (this also serves to review counting). The child (or children) who end up with the most cards is given a sticker as a prize.

### Materials and Preparation:

2 decks of playing cards. 2-3 cards are to be handed out to each student.

### Division of Labour for ALT and JTE:

The role of the JET is to break down, analyze, and explain the grammar in the lesson of the day, and have students practice pronouncing and producing sentences using that particular grammar. Afterwards, the JET is to explain the rules of the activity to the students. Everything is done in English. The JTE helps the JET show an example of how the activity is done, and translates if needed the grammar explanations and activity rules into Japanese.

### Suggestions and Advice:

Before implementing the game, it seems to help to review, or, if it is the first time covering a particular topic, to break up and analyze that particular construction for the students, and have them practice producing sentences a few times. After everything is done, the JTE should provide feedback on their opinions of how much they thought the activity was effective in teaching the children the particular grammar or how easily the activity was understood by the students. Both the JET and JTE are recommended to participate with the students.

## WATERMELON SMASH!

Submitted by Alexandra Wetherall (Iwaki City BOE)

**Target Group:** 6th year      **Difficulty Level:** Basic Conversation

### Activity Objective:

To practice giving directions and increase listening ability

### Procedure:

Pairs of students, one blindfolded and one leading, use directional vocabulary to hit a "watermelon" with a stick.

### Materials and Preparation:

Needed: newspapers, balls, blindfolds. To keep the materials as simple as possible, the "stick" is several (around 6 or 7) sheets of old newspapers, rolled diagonally into a cylinder, and taped simply. They need to be durable enough to last a lesson hitting balls, but not durable enough to hurt anyone! If doing a relay, make two. Most classrooms have dodge balls for outside play, and these act as the "watermelons". Soccer balls also work. Finally, the blindfolds can simply be repurposed headbands (*hachimaki*). Balls can be placed on a cleaning rag to stop them rolling away.

### Division of Labour for ALT and JTE:

Class begins with a review of the target vocabulary by the ALT and JTE, some repetition, and then the game begins. The ALT explains the activity in English: form pairs (or split into teams, then form pairs in that team), and give the first pair a "stick" and a blindfold. The JTE follows up in Japanese, and then both the ALT and JTE work together, defining the vocabulary that is to be used in the exercise, first saying the English words, then the Japanese: Go straight, go left, go right, go back, stop, etc. The addition of the vocabulary "hit" is introduced for the action of hitting "watermelon"! Once the game begins, the ALT and JTE take turns monitoring pairs and ensuring English usage.

### Suggestions and Advice:

Make sure both the ALT and the JTE keep a close eye on the student who is "leading" the pair to ensure they are using only English to guide their blindfolded friends, and not Japanese, or even pushing them with their hands. This goes double if it is team relays. Do not feel bad about giving them directional word hints if they have forgotten, as repeated use in this exercise will get them to remember it for sure! Make sure to keep score if you are doing a team relay, as it really encourages everyone to cheer their friends on, and for the pair trying to hit the watermelon to really give it their best.

## **MEISHI EXCHANGE**

Submitted by Mario Acito (Kyotango City BOE)

**Target Group:** 6th year      **Difficulty Level:** Basic Conversation

### **Activity Objective:**

Encourage confidence in speaking English

### **Procedure:**

Students will create business cards and exchange them in the context of free communication.

### **Materials and Preparation:**

ALT/JLT:

- \* 'meishi card' template (blank), 5 cards per student
  - A blank *meishi* card will be photocopied and provided to the students
- \* sample dialogue
  - The ALT and JLT will create a mock dialogue and perform it as an example for the students

Students:

- \* coloured pencils

### **Division of Labour for ALT and JTE:**

Preparation:

\* The ALT is responsible for English pronunciation and the creation of the dialogue (see provided example). The ALT will prepare a set of *meishi* cards for model use and blank ones for the students to fill out.

\* The JLT will provide any translations that are necessary and help plan the dialogue. The JTE will also prepare a set of *meishi* cards for model use.

During the activity:

\* The ALT will first present their *meishi* card and give a demonstration of a self introduction.

\* The JTE will also do a self introduction. The JTE will then confirm that the students have understood the information presented in both the teacher's self introductions.

\* The JTE will explain the creation of the *meishi* cards to the students. During the creation of the *meishi* cards, both the ALT and JTE will check that the students understand the information and help with any questions that might arise.

\* Once the *meishi* cards are complete, The ALT and JTE will perform the sample dialogue. The JTE will write the dialogue on the board, and the ALT will have the students repeat it a few times.

\* After the students have repeated the dialogue, the students will perform it with both teachers and as many other students as they can within 20 minutes time.

### **Suggestions and Advice:**

Depending on class size, the *meishi* card preparation and dialogue practice may be one class period, with review and actual *meishi* card exchange following in the next class period.

The *meishi* cards should only contain information that has been introduced in the students' previous English classes. I also suggest that the content of the *meishi* cards and dialogue to be tailored to each individual class.

The students should be encouraged to speak English with confidence and understand that making mistakes is part of the learning process.

**Dialogue**

**A. JLT**

**B. ALT**

A. Good Morning.

B. Good Morning

A. How are you?

B. I'm fine thank you and you?

A. I'm good thank you!

B. My name is Mario Acito. I'm 24 years old! I'm from America! I like video games. I don't like carrots!

Here is my card! Nice to meet you!

A. My name is Toko Yoshioka. I'm 30 years old! I'm from Kyoto, Japan. I like painting. I don't like *konyaku*. Here is my card! Nice to meet you too!

(Exchange cards and handshake)

**SAMPLE**

Name: Super Mario

Age: 30

School: Mushroom Kingdom Elementary School

I'm from: The Mushroom Kingdom

I like: Mushrooms and Princess Peach

I dont like: Bowser and Bananas

**BLANK**

Name: \_\_\_\_\_

Age: \_\_\_\_\_

School: \_\_\_\_\_

I'm from: \_\_\_\_\_

I like: \_\_\_\_\_

I dont like: \_\_\_\_\_



## A DAY IN THE LIFE OF A CELEBRITY

Submitted by Jonathon Allred (Yatsushiro City BOE)

**Target Group:** 6th year      **Difficulty Level:** Fundamentals

### Activity Objective:

To become familiar with vocabulary and phrases associated with one's daily routine and telling time

### Procedure:

After the JLT has explained the activity, the ALT will post 4 or so celebrity pictures across the top of the blackboard. He or she will then post 4 or 5 daily activity cards below each picture, leaving a little space between each one. Next, the ALT will write a time next to or below each activity card. The times should be written so that each celebrity's daily activities happen around the same time, but so that no two celebrities have the exact same times. The ALT will read one celebrity's daily routine from top to bottom in the first person (ex: "I get up at 7:30," etc), and ask "who am I?". Students will raise their hands and answer with the name of a celebrity. As an answer, the students should be encouraged to say "you are (insert name of celebrity)." At first the times should be easy to understand and the differences between the routines of the celebrities rather clear. As the students grow familiar with the activity, however, it should be modified to include more difficult times. Also, to keep the students interest, it should be constructed in such a way that students cannot know who the ALT is pretending to be until he or she says the very last activity and time. If there is time, try changing around the celebrities and/or the daily activities.

### Materials and Preparation:

Prepare 5-10 colour pictures of celebrities that the students know. You can choose characters like Doraemon, celebrities like Lady Gaga, or teachers within the school. Laminate the pictures and put magnets on the back so they can be used for other activities. Also make 4 or 5 picture cards for each activity in the daily routine that you will use.

### Division of Labour for ALT and JTE:

After that the ALT and JTE have met to discuss the activity, the JTE should explain the activity in Japanese in class. The ALT will lead the activity by saying sentences aloud (ex: "I get up at 7:30"). The JTE will monitor students and will ask the ALT to repeat a sentence or speak more slowly when students do not seem to understand. When the students raise their hands to answer a question, the JTE will call on them. The ALT should encourage and praise students in English.

### Suggestions and Advice:

Depending on the level of the class, the ALT may try to explain the activity in very simple English, using lots of gestures and a demonstration or practice run. If motivation to participate in the activity is low at first, the ALT should try introducing stickers or similar prizes as an incentive for students to join the activity. Depending on the level of the class, the ALT can adjust the activity to be easier or more difficult. For example, in less advanced classes, the ALT may want to make the times easy, like 4:00 or 4:10. In more advanced classes, however, the ALT may want to choose similar sounding times like 3:13 and 3:30 in order to test the students' listening skills.

## TEACHING ENGLISH WITH JAPANESE STORIES

Submitted by Hiroyoshi Murasaki (Tonami City BOE)

**Target Group:** 6th year      **Difficulty Level:** Fundamentals, Basic Conversation

### Activity Objective:

This should be used as a midterm project in JHS or Final project in ES. The goal is to practice simple conversation and narration by reciting a well-known story. Final assignment option: put on a play.

### Procedure:

Using a well known folk tale type story, the ALT creates a very simplified narrative version in English. As the students should already know the basic storyline, only key points should be translated to English. The students previous knowledge and imagination will fill in any gaps. Sometimes, student text books may contain such a story, with accompanying media (DVD, CD, etc). This will be a long-term project, so the story should be then broken down into short easy to digest chapters, one used per lesson. Using the simplified English version of each chapter, the ALT then creates a worksheet with a table of two columns. In the column on the left is the simple English, with the right column remaining blank. From here, the ALT and JTE/ HR Teacher will work together to walk the students through the story. At the start of each lesson, the whole story is read through, to warm the kids' ears up (5 minutes). Next, that day's chapter is re-read (1-2 minutes). By now, thanks to the enthusiastic acting by the teachers, character names (Momotaro, etc), creature types (Oni,etc), animal noises, etc. the kids should have an idea what part of the story is being covered. The meaning of the English parts should be easier to understand. Next, one at a time, each line is read by the ALT, repeated by the students, and then checked for meaning in Japanese (15-20 minutes). Before revealing the Japanese meaning, the students have a chance to guess, giving hints until they get it, revealing the answer only if they are completely stumped. Once every line is cleared using this method, each line is read by the ALT, repeated by the students, and the meaning checked in Japanese for anyone that missed any lines (5 minutes). The students then will try to read along with the teachers as they enthusiastically act out that days' chapter one last time (2 minutes). After 5 or so lessons, the student should have the story memorized, and there are several choices for final group presentations. After dividing the class into equal groups (size and English level), students can be told to perform the story. The amount of preparation depends on time left in the year, and enthusiasm of the JTE/ HR teacher/ ALT. This can range from simply reciting the story in groups without costume or any final preparation, to using costumes, to having the students develop semi-original stories based on the English provided with costumes, to having the best group perform a culture day original play. I used supplemented the Momotaro story in "Hi, Friends" ES 6th year, and it was very successful. Every level was able to participate and enjoyed the final group plays.

### Materials and Preparation:

Simple props, costumes, and/or music should be used to engage the students attention, as this is a long term project.

### Division of Labour for ALT and JTE:

The JET will create the worksheets, and the JTL can guide the kids in making any costumes. They will work together acting out the story. The JET will be the English model when students are practicing listening to and speaking English. The JET and JTL can cooperate with teaching the English meanings and guiding the brainstorming sessions. When the plays are being practiced, the teachers can help the students by playing the roles of producers and directors, with the final responsibility for the outcome resting on the students.

### Suggestions and Advice:

This activity gives the chance for the energetic students that learn by acting out and doing things to shine. It is their chance to contribute and be engaged, so let them be as noisy and crazy as they want, as long as it is within the context of the story. In fact, encourage them and they may start seeing English as what it should be, something that can be a challenge to learn, but fun to use.

## TRAVEL AGENT GAME

Submitted by Allison Ferguson (Joetsu City BOE)

**Target Group:** 6th year      **Difficulty Level:** Basic Conversation, Conversational

### Activity Objective:

To practice the grammar point "Where do you want to go?" "I want to go to ~."

### Procedure:

Split the class into groups of 4. Group 1 becomes the first set of 'Travel Agents' while the rest of the class becomes the 'Customers'. The 'Travel Agents' come to the front of the room, the 'Customers' all move to the back of the room. The teachers arrange the country flags face down on the student's desks at random. The teachers practice the target grammar with the travel agents (Where do you want to go?) and the customers (I want to go to ~.). Start the timer. The travel agents will each ask a customer where they want to go and guide them to their destination. They then go and get another customer. This continues until all the customers are sitting at their destinations. Stop the timer. Write down group 1's time. Group 2 becomes the travel agents. The teachers change the flag positions. Continue until all groups have had a chance to be travel agents. The group with the fastest time wins.

### Materials and Preparation:

1 stopwatch, approximately 10 country flags (A4 size)

### Division of Labour for ALT and JTE:

This game is easy for both the ALT and the HRT to be involved throughout. Either ALT or HRT can prepare the flags. ALT will help the groups practice the target grammar. HRT will help ensure the students are not using Japanese. Both teachers can keep score, practice with the students, help to keep them focused, etc.

### Suggestions and Advice:

This game can get very noisy! Lots of practice of the target grammar in between rounds helps keep it fresh in their minds and can help prevent them from slipping into Japanese. If they are using a lot of Japanese, try implementing a time penalty. Watch out for 'customers' dragging out their answer time or trying to hide from the travel agents.

## HIDE AND SEEK VOCABULARY

Submitted by Michelle Castro (Unnan City BOE)

**Target Group:** 6th year      **Difficulty Level:** Fundamentals

### **Activity Objective:**

To practice learning new words in a fun way.

### **Procedure:**

Before class the flashcards are prepared with the names of months in English. For 5-10 minutes I help the students pronounce the words then I put all of the flash cards on the chalkboard. The class is divided into two teams and one player from each team comes to the front of the room. Two players during each round close their eyes and I remove one of the flashcards from the chalkboard. The JET or JTL can ask them to open their eyes and say what month is missing. The first player to answer correctly gets a point for their team and the team with the most points wins the game. The game can last from 5-15 minutes depending on class size and how enthusiastic the students are.

### **Materials and Preparation:**

12 Laminated size A4 sheets of paper. Each sheet has the name of a month written in English and a number. For example: January would have the number one under it and May would have the number 5 under it. Magnets or tape will be needed to secure them to the chalkboard in the classroom. The flashcards will be used before and during the game.

### **Division of Labour for ALT and JTE:**

The JTL is in charge of giving the JET access to any and all office supplies that the JET will need to make the flashcards. During the lesson the JET is responsible for helping students pronounce the words and the JTL is responsible for checking the students comprehension of the activity and provide any Japanese translation if needed and the JTL is in charge of classroom behavior management. Both the JTL and JET can take turns in running the game after the vocabulary has been practiced.

### **Suggestions and Advice:**

The lesson can be done without the laminated sheets and instead the chalkboard and colored chalk can be used. This activity is better if the front of the classroom is cleared of desks so the students can comfortably stand while they waiting for the directions from the instructors.

## FIND YOUR PARTNER!

Submitted by Joel Thielen (Fukuoka Prefectural BOE)

**Target Group:** 6th year      **Difficulty Level:** Basic Conversation

### Activity Objective:

To practice, "Do you have ~?" "Yes I do." or "No I don't." while reviewing the alphabet.

### Procedure:

Count how many students are in the class. Divide that number in half, and count that many letters down the alphabet (example: 26 students in the class, divided by 2=13 alphabet letters, A-M). Take the pairs of alphabet letter cards (A-M) and shuffle them together. You should now have a shuffled stack of 26 small alphabet cards. Now add one extra small alphabet letter card that has no corresponding pair to throw the numbers off. Pass out all 27 of the alphabet cards to the students, and give one to yourself or the HRT. Have students stand up, and try to find their corresponding letter/partner by asking each other, "Do you have (letter)?" and responding, "Yes I do!" (both students sit down and are finished for this round) or, "No I don't." and both students find someone else to ask. Eventually all students will be sitting down besides the one who has no corresponding partner/letter. This is the "lucky" student who gets a sticker and the chance to do a self-introduction in English to the rest of the class.

### Materials and Preparation:

2 sets of A-Z small laminated alphabet cards. (make sure to use thick paper so you can't see the letter through the back of the card)

### Division of Labour for ALT and JTE:

Either the JET or HRT needs to make the small laminated alphabet cards. The HRT can decide which letters the students are struggling with the most, so they can get extra practice with this activity. Once the letters are selected, the HRT and JET should demonstrate the target conversation with a "pair" of alphabet cards, and "different" alphabet cards so students understand both types of conversations used in this activity.

### Suggestions and Advice:

You don't always have to use the letters from the beginning of the alphabet, just make sure the letters you use all have pairs except for the "lucky" card. Also, make sure the students understand their cards are "secret" and they shouldn't let anyone else see them. You don't want them just showing their cards until they find their partner.

## DESCRIBING ATTRIBUTES

Submitted by Brian Labelle (Fujisaki Town BOE)

**Target Group:** 6th year      **Difficulty Level:** Basic Conversation

### Activity Objective:

To practice using the phrases "he has," "she has," and "they have."

### Procedure:

#### PREPARATION:

➤ This simple activity can be done with colour photographs of famous people or characters from popular anime or manga. Be sure that the subjects that you use are people or characters that are already familiar to your students.

➤ Make a list of descriptive attributes for each person or character.

#### ACTIVITY:

➤ Begin the activity by explaining to the class that you want them to guess who this person is simply by describing him or her using the phrases, "he has" and "she has". For example, "He has a wand. He has a scar. He has many friends." (The students should guess Harry Potter.)

➤ You can turn it into a competitive game by challenging the students to try to be the first to guess the person correctly (this encourages them listen to the English vocabulary very closely, Giving small prizes will also reinforce this.) They may compete individually or you can have them form teams to assist one another.

➤ When a student guesses correctly, show the class a colour photograph of the person. This allows them to visually verify the attributes that were just described using "he has" or "she has". Be sure that all of the descriptive clues are visible in the photograph.

➤ The difficulty may be adjusted according to the vocabulary used, but the use of the phrases "he has" / "she has" should remain consistent. The initial clues should be the most obscure, while the subsequent clues should become increasingly obvious if they are having difficulty guessing the correct answer.

➤ Example:

President Obama

- 1) He wears a suit.
- 2) He is very famous.
- 3) He makes many important decisions.
- 4) Yes, he can.
- 5) He is the President of the United States.

➤ You can increase the difficulty by introducing the phrase "they have" and make the students guess about groups of people. (For example, "They have gloves." "They are a baseball team", etc.). If you do this, be sure to continually alternate between "he/she has" and "they have" so the students are forced to listen carefully for the difference and guess accordingly.

### Materials and Preparation:

➤ Access to a colour printer

➤ This activity should be performed after teaching the necessary grammar for "he has" / "she has" and "they have". (Suggested personalities for 1st year students could include celebrities like Lady Gaga, Michael Jackson, Monkey D. Luffy, Naruto, and Kobe Bryant. Japanese celebrities and public figures may be used, but western personalities will help promote multiculturalism.) Images can easily be found on the internet, downloaded and printed out.)

### Division of Labour for ALT and JTE:

➤ During preparation, the ALT and JTE should work together to devise lists of descriptive clues using vocabulary and characters that the JTE is sure that the students will be familiar with. The actual activity may be conducted by the ALT and the JTE together, but ideally the ALT (as the native English speaker) should be reading the clues to the students.

## THREE HINTS ANIMAL QUIZ

Submitted by Danielle Markewicz (Mishima Town BOE)

**Target Group:** 6th year      **Difficulty Level:** Fundamentals

**Activity Objective:**

To practice listening comprehension for the "can" and "can't" grammar point.

**Procedure:**

Students listen to a series of "can" and "can't" sentences (3 per animal), marking each in the chart with a "O" or "X." After the listening portion, students use the clues to match each description to an animal.

**Materials and Preparation:**

Three Hints Animal Quiz worksheet (1 per student), pen/pencil, animal picture flashcards for larger visual representation, and to give students ideas for the optional after-activity

**Division of Labour for ALT and JTE:**

JET: responsible for reading the "can" and "can't" statements and checking the answers; JTL: responsible for reviewing the grammar point beforehand, explanation of activity in Japanese (if necessary), checking students comprehension throughout the activity

**Suggestions and Advice:**

Repetition of the statements as necessary (higher level classes only once or twice, lower levels three or more times); check answers to the listening portion before moving on to the animal matching portion; if time allows, student can make their own animal quiz choosing animals from the animal flashcards

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Three Hints Animal Quiz

Please listen and write down what each animal CAN (= O ) and CAN'T (= X) do.

	run	jump	swim	fly
1.				
2.				
3.				
4.				
5.				
6.				

Now, please match the animals to the numbers!



Frog (# \_\_\_\_\_)



Sparrow (# \_\_\_\_\_)



Kangaroo (# \_\_\_\_\_)



Ostrich (# \_\_\_\_\_)



Penguin (# \_\_\_\_\_)



Turtle (# \_\_\_\_\_)



## WHAT TIME DO YOU JANKEN?

Submitted by David Tacoronte (Minamisoma City BOE)

**Target Group:** 6th year      **Difficulty Level:** Basic Conversation

### **Activity Objective:**

To practice asking what time someone does a daily activity.

### **Procedure:**

Students get in groups of 3 or 4 and choose a game board piece. Using a pre-made size B4 worksheet, the students play Jan-ken-pon, try to travel around the board, and must ask the question according to the space they land on to the person on there left in the form of "What time do you ~?" If they don't ask correctly they cannot move along the board. The partner then must answer "I ~ at ~." or the winner gets an extra move. Every time the student completes the board they receive a token. The student at the end of 10 minutes, or more, with the most tokens wins.

### **Materials and Preparation:**

Laminated game board with pictures of daily activities and instructions of the game.

Game board pieces, school erasers also work if no pieces available.

Tokens for getting points, like marbles, fake money coins, etc.

Clock or timer set to 10 minutes.

### **Division of Labour for ALT and JTE:**

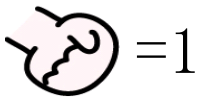
This activity can work with only the Jet or JTL teaching, but is most effective when done by both. The JET is responsible for the creation and lamination of the game board, as well as bringing in game pieces and tokens for point use. They would be responsible for teaching the JTL the instructions of the game.

The JTL would bring in a TV with a computer that has timer program so the students can actively see the 10 minutes pass. The JTL could also just use a school timer.

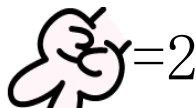
Both the JET and JTL would be responsible for showing an example of how to play, so the children can mirror.

### **Suggestions and Advice:**

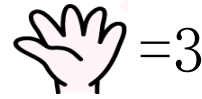
Try to make sure to have colorful materials and something the students are interested in. Characters from popular shows work well as game board pieces and tokens, as well as maybe adding interesting characters to the sheet. One can also add lying to the game to get more interesting. Have the students receive a reward for successfully lying, and punishment if they get caught.



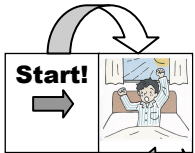
=1



=2



=3



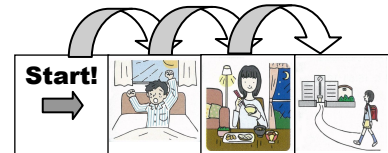
What time do you get up?

I get up at ...!



What time do you eat dinner?

I go home at ...!



What time do you go to school?

I go to school at ...!

勝った人

What time do you...?

I ... at ...

負けた人

<b>Start!</b> →				
				<b>FINISH!</b>

# CLASSROOM ACTIVITIES

## JUNIOR HIGH SCHOOL



TEACHING  
MATERIALS  
COLLECTION

2013

## LIVE ACTION WHEELCHAIR QUEST

Submitted by Allison Lanthrum (Nara Prefectural Institute for Educational Research)

**Target Group:** All grades of JHS (Physical & Mental) Special Needs (designed for wheelchair use)

**Difficulty Level:** Fundamentals

### Activity Objective:

To enjoy learning and practicing directional vocabulary

### Procedure:

1. Begin by introducing directional vocabulary using Vocabulary Cards, using movement, pictures, and language. Practice saying each word in English, and again using movement.
2. Next, watch the video “The Directions Song” found on YouTube. Watch the video with students. After showing the video once, watch it again, this time inviting students to move their wheelchairs with the directional vocabulary in video or ask students` aids to move the wheelchairs, creating a “Dance/Sing Along Experience”.
3. Invite students to play the game, themselves becoming the game pieces! On a small game board, students begin at a designated point outside the board. On a large game board, students begin within a square on the game board. One by one, students roll the die by knocking it off their wheelchair tabletop. Then, they `move` according to the die. Once they arrive at the GOAL square, they win! Play as long as time allows.

### Materials and Preparation:

Over-sized Die: Use a cardboard box and resize it to make a cube with each side measuring .3 meters. Then, cover the cardboard with kid-friendly, soft felt. Next, write a different directional vocabulary word and a matching, simple picture on each side of the die.

Game Board: Use (approved) colourful, wide tape to create an over-sized grid directly on the floor. Each square should be large enough to accommodate a student`s wheelchair. Use brightly coloured paper to indicate the students “START squares” and the “GOAL” or winning square within the game board.

TV/Internet Access: Cue the video “The Directions Song” found on YouTube and use the video to help introduce and practice directional vocabulary.

Vocabulary Cards: Create and laminate large cards featuring each directional vocabulary word in English, Japanese, and Katakana. Also include a matching, simple picture to help comprehension.

### Division of Labour for ALT and JTE:

**ALT:** Creation of materials and preparation. Introducing English pronunciation of vocabulary words. Checking comprehension and assisting students as needed. Introduce song to students. Sing along with video. Assist student movement during Video Dance. Assist students to game board. Place die on students` wheelchair tabletop as needed. Assist students in game as needed. Assist in class closing.

**JTE:** Reservation of TV/Internet hardware. Describe class plan to students. Repeating vocabulary words with class after ALT. Showing movements to compliment and reinforce new vocabulary words. Checking comprehension and assisting students as needed. Sing along with video. Assist student movement during Video Dance. Explain game to students. Assist students to game board. Place die on students` wheelchair tabletop as needed. Assist students in game as needed.

### Suggestions and Advice:

\*When making the die, an `extra` face could be assigned a “Roll Again” or “No Move” function.

\*The game board should have at least 9 squares.

\*On a small game board, students “start” at a designated point outside the board. On a large game board, students begin within a square on the game board. Adjust as needed.

\*Because the goal is to teach and practice directions, consider the direction that each student`s wheelchair is facing. Students may try to turn their wheelchair within a square before moving to another square to make their roll more advantageous. Advise students that once they enter the game board, the direction they face should align with their rolls.

\*There may be places on the game board on which students are not able to move all directions as rolled. If this situation happens, please review with students what directions they could go. If one is not rolled, the roll is considered a PASS.

\*To increase difficulty and/or refresh the game, create `actions` or different functions for various squares on either the game board and/or die. For example: a QUIZ square, a “go back to start” square, a “sing a song square”, etc.

\*Themes could also easily be added to this game. For example: for a jungle theme, add explorer hats and themed action squares. For a bakery theme add aprons and make the GOAL square the bakery.

## BLIND SNAP

Submitted by Soon Lai Teoh (Nagahama City BOE)

**Target Group:** JHS Special Needs **Difficulty Level:** Fundamentals

### Activity Objective:

To practice listening and speaking of numbers and letters

### Procedure:

Divide cards into equal amounts for each player.

Players close their eyes and take turns putting cards out on the table (card pile).

Teacher reads each number/letter out loud.

When players hear the same number/letter called out, they "snap" the card pile.

The first player to correctly "snap" earns the card pile while incorrect "snaps" give the pile to the opponents.

Play until one player has all cards.

First to lose all their cards must read for the next game.

### Materials and Preparation:

For numbers: A deck of cards with picture cards removed

For letters: A deck of alphabet cards - can be either upper or lower case depending on focus.

### Division of Labour for ALT and JTE:

JTE and JET must first teach students letters and numbers until students are proficient.

JET should be explaining the activity in English while demonstrating it with the JTE.

JET and/or JTE must then be the first to read the cards. After the first game, one can join in while the other monitors the new reader and game.

### Suggestions and Advice:

A practice round with eyes open helps students to figure out how to play the game and the order.

Things get confusing if there are too many players as it becomes hard to distinguish whose turn it is. Try and avoid playing with more than 5 players and a reader in a group.

The JTE CAN help translate the instructions IF NEEDED, but it hasn't been required so far in any classes I have done.

## WORD PUZZLE

Submitted by Jeff Windham (Seika Town BOE)

**Target Group:** All grades      **Difficulty Level:** Fundamentals

### Activity Objective:

To practice/reinforce good spelling

### Procedure:

Divide the students into groups. Anything is fine.

Write a word/sentence on the board, but only use dashes where the letters would normally go. For example, write “\_ \_ \_ \_ \_” for “hello.” The groups will take turns guessing letters. If they correctly guess a letter, they get as many points as there are letters in the puzzle. In the previous example, a group that guessed “e” would get one point. A group that guessed “l” would get two points. There is no penalty for a wrong guess. The students can raise their hands at any time if they want to take a shot at the whole thing. Guessing the entire puzzle correctly gets that group five points (or whatever denomination of your choosing).

The game can last for as short as five minutes, or as long as fifty minutes. It depends on how many puzzles you give the students.

### Materials and Preparation:

None

### Division of Labour for ALT and JTE:

ALT	JTE
Write the puzzles on the board and fill in the letters as they are correctly guessed.	Keep track of scoring.

### Suggestions and Advice:

Only allow the groups to guess one letter per turn, regardless of whether they were right or wrong. If you let a group with a right answer continue guessing, you will have one group constantly getting points while all the other groups look on in boredom.

Avoid using sentences taken straight from the textbook. The students will figure this out, and then just count spaces to figure out the answer. You will end up with groups guessing the right answer without guessing any letters at all, which defeats the purpose of the game. You can use textbook sentences, but be sure to change things around to throw them off (for example, take the textbook sentence “I have rice and *miso* soup for breakfast” and make it into “I have pizza and chocolate milk for dinner”).

You may want to keep an answer sheet to help you keep track of the letters. In puzzles with long sentences, it is very easy (easier than you think) to accidentally miss a letter.

You may notice that this game is just a barebones version of the American game show “Wheel Of Fortune” (or, depending on your point of view, an expanded version of the game “Hangman”). You can turn it into Wheel of Fortune by bringing in a spinning wheel and some game money. As per the show, have the groups spin the wheel first. After they land on a number, let them guess, then multiply their winnings by whatever number they landed on. For example, if a group spins the wheel and lands on 4, then guesses the letter “e” and there are three of them, three “e” ’s times four will net that group twelve game dollars (if your game money is in \$1 bills). For a game wheel, you can make one, find one in a novelty store, or yank one from the Game of Life/*Jinsei* Game. You can also use a big stuffed novelty dice as a substitute for the game wheel.

## 'GUESS WHO!'

Submitted by Dylan Adam Joffe (Toyoka City BOE)

**Target Group:** All grades **Difficulty Level:** Fundamentals to Conversational

### Activity Objective:

To review questions and vocabulary that are commonly used in everyday English communication

### Procedure:

After the activity has been explained to the students, each team in each group selects which character they are for the game, but does not tell the other team which character they selected. The other team must 'guess who' the character they selected is. That is the goal of the game. The students can only answer 'yes' or 'no', if asked a question about their character. Any question that can be answered with a yes/no answer is permitted during the game. Each team member takes turns in asking the questions about the other teams' character. Each team takes turns asking questions of each other, in the order of one question at a time each time. Examples of questions that can be used include, 'Are you a boy?' 'Do you play soccer?' 'Can I see a ball?' etc.). If the answer to a question is 'no,' then the team that asked the question crosses out all of the characters that the 'no' applies to. If the answer to a question is 'yes,' then the team that asked the question crosses out all of the characters that the 'yes' does not apply to. The final question is 'Are you [Character's name]?' The team that guesses the correct character of the opposing team first/the fastest wins the game. In order to decide which team gets to ask the first question, the teams conduct 'Rock, paper, scissors (*Janken*),' with the winning team allowed to ask the first question.

### Materials and Preparation:

Students are separated into groups of four, made up of two teams consisting of two students each. Each team will be provided with one 'Guess Who!' game board to share between team members. The boards can either be laminated and a black marker and a cloth used, or the students may write on the paper and use an eraser and a pencil. While original boards can be created by ALT, at present free downloadable game boards created by the makers of the 'Guess Who!' game are available at [http://www.hasbro.com/games/discover/guesswho/upload/GWc\\_Sports-en\\_UK.pdf](http://www.hasbro.com/games/discover/guesswho/upload/GWc_Sports-en_UK.pdf). These boards are given to the students to use for the game. I like to use this particular game board (SPORTS) as it incorporates English vocabulary already learnt by the students, and combines this with a number of foreign names for people from various countries around the world. This allows for the activity to be broad based, be able to be used for many levels of students at JHS, and incorporates both internationalisation and English language communication components (reading, writing, listening, and speaking).

### Division of Labour for ALT and JTE:

The activity is explained first in English by the ALT, and then in Japanese by the JTE (if required). Before beginning the game, the students practice pronouncing the foreign names and the sports being displayed (in the characters dress). The students also record any difficult/unfamiliar sports in katakana for pronunciation and in kanji for the meaning. The students are given time to ask questions. For example, "Is Gary a boy's name or a girl's name?" The JTE and ALT monitor the groups while they play the game to ensure that they are only using English, to support the students with lower level English abilities, and to assist students in asking questions that they may not have learnt yet but that they want to ask in English about the other teams' character.

### Suggestions and Advice:

In order to make the activity run smoothly it is useful to include the katakana pronunciation of the characters' names on the game boards before handing the game boards to the students. Translation of the sports and their pronunciations may also be provided to the students before handing them the boards too, if the students have not yet learnt how to pronounce the sports. Explaining how to play the game in English and Japanese before beginning the activity will help facilitate the smooth running of the game. Students should be supervised to make sure that they are only using English to ask each other questions. At *ninensei* and *sannensei* level, this activity takes about 20 minutes to complete.



complete. This includes the explanation of the activity, pronunciation practice, and time for two games to be played. The timing of each game with a stopwatch is recommended so that students and teachers are aware of how much time they have left to complete each game. This activity is a good activity to show students that English can be fun to learn, and that it is fun, interesting and easy to speak “everyday English” in “real-life” situations. It is also a good activity as it demonstrates to many students how much English they have already learnt, without being aware of it. This gives them more confidence in using English everyday and in motivating them to continue to study English and communicating in English. It is a great way to review a lesson or a series of lessons, and the students always enjoy playing the game.

## MARIO KART BOARD GAME

Submitted by Arran Chambers (Takamatsu City BOE)

**Target Group:** All grades **Difficulty Level:** Fundamentals to Conversational

### Activity Objective:

The goal of this activity is to promote oral and written skills in English within a group, in a competition based atmosphere, offering prizes as incentives to work hard.

### Procedure:

#### Instructions for Mario Kart board game activity

The activity is a blackboard based game, playable for any amount of time, but I find that the optimal time is one 50 minute session.

Students are divided into groups, usually of six students each, but this depends on total class numbers. Before the class, the teacher will draw a race track of small squares in any design on the board. A variation on this is to allow students that have played the game before to design the track themselves. At the front of the class, magnet-backed character cut outs are placed on a table, and one student from each group is then invited to come and choose their group’s character. These students then place the character they have chosen on the starting grid of the race track. One A4 piece of paper is given to each group, and from this point the game begins.

Each round of the game begins with the ALT asking a question in English, questions being adjusted to the class ability level, and then telling the students that they have a certain amount of time, usually 30 seconds, to answer the question in their groups. Before starting the answer time for each round, multiple choice answers, usually three, are written on the board, of which only one is of course correct. Students must write down their answer in English on the paper provided, in the allotted time. Here then we can see two of the educational aspects of the game, students practice reading the possible answers from the board, discuss these answers orally in their groups, and practice writing in English at the time of submitting their answers. Questions are usually tailored to the material that students have covered in class, but also include more interesting, popular culture related questions from video games, sports teams, popular music, movies, and anime. This concludes the first stage of each round.

Once the time is up, one student from each group submits the team’s answer to the front and then the correct answer is called out by the JTE.

In the second stage of each round, the teams with the correct answers send a representative to the front, and the teams that answered incorrectly are out of play until the next round begins. Students at the front then roll a dice (I downloaded a digital iPhone dice app so as to bring a little modern technology into the classroom), and the number they roll represents the number of spaces they advance on the board. Each group that answered correctly advances on the board after rolling the dice and passes to stage three, staying at the front.

In stage three students get to compete for the chance to get a special power up card.



The one remaining winner then gets to choose one of a selection of face-down cards. I chose to make cards that have varying degrees of utility, some effecting the player negatively, for example causing them to go back spaces, others advance the player forward squares, and others can be used to attack the other players sending them backwards. These cards are very specific to each teacher, and I will outline my own personal choice of cards in the advice section below.

Stage three ends when the winner of *janken* has taken their card and used its effects.

The game returns to stage one again using different questions for each subsequent round.

### Materials and Preparation:

1. One piece of paper for each group the class will be divided into.
2. One pair of die.
3. Enough cut out, magnet-backed characters to allow one for each group the class will be divided into.
4. A magnetised black board.
5. A selection of different special cards, each offering different bonuses or penalties.
6. A series of questions, to allow for the time intended for playing, for one, 50 minute class I suggest twenty questions.
7. Some small prizes as rewards, such as stickers or badges of popular cultural icons

### Division of Labour for ALT and JTE:

The ALT will be responsible for preparing the materials outlined in the above section. Both ALT and JTE can be involved in the creation of questions, or this can be assigned entirely to the ALT/JTE. In class time I found it best that the ALT take charge of reading out questions, thus allowing the students to hear questions in a clear, native level of English. The JTE should translate to a minimum in Japanese and only when completely necessary, such as in those cases when there has been a very low comprehension of the question asked. The ALT can be in charge of the die and special cards. The JTE can be in charge of getting the students to count along as they progress on the race track. The JTE will be in charge of reading out the answers to the questions, but again this is flexible and can be changed according to the situation of the individual ALT/JTE relationship. Prizes can be given out by the ALT to boost the relationship with students.

### Suggestions and Advice:

To make the lesson go far more smoothly, I recommend taking 5 minutes at the start of the lesson to clearly explain the rules of the game and how to play. Students will likely require more clarification throughout the lesson for the first time they play, but having the initial introduction in my experience makes for a better lesson flow. The special cards I use are

1. A red mushroom: giving one extra role of the dice
2. A golden mushroom: giving two extra roles of the dice
3. A three red mushroom: giving three extra roles of the dice
4. A green turtle: shell allowing the player to attack one other team by rolling the dice, sending the chosen team back the number of spaces rolled
5. A blue turtle shell: working in the same way as the green shell, but giving the attacking effect to all other players
6. A banana: this card is placed on a square chosen by the player, and has the effect of slowing down the next player to cross it by sending them back by the number of their dice throw remaining after having touched the banana.
7. Star card: this puts the player into first place regardless of their position on the board. If selected by a player already in first place, they should choose again.

## JEOPARDY REVIEW

Submitted by Alexandra Zindel (Yosano Town BOE)

**Target Group:** All grades **Difficulty Level:** Academic

### Activity Objective:

Engage students in a review of material prior to an exam in a fun and interactive manner

### Procedure:

Jeopardy is a popular trivia game in America. For this activity, a board with categories and points is displayed for the class to see (either on PowerPoint or on the blackboard.) Students get into groups of around 4 people (there can be more or less depending on class size). Groups *Janke*n to see who goes first. The winning group chooses the category and the point value. The ALT clicks on the category and point value (PowerPoint), or turns the appropriate paper over (Paper) to reveal the question. The ALT reads the question out loud. Groups raise their hand as fast as they can with the answer. The first group to raise their hand answers the question. If they are wrong, the question goes to the next group. If they are correct, they get the points and can choose the next category and point value. Anyone can answer the question. Points are kept track of on the board. The group with the most points wins.

### Materials and Preparation:

High Tech Version: Requires Computer, PowerPoint, and a TV or Projector in the classroom. A Jeopardy board with categories, points, and links is created following instructions found online. Each point value will be able to be clicked on revealing a question.

Low Tech: Paper, Blackboard, Magnets. One side of the paper has a point value, and the other side of the paper has the question. The papers are arranged on the board, points facing the classroom, in Jeopardy fashion and held up with magnets, and the categories are written directly on the board.

### Division of Labour for ALT and JTE:

In preparation for this activity, the ALT and JTE work together to choose the material that needs to be reviewed. Then together or separately they generate questions for the activity. If using PowerPoint, the ALT prepares the Jeopardy Board following instructions online. If using the low tech version, ALT prepares paper with the point value on one side, and the question on the back of the paper.

During the activity, the ALT acts as host and asks the students questions. JTE keeps tracks of the points and also helps students with translations or hints.

### Suggestions and Advice:

Jeopardy is a popular trivia game in America. It may be beneficial to provide a brief cultural introduction at the beginning of the lesson. The Jeopardy board consists of 6 categories with 5 questions each. The number of categories and questions can be altered as needed. Each question is assigned a point value. The questions get progressively more difficult in each category as the point value increases. This game is very versatile and can be used with any grammar point that the students will be tested on.

Using PowerPoint is a fun and professional way to run this activity. Please allow time for the creation of the game board. There are instructions regarding how to do this available online. I recommend ehow:

[http://www.ehow.com/how\\_4441276\\_create-jeopardy-game-using-PowerPoint.html](http://www.ehow.com/how_4441276_create-jeopardy-game-using-PowerPoint.html).

Make sure to test out the board beforehand and make sure you are able to display it in class.

The low tech version of this game can also be used as an effective study tool and is less likely to cause technical difficulties.

Because of the interactive nature of this game, an entire class of 45 – 50 minutes is recommend to play, particularly if this is the first time you are playing it with the students.

## EASTER EGG PREPOSITION HUNT

Submitted by Ruth Rowntress (Kumamoto City BOE)

**Target Group:** All grades **Difficulty Level:** Fundamentals to Basic Conversation

### Activity Objective:

To practice prepositions (under/on/in/by) & target question (Where is/are?) while reviewing grammar (blue egg)

### Procedure:

Find the (paper) eggs and fill in the blanks (using prepositions) on worksheet to show where they are.

### Materials and Preparation:

Approx. 10 coloured (or patterned) paper eggs - they should be laminated for reuse. Blu-tack for sticking eggs to surfaces. Worksheets with target sentences/vocab./key words. Pictures of Easter/Eggs for introduction. Item(s) for practicing target question/grammar (Where is/are?)

### Division of Labour for ALT and JTE:

**Preparation:** ALT and JTE discuss class and worksheet content and structure together. JTE prepares worksheet and prints copies after displaying preview to ALT for amendments/advice. ALT makes as many paper eggs as required once colours/patterns are discussed. In accordance with the worksheet, ALT hides the eggs in the classroom/gym/yard prior to class, if possible. Activity: During class, ALT and JTE introduce the notion of Easter, focusing on Easter Eggs and Easter Egg Hunts. ALT explains that there will be an English Easter Egg Hunt later for coloured paper eggs and displays some pre-made eggs and worksheet. JTE briefly explains how the activity will involve new grammar (prepositions). JTE and ALT review colours (blue egg) and then introduce prepositions using Q&A dialogues: "Where is the blue egg? It's under the chair". In pairs, students verbally translate the dialogues to check their understanding. JTE writes target sentences on the board and students subsequently practice by filling in the blanks (and copying into their notebooks/worksheet space if desired. This creates a chance for ALT to hide the eggs). ALT & JTE split the class to check student' self-made Q&A dialogues with own items - erasers, pens, etc. JTE talks through Easter Egg Hunt worksheet, telling students to locate coloured eggs and match them to their appropriate sentence (10-12 works well if activity is over a whole class period). When students find a coloured egg they must complete the corresponding sentence with a prepositional phrase (The red egg is on the chair). ALT introduces key word box (chair/shelf/bin). While the game is underway the ALT writes the unfinished worksheet sentences on the board while JTE roams around checking English usage. Upon completion of the game the JTE picks students to answer the ALT's question about the whereabouts of the eggs: Where is the green egg? The green egg is under the window. The student who answers correctly writes the answer on the board. End class with review of target Q&A dialogue.

**Extra time:** JTE can expand on this grammar point for other (fixed) items, places or people in various locations. ALT answers JTE's questions and then students in turn answer ALT's questions: Eg, 1.) Where is Ms. Harada? She is in the library. 2.) Where is New Zealand? It is near Australia. This addition can be integrated on the reverse side of the worksheet with illustrations and examples.

**After class:** The ALT and JTE discuss how it went and share suggestions for future classes.

### Suggestions and Advice:

**Carrying out the activity:** Pupils can work in pairs for this activity. To ease congestion in the classroom only one student per pair should be up from their seat. They must return to relay the information back to their teammate who writes it down. They should swap duties after every two sentences. Students can also communicate their answers across the room but if noise is an issue either students do the game individually or it can help to state that it is a competition. Remind students that they can find the eggs in any order!

**Practical Tips/Adaptability:** Laminate the paper eggs. Using origami sets from the 100 ¥ store lets you work with a variety of colours. You can also play with patterns too if it is within your student's ability. Having one side of the egg plain and the other side patterned means it is an easy swap (but

remember to alter worksheets and prepare the students) Where is the spotty blue egg? Regarding using this game for 2nd/3rd Graders as a team warm-up: Introduce an example sentence: The red egg is under the TV. As a warm-up - with no worksheets, students can memorise the locations of the eggs (perhaps just 5/6 depending on time/no. of students in each line) and verbally recall their answers as per above. Also, giving each team a mini whiteboard once the game has ended provides an opportunity for more writing practice on top of spoken practice. Extra Advice: If you make a LOT of paper eggs (different sizes too) you can also use them for elementary classes: colours/numbers/basic conversation: I have two yellow eggs.

## TRASH CAN GAME

Submitted by Mamiko Oman (Shikokuchuo City BOE)

**Target Group:** All grades **Difficulty Level:** Fundamentals

### Activity Objective:

To review any material previously covered in class (grammar, vocabulary, etc)

### Procedure:

1. Students are split into teams and given their designated coloured paper.
  2. The trash cans are placed at the front of the room (one on a desk-1 point, and the other on the chair which is on top of the other desk-2 points)
  3. Teams are then split into shooters, writers, and picker-uppers. So if there are nine people on a team, then four people are writers, three people are shooters, and two people are picker-uppers.
  4. ALT will ask/show a question (show: fill in the blank, unscramble the sentence, etc.). The writers will get 1 minute to write the answer on the paper.
  5. The shooters will then get 1 minute to crumple up the paper and try to get the paper into either the 1 point or 2 point trash cans.
  6. Then for 15 seconds the picker-uppers will get to pick up the paper that had not made it into the trash can.
  7. Finally, the last minute is a combination of steps 4-6, where everyone can do their tasks.
  8. At the end of the minute, the game stops and points are counted. Of course, only correct answers will get points.
- Repeat steps 4-8 until class time is up

### Materials and Preparation:

Two trash cans, two desks, different coloured paper per team (approximately 15), a chair.

### Division of Labour for ALT and JTE:

Generally the ALT will be responsible for all the preparation as well as asking the questions during the game. The JTE will be responsible for clearing up any misunderstanding of the rules and for the logistics of the game itself (keeping track of time and of the points, etc). Both the ALT and JTE will look through the papers that entered the trash can and verify that they are correct. These roles can be changed if desired (my JTE was more involved in preparation because I would bring him/her the questions beforehand to make sure they were at the appropriate difficulty level).

### Suggestions and Advice:

This can use up a lot of paper, so the teams should write relatively small and reuse the paper for all the questions.

This game can take a while to explain to a class for the first time. Usually the second time onwards is much more productive.

User discretion is advised: Though this game is really fun, if a class is typically rowdy they will be even more boisterous while playing the game.

## WHAT ARE YOU DOING CIRCLE

Submitted by Katelyn Schwartz (Edo Town BOE)

**Target Group:** All grades **Difficulty Level:** Fundamentals– Basic Conversation

### Activity Objective:

To practice using verbs in the present progressive while using various conjugations of the verb to be

### Procedure:

Create an initial list of ten words, six familiar words and four new words. On the board write the present tense of the verb and then the present progressive tense. Ex: Play=> Playing. Review the list with the students and have them repeat the words after the teacher while also making an action to go with the verb. While repeating the words, teacher should say the verb in the plain form followed by , “I am...” with the verb in the present progressive form. After students have become familiar with the words, repeating them in random order about 5 or 6 times, have students stand and form a semi circle around the teacher. On the board write “You are...” explain to the students that the teacher will say the verb in the plain form while doing the action, then the students need to use the present progressive form in the sentence, “You are (running).” The teacher will say one of the plain form of the verb and the students need to repeat the “you are...” sentence while performing the gesture. At random the teacher will go through the list of verbs with students repeating the sentence. When student are familiar with the activity outline and structure, trade places with a student and have them call the plain form of the verb and surrounding students repeat the present progressive sentence. When students are familiar with this structure, on the board the teacher should write the sentence structure, “Mieko is...” and “He/She is...” The teacher explains now, going around the circle each student will choose an activity. They will do the gesture and say “I am (running).” The rest of the class in the circle will repeat, “He/She is running.” then use the student’s name, “Mieko is running.” The activity finishes with all the students saying an activity and their classmates repeating their activity. At the end the students and teacher together can say, “We are having fun!”

### Materials and Preparation:

Chalk/whiteboard, chalk/markers... If unavailable, prior to class, write large word cards with the chosen activity words to put on the wall as reference for the students.

### Division of Labour for ALT and JTE:

ALT and JTE will work together to introduce the activity. Together they will model the desired sentence structures and game outline. With small classes JTEs and ALTs will join students in the circle and alternately lead the activity. With large classes students should be divided into two groups with ALT leading one group and JTE leading the other. In the start of the activity the JTE should write the selected words on the board as the ALT says them and the students repeat. If the words are more unfamiliar the JTE could also write the Japanese meaning or pronunciation. There should also be significant interaction between the JTE and ALT during the activity, for example asking and telling each other what they are doing and occasionally bringing the activity back to each other before throwing it out to the students again.

### Suggestions and Advice:

Have fun! Be crazy! It really hooks the kids in when the gestures are big and crazy. Do not be afraid to turn the activity over to the students and have them lead. They will gain confidence by having their peers listen and understand them and they will all have an enjoyable time making each other do silly gestures.

## BROKEN TELEPHONE

Submitted by Amoy Pilliner (Sendai City BOE)

**Target Group:** All grades **Difficulty Level:** Basic Conversation to Academic

### Activity Objective:

To practice listening and speaking skills for any particular grammar point.

### Procedure:

Each row of students is a group, meaning there will most likely be 6 groups in your class.

One of the teachers take the last student in each row into the hallway and has them memorise a word, phrase or sentence (WPS). It should be based on the grammar point currently being studied, or it could also be some type of review WPS.

When the teacher shouts "Go!" students race to whisper the WPS to the next student in line. They can repeat it as many times as needed, keeping in mind the 'whisper' part so that other teams can't hear.

When the WPS has reached the last student, you can have the student either write the WPS down on a scratch piece of paper or have them come and whisper it into a teacher's ear. If they are correct their team receives points. Points are awarded for speed: 5pts, 4pts, 3pts, 2pts, while the last two groups receive 1pt. If a WSP is incorrect, the person must go back to their group and figure out they went wrong.

Each telephone line rotates so there is a new 'last person' and the game is repeated.

### Materials and Preparation:

The only material needed will be a list of sentences that will be used to practice/review the grammar point.

### Division of Labour for ALT and JTE:

The JET would be responsible for providing the lead student with the sentence while the last student will provide the JTE with their answer in order to gain the required points.

### Suggestions and Advice:

When a team incorrectly says a WSP, watch to make sure they don't try and get the answer directly from the 'last person.' Instead, direct them to work down the telephone line backwards until they find the mistake.

There will be students who will use Japanese instead of English during the whispering. There will also be students who do not know what they are saying. The only remedy is practice, practice, practice. The teachers can walk around the classroom to ensure students are using English rather than Japanese.

## MEMORISATION GAME

Submitted by Winwit Li (Kikai Town BOE)

**Target Group:** All grades **Difficulty Level:** Fundamentals

### Activity Objective:

To test their listening and memorisation skills while practicing target grammar (ex. "I like (verb) ~ing")

### Procedure:

All the students stand up and form a circle. One student is given a soft ball and says a sentence with the target grammar [I like playing soccer], and passes the ball to another student at random. The second student must say the first student's sentence and adds on their own phrase to the sentence [I like playing soccer and playing piano.], and passes the ball to another student. The third student says the last student's sentence and adds their own phrase [I like playing soccer, playing piano, and swimming.], and passes the ball to another student. This continues until either a student cannot remember the previous sentence, repeats a phrase that another student has already said, or takes too much time and loses. The student that loses received a punishment and then has to start new chain of sentences.

### Materials and Preparation:

-Soft ball or stuffed animal

A ball, stuffed animal, or other soft object is used to indicate whose turn it is and to toss or pass to the next person. This is optional because the students can simply call on each other, but this helps them pay attention and is more fun.

-Pico pico hammer (can be bought in a 100円 shop)

This is a toy hammer that can be used by the teachers to (gently) hit the students as punishment for losing a round in the game. There are potential liability issues with this, so this is also optional if you can find another way to motivate the students such as asking them a question.

### Division of Labour for ALT and JTE:

Overall, the role of both the JET and the JTE are rather interchangeable. The JET may explain how to play the game while the JTE may translate the explanation into Japanese if necessary. Both teachers will act as judges in the game to ensure the game proceeds smoothly, to catch any mistakes, to determine if a student is taking too long to answer, and to enforce the punishment when a student loses. The teachers may also participate in the game if they wish. In a large classroom (30 or more students), the class can be split into two groups and the JET can act as a judge for one group while the JTE can act as a judge for the other.

### Suggestions and Advice:

This is a game where everyone has to listen carefully and pay attention to what the other students are saying, especially because they are being called on randomly, so it is best played in smaller groups of students (15 or less). Because students often do not pay attention in larger groups, split large classes into smaller groups.

The ball should be passed to someone who has not already taken their turn in a given round, but once everyone has had a turn, tell them to continue.

In this game, there are no clear winners and only clear losers, but if there should be a winner, then it should be the person who remembered the longest chain by the end of the game.

## SPELLING RACE

Submitted by Sarah Hall (Miyakomachi Town BOE)

**Target Group:** All grades **Difficulty Level:** Fundamentals

### Activity Objective:

To practice listening and improve students ability to connect English letters to English sounds.

### Procedure:

Students are divided into teams of 4-6 and given a set of cards with letters printed on them. An English word is called out. Students must spell the word. Points are given to the team who answers the the fastest.

### Materials and Preparation:

Letter cards. Each set of letter cards includes one each of consonants and two of vowels. In addition, the phonetic combinations that are found in the back of the New Crown first and second year books are present. The cards were cut out of colored paper and laminated. Consonants are red. Vowels are yellow. Consonant combinations are blue and vowel combinations are green. Do not give students a full set of cards. Select which ones are necessary for the vocabulary set you are working on. You can choose vocabulary sets based on textbook lessons, categories, or specific phonetic rules. For example, you can choose words that have 'l' or 'r', words that have to vowel combination 'ai', or words with and without a silent 'e'. These cards can also be used to allow students to freely spell words. Give students a set of cards and ask them to spell as many words as they can in ten minutes.

### Division of Labour for ALT and JTE:

The JET explains the activity and calls out words. The JTE keeps score and helps determine which team was first.

### Suggestions and Advice:

To keep students calm, do not call on students who are noisy. To help encourage all group members to participate, have all students raise their hands when finished. Have successful groups spell the word for the class. Encourage slower groups by helping them or giving a word for only groups who haven't answered a question.



## WHISPER RELAY

Submitted by Valerie Shore (Wakkanai City BOE)

**Target Group:** All grades **Difficulty Level:** Basic Conversation

### **Activity Objective:**

To practice three sides of communication (speaking, understanding, writing) in a fun and competitive way.

### **Procedure:**

Sentences are written on slips of paper, and put face down on a desk/table in the back of the room. The students are put into small groups (lunch groups, for example) and then stand in a line. The student in the back of the line runs to take a random slip of paper. They read the sentence, give the slip to a teacher, and then whisper it to the student in front of them. That student then whispers it to the next, and so on. The last student must write the sentence on the board to the best of their ability. The teacher checks the sentence, and awards a point if it's correct. Then the last student moves to the end of the line. The game ends when all students have rotated and everyone has written on the board, when there are no more slips, or after a preset time limit.

### **Materials and Preparation:**

A blackboard and chalk, slips of paper with sentences written on them.

### **Division of Labour for ALT and JTE:**

Before playing, the ALT and/or JTE write sentences on slips of paper. The sentences should reflect current and past grammar points. Each teacher should cover half of the groups during the activity to make sure that students are not showing their teammates the paper instead of speaking, using Japanese, etc. If the sentences are using a recent grammar point, the JTE may want to put an example on the board as a guide.

### **Suggestions and Advice:**

Since I am a one-shot ALT, I can't always easily fit into a school's ongoing curriculum. This game is a good "warm up" activity for one-shots, because it can be created on the fly with limited materials, and can be fit to any level. It uses four skills-- reading, when the student takes a slip of paper; listening, when they hear the sentence; speaking, when they must communicate the sentence; and writing, when they write it on the blackboard. When correcting the sentence, you can judge on a class-by-class basis. For example, 1st year JHS students may be unable to write well yet, so you may disregard spelling errors in favor of a general idea, while in a 3rd year classes you can be more strict.

## SLOW GAME

Submitted by David Flynn (Towada City BOE)

**Target Group:** All grades **Difficulty Level:** Fundamentals

### Activity Objective:

To practice word categories and/or sentence building

### Procedure:

The purpose of this activity is to build vocabulary as well as increase awareness of word categories and sentence structure, if you so choose. That being the case, before you begin anything, make sure that students are familiar with the vocabulary/grammar by teaching/reviewing it. Hand out Work Sheets. These are sheets that have all of the vocabulary being studied on them in Japanese only and already CLEARLY divided by category. Beside each word should be a box or a line for students to write in the English translation. Allow them to work on filling in all the English words for a few minutes. Whether or not they can use a dictionary is up to you.

Once the sheet is completed, this will be used as a template or guide for the game they will now play.

Divide the students into groups and hand out one deck of Vocabulary Cards per group. The number of students per group can ideally match the number of categories you have, but does not absolutely have to. Your Vocabulary Card decks should have 1 card per Vocabulary word only.

Ask the students to shuffle the cards and to deal them out to everyone in the group evenly and face down. The number of cards that each student receives should match the number of words you have per category. 5 is usually a good number.

Now each student should each have the same number of cards, and a mix of Vocabulary Categories.

What they have to do next is discard 1 card, giving it to the person on their left. Everyone discards at the same time, or at least everyone has to have discarded before the group can discard again. The goal is to eventually accumulate all the words from any given category (they can reference their Work Sheets).

Once someone has accumulated a full category, they stop the game by shouting SLOW! They show everyone their cards and if it is in fact a full category that student wins the round.

Losers have to mark down a letter, Hangman style. The word is S-L-O-W. So the first time they lose, they have to write "S". The second time they lose, "L", and so on, until they completely spell out "SLOW".

You can stop the game at any time and check who has no "SLOW" letters, or who has completely written it out already. Conversely you can keep the game going longer by making it so that students have to play until only one student per group hasn't written "SLOW" out completely and is therefore the ultimate winner, but this would probably take a really long time.

### Materials and Preparation:

Create Vocabulary playing cards and Worksheets. Make sure to use a paper for the cards that the students will not be able to see through from the back. Worksheets are used to review vocabulary and as a reference during the game. Cards are used to play the game and collect groups of categorized vocabulary.

### Division of Labour for ALT and JTE:

The preparation required for this activity includes the following: Selecting appropriate grammar or vocabulary to study. collecting terms and categorizing them, preparing the worksheets and cards. Once all materials are prepared, required tasks within the classroom are reviewing the vocabulary and assisting all students in translating Japanese terms into English, explanation of the game, monitoring and assisting students during the game. All of these tasks can be divided between JTE and ALT and they see fit but for example the JTE can select the grammar/vocabulary and the ALT can categorize and prep materials. In the classroom the JTE can review grammar/vocabulary and the ALT can assist in helping the students to translate terms. Both the ALT and JTE can monitor and assist during the game while walking around the class.

### **Suggestions and Advice:**

Given that all prep work is completed properly and all activities are clearly explained and executed this game really should run quite smoothly. My suggestion then is for ways to increase or decrease the difficulty of the game. The activity can even be used for Elementary School students by, for example, keeping the categories to nouns only; Colors, Foods, Animals, Days, Months, Sports etc. The kids will have difficulty with reading everything so be sure to include images with your words. For speaking and listening practice, the winners can read out what cards they collected and say what the category is. There are many ways to make the difficulty level higher. One example is to have the students collect whatever words will build a sentence rather than complete their category. The first student to complete a sentence needs to read the sentence out loud. If you have some funny or quirky vocabulary in the mix you might get some really funny sentences.

## **"JANKEN" TALK: COMEDIAN EDITION!**

Submitted by Lawrence Denes (Kurobe City BOE)

**Target Group:** All grades **Difficulty Level:** Conversational

### **Activity Objective:**

To practice modifying adjectives in different degrees

### **Procedure:**

Students do "Rock Paper Scissors" and the number of fingers they throw determines their conversation. They discuss various comedians and how funny they think they are (e.g. "very funny," "kind of funny," "not very funny," etc.). For example, if both students throw scissors, that's a total of 4 fingers; they look at the number 4 and what degree of "funny" that indicates, and share their thoughts ("I think DOWNTOWN is kind of funny").

### **Materials and Preparation:**

The "Janken" Talk worksheet lists possible finger combinations (0, 2, 4, 5, 7, 10) that correspond to varying degrees of funniness, with blanks for students to fill in the name of a comedian they think corresponds to that degree. Worksheet is attached

### **Division of Labour for ALT and JTE:**

The JET and JTE need to work together to effectively explain and demonstrate the activity. It's a little complicated, so it may require some Japanese translation, depending on the level of the students, but with a good demonstration, you should be able to explain it well using mostly English.

### **Suggestions and Advice:**

Students will need some time to fill in the names of comedians and practice in their seats, but during the activity you can let them wander around the classroom and talk to whoever they please (depending on how rowdy the class is). I've generally found that students enjoy talking about comedians or celebrities, but this game can be changed to discuss any topic you like (for example: "I think curry is SO delicious!"). This can also be adjusted for a higher level by including a follow-up question ("Why?") or having the students agree or disagree with their partner's opinion.

## Janken Talk: Comedians

"I think \_\_\_\_\_ (名前) \_\_\_\_\_ is \_\_\_\_\_ (どのくらい) \_\_\_\_\_ funny."

じゃんけん の結果 Results	芸能人の名前 Comedian's name	どのくらい面白い? How funny?
10		<b>so funny</b> すごく面白い めっちゃ面白い
7		<b>really funny</b> 結構面白い とても面白い
5		<b>pretty funny</b> まあまあ面白い
4		<b>kind of funny</b> (kinda) funny ちょっと面白い
2		<b>not very funny</b> あまり面白くない
0		<b>not funny</b> 全然面白くない

Class \_\_\_\_\_ No. \_\_\_\_\_ Name \_\_\_\_\_

## WHERE IS PIKACHU?

Submitted by Mason Loch (Nagahama City BOE)

**Target Group:** All grades **Difficulty Level:** Basic Conversation

### **Activity Objective:**

To practice asking questions about a person's location.

### **Procedure:**

Small character flash cards are hidden behind bigger location flash cards on a board. The JTE holds up a larger version of the character card and the JET asks, "Where is Pikachu?" Students then take turns answering and guessing which location the character card is hidden on the board. "He's in library."

### **Materials and Preparation:**

6 Location Flash Cards; 2 sets of 5-10 character cards (one set must be small enough to be concealed by the location flash cards); Magnets

### **Division of Labour for ALT and JTE:**

The JET would be responsible for the production of the materials (3 sets of flash cards), hiding the cards and asking the question. The JTE would be responsible for assisting in the demonstration (ALT asks the question to the JTE first then the students), holding the cards and assisting the students in guessing.

### **Suggestions and Advice:**

This game is enjoyable for the whole class but students do tend to get over excited so it's good to make sure they remain calm. It is also important to make sure that all students get a chance. Having a seating list or check sheet is good to make sure that students don't get too many turns. Once students become familiar with the game it is also fun to split the class into two teams and have one team hide the character cards and the other to guess.

## WHAT DID YOU HEAR?

Submitted by Jessica Rosa (Tome City BOE)

**Target Group:** All grades    **Difficulty Level:** Fundamentals

### Activity Objective:

To strengthen and apply listening comprehension skills

### Procedure:

Although this is the English teacher's self introduction presentation, it is important to keep in mind that the main objective is to have students actively engaged and participating in order to apply listening comprehension skills. The lesson plan includes both audio and visual components; the teacher's presentation is the audio component, and the visual component is the PowerPoint/images displayed during the presentation. To actively have students engaged, the teacher should ask students questions during the presentation, such as, what is this? Or do you have any pets?— they may or may not answer in English but any sort of participation is the important point, if students answer in Japanese ask your JTE for the English meaning even though it may seem obvious by the picture being displayed, you as the JTE, want to make sure there is no miscommunication. You should also reinforce the new word by writing it on the board. After the presentation it's quiz time! The handout you prepared should be given to students before the presentation so that they can take notes of what they heard. This may seem counterintuitive, but it can give students more confidence when it comes time to participate in class. You will orally ask students questions about what they just learned about you. This portion of the lesson is very fun and is a great listening comprehension exercise as well as speaking practice. During this portion do not simply say yes to a correct answer, you should follow-up with a complete sentence, such as, "Yes, I have two brothers."

### Materials and Preparation:

Prepare images that represent your home country, images of yourself, family, pets and home. (In my case, I was born abroad so I started my presentation with images representing the United States, and proceed to show images representing my country of birth and then pictures of my family.) My school has laptops and projectors, so I was able to make a PowerPoint presentation. Make a simple question sheet with two options and then ask your question out loud. I created a very simple handout with six boxes and each box had two options, such as, 25 years or 21 years old and 1 pet or 2 pets. You should also prepare bonus questions as you may find yourself with extra time left.

### Division of Labour for ALT and JTE:

In this lesson, the JET and JTE should work together to make sure there is full comprehension. As mentioned above, please ask your JTE to confirm any word translations. Also, you should ask your teacher questions like; have you been to America? How many family members are in your family? It is very important to have a much English dialogue as possible in the classroom. Your JTE should also encourage students that might be hesitant to participate.

### Suggestions and Advice:

Just as each person has their own individual personality, each class has its own personality. You may get a class where no one will raise their hand and you may get a class where students may raise their hands or shout out the answers. My advice for a class that is hesitant to participate is to do a class poll— for example ask students to raise their hand if they think choice A is right or choice B. For livelier classes make sure to keep up the classroom energy by rewarding students who participate. In my case, I would give a high five or fist bump to any student that participated and then have the class give that student a round of applause; it helped keep students engaged and willing to participate. Also, when asking the questions I would start off by saying question one and as I proceeded along I would count off and have the students say the next number. Another fun piece of advice would be to have students stretch before you ask them questions, and build up the energy by doing a drum roll and ask them if they are ready. You are introducing yourself to students, but you also want to take the opportunity to have students be active listeners. Lastly, remember to speak slowly, your students might not be accustomed to a native speaker's speaking rhythm.

## SHARK CHASE

Submitted by Damon Mitchell (Takashima City BOE)

**Target Group:** All grades **Difficulty Level:** Academic

### Activity Objective:

Various - However I have had good results using this activity for 'passive' sentence practice

### Procedure:

Students (in teams) complete partial sentences challenge. With passives a challenge might be, '..... was built in....', for example. Each team can move on a game board, by rolling a dice and moving that many spaces, after they have finished the challenge, by writing a full sentence, and had it checked by a teacher. The move order is decided by how fast they can complete the challenge. Each turn is made up of (1) the presentation of a new challenge sentence (2) teams writing their answers, having them checked by a teacher and moving (3) everybody repeats a model answer after the teachers (4) a bonus quiz where one team can earn an extra move, repetition of the bonus quiz answer. Next turn.

### Materials and Preparation:

A 'race track' is drawn on the board with equal distant starting points for each team. Each team gets a coloured 'shark' piece to race with on the board, and a sheet of paper for writing their answers on. The teachers has a set of cards with the partial sentences on them which are shown to the students at the start of each turn EG '... was written by...', bonus cards can also be added that require a specific answer - for example, after all the teams have made sentences based on '... was written by...' a bonus card, like 'Harry Potter', can be added. The first student on any team to raise their hand and finish the sentence 'Harry Potter was written by...' wins an extra move for their team. Each move (or bonus move) moves the teams shark 1 dice roll of places around the track clockwise - points are scored for catching the shark in front of you.

### Division of Labour for ALT and JTE:

JET and JLT explain, and demonstrate, the activity together in English. The JET reads out the new challenge card each turn, then both JET and JLT check the students answers, dice rolls for movement. Each turn the JET or JLT will give a model answer for the students to repeat. The JET then adds the bonus card for that round. Generally, the JET and JLT are working in tandem throughout the activity.

### Suggestions and Advice:

When a shark is caught by another team it is removed from play until the start of the next round. Before the start of the next round, that shark is returned to the board in the centre of the widest gap between the other sharks. This shuffles the order of who is chasing who. When preparing the board I would suggest 6 spaces on the track between each teams starting point, this means that nobody can be caught on the first turn without the extra bonus move. You can see my more detailed explanation of the activity here: <http://takashimablockblog.wordpress.com/2011/09/18/lesson-plans-shark-eat-shark-flexi/>

## MICKEY MOUSE LOOKS HAPPY

Submitted by Andrew Frisa (Kesennuma City BOE)

**Target Group:** 1st year     **Difficulty Level:** Basic Conversation

### Activity Objective:

To practice describing descriptions of something using “looks,” ex: “Mickey Mouse looks happy.”

### Procedure:

The ALT stands in the front of the class showing a picture of “Mickey Mouse” and asks “Who is this?” as a warm up for the students’ listening. As a form of scaffolding the JTE can assist in guiding them towards remembering how to answer the question without giving them the answer if they are unsure.

After showing the picture, the ALT will say “Mickey Mouse looks happy.” After repeating the sentence 3 times, the ALT will put the parts of the sentence on the different coloured construction paper up on the blackboard one by one having the students repeat the parts of the sentence out loud as a class 3 times. The same process will be repeated with Goku’s picture but this time the sentence under Goku’s picture will be “Goku looks sad.” emphasizing the words “looks” and “sad”.

After repeating the sentences as a class the sentences will be taken off the board while the Mickey Mouse and Goku pictures remain. SpongeBob’s picture will be introduced and this time the ALT will change the word “looks” to “look” to demonstrate the third person plural conjugation. The ALT and JTE will ask if any students heard a variance from the original sentence pattern. The same will be done with Goku and the other sad Dragon Ball character. The pieces of construction paper will be held on the blackboard with magnets and the class will repeat both sentences three times a piece. From here the JTE will begin an explanation of how in English “look” can have different meaning depending on the context. From this point a worksheet will be handed out for the students to practice.

### Materials and Preparation:

- One picture of a sad Goku character.
- One picture of another sad Dragon Ball Z character.
- One picture of a happy Mickey Mouse.
- One picture of a happy SpongeBob.
- Three types of different coloured construction paper.

The pictures were printed from the Internet on coloured A4 sized paper. The construction paper’s colour will be used to separate the nouns, verbs and adjectives when they are put on the blackboard. Magnets will be used to hold up the pictures and parts of the sentences that are written on the construction paper.

### Division of Labour for ALT and JTE :

The ALT will primarily do pronunciation of the sentences and an introduction of the new characters. The JTE will guide the students to the warm up questions in the beginning. The JTE will also help point out parts of the sentences and, during the explanation in Japanese, make connections with the colour of the construction paper and sentence structure. Both JTE and ALT will hand out the worksheet and assist students who may have inquiries.

### Suggestions and Advice:

Sometimes I start the class by saying “Mickey Mouse is happy” and ask the students what it means. When everyone understands I will introduce the new grammar and ask them what is different and what they think it means. Another thing that I have found helpful is to take the adjective construction paper cards and review the meaning before entering the explanation so that students know what the adjectives are before learning the new grammar point. I have also made my own character cards like a sad Pikachu with tears and holding a tissue as well as a two sided Mukku character with a happy face and a normal frightened face. Changing the adjectives can give the students a wider grasp of the usage of the grammar point.



## HALLOWEEN PARTY

Submitted by Jody Cheuk Wing Pang (Nagasaki City BOE)

**Target Group:** 1st year    **Difficulty Level:** Basic Conversation

### Activity Objective:

To show students the cultural aspects of Halloween while reviewing recently taught grammar points and vocabulary

### Procedure:

First, divide the students in to groups of five or six. Within each group, give each student a number. Then, tell the students that they need to switch speakers for answering every question. Next, I begin the game by asking the first question. Only the students numbered 1 can answer the question, but group members are allowed to support their representative speaker. When a speaker knows the answer, they may raise their hand. The fastest speaker to do so may answer the question. Once a student answers the question correctly, he or she will get to pick a card from my "Trick or Treat" bag. If the card says, "treat," the group will get the number of points on the card automatically. If the card says, "trick," then a member from the group must perform the trick to win the large amount of points written on the card. For example, a trick can say, "Wear devil ears." I have a bag of Halloween costume props ready for each trick. The game continues switching speakers for every question. The game ends five minutes before the end of class. Stickers are given to the group with the most points and each student who was brave enough to perform tricks.

### Materials and Preparation:

- 1) 20 trick cards: Make these trick cards in a chart using Microsoft Word. Label the card, "trick" at the top. Explain a different trick on each card and paste a relevant picture or clipart. Print these cards out and cut them. On the back of each card, assign the number of points according to the difficulty of each trick. Tricks should have five points or more. For example, a trick that says, "Wear a witch hat," would have five points whereas, a trick to "walk around and wink at everyone," would have ten points. Laminate the cards to make them reusable.
- 2) Ten Treat cards: Using a chart in Microsoft Word, label ten cards as "treat" at the top. Make sure these cards are the same size as the trick cards. Randomly assign a number of points to them between 1-4. Laminate these cards to make them reusable.
- 3) A Halloween bag: This bag can be made or bought at 100 yen shops. Put all the cards into this bag for the students to draw from.
- 4) Props or costumes for each trick: This depends on what tricks the ALT decides. For myself, I bought or made the following: a witch hat, a Frankenstein mask, a devil ears headband, toy clip earrings, a plastic tiara, a bunny ears headband, a wig, a Miss Japan sash, a cat ears headband, a set of sticky mustaches, a ninja mask, a witch's nose, a pair of funny glasses (toy), a cowboy hat, and a boo-boo cushion. Some tricks do not require props. For example: "Walk around and wink at everyone," "Walk around and say 'I love you' to everyone," or "Say 10 words in English."
- 5) Stickers or prizes: Depending on the JTE's reward system, whether it is point cards or stamps, Halloween themed rewards are needed to motivate students. If the JTE approves, small Halloween themed stationary such as pencils, erasers, and clips make students happier on this special day.
- 6) A set of about 30 questions based on the targeted grammar point. For example, my targeted grammar point was "Who is he/she/this?" and "Who are they?" I made a PowerPoint animated display of different celebrities and characters wearing Halloween costumes. Then, my set of questions become, "Who is/are....?"

### Division of Labour for ALT and JTE:

The preparation of all materials are to be completed by the ALT. However, the list of tricks must be approved by the JTE as he/she will filter out anything that is not appropriate in Japanese schools. The ALT should also be able to set up computer and TV if they choose to use PowerPoint. At first, the ALT should explain the instructions in basic English with gestures for students.

teach or review the targeted grammar point. For 1st year students in Junior High, the grammar should be easy enough for the ALT to teach. After that, the JTE should make sure all students understand the grammar point by reviewing it again. When the JTE is confident that the students understand the grammar, he/she will break the class into groups. The ALT will start the game by asking questions orally and choosing students to answer. The JTE is responsible for going around with the Trick or Treat bag of cards and letting students draw a card after they answer a question. If students do not understand the trick, the JTE will translate it for them. The ALT will get a prop or costume for the student while the JTE tallies the score. The JTE should also discipline students as necessary.

### **Suggestions and Advice:**

If the ALT chooses to use PowerPoint, he/she should check all materials needed, including TV, computer, and cables, not just the PowerPoint presentation itself. JTEs are often very busy or may not know how to set up a computer to a TV. As class time is limited, the ALT should check everything early or consider asking questions without PowerPoint. This game should not be played with classes where the atmosphere is very quiet or most students are shy. The JTE should be able to assess his or her classes by Halloween, which is in the 2nd semester. Students who are shy will need a little bit of motivation from the teachers and their peers when they perform the tricks. So, say motivational words and encourage the class to applaud when appropriate. If possible, the ALT should ask questions and run the game like a TV game show host to stimulate more energy from the students. Both the ALT's and the JTE's tone, mood, and voice are all very important in controlling the classroom's atmosphere. To make it extra special, the ALT and the JTE can dress up in Halloween costumes to entertain students.

## **LET'S DRAW A MONSTER!**

Submitted by Hai-Lan Helen Yuan (Tadaoka Town BOE)

**Target Group:** 1st    **Difficulty Level:** Fundamentals

### **Activity Objective:**

To practice writing simple sentences using third person pronouns (he/ she/ it) with various verbs. Also review body parts, plurals and numbers.

### **Procedure:**

1. Review body parts and check they remember the plural forms.
2. Tell the students they are going to be drawing a monster and introducing it.
3. Show them my example monster, introduce it, and check they understand what the sentences mean. For example: This is Alex. He is 14 years old. He has 4 eyes, 5 ears, 2 legs, 10 arms and 1 nose. He likes apples and oranges. He does not like carrots. He plays the piano and soccer.
4. Hand out the worksheet and explain that they will draw their monsters at the same time. After I announce a body part, they have 30 seconds to draw as many (or as few) of the body part on their monster template as they wish.
5. Draw and announce the different body parts out a hat, and have them draw their monsters, one body part at a time. Continue until you run out of body parts.
6. Explain they need to introduce their monster. They can make up all the information except for the number of body parts they have drawn. Encourage them to be creative.
7. Walk around and help the students.

### **Materials and Preparation:**

- Large sheet of paper with a pre-drawn monster on it. This is to be used as an example of what they will be drawing. Use the same body outline as the one on the worksheet.
- A4 sheets of paper (with magnets on the back) with various body parts drawn on them. This is used to review the body parts.
- Small strips of paper with various body parts written on them. This is placed in hat or small container and drawn out at random for the students to draw their monsters.

- Worksheet with monster template (outline of a body and head), and space (with lines) for writing a description of their monster.
- Timer to keep track of time, especially when drawing the monsters.

### **Division of Labour for ALT and JTE:**

The JET is responsible for:

- Preparing most of the material and for making the worksheet.
- Introducing the activity in simple English in class.
- Reviewing the body parts and writing the words under the pictures.
- Showing (and reading through) a sample introduction.
- Announcing the body part to be drawn.
- Assisting students with their writing.

The JTE is responsible for:

- Proof-reading the worksheet to make sure the students will understand.
- During class, checking the students understand instructions and the content in the example introduction (done by the JET).
- In Japanese, going through the JET's introduction of their monster and emphasizing that 's' needs to be added to verbs when using the third person pronouns 'he, she or it'.
- Drawing out the slips of paper (with body parts written on them).
- Assisting students with their writing.

### **Suggestions and Advice:**

- To save time, make word cards (with magnets on the back) of body parts, and write a sample introduction of your monster on a sheet of paper with magnets on the back (instead of writing it on the blackboard during class).
- To make the drawing part more fun, you could cut out the shapes of different body parts on cardboard instead of just using pieces of paper with the body parts written on it.
- Some students will want to draw masterpieces but that is not the goal of the lesson so be sure to enforce a time limit per body part or for drawing the whole monster. To make it more fun, allow them to draw accessories, hair, clothing etc. if they have spare time.
- To involve the students more, get them to draw out the body part cards and announce it to the class.

## WHAT COUNTRY ARE YOU FROM?

Submitted by Henry Ngai (Ishinomaki City BOE)

**Target Group:** 1st year      **Difficulty Level:** Basic Conversation

### Activity Objective:

To practice asking and answering questions using the "to be" verb (are and am) and to give cultural references

### Procedure:

The JTE introduces "Are you from...? Yes, I am. No, I'm not" the class before. First start out with a video of you and your JTE asking each other questions about where you are from and your occupation. You should both pretend that you are from another country, ex: Indonesia and from India. We purposely chose those countries because the first years are learning phonics at the same time, so we chose countries that were alike. After watching the video twice ask the same questions in Japanese Next, use a PowerPoint that shows people from different countries and make the students guess by looking at the clothes of the person (introduce culture). Ask the students to think of the person on the screen as you and use the grammar point "Are you from...?". Next, hand out a worksheet like the "Guess Who" game using the "are and am" and have the students figure out which person their partner had. Lastly the students would write on lined paper and translate sentences into English of the grammar point they just studied.

### Materials and Preparation:

1. Video camera: Video using the "be" verb prepared during the week before. (listening practice)
2. PowerPoint: To make a presentation of different people around the world and their countries pop out and having the students ask where they are from. (speaking practice)
3. Guess Who worksheet: Pictures and details of various students with their name, age, gender, and country. (speaking practice, asking and answering)
4. Lined paper: Students write down and translate what they have learned. (Writing practice)

### Division of Labour for ALT and JTE:

ALT: Making the video and PowerPoint. During most English speaking parts, the ALT will be asking the questions unless there is a dialogue between ALT and the JLT.

JTE: Making the Guess Who worksheet and writing worksheet. The JTE will converse with the ALT to make show the grammar point used in action. Also the JTE will translate and explain in Japanese when needed.

### Suggestions and Advice:

The best tip for giving a video presentation or PowerPoint is to always have a wireless control so one does not need to be close to the screen or TV and have the students pay attention to you. In this activity we found that time was lost by giving out worksheets. We made the mistake of putting it on two separate pieces of paper instead of one. We could have saved two to three minutes of practice time.

## INTERVIEW GAME

Submitted by Melissa Reed (Yunomae Town BOE)

**Target Group:** 1st year      **Difficulty Level:** Basic Conversation

### Activity Objective:

To practice phrases "Do you like ~?" and "Do you play ~?"

### Procedure:

Interview Game is good to play when practicing vocabulary or key phrases. Student A will ask Student B "Do you~?" If Student B's answer is "Yes, I do.", then he or she must sign Student A's worksheet. If the answer is "No, I don't," then Student A must ask another student until the line is signed. The first three students with all lines signed must sit down and are the winners. They will receive a small prize.

### Materials and Preparation:

After the worksheet is made, the only other materials needed are prizes.

### Division of Labour for ALT and JTE:

The ALT is responsible for creating the worksheet and distributing it to the students in class. Once the students have the worksheet, the ALT should explain instructions in simple English. If the students are unsure of the directions, the ALT and JTE should perform a mock dialogue like the following: ALT: "Hello. Do you like ~?" JTE: "Yes, I do." ALT: "Please sign here.....thank you." The ALT and JTE should both play the Interview Game with students and move around the classroom to ensure that students are completing their task. The ALT is also responsible for awarding prizes to the winners.

### Suggestions and Advice:

It is a good idea for the ALT to read each question and have the students repeat it once to familiarise the students with the words. Also, some students may congregate in the back of the classroom and avoid moving around. They will only ask a few people each question. To avoid this the ALT must explain that one person can only sign each student's worksheet ONCE.

## Interview Game

A: Do you ~?

B: Yes, I do.            No, I don't.

Do you like natto?

(\*add picture)

Do you play the guitar?

(\*add picture)

Do you like English?

(\*add picture)

Do you like Arashi?

(\*add picture)

Do you play basketball?

(\*add picture)

Do you like AKB48?

(\*add picture)

Do you play the piano?

(\*add picture)

Do you like milk?

(\*add picture)

Do you play tennis?

(\*add picture)

Do you like fish?

(\*add picture)

Do you like Kumamon?

(\*add picture)

Do you play soccer?

(\*add picture)

## ALPHABET PEOPLE

Submitted by Emma Gibson (Shirakawa City BOE)

**Target Group:** 1st year    **Difficulty Level:** Basic Conversation

### Activity Objective:

This is a consolidating activity for practicing lower and upper case letters and bonding with classmates and teachers.

### Procedure:

Students use the attached worksheet (Appendix 1) to draw people using only letters of the alphabet. For example, a face might be an 'O', a mouth a 'P' on its side. After an interactive demonstration on the blackboard, students are given five minutes to create an original person using only letters of the alphabet. Then a break is taken to walk around the room and look at the work done by other students. Finally, another two or three minutes is given for finishing touches. The "people" are a great talking point and are perfect for displaying on the English room walls.

### Materials and Preparation:

One worksheet will be provided for each student. Students will also need pencils and prior knowledge of the lower and upper case alphabets.

### Division of Labour for ALT and JTE:

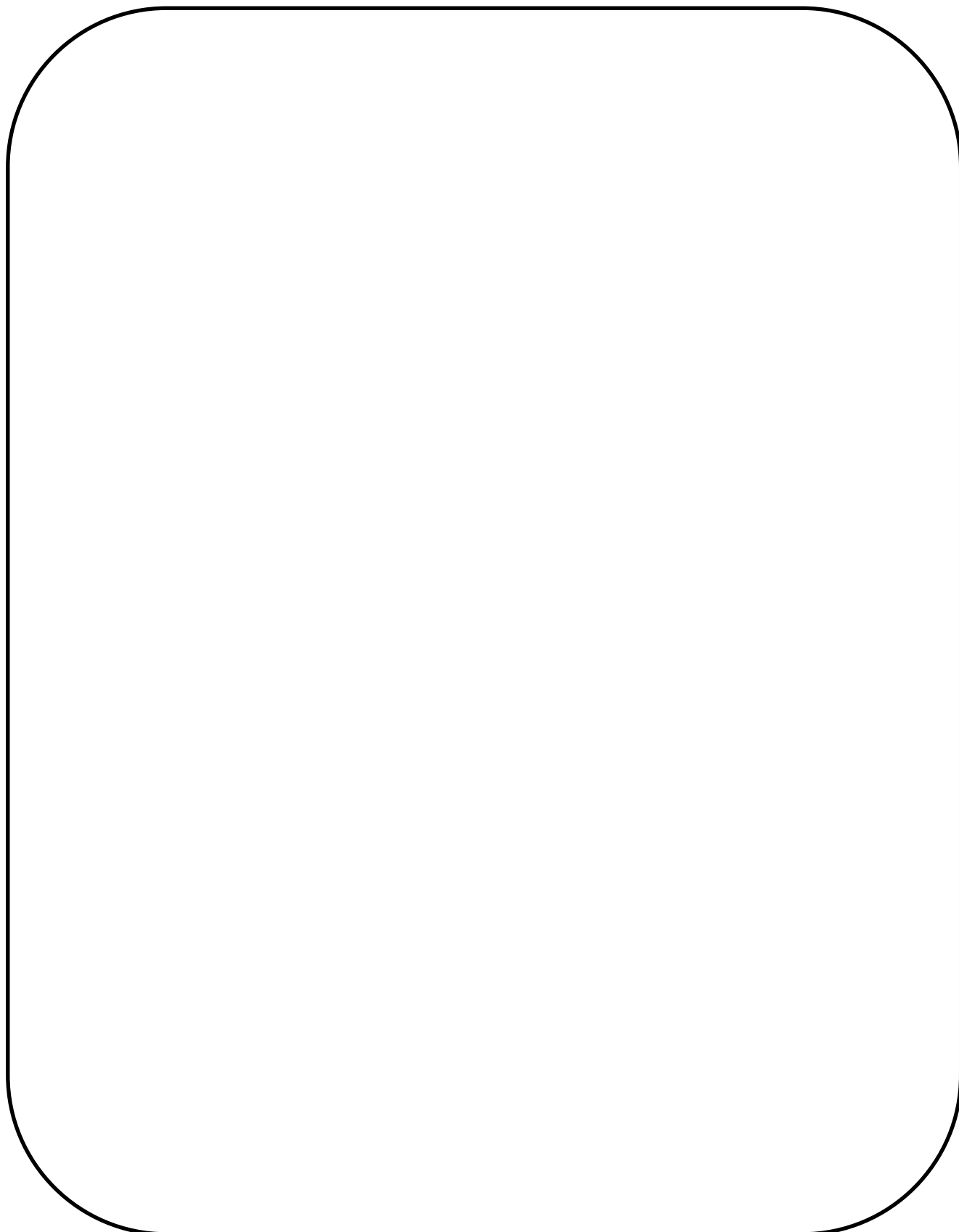
After introducing the activity, both the ALT and the JTE will move around the classroom and comment on the people created by the students. This activity is a consolidating learning experience, not direct teaching. It is a lot of fun and gives the ALT and JTE a chance to bond with the new students and have a laugh together.

### Suggestions and Advice:

After doing this activity with a few classes I realised that many students are nervous about being creative and drawing something that others might laugh at. For this reason I added in the break for looking at the work of other students. It gives the students who may not have drawn much the confidence to give the task a go because they can, firstly, borrow ideas from others, and secondly, see that it does not matter if your person looks silly because THEY ALL DO! I found this to be a great ice breaking game for the first week of school. Some examples of student work are given in Appendix 2.

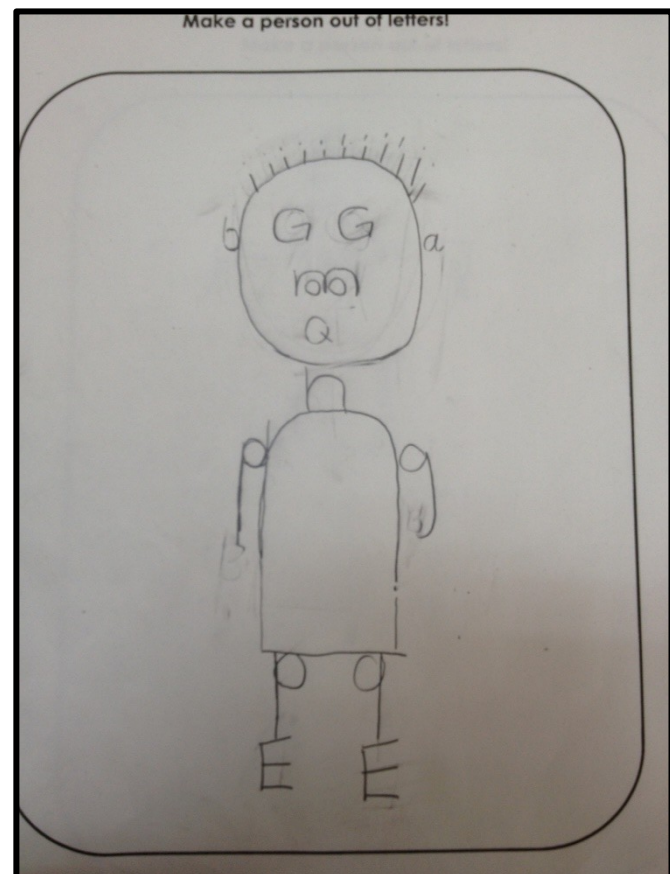
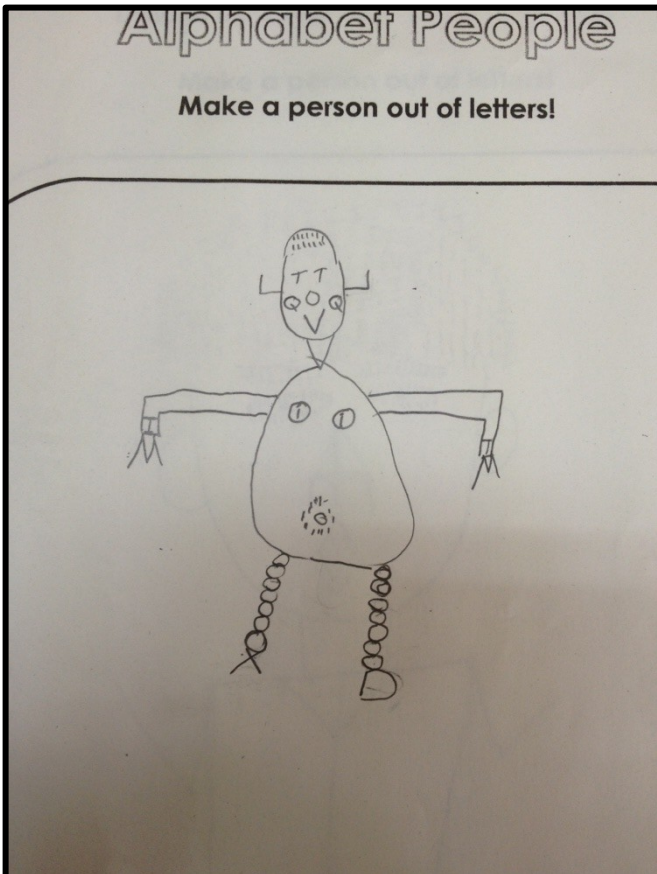
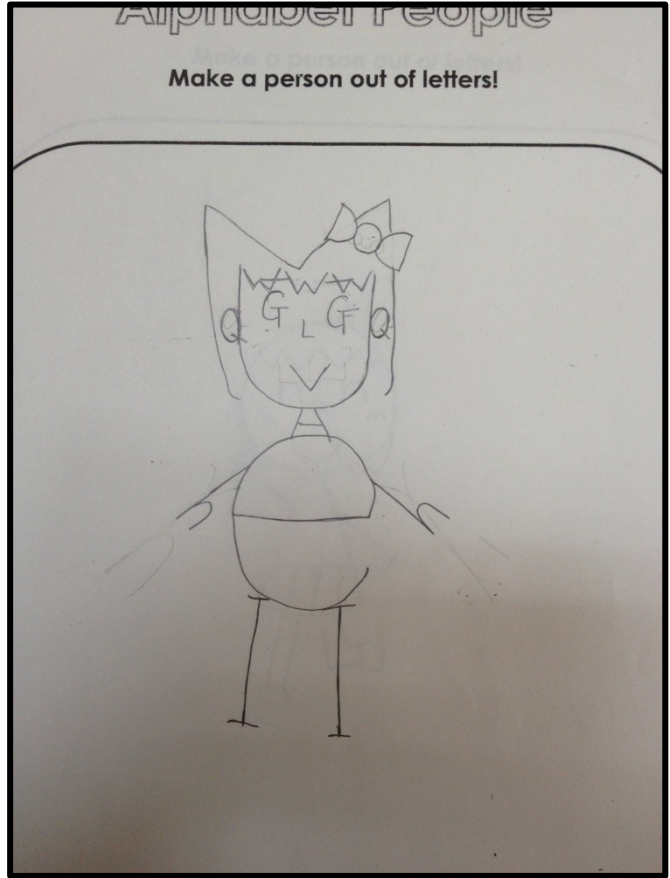
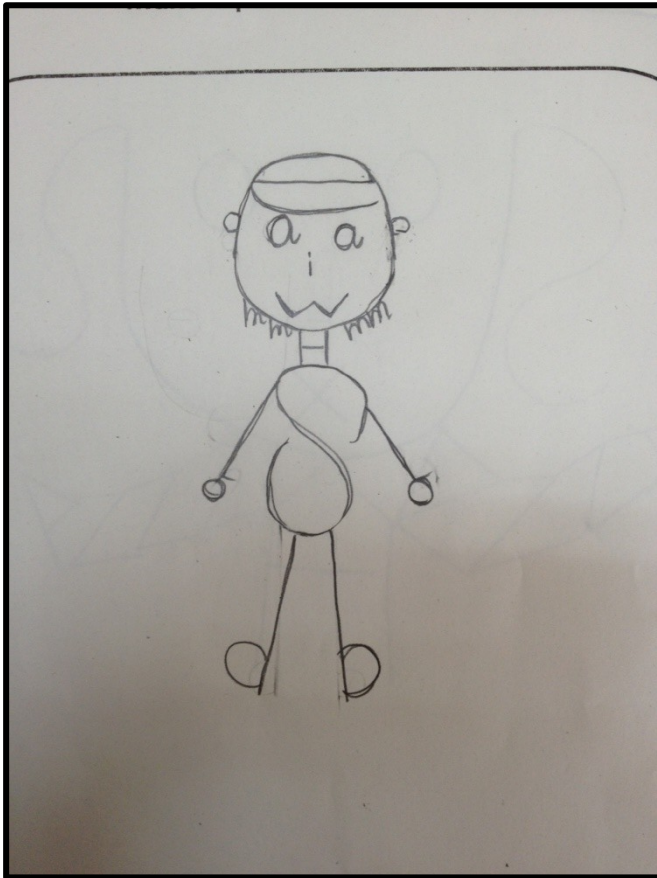
# Alphabet People

Let's make a person out of letters!





### Examples of student work:



## 'BUT' PRACTICE

Submitted by Thomas Simmons (Takamatsu City BOE)

**Target Group:** 2nd year    **Difficulty Level:** Basic Conversation

### **Activity Objective:**

To practice the usage of the word 'but,' as well as review the form of 'like' questions and responses

### **Procedure:**

Students fill in the subject of the question from the choices listed near the top. Students then ask each other the completed question and write down

### **Materials and Preparation:**

All that is needed is the worksheet and a writing utensil.

### **Division of Labour for ALT and JTE:**

The ALT would be responsible for reviewing, in simple English, how to ask and respond to these questions. The JTE would be a demonstration partner and further explain in Japanese should the students still not understand (which might occur in the differences between the spoken reply and the written reply). During the activity, both the ALT and JTE would be responsible for walking around the classroom, making themselves available to be asked questions, all while checking the student's pronunciation.

### **Suggestions and Advice:**

I use the varying points system to encourage students to talk to people other than their ordinary group of friends (which, inevitably, seem to be divided by gender) and discourage slacking off (which often happens when they band together in cliques). I award the highest points for asking questions so we can check that they are doing the activity correctly. Emphasize that they get more points for doing this. Further, students are in pre-assigned groups (lunch groups generally work out) and they are given an average score of the group afterwards. Give the students a couple minutes at the end of the activity to sit in their groups and go over each other's work. This system helps encourage students who regularly do not participate (as they affect the group by not participating) as well as a peer support system as they help each other out. Small prizes can be awarded for highest team and individual scores.

**'But' Practice**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Team: \_\_\_\_\_ [トーマス先生だけ Score: \_\_\_\_\_ Team Average: \_\_\_\_\_]

Ask (聞いて)	Answer (言って)	Write (書いて)
What ~ do you like?	I like ~ but I don't like ~.	~ likes ~ but he/she doesn't like ~.
What <i>food</i> do you like?	I <u>like</u> <i>miso soup</i> but I <u>don't like</u> <i>umeboshi</i> .	Rui <u>likes</u> <i>miso soup</i> but she <u>doesn't like</u> <i>umeboshi</i> .
What <i>subject</i> do you like?	I <u>like</u> <i>science</i> but I <u>don't like</u> <i>Japanese</i> .	Tadasuke <u>likes</u> <i>science</i> but he <u>doesn't like</u> <i>Japanese</i> .

food / food / subject / subject / sport / sport / drink / drink

1. What \_\_\_\_\_ do you like?

\_\_\_\_\_ 1 / 2 / 3

2. What \_\_\_\_\_ do you like?

\_\_\_\_\_ 1 / 2 / 3

3. What \_\_\_\_\_ do you like?

\_\_\_\_\_ 1 / 2 / 3

4. What \_\_\_\_\_ do you like?

\_\_\_\_\_ 1 / 2 / 3

5. What \_\_\_\_\_ do you like?

\_\_\_\_\_ 1 / 2 / 3

6. What \_\_\_\_\_ do you like?

\_\_\_\_\_ 1 / 2 / 3

7. What \_\_\_\_\_ do you like?

\_\_\_\_\_ 1 / 2 / 3

## SPORTS RULES

Submitted by Oi Yee Claudette Chan (Iyo City BOE)

**Target Group:** 2nd year    **Difficulty Level:** Fundamentals

### **Activity Objective:**

To practice listening skills and to acquire an understanding of the use of "must" and "have to" in sports rules

### **Procedure:**

Once students have been organised into groups of four and a set of cards for the game has been distributed to each group, a brief explanation of the game should be given. To start the game, select a sport from those given and read the corresponding passage for that sport. This passage uses a combination of the grammar patterns 'must' and 'have to' to describe the rules of a sport. As soon as students realise which sport you are referring to, they must try to take that card first. The fastest person in each group to take the card keeps it. The person with the most cards at the end of the game wins.

### **Materials and Preparation:**

Depending on your class size, seven or eight sets of fourteen premade game cards are required. Each card has a picture of a sport on them. A list containing a description of each sport and its rules is also required.

### **Division of Labour for ALT and JTE:**

The ALT should be responsible for the preparation of the game cards. The game instruction should be given by both the ALT and JTE. Depending on the abilities of the class, it might be necessary for the JTE to translate the instructions into Japanese. A demonstration, given by the ALT and JTE, of how the game is played often assists with students' understanding.

### **Suggestions and Advice:**

Higher level students may be able to get the cards before the entire hint has been read. It is recommended that a rule should be emplaced so that students can only attempt to grab the card after the ALT has finished giving the description and has said "Go".

## SPORTS RULES

### Kendo

It has many levels. You can have a match against a person in the same level. You must wear a special set of gear and use a long bamboo sword. When you attack you may sometimes hit the person with a big shout.

### Baseball

You must use a bat to hit the ball. Japan has a professional league. It must have 9 players on one team.

### Swimming

There are different ways of doing this sport; for example, breaststroke and freestyle. You may love to do this sport in summer. You can do it indoor and outdoor.

### Tennis

You must use a racket. You can play this sport softball style or hardball style. You must play it on a court.

### Judo

You usually wear a white wear. You can get a point if you can throw the person. Asami Haruna is famous for this sport.

### Volleyball

You must keep the ball in the air. You may 'serve' or 'attack'. You must have six players.

### Ice Skating

You have to put a pair of special shoes on. You can play this sport indoor and outdoor. You must play this sport on ice.

### Gateball

Japan introduced this sport to the world. You have to use sticks, gates and a goal pole for the game. It is a team sport and it is popular for Japanese old people.

### Skiing

You have to wear special shoes and get on two long boards to play. You also must hold two sticks. It is a major winter sport.

### Table Tennis

You must use a small racket and a small ball. You have to play it on the table.

### American Football

You must wear a helmet and body protection gear. You can tackle and have to run fast. In the U.S., they have a professional league.

### Basketball

You must not walk more than three steps with the ball. You can get three points sometimes. Michael Jordan is a legendary player of this sport.

### Sumo

You can wear only one thing. You have to use both your skill and power. It is the national sport of Japan.

### Soccer

You must kick the ball, but you can use your hands sometimes. It has an international event every 4 years, and the next will be held in Brazil in 2014.

## WHAT DO YOU SEE?

Submitted by Heraclio Pimentel Jr. (Shikokuchuo City BOE)

**Target Group:** 2nd year    **Difficulty Level:** Fundamentals

### Activity Objective:

For students to gradually create longer more descriptive sentences using the grammatical structure 'There BE VERB'

### Procedure:

This activity is designed to take up a whole 50 minute class. Students are given a hand-out and are shown a PowerPoint presentation. Simple pictures of 1 thing are shown to the students and the students must respond with a 'There BE VERB...' sentence. For Example, "There is a princess." After a slide or two, students are told to add an adjective to their sentences, e.g. " There is a beautiful princess." After about the 5th slide, students are shown a more complex picture with multiple objects, for example a painting of a park. Students can name all the different things they see: "There are many big trees", "There is a big pond", "There are people eating", etc. The next slide is to be used with the hand out. Students are shown a 'hidden objects' picture, e.g. a picture of a kitchen with a plethora of vegetables, fruits, kitchen wares etc. They spend one or two minutes taking turns with a partner describing things they see using 'There'. Next they spend two minutes writing down as many as 5 sentences. The students are instruction to turn over there hand-outs and put down there pencils so they are not tempted to write while they should be speaking. They are shown a new picture. For this picture students point out objects with location descriptions. For example, "There is an old hat on the table." Students again spend a minute or two telling each other what they see. After the speaking section, students are instructed to write down 5 sentences of things they see. Finally, a last slide is shown to the students and the same instructions are given. This time student are instructed to say two sentence: one 'There sentence' and one 'non-there sentence', e.g. " There is an expensive watch near the lamp" and " An expensive watch is near the lamp". The last time students write the sentences down they must write down both versions.

### Materials and Preparation:

Creating a PowerPoint with the slides or alternatively making copies of the photos to be used is necessary. Also so sort of handout needs to be made to give the students a place to write down their answers, and also help them by listing example sentences for each section.

### Division of Labour for ALT and JTE:

The focus of this assignment is on the students ability to create sentences without relying on written words or books. The ALT and JTE work together by modeling what the student pairs should be doing, i.e. taking turns describing what the see according to the given section. Either the JTE or the ALT can explain the instructions. Tyr to avoid Japanese explanations. Students can understand by repetitive modeling. While students are working the ALT and JTE and go around helping students express their thoughts.

### Suggestions and Advice:

I have found that students do better in classes when the activities are related and reinforce each other. This activity is meant to work with the students text book and expand on the principles they are learning. Also, Higher level thinking is encouraged by showing the students how this sentence structure is connected to other sentences structures. Try to avoid going on to the next section without having fully understood the previous section first. That's why it is recommended to start with easy pictures. First show students a simple picture an tell them to describe what they see. They will most certainly stick to simple word, e.g. 'tree', 'T-shirts', etc. After more students join in tell them to make more complete sentences. Then try to add as many parts as possible to make a decent descriptive sentence. A final sentence should sounds something like this: " There is a pink T-shirt on the bed." If students are not good with adjectives or places a cheat-sheet is advisable. Students will want to describe things they do not know the words for. This activity is a good way to build practical vocabulary. Please make lists, have students use dictionaries, or supply translations for things they want to describe.

## "YOU LOOK LIKE A MONKEY" GESTURE GAME

Submitted by Stephen Fujishige (Sumoto City BOE)

**Target Group:** 2nd year    **Difficulty Level:** Basic Conversation

### Activity Objective:

To practice using the grammar point, "You look (sleepy)"/"You look like a (pro wrestler)."

### Procedure:

This activity is meant to help the students practice speaking. The students will make groups of four and take turns trying to correctly guess each other's gestures while using the grammar point. Each group must decide who will go first, second, third, and fourth. Each group will be given fifteen slips of paper with different adjectives and nouns to be placed in the center of the desks between them. The slips of paper must be placed face down so no one can read them.

After each group has received their slips of paper, explain the rules. Only one student at a time may look at the clue and act out the gesture. The student must not speak, but use only gestures to help the others figure out the answer. When one of the students in the group correctly guesses the answer, they keep the slip of paper, which counts as one point. To receive the point, the student must correctly use the grammar point. The student who answers the most clues in their group wins. The game can have a set time limit or be played until all groups have finished.

Before starting the game, the JET and the JTE should go over the clues and make sure the students understand by giving a demonstration. The JET chooses a clue and uses gestures until the JTE can correctly guess the answer.

### Materials and Preparation:

You will need paper and a pair of scissors.

For this activity you will need to make a list of fifteen or more adjectives and nouns. For example, an appropriate adjective would be "sleepy" and an appropriate noun would be "sumo wrestler." Because there are many groups and multiple copies are needed, it is best to type out the words on a computer and print enough copies so that each group has their own set of clues. However, if you do not have access to a computer, words can be hand written as well. Cut the list of words up into individual slips of paper so that there is one word or clue on each slip of paper.

### Division of Labour for ALT and JTE:

Because this activity is relatively simple, preparation can be done by the JET. However, the JET should first check with the JTE to make sure the students will have learned the list of words before proceeding with preparations.

Before the activity, the JET and the JTE will demonstrate how to play the game in front of the class. During the activity, both the JET and the JTE should walk around the classroom and check to see if the students understand and are following the rules.

### Suggestions and Advice:

Since there are many students, it is important to walk around the classroom and check that students are following the rules. Depending on the energy or motivation of the class, the groups can be made larger and compete against each other. For example, instead of the students competing within their group, they can compete against the other groups to see which group can finish first. Some students may be too embarrassed or shy to act out the gestures, so if needed, the JET or the JTE can help act out clues as well.

## FIND YOUR MATCH!

Submitted by Catherine Burgemeister (Himeji City BOE)

**Target Group:** 2nd year    **Difficulty Level:** Basic Conversation

### Activity Objective:

To practice grammar (...ing) and vocabulary using question and answer sentence structure (Do you like...?).

### Procedure:

Each student receives 1 card. The top part of the card has a question: "Do you like ...ing". The bottom part of the card has an answer: "I like...". Students walk around the room asking their question to students until they find their match, write the person's name and then return to their seats.

### Materials and Preparation:

Please refer to the attached card print outs. Cards are in sets of 4 per page. Print enough pages for each student to have a different card. The teachers can hold the spares. Full pages must be used to ensure matches exist.

### Division of Labour for ALT and JTE:

Preparation:

JTE: Explain grammar (ing) and question construction (Do you like...?) in Japanese.

JET: Get students to practice activity vocabulary. (Repeat after me). Flashcards.

JTE & JET: Ensure students understand the sentence construction and vocabulary.

Execution:

JTE: Explain how the activity will work (refer procedure above) in Japanese. Ensure each student understands how to read their card. Start the activity.

JTE & JET: Ensure students are asking questions. Assist people who can't find their match. Assist with pronunciation, etc.

### Suggestions and Advice:

1. Before handing out the cards, sort the cards out so that that pairs are well separated. This ensures that students need to ask their questions quite a few times to find their match.
2. Remind students who cannot find their match to try asking students who are sitting down already too.
3. To finish the activity if it is taking too long, or only a few people remain trying to find their match, ask the remaining people to come to the front, ask their questions to the whole class, then close the activity.
4. For students who are sitting down. Ask them to write a "Do you like...?" conversation in their note books using their card and 'he/she'.

E.g. Q: Does \_\_\_\_\_ like swimming? A: Yes, he/she does OR No, she doesn't.

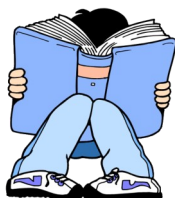


Do you like...  
Singing



Name \_\_\_\_\_

I like...  
Reading



Do you like...  
Reading



Name \_\_\_\_\_

I like...  
Writing



Do you like...  
Writing



Name \_\_\_\_\_

I like...  
Cleaning



Do you like...  
Cleaning



Name \_\_\_\_\_

I like...  
Singing

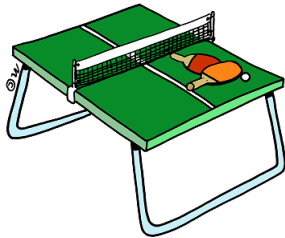


Do you like...  
Shopping

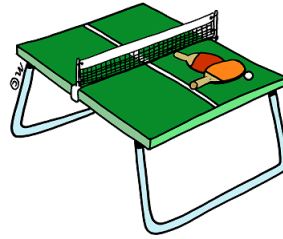


Name \_\_\_\_\_

I like...  
Playing Table Tennis



Do you like...  
Playing Table Tennis



Name \_\_\_\_\_

I like...  
Dancing



Do you like...  
Dancing



Name \_\_\_\_\_

I like...  
Running



Do you like...  
Running



Name \_\_\_\_\_

I like...  
Shopping



Do you like...  
Swimming



Name \_\_\_\_\_

I like...  
Jumping



Do you like...  
Jumping



Name \_\_\_\_\_

I like...  
Watching TV



Do you like...  
Watching TV



Name \_\_\_\_\_

I like...  
Watching the Olympics



Do you like...  
Watching the Olympics



Name \_\_\_\_\_

I like...  
Swimming



Do you like...  
Eating Lunch



Name \_\_\_\_\_

I like...  
Eating Dinner



Do you like...  
Eating Dinner



Name \_\_\_\_\_

I like...  
Drinking Juice



Do you like...  
Drinking Juice



Name \_\_\_\_\_

I like...  
Drinking Milk



Do you like...  
Drinking Milk



Name \_\_\_\_\_

I like...  
Eating Lunch



## "JAPANESE IS TABOO"

Submitted by Benjamin Anderson (Togane City BOE)

**Target Group:** 3rd year    **Difficulty Level:** Basic Conversation

### **Activity Objective:**

To practice utilizing basic words and phrases in order to convey ideas and thoughts in English

### **Procedure:**

The students are divided into groups of 4-6 members. Each group is given a deck cards. Each card has one vocabulary word, of which the students are already familiar with. One student picks the top card and, without showing the other students, must describe the vocabulary word without using the word itself, or any descriptive gestures or noises. The other students in the group must guess what the word on the card is. The students take turns reading the vocabulary word card and attempting to describe the vocabulary word using different English words and phrases.

### **Materials and Preparation:**

The materials for this activity are basic. The ALT must prepare six decks of 40 cards. I recommend using cardboard or laminating the cards so as to increase durability. Each card must have one vocabulary word printed or written on it, which the students are already familiar with. For example, a vocabulary word from the textbook or from a previous lesson would be appropriate. Those cards are then distributed to each group of students, and as described above, the students take turns reading the top card and describing the word using any words and phrases other than the actual vocabulary word itself. As the students do this, the other members in the group guess the vocabulary word card. Once a student guesses correctly, the next student chooses the next card. Japanese speaking is strictly taboo.

### **Division of Labour for ALT and JTE:**

Before class, the ALT is responsible for creating the vocabulary word cards, and verifying that each word is appropriate to the students' English ability. During class the ALT and JTE are responsible for demonstrating the game so the students understand the task before attempting to play themselves. The JTE and ALT are then responsible for enforcing that Japanese is strictly taboo throughout the course of the game. If students are confused about an English word, the JTE and ALT are to look at the card and offer a hint to the students trying to guess the word on the card.

### **Suggestions and Advice:**

I highly recommend the JTE and ALT demonstrate the game a few times before the students attempt to play. I also recommend writing some key phrases on the blackboard, such as, "This is a..." "This is similar to..." as well as some descriptor words such as, "Close," and "Different." While the game is being played, the students react positively when the JTE and ALT both offer support when needed, and participate when not needed. If the students need an added element of motivation, they can keep score either as individuals or as teams (groups). This makes the game more competitive and instills a potentially increases the students effort.

## GRAMMAR AUCTION

Submitted by Christopher Brackin (Kamagaya City BOE)

**Target Group:** 3rd year      **Difficulty Level:** Fundamentals

### Activity Objective:

To recognise and understand correct grammar in complete, correct sentences

### Procedure:

Split the class into lunch groups. Give every group \$1000 in fake money. Stick up English sentences on the blackboard; half with correct grammar, half with false grammar. Select one sentence at a time, read it out slowly and ask the students to repeat it. Say "Start the bidding!" and let the groups shout out the amount they want to bid, in English, competing with each other. Either after everyone but one group has given up, or after a set time limit, give the sentence to the highest bidder and collect their money. Once all sentences have been bid for, have students read out their sentences and translate them into Japanese. Give groups 1 point for every correct sentence they have and take away 1 point for every wrong sentence. The group with the most points, wins. In the case of a tie, the group with the most points and most money left, wins.

### Materials and Preparation:

Fake money and English sentences. Use online templates for US dollars, split into \$1, \$5, \$10, \$20 and \$50. The class is split into lunch groups and each group should receive around \$1000, which they will use to bid for sentences, competing with the other groups. English sentences should be prepared and printed off, using the grammar that you wish to test or review. These sentences are individually stuck to the blackboard before the activity begins and are bid on, one at a time, until there are none left or until students think that all the correct sentences are taken.

### Division of Labour for ALT and JTE:

The ALT is responsible for creating and supplying the fake money and English sentences. The ALT and JTE discuss to determine what grammar they want the students to be practicing. The ALT explains the rules in English with the JTE providing translations if needed. When the activity begins, the JTE selects the sentences and the ALT reads them out for the students to repeat. The JTE runs the auctions while the ALT keeps note of what teams win correct or wrong sentences, awarding points as the game progresses. At the end, the JTE has groups translate their sentences into Japanese, while the ALT explains which sentences are correct and which are wrong, and announces the points for each group.

### Suggestions and Advice:

If it seems the bidding for one sentence is taking a long time, the JLT can stop the bids when they deem it appropriate, or set a time limit for the bidding of each sentence. If nobody bids, move onto the next sentence. Sometimes students will keep bidding, even if they do not have enough money to make their bids. In that case, check to see if they have enough. If they do not, give the sentence to the next highest bidding team that actually has enough money. You could also set a penalty if teams try to bid more than they can pay, for example, you can take away a point, or disallow them to bid the next round.

## LOST AND FOUND

Submitted by Samuel Buchanan (Takayama Village BOE)

**Target Group:** 3rd year    **Difficulty Level:** Conversational

### Activity Objective:

To practice giving descriptions and using the different forms of *HAVE*: standard meaning, the imperative, and experiential

### Materials and Preparation:

Prepare model dialog and note hand-out for students to use. (See attached)

-Bring unique objects or print pictures for students to describe. (See attached)

### Procedure:

/ Means ALT and JTE both participate.

Denotes the parties exchanging information

Procedures	Time	Interaction	Purpose	Suggestions
Greeting.	2 min	ALT-ST	Structure.	
Warm-up students with questions using the different forms of <i>HAVE</i> .	2 min	ALT/JTE-ST	Review grammar used in activity.	Start with Yes/No questions.
Explain the activity. Pass out hand-out and the JTE explains the activity in Japanese. While traveling, an item was lost. In pairs students take the roles of a traveller and receptionist. Students should follow the model dialog, but describe and ask relevant questions about the lost item. Only the traveller will be able see the item. The receptionist may take notes in English or Japanese and draw pictures.	3 min	JTE-ST	Students will understand the task quickly if it is explained in Japanese.	
Perform skit.	3 min	ALT-JTE	Confirm students' understanding.	Repeat or ask questions if necessary.
Arrange desks face to face so that students are facing the front and back of the classroom.	1 min	ALT/JTE-ST	Only half of the students can see the item.	Be aware of students that are unlikely to participate.
Show the travellers the item or picture. Then they begin the model dialog and give descriptions of the item while the receptionists ask questions and take notes. ALT and JTE walk around to help students and discourage use of Japanese	4 min	ALT/JTE-ST ST-ST	Maintain the activity's structure and help students complete the task.	Do not let the receptionists see the item. Keep track of time.

Procedures	Time	Interaction	Purpose	Suggestions
Show entire class the item. Ask questions and describe the item as a class. Ask receptionists to share their notes or pictures about the item.	2 min	ALT/JTE-ST		
Pairs switch roles and repeat steps 6 and 7 with a new item.	6 min			
Change pairs and repeat steps 6, 7, and 8. Try to change pairs four times.	24 min		Practice giving directions and asking questions.	
Spend remaining time addressing any problems or praising spectacular work.	2 min	ALT/JTE-ST	Work with a variety of students.	Gradually show more difficult items.
Goodbye!				

(\*add cute pictures here)



# LOST AND FOUND

Name: \_\_\_\_\_

*While walking through the airport, you lost something. Now you are at the lost and found desk. Tell the receptionist what you lost.*

Traveller: Excuse me. I have just lost my \_\_\_\_\_. Have you seen it (him/her)?

Receptionist: Oh no! No, I have not. Please tell me about your \_\_\_\_\_.

Traveller: Well, it's...(tell the receptionist about what you lost)

Receptionist: What brand/color is it? Is it big/small/new/old? How old is it/he/she? What is in it?

Traveller: (answer the questions)

Please write notes here. You may write in Japanese and draw pictures.

<b>Item 1</b>	<b>Item 2</b>	<b>Item 3</b>	<b>Item 4</b>
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# You Can Travel By Yourself # 6: Lost Item

Name: \_\_\_\_\_

*While walking through the airport, you lost something. Now you are at the lost and found desk. Tell the receptionist what you lost.*

Traveller: Excuse me. I lost my \_\_\_\_\_. Have you seen it (him/her)?

Receptionist: Oh no! No, I have not. Please tell me about your \_\_\_\_\_.

<p>Traveller: Well, it's...(物を説明しましょう)</p> <p>Receptionist: (物について質問を聞いて) What brand/color is it? Is it big/small/new/old? How old is it/he/she? What is in it?</p> <p>Traveller: (質問を答えて、説明をしますの続きます)</p>
--

Please write notes here. You may write in Japanese and draw pictures.

<b>Item 1</b>			
	<b>Item 2</b>		
		<b>Item 3</b>	
			<b>Item 4</b>

## "TIME ZONE RACE"

Submitted by Lok Yan Gloria Tang (Kameyama City BOE)

**Target Group:** 3rd year    **Difficulty Level:** Basic Conversation

### Activity Objective:

I intended for a two-fold goal with this activity: explicitly, the students used present tense and the future tense as well as calculated time differences, while implicitly they learned about the effect time zones have when travelling around the world.

### Procedure:

1. Arrange the students in groups. Pass each group a time zone map and a set of instructions.
2. Set up the premises for the activity with the JTE's help. Answer any questions and translate more difficult words if necessary.
3. Practice the two target questions with the class: "What time is it in (name of city) now?" and "When will you arrive in (name of city)?", as well as grammatically appropriate questions to the questions.
4. The goal is to finish as many assignments as possible. When a group has an answer, they will send a representative to report to the ALT/JTE. The ALT and the JTE will ask the target questions, and the representative will respond as practiced. If correct, the group will be given the next assignment. There are 10 assignments in total.

### Materials and Preparation:

- Several copies of a world map with highlighted time zones, with famous cities' names in easy-to-read print.
- 10 envelopes with basic instructions:
  - **Up to envelope #5:** Students are asked to call another country and report the local time when the call will be received. Envelopes #1-5 should state : "Please call (name of city) at (your choice of time)." The time should be given in local Japanese time (GMT+9). Example: "Please call Dehli at 4:00 PM"
  - From envelope #6 onwards: Students receive a promotion, and are asked to fly to another country, stating their arrival in local time after accounting for both time zones and the number of hours spent en-route in the plane. Envelopes #6-10 should state : "Please fly from Tokyo to (name of city). You will depart at (your choice of time, given in local Japanese time). The flight will take (#) hours." Example: "Please fly to Seoul. You will depart at 9:00 AM. The flight will take 2 hours."

An interesting premise for this activity is to capture the general students' initial interest. This is what I tell my students:

"Today, for this one class, you are not junior-high students. You have a new job in a global company, (company of your choice). Your first job is to call other (company of your choice) offices around the world. But, we are very busy people. So, we will only give you a message with your assignment. Please read the message and report back to us with the correct time."

### Division of Labour for ALT and JTE:

The ALT will: Prepare the materials before the class. Go over the premise of the activity and the target questions with JTE. During the activity, ALT will ask the target questions to each group representative who reports to them, and will give out the next assignments.

The JTE will: Review the grammar of future tense with students before activity. Translate any words students have difficulty with, and explain how to use the map to calculate for time differences. Depending on the number of groups, JTE will also ask target questions to group representatives. If the class is small or struggling with the assignments, the JTE should wander around the class answering questions and offering tips.

Either the ALT or the JTE should keep track of the groups' progress on the blackboard, to encourage speed and competition.

### **Suggestions and Advice:**

An enthusiastically-presented introduction for this activity is essential to sustaining student interest. There are usually active participants and inactive participants in every class; by combining math and English (particularly in the second set of envelopes), this activity encouraged those students with other academic strengths to participate. Choosing a Japanese corporation with global operations helps with the believability factor, and should interest the more practically-minded students as well. Another way to encourage participation by every member of the class is to make the rule that the representative reporting to the ALT must change to another member of the group after each assignment.

Most junior-high students in Japan have very little experience with calculating time differences, even though they should already know about time zones. Take the time to point out in the beginning where Japan is, and what GMT+9 means in relation to GMT +8(Korea).

## SALES TEAM

Submitted by Amanda Hahn (Kobe City BOE)

**Target Group:** 3rd year    **Difficulty Level:** Basic Conversation

### Activity Objective:

Students will use persuasive language to sell an object in English

### Procedure:

First, the JET explains to the students that the goal of the activity is to persuade the ALT, the JTE, and the other students in the class to buy a product. Then, the ALT and JTE give their own example sales presentation.

Next, students form groups of 4-5. Each group receives a physical object or a picture of an object that they are to sell

Students write their presentations in their notebooks or on a sheet of paper, and the ALT checks them.

Students memorise and practice their presentations.

During the final presentations, the ALT, JTE and every student rank the other sales team presentations. The most persuasive team in each class gets a prize.

### Materials and Preparation:

Journals or paper for writing, pictures of objects/objects to sell, points sheet.

It is easiest to have the points sheet prepared with either group names or group member names pre-printed and numbers one to five underneath that students can circle.

If the winning team is to receive a prize, prizes are also necessary.

### Division of Labour for ALT and JTE:

The ALT and JTE choose the objects that the students will be selling. The ALT and the JTE give an example of a successful sales speech together. The ALT can explain then what a successful speech will be like, and the JTE can check for understanding and explain in Japanese if necessary. The ALT and JTE help the students write their speeches. The ALT corrects any major English errors on the students' sheets in between classes. The ALT and JTE (along with the class) give each sales team a score. The ALT calculates the scores of each team at the end of the activity.

### Suggestions and Advice:

Like with any potential long-term activity, make sure to give the students accomplishment goals for each class or part of class. For example, by the end of class one students need to have a group name and a few sentences written down.

The length of this activity will depend on the level of the students and also whether you allot full classes or only parts of classes for this activity, but count on it taking at least 3 classes.

## THE BOY WHO LIVED

Submitted by Bradley Ramos (Mine City BOE)

**Target Group:** 3rd year    **Difficulty Level:** Basic Conversation

### Activity Objective:

To practice recognizing and using relative pronouns through readily-accessible foreign pop culture.

### Procedure:

- \* JTE and/or ALT review use of relative pronouns
  
- \* Students form small groups (~3-5 members) and receive group worksheet
- \* Students watch short English movie clip and attempt to catch use of a relative pronoun within the dialogue
- \* Replay video clip as many times as necessary for majority of groups to find the use of relative pronoun
- \* Each group writes the sentence containing the relative pronoun on the group worksheet
- \* JTE and ALT check group responses, then write the correct English sentence on the board
- \* Replay the clip 1 more time for students to listen for the sentence.
- \* Next, instruct groups to translate sentence into Japanese
- \* All groups (or select groups in a large class) share their Japanese translations
- \* JTE and/or ALT reiterate correct English sentence and Japanese translation on the board.
  
- \* Repeat entire process with another movie clip, time allowing

### Materials and Preparation:

- \* Select 1~2-minute video clip(s) from a movie containing dialogue in which a relative pronoun is used. (I used a scene from Harry Potter and the Sorcerer's Stone in which Hagrid tells Harry "You are the boy who lived," for example). Be sure to include English subtitles.
- \* Group worksheets with blanks for students to write English movie lines and Japanese translations. Blank white paper may also suffice.

### Division of Labour for ALT and JTE:

JET is responsible for selecting appropriate movie(s) and finding line(s) of dialogue containing use of a relative pronoun.

JTE is responsible for reviewing selected movie clip for classroom appropriateness.

JET and JTE are responsible for reviewing use of relative pronouns with students in English and Japanese. Both circulate around classroom and provide helpful hints as needed.

### Suggestions and Advice:

- \* Select a well known movie that many, if not most, students have already seen. This ensures that students are able to focus on the grammar point and are not left puzzling over the storyline.
- \* Select a movie that you think will be interesting to students. Besides reviewing relative pronouns, the secondary purpose of the activity is to get students interested in watching English media as a means of improving listening and speaking skills, as well as stimulating interest in studying English overall.

## WHERE IS IT?

Submitted by Heidi Jensen (Yoshikawa City BOE)

**Target Group:** 3rd year    **Difficulty Level:** Fundamentals

### Activity Objective:

To practice using "there is" and "there are" correctly. To use plurals correctly. To give advice and describe a location.

### Materials and Preparation:

Two large pieces of white paper. One large piece will have a drawing on it that must be completed before class. Blank paper for all students, list of target vocabulary words either written on board or included on the previously mentioned paper. Worksheet with questions and prompts (prepared previously by JET) to help students describe a location in their town. List of locations in town such as post office, police station, train station, etc. Total English 3 and English/Japanese dictionaries.

### Division of Labour for ALT and JTE:

**Preparation:** JET should draw a picture on large white paper that uses the target vocabulary. JET and JTE should practice the drawing activity together once before showing the class. JET and JTE should discuss topic ideas for the independent practice portion of the activity, as well as the essential target vocabulary for the drawing activity. JET should prepare the handout for the independent practice portion and get JTE approval before making copies.

**Warm-up:** JET and JTE will model by asking questions such as "Where is the science room?" and responding with "It's next to the art room" or "Where is the library?" "It's across from class 2-1." Then JET and JTE will alternate asking the students similar questions. This activity can be in the "column/row" style, where after a student answers they can choose to have his/her column or row sit down.

**Guided Practice:** Each student will receive a piece of blank paper. JET explains that students will draw a picture on the top half of the paper. They will leave the bottom half blank for now. The picture they draw must include the target vocabulary, which should either be included on the paper or written on the board. JTE goes over the target vocabulary with students by asking for the Japanese word. JET should then read the target vocabulary and students should repeat the proper pronunciation. The students should be then given about 2-3 minutes to draw a quick picture. The target vocabulary should include a variety of nouns and prepositions, such as: house, cat, dog, car, tree, bird, next to, above, under, in, on, etc.

JET and JTE will model the next part of the activity. JET shows the large white paper with the picture drawn on it. The students should see that the images on the picture correspond with the target vocabulary. JTE shows the large blank paper and tells the students that the JET will explain the picture to JTE, and the JTE will try to draw the same picture. JET cannot let the JTE see the picture while it is being described. JET uses the target language and vocabulary while describing the picture, by saying things such as "The house is on the left. There is a tree to the right of the house. There is a bird on top of the tree. There are two clouds above the tree." JTE attempts to draw the picture as it is being described. Explain that the students will do the same with a partner. They will take turns doing this activity. They will draw the new picture on the bottom half of their blank paper. Next JTE and JET should review the use of "There is" versus "There are." JET should write a few examples on the board, such as: three birds, one basketball, two cats. Then JET and JTE should take turns calling on students to tell them if "There is" or "There are" should be placed before the noun. Students will then make partners and have about 3 minutes each to describe the picture and draw the picture. If there is time available, have student volunteers tell either the JET or JTE how to draw a picture. JET or JTE will draw the picture on the board.

**Independent Practice:** JET explains that he/she needs help learning about their city. The students will help by describing where an important place is in the city. The students will receive a writing practice handout. JET and JTE will individually assign each student a topic to write about. This can

be done by simply telling the student or having the student select a strip of paper with the topic listed on it. Next the student will work on filling out the handout based on the topic they were assigned. There should be some prompts/questions on the handout to help guide this process. For example, "Where is the \_\_\_\_\_?" (students will fill in the blank with their assigned topic) and then the student must give at least three descriptions of where it is, such as "across from Saizeriya, near the train station, next to a big house." Other questions could be: What does it look like? When does it open? When does it close? How can I get there? Both JET and JTE will help explain the process to the students. Some Japanese may be needed in the explanation. Students should use a dictionary or textbook to help describe the location. JET and JTE should walk around the classroom and individually help students as needed.

**Suggestions and Advice:**

Target vocabulary for the guided practice activity can be changed or modified at JTEs discretion. The most important aspect is the prepositions. The nouns involved can be changed to suit the needs of the students.

When students are drawing their image for the guided practice, they should keep it a secret from other classmates. This way their partner will not know what the image looks like beforehand.

You may choose to allow the students to be creative and funny. For example, allow them to put a soccer ball on top of the house or a cat in the car. I also allowed my students to choose the number of things to illustrate. For example, one of the words was "tree" and they could decide to put one tree or 20 trees.

The independent practice should be modified depending on the ability level of the students. It may be necessary to give students additional vocabulary terms, or suggest that they use page 18 and 19 in Total English 3 if they need some help or suggestions. If the ability level is fairly low, it might be a good idea to give the whole class a topic and do it together, or do one topic together as a class and then have the students do one topic individually.



# CLASSROOM ACTIVITIES

## SENIOR HIGH SCHOOL



TEACHING  
MATERIALS  
COLLECTION

2013

## JANGLISH

Submitted by Lee MacPherson (Gunma Prefectural BOE)

**Target Group:** All grades      **Difficulty Level:** Academic

### Activity Objective:

Show students that mistakes are important for language learning, by translating various loan-words

### Procedure:

Make a hand-out consisting of 20 numbered words with another 20 in a word bank below. The students are to work in groups of four, and match each word in the word bank with the numbered ones. It sounds extremely simple, but it is difficult, because for the first fifteen minutes or so, dictionaries are not allowed. A quarter of the words are in Japanese and the rest are in English, and they were specifically selected so that the students make mistakes. For example, the word "マンション" is numbered, with the word "mansion" is in the word bank. The student will predictably write "マンション = mansion," as well as "アイス = ice," and "バイキング = Viking." As the students gradually use up more words from their word-bank, they will begin to notice words like "frozen water," and "ice-cream." Eventually, they will begin to realise that "アイス = ice-cream," and "ice = frozen water," and that "マンション" actually does not mean "mansion." Give a bit of time later to use the dictionary to finish any words they may never have seen before. At the end, we go over each word for about 10-15 minutes.

### Materials and Preparation:

The only thing necessary is a dictionary (for later) and the Janglish worksheet.

### Division of Labour for ALT and JTE:

This lesson is not very teacher-oriented, until the ALT gives answers. While the students work on this activity, the teachers should go around the room and guide students or answer general questions. Instead of giving specific answers ("is this correct?") during their work time, the teachers should calculate how many are correct. The answers will be given at the end of the lesson, so there is no point in giving them all while they are working. They are supposed to work in groups, so they might be able to work through it anyways. Otherwise, they will have a bit of time to use their dictionary near the end.

### Suggestions and Advice:

There are two important points. First, let the students make mistakes. It is much more poignant if they can realise their own mistakes than if you just give the answers. Of course, after they have realised their mistakes, they might be stuck on a difficult word, such as "signature," and unable to complete the worksheet. Depending on the time, I tell them to use dictionaries and finish the worksheet with 5 or 10 minutes before we go through the answers. Second, going through the answers is often the most boring part of the lesson; but this is easily one of the most successful lessons I have ever given, because they are always laughing by the end of it. For example, I tell them the true story of when my friend told me that he lived in a "マンション," and I act out what happened when I realised that マンション means "apartment building." Stories from the ALT's life can be very interesting for students, and it also prepares them for potential mistakes if they use English abroad. Also, this lesson can be done for any level of English. If they are at a lower level, then just let the students use dictionaries the whole time - it still will not be so easy to do, but the procedure itself is very simple.

## NAME THAT ADJECTIVE

Submitted by Kristin Hanaoka (Ibaraki Prefectural BOE)

**Target Group:** All grades      **Difficulty Level:** Fundamentals

### Activity Objective:

To learn and apply knowledge of adjective vocabulary to describe various objects

### Procedure:

Students will be introduced to adjective vocabulary relating to touch, size, shape and color through the use of flashcards. After repeating the vocabulary words students will be given a handout with an adjective word bank and table containing a list of various objects. Students will form small groups of 4-5 students. Each group will receive a different object provided by the ALT and JTE. The students will examine the object and write four adjectives to describe that object. The ALT will demonstrate an example for students. The objects will rotate through the small groups until each group has received all of the objects. Students will fill out the table, writing four adjectives to describe each object. If groups finish early students will write descriptive sentences using the information in the table. An example sentence will be provided on the handout for students.

### Materials and Preparation:

Adjective flashcards about touch, size, shape and color will be used for introducing adjective vocabulary to students. The ALT and JTE will hold up various flashcards and have students say each word aloud. The "Name that Adjective" handout (attached) will be given to each student to be used during the small group activity. Students will fill in the table with four adjectives to describe each object. Various objects including a fake flower, stuff animal, magnet, bubble wrap, seashells, cloth and picture frame will be passed around to each small group. Students will describe each object after viewing and interacting with it.

### Division of Labour for ALT and JTE:

The ALT and JTE will take turns holding up the adjective flashcards. The ALT and JTE will say each word twice and have the students repeat the word after them. The ALT and JTE will pass out the handout to students. The ALT will explain the directions on how to complete the handout. The JTE will choose some students to repeat the directions to check for understanding. The ALT will demonstrate an example for the class using a toy train. The ALT and JTE will give one object to each group and walk around the classroom to provide assistance and feedback during the activity. The ALT will alert students when to change objects. At the end of the class the ALT and JTE will collect the objects and handouts from students and end the class.

### Suggestions and Advice:

To make this activity run more smoothly teachers can determine small groups ahead of time for effective student placement. The ALT and JTE should also establish rules for handling the objects at the beginning of class, for example, treat the objects with care and do not throw objects across the room. A timer can be used to determine how long each group will have each object. The ALT and JTE should determine and explain how the objects are to be rotated through the groups so there is no confusion among the students. During the activity teachers should provide more support for students that are off task or struggling.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

# Name that Adjective

## Adjective Word Bank

Color	Shape	Size	Touch
red	round	small	soft
blue	square	big	hard
green	triangle	tiny	smooth
black	oval	heavy	rough
brown	rectangle	light	bumpy
yellow	heart	short	flat

Directions: Choose words from the adjective word bank above to describe each object. Write four adjectives for each object, writing one adjective in each box.

Object	Color	Shape	Size	Touch
Ex. toy train	<i>green</i>	<i>rectangle</i>	<i>small</i>	<i>hard</i>
1. flower				
2. magnet				
3. stuff animal				
4. bubble wrap				
5. seashells				
6. cloth				
7. picture frame				

Directions: Choose three objects from the table above and write complete sentences using adjectives to describe them.

Example Sentence: The *small, green* toy train has a *rectangle* shape and feels *hard*.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## THE PRICE IS RIGHT

Submitted by Kai Ching Ong (Toyama Prefectural BOE)

**Target Group:** All grades      **Difficulty Level:** Basic Conversation

### Activity Objective:

To be able to read big numbers

### Procedure:

1. Give students a hint sheet about reading big numbers. Introduce the way to read big numbers.
2. Students will make pairs. Give students a memo sheet.
3. A number will be shown on the screen. In pairs, one student will look at the screen and read the number. The other student, who is not allowed to look at the screen, writes down the number on his memo sheet.
4. The students will switch roles and practice a few times. The numbers will get bigger and bigger.
5. The students will now make groups of four. Each group is given a small whiteboard and a marker.
6. The students will play the game "The Price is Right".
7. The teachers will show a picture of an item (E.g. Arashi concert DVD) using PowerPoint.
8. In their groups, they must guess the price of the DVD; write the number on the board and read out the number.
9. The group which guesses the price closest to the original price of the item gets a point.
10. The group which gets the most number of points at the end of the game wins and gets a reward.

### Materials and Preparation:

Materials: Memo sheets, PowerPoint file, projector, PC/laptop, small whiteboards and markers

Preparation: Set up the equipment before the class.

### Division of Labour for ALT and JTE:

The ALT will prepare the materials and PowerPoint presentation. During the lesson, the JTE will help to highlight the differences between reading big numbers in English and Japanese. The ALT will run the PowerPoint game and the JTE will help to keep score and assist the students in reading the numbers if they have any trouble.

### Suggestions and Advice:

For "The Price is Right" game, I like to include a mixture of items that the students are familiar with and also things which cost very differently in other countries. For an example, the prices of cars in my country are twice as expensive as in Japan.

## UNDERSTANDING POPULATION GROWTH

Submitted by Jamina Ovbude (Fukuoka Prefectural BOE)

**Target Group:** All grades      **Difficulty Level:** Conversational

### Activity Objective:

To practice listening to instructions and engage practically with the possible effects of population growth.

To practice thinking critically about a world issue and compose an essay expressing student's own ideas.

### Procedure:

STEP 1. Students will make a large circle with their desks that is large enough for most students but not all.

STEP 2. Write the word overpopulation on the board. Ask students what this word is in Japanese.

STEP 3. Write the headline "7 Billionth Person Born on Halloween". Use the talking ball to ask students about their reactions to this headline.

STEP 4. Tell students that each of them represents 200,000,000 people and that the center of the circle is Earth. Explain that over the course of 11 minutes we will have the world's population represented in the circle. Students should stay outside of the circle until they have been asked to go inside.

STEP 5. Set out a jug of water and some KitKats making sure that there is NOT enough for everyone.

STEP 6. Over the course of 11 minutes, have students move from the outside of the circle to the inside making sure to add them more slowly for the first 7 minutes and then more rapidly for the remainder of the time. Students should take a cup of water and a KitKat as they enter the circle until the "sustenance" runs out.

STEP 7. While students are moving into the circle, check in with them asking if they have enough room to build a house or if they got enough food to eat.

STEP 8. When all of the students are in the circle do a final check. At this point, the students should be tightly packed into the small space. Explain how some communities are experiencing the effects of overpopulation such as lack of food, and space and how the costs to build have become more expensive because of these changes. Give real-life examples for context.

STEP 9. Students should return to their seats to complete a comprehension/reaction worksheet.

### Materials and Preparation:

1. KitKats (enough for most of the students but not for all of them.)
2. Jug of water
3. Paper drinking cups (enough for most of the students but not for all of them)
4. Desks to create a "Earth" in the middle of the classroom
5. Worksheets for comprehension check and reaction.

### Division of Labour for ALT and JTE:

The ALT would be responsible for keeping time and calling out how many students should move into the circle. He/she would also be responsible for explaining the activity. The JTE would assist the ALT with execution of the activity. He/she would explain the activity in Japanese if needed, and encourage students to move into the circle. He/she will also help to explain the significance of the activity and its connection to population growth if needed.

### Suggestions and Advice:

Make sure that all students understand the significance of the activity and how it relates to population growth. This activity was done as an introduction to a current issues news article about population growth which the students were to read in the following class. Try and prepare the food materials ahead of time so that you can begin making arrangements for the activity promptly. Be sure to bring enough candy for all of the students so that the ones who did not receive candy during the activity can still receive some at the end of the activity. This activity is best done with groups of 20 or more.

## SOMETHING HAS BEEN STOLEN!

Submitted by Merinda Owens (Kishiwada City BOE)

**Target Group:** All grades      **Difficulty Level:** Basic Conversation

### Activity Objective:

To practice speaking and listening to the present perfect tense and the differences between *for* and *since*

### Procedure:

The teachers start this activity by announcing that something has been stolen and there are five thieves in the classroom. The students are now detectives and must interview other students to find the five thieves. Each student receives one card. This card has answers written in broken English for the students to build sentences on, for example, [be a member of soccer club] [2 years]. The example sentence would be "I have been a member of soccer club for 2 years". There are 6 of these answers. Students interview three fellow students and write down the answers in third person "He has played baseball since last year". After each student has interviewed three students, the teachers read out the details of the thieves. After the details have been said, the teachers ask the students if they have found a thief. The "thieves" are brought to the front of class and made to do an easy task (asking them questions to answer in the present perfect tense)

### Materials and Preparation:

Present Perfect grammar lesson, 40 cards (5 of which match the details the teachers will give), interview sheets, and thieves sheet (for the teachers to read out at the end)

### Division of Labour for ALT and JTE:

The ALT would be responsible for preparation of the 40 name cards (including making sure that there are five that will match up with the details of the criminal), creation of the interview sheet and thieves sheet. The JTE is responsible for the grammar aspect of this lesson. During the lesson, the JTE will teach the grammar and any handouts that they deem imperative for the students. During the activity, the JTE and ALT will hold equal responsibilities for observing the students and correcting any mistakes that they hear or see. During the reading of the thieves details, both the JTE and ALT will take turns reading the information to the students. During the *batsu* (punishment) portion of this activity, both the ALT and JTE will think of questions to ask the "thieves."

### Suggestions and Advice:

This activity has been one of my most successful activities. I find that stressing the roll-playing aspect of this activity (that they are detectives and that five of their fellow students are thieves) make this activity more enjoyable. During the thieves information part, I found that having all the students start with their hands raised and only lowering them when they have no matches works much better than giving the information and asking who the thieves are afterwards. Also, when making cards, make sure that most of the information matches up to the thieves' information until the last questions. This keeps the students very interested in listening because they think they have caught at least one thief until they hear the last question.

## DO-IT-YOURSELF QUIZ

Submitted by Jessica Mapple (Yamaguchi Prefectural BOE)

**Target Group:** All grades      **Difficulty Level:** Basic Conversation

### Activity Objective:

To ask and answer questions in front of the class

### Procedure:

1. Learn vocabulary of new lesson using flashcards and repetition, class chorus responses.
2. Show examples of Who/Which/Whose sentences using relative pronouns explaining how they are used in the sentence.
3. Instructions: students will create 12 questions using relative pronouns on three given sheets. Ex. The river which is the longest in the world. Answer: The Nile. Sheet A includes questions about the new lesson (please use some new vocabulary words) and each question is worth 3 points. Sheet B includes questions about the 2 previous lessons and each question is worth 2 points. Sheet C includes questions about anything else (i.e. Japan, food, famous characters) and each question is worth 1 point. Students are divided into 4 groups of 5 students and are given 12 minutes to create questions and include answers.
4. Check questions and answers for validity and grammar, receive team points for creating questions.
5. Each team selects 6 questions to ask in front of the class. Reading them aloud and choosing the team to answer. For each correct answer, the answering team and the team posing the question receives team points based on which Sheet (A, B or C) is used.
6. Give each team points for questions and answers.
7. Determine a winner, receive prize!

### Materials and Preparation:

Prepare flashcards, Sheets A, B and C; one for each group. Team flags for answering questions and group names and have prizes for winning team.

### Division of Labour for ALT and JTE:

1. JTE prepares flashcards including: new English word with accent and kanji. ALT uses flashcards during the lesson as the JTE responds with the class.
2. ALT prepares examples of relative pronoun sentences and writes on the board. JTE explains how the relative pronoun works within the sentence.
3. ALT gives instructions (using gestures of course) and checks the sentences that student groups create, correcting if necessary. JTE can help too, walking around the classroom.
4. ALT collects sheets and gives team points for correctly composed sentences with answers. JTE records score on the board.
- 5 & 6. ALT encourages students as they ask questions to the class, maybe helping with pronunciation and calling on teams to answer. JTE records teams' scores on the board and calls up next group.
7. Give prizes. Thank students for a great class.

### Suggestions and Advice:

During #3, having the ALT walk around the room and helping students start relative pronoun sentences really helps. Getting the students started on a sentence and giving ideas for topics or helping to correct the sentence really helps to create a non-pressure situation for the students to ask questions. This also creates a sense of comfort to ask questions about instructions or content during the class period.



## INFINITIVE BATTLESHIP

Submitted by Jonathan Burroughs (Hyogo Prefectural BOE)

**Target Group:** All grades      **Difficulty Level:** Basic Conversation

### Activity Objective:

Students will be able to understand the infinitive verb form and be able to create their own sentences using it.

### Procedure:

- 1) JTE and ALT review the lesson in the students' textbooks that pertains to the infinitive verb form.
- 2) ALT reads the first part of the sentences in the battleship game columns. The students repeat it back. JTE explains to the students the difficult words and the answers students' questions.
- 3) The second parts of the sentences (in the rows) are read and the same procedure is repeated from the previous step.
- 4) The grammar points are reviewed. Students are shown that when combined, the each game board box makes a proper English sentence using the infinitive form. Students are too look over potential sentences. (If time permits, the students can choose a sentence to say aloud and translate the meaning.)
- 5) The rules of the game are explained. Each student gets three boats- one space, two spaces, and three spaces, that they can put anywhere on the board.
- 6) Battleship terms explained: "Hit, miss, attack, and you sunk my battleship."
- 7) Students play against each other in pairs. If there are an odd number of students, the JTE or ALT can join while the other person walks around helping the students.
- 8) The winner is the first person who sinks all of their partner's ships first.
- 9) After the activity, the students are called on at random to make their own sentences using the infinitive verb form.

### Materials and Preparation:

- 1) Pencil and eraser- used to mark "hit" and "misses" on the game board
- 2) Battleship game board that is made before hand and is distributed to students before class.
- 3) Textbook- students review the grammar lesson with the ALT and JTE.

### Division of Labour for ALT and JTE:

ALT- prepares the battleship game boards and makes copies of them. He reviews the grammar points with the JTE and together they figure out what sentences would be the most effective to put on the game board. JTE reviews the main grammar points in Japanese to make sure the students understand the point completely. Together, the JTE and ALT read the sentences and help the students if they have any trouble with them. They also supervise the games together and participate if there is an odd number of students.

### Suggestions and Advice:

I find that the game is a little hard to grasp at first. Not so much the English sentences but the configuration of the board and the rules of the game. It helps the students a lot when the JTE and the ALT draw a game board on the chalkboard and play a couple of turns while the students watch. They seemed to pick it up a lot quicker this way. Also, sometimes I found students numbering their columns, so, instead of saying the English sentences, they would call out numbers to make the game go faster.

## SYNONYM SNAP!

Submitted by Cheryl Hoon (Nara Prefectural BOE)

**Target Group:** All grades      **Difficulty Level:** Basic Conversation

### Activity Objective:

To increase the students' range of vocabulary. By the end of the activity, students would not only learn new words and their respective meanings, but also understand how to apply these words in their writing.

### Procedure:

The class is divided into groups of 6 or 7 students. Each group will be given a set of Synonym cards. When the ALT says a word (Example: Intelligent), students will have to pick out a card from the set with the same meaning (Example: Clever). The first group to pick the correct card will score a point. Dictionaries are not allowed in this game. To help students to infer the meaning of new words, the ALT will read sample sentences (Example: Tom is intelligent. Although he did not study, he scored full marks for his English test.). The group that picked the correct card has to give the Japanese translation of the word (Example: 賢い). The JTE will check if the Japanese translation is correct.

### Materials and Preparation:

**Synonym List** - Prepare a list of words to read and its corresponding synonym to write on the cards. Make sure that each word only corresponds to one card. Difficult words should be read, while easier words should be written on the cards. **Synonym Cards** - Prepare one set of Synonym Cards for each group. On blank cards (Credit card-sized cards work well), write one synonym on each card. Invalid cards (Cards with words that do not correspond to anything) should be included as well.

### Division of Labour for ALT and JTE:

**Preparation of Synonym List:** The JTE and ALT should think of the Synonym List together. The JTE should be involved in this process as he or she would know the students' standard of English best. Together, the JTE and ALT will decide which new vocabulary to teach the students. **Preparation of Synonym Cards:** The ALT will prepare the Synonym Cards. **Execution:** The JTE and ALT will split the class into groups. The ALT will read the words and the sample sentences, while the JTE will check the Japanese translation of the words.

### Suggestions and Advice:

1) I found that 10 to 15 new vocabulary cards work best for a 50-minute lesson. Anything more than 15 words may be too demanding on the students. 2) Some groups may randomly pick cards, using trial and error to find the correct answer. To prevent that, allow each team a maximum of two chances to guess. 3) To optimise what they have studied, give students worksheets after the activity. In the worksheet, ask students to form original sentences based on the new vocabulary they have learnt.

## SYLLABLE HAIKU

Submitted by Catherine Parng (Toyama Prefectural BOE)

**Target Group:** All grades      **Difficulty Level:** Academic

### Activity Objective:

Teaching about syllables in English and their application

### Procedure:

1. Pass out the worksheets. Explain what a syllable is and its equivalent in Japanese. Explain what a haiku is. Ask your JTE for help if necessary.
2. Read through examples of different syllable counts in English. Clap to emphasise each beat. Ask the class for their own examples, if your class is the sharing kind.
3. Ask students to demonstrate their understanding of what a syllable is on the worksheet. Walk around and make sure there haven't been any misunderstandings. Students will get hung up on where one syllable ends and another begins. Explain that this is not something to stress out about as long as the syllable count is correct.
4. Ask students to share what they've written. If you like, make it a bit of a competition.
5. Go over an example of a haiku in Japanese and then read one in English. Stress that, in English, haikus are frequently not about nature, but about making pithy remarks.
6. Ask the students to write their own haiku. If necessary, give them a topic to write about. Have them diagram their haikus by marking out the syllables in each line.

### Materials and Preparation:

Worksheet explaining the following: syllables and how to count syllables in English (with examples of different words and their syllable counts), what a haiku is, the difference between traditional Japanese haiku and haiku in English, example haiku and space for students to write their own. (Actual worksheet attached)

### Division of Labour for ALT and JTE:

The JET should explain what English syllables are and should be responsible for coming up with examples of different words with different syllable counts. The JTE should help to explain that syllables are called 音 in Japanese, and should help come up with an example of traditional Japanese haiku that the students will recognise.

### Suggestions and Advice:

When you ask students to demonstrate their understanding of what a syllable is on the worksheet, they will get hung up on where one syllable ends and another begins. Explain that this is not something to stress out about as long as the syllable count is correct. I found it helpful to have students clap for each syllable as they counted it so that they could literally hear beats of a word.

Catherine Parng  
Fukuno Senior High School  
Poetry

### Let's Write Haiku!

A haiku is a type of Japanese poem traditionally written about nature. It has 3 lines. The first line has 5 syllables. The second line has 7 syllables. The third line has 5 syllables.

What is a syllable?

Syllables are beats in a word. (In Japanese, they are called 音)

Examples:

One syllable words: dog, cat, run, fall, red

Two syllable words: Ja-pan, pa-per, go-ing, see-ing, big-ger

Three syllable words: an-i-mal, pre-sen-ter, si-mi-lar, cre-a-tor, etc.

Please write at least one of the following:

ONE syllable word:

TWO syllable word:

THREE syllable word:

FOUR syllable word:

Bonus: FIVE syllable word:

Here are some haiku!

In Japanese:

Original 古池や蛙飛込む水の音	Furigana with 音 fu-ru-i-ke ya (5) ka-wa-zu to-bi-ko-mu (7) mi-zu no o-to (5)
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In English:

I have nothing to add, so I am just going to stare creepily	I-have-no-thing-to (5) add-so-I-am-just-go-ing (7) to-stare-creep-i-ly (5)
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Your own \*English please!\*

## WHO/WHAT AM I?: A WARM UP ACTIVITY

Submitted by Faamanatu Finau (Hokkaido Prefectural BOE)

**Target Group:** 1st year      **Difficulty Level:** Basic Conversation

### Activity Objective:

To develop fundamental listening and speaking skills

### Procedure:

Students will be placed in groups of 4-5 members. Groups will be numbered from 1 onwards and a scoreboard will be written up. Students must listen carefully to 3 hints and try to guess the thing or person as quickly as possible by raising their hands. Alternatively, each group will be given a chance to answer and if they cannot answer correctly, the next group can try to answer and so on. Each hint is worth points: i.e. If students can guess by Hint No. 1 they can receive 30 points; thereby, Hint No. 2 is worth 20 points and Hint No. 3 is worth 10 points. If a 4th hint is needed, this will be worth 5 points. The focus will be on 10 questions about things (e.g. food, sports etc) and/or people. This activity can also be used to review previously studied content. When there are only 2-3 questions left, points can also be increased to enhance the competition. The group who have earned the most points by the end of the game are the winners.

### Materials and Preparation:

Prepare a list of 10 questions with 3 hints each as well as an extra hint for each question (in case students cannot guess by the third hint). Here is an example of a PERSON question: Lady Gaga. Hint No. 1: I am famous for my great fashion style and my beautiful voice. Hint No. 2: I am a female American pop singer. Hint No. 3: One of my famous songs is 'Just dance'. Extra Hint (Hint No. 4): The first part of my name is 'Lady'.

### Division of Labour for ALT and JTE:

**PREPARATION:** The JTE and the ALT will work together to create the questions in order to correspond with the academic level of the students.

**BEFORE THE ACTIVITY:** Both the JTE and ALT divide the students into groups. As the ALT numbers the groups, the JTE will write up a scoreboard. Next the ALT will use the example question in order to explain the game to the students.

**DURING THE ACTIVITY:** The ALT will give the hints, however, both the JTE and ALT will check to see which group had their hands raised first in order to answer the question. The JTE will keep a record of the scores and update the scoreboard as groups answer the questions correctly. When it has reached the last three questions, it is at the discretion of the JTE as to how many points the game will be increased by (as it all depends on the scores).

### Suggestions and Advice:

1. When preparing the questions, always prepare an extra 2-3 questions in case you need a tie breaker.
2. Make sure the example question is easy for the students to follow.
3. The hints should neither be too easy nor too difficult; the first hint should never be too obvious.
4. Instead of having students all raise their hands at once, have only one student from each group stand up for each round and guess on behalf of their group (it is easier to manage the game this way for rowdy classes).
5. Constantly check the reaction of the students and use the blackboard to draw/ write clues if students do not understand the vocabulary being used in the hints.
6. Sticker/candy prizes are useful incentives, especially when you are using this activity to review previously studied content.

## "PETS ARE PEOPLE TOO!"

Submitted by Dusty Wittman (Shiga Prefectural BOE)

**Target Group:** 1st year      **Difficulty Level:** Basic Conversation

### Activity Objective:

To review previous information, to gather information from a partner through interviewing, and to discuss opinions with a partner

### Procedure:

Exercise 1 (review): students listen to a short passage and then answer T/F questions about it.  
Exercise 2 (interview): students first write their own answers and then ask partner and take note of partner's answers. Change partner when I say "*kaiten-zushi*" and repeat process. Exercise 3 (discussion): students first write their answers and then share their opinion with their partner and discuss the answers.

### Materials and Preparation:

Materials: handout (see attached form)

### Division of Labour for ALT and JTE:

ALT: explain activities and call on students to answer. Shout out "*kaiten-zushi*" to cue students to change seats.

ALT & JTE: walk around and help students as needed.

### Suggestions and Advice:

A 50 minute class may not be enough time to thoroughly finish all exercises. Some of the pair discussions may be assigned as homework and discussed during the following class.

# Pets are people too!

Name: \_\_\_\_\_  
Student No: \_\_\_\_\_  
Date: \_\_\_\_\_

[ Goal: To discuss the importance of pets. ]

## EX 1: LESSON 5 REVIEW (Listen and then circle T or F)

- 1) Harvard scientists found that chimpanzees were better at understanding people than dogs. T F
- 2) Dogs are distant relatives of wolves. T F
- 3) By 8,000 B.C., dogs had become an important part of people's lives. T F
- 4) Now, scientists think that dogs came from North America. T F
- 5) Harvard scientists found that wolves were better at following a person's directions than dogs. T F



## EX 3: PAIR DISCUSSIONS (Take turns asking each other these questions)

Which do you like better, cats or dogs? Why?

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Which do you like better, summer or winter? Why?

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Where do you like to study, at home or at school? Why?

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What is your favorite flavor of Baskin Robins (or) ice cream?

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## EX 2: KAITEN-ZUSHI (Ask your partner these questions)

Do you have a pet? Name?			
What kind of pet do you have (want)?			
How has your pet helped you before?			
Why do you want that pet?			
What is your favorite thing about your pet?			
What would you do with that pet?			
What is your favorite animal?			

## NATURAL DISASTERS

Submitted by Jenson Deokiesingh (Toyama Prefectural BOE)

**Target Group:** 1st year      **Difficulty Level:** Conversational

### Activity Objective:

To talk about different types of natural disasters and the Tohoku earthquake and tsunami that occurred on March 11, 2011.

### Procedure:

1. Pictures are worth a thousand words. Using PowerPoint with various pictures, ten different types of natural disasters (typhoon, hurricane, tornado, volcanic eruption, earthquake, tsunami, avalanche, flood, wildfire and heat wave) were shown to the class. With each picture shown, students were asked the Japanese names of the corresponding natural disasters. Following this, the students then repeated the pronunciation after the ALT.
2. Let the games begin. Students are given three minutes to study the ten natural disasters. New pictures of the natural disasters are shown. This is a great way to have the students practice the words they just learned. Hands quickly go up.
3. Reading. The JTE and ALT read a sample dialogue where the target is, "Which natural disaster are you most scared of and why?" The JTE explains the new words. The students then practice the dialogue in pairs. Volunteers are then asked to read.
4. Listening. Prior to the lesson, several ALTs were interviewed and were asked "Which are you most scared of, earthquakes, tsunamis or radiation?" This question became the focus of the listening part. Before this was done, radiation was explained using simple English and explaining what happened at the Fukushima Daiichi Plant. Three videos were played twice. Students were asked, "Which disaster is the ALT most scared of?" Some of the responses from the ALTs varied as did their natural tones of voice so the students had to listen carefully to the different answers and accents. Students were also asked, "Why were they most scared of that natural disaster?"
5. Writing. Students were then asked, "Which are you most scared of, earthquakes, tsunamis or radiation? And, why?" Before having students write, the ALT asks the JTE the same question and vice versa. After giving students some time to write their responses, they were then asked to share their thoughts to the rest of the class. The responses often revealed how many of them felt after the tragedy happened.

### Materials and Preparation:

PowerPoint, speakers, video clips, pictures of natural disasters

### Division of Labour for ALT and JTE:

In terms of preparation, the ALT is responsible for creating the PowerPoint, handout and interviewing the ALTs while the JTE is responsible for reviewing the lesson plan to ensure that is to the academic level of the students. In the classroom, the JTE controls the PowerPoint and assists if he or she feels the students are unable to comprehend what the ALT is saying. They read the dialogue together.

### Suggestions and Advice:

It is important to make the handouts visually appealing to capture the students attention. Fake money is used to reward the students who volunteer. Students are told from the first day of the semester that those who have the most money at the end of the semester is rewarded with an extra 15% on their oral communication exam. Depending on the English academic level of the class, this lesson can be divided into two parts.



## PAPER DEBATE

Submitted by Jesus Estrada (Shimane Prefectural BOE)

**Target Group:** 1st year

**Difficulty Level:** Basic Conversation

### Activity Objective:

Show students the building blocks of debate, how each is applied and its intended purpose

### Procedure:

Students are directed to form pairs or small units. All units will work simultaneously for a determined amount of time. Each unit of students will be working with two other units of students. Each unit brainstorms a debate topic providing two reasons supporting or opposing their viewpoint. The second unit receives the first unit's debate topic and reasons. They support the contradictory viewpoint and provide two reasons for their viewpoint. The third unit will review the supporting and opposing viewpoints and explain which has the most well formulated reasoning. This break-down of debate roles helps students understand each role and the function it serves in a debate.

### Materials and Preparation:

One worksheet is required from the JTE/ALT.

Creating Support for a Debate Topic - The top third of the worksheet will be used by the first unit of students to write their debate topic and two reasons supporting their viewpoint.

Creating a Rebuttal to a Debate Topic - The middle third of the worksheet will be used by the second unit of students to write their contradictory viewpoint and two reasons supporting their viewpoint.

Evaluating the Debate - The last third of the worksheet will be used by the third unit of students to review the supporting and opposing reasons and determine the best constructed reasons.

Each unit of students will play a supporting, opposing and reviewing role in this activity. This exercise allows the groups to practice the application of knowledge to the debate process.

Each unit of students will receive one worksheet. The student unit will work together to decide a debate topic and create two reasons supporting their debate topic. When they are finished they will pass their worksheet to the second student unit. This second unit will review the product of the first student unit and create a contradictory viewpoint. The second student unit will write their contradictory viewpoint and reasons on the same worksheet. After they are finished, the second unit will pass the worksheet to the third student unit. The third unit will review the debate topic and its supporting and opposing viewpoints and reasons. When the third unit has finished writing their judgment and their reasons for selection, they will pass the worksheet back to the first unit. Each student unit now has its original worksheet containing their starting debate topic and reasons, the second unit's contradictory viewpoint and reasons and the third unit's judgment and reasons. Each student unit will be asked to evaluate their work and the work of their debate partners. The review process helps students to identify their strengths in debate and areas of improvement.

### Division of Labour for ALT and JTE:

The JTE should make student units based on the skills of individual students, pairing students with different skill sets together so that no one student is the dominate member.

The JTE/ALT have similar roles. Both act as support for the students during the activity. The JTE/ALT should work together to create a simple worksheet divided into three areas as described previously. The JTE/ALT should work together to explain the process to the student units. A brief example is often sufficient.

The JTE/ALT should walk around the classroom and work with each student unit providing them support and direction when they ask for it or show they need help. The JTE/ALT should not produce the content of any student unit.

The JTE/ALT should determine the appropriate amount of time for each section of the activity and direct the units when it is time to pass the worksheet to the next unit.

The JTE/ALT should review the worksheets during the activity and find useful examples of topic preparation and reasoning to share with the class.

**Suggestions and Advice:**

Students should have prior experience with the concept of debates. Previous lessons explaining how to create reasons and the differences between strong reasons and weak reasons will help students work more confidently. This activity does not require students to have an extensive vocabulary as the purpose is to conceptualise a debate. JTE/ALT should be very forgiving of poor grammar and mistakes. Creating strong logical reasons in a foreign language is demanding enough without adding further grammatical scrutiny.

Some students will grasp the debate idea easily, while others will struggle. Pair students with a firmer understanding with students who might need more help. Allow students to work at a slower pace so they are better able to absorb the content. The activity should conclude with a review of each part of the debate and examples from other students.

1 - ( ) No. ( ) Name ( )

**PAPER DEBATE!**

Do research and find information about your theme.

*(Write notes about your reasons)*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Affirmative Team / Negative Team**

1. **Constructive Side** – Give two reasons why your team is correct. Use information, such as facts and statistics, to support your reasons.

We believe that

because

We also think that

because

2. **Rebuttal Side** – Listen to other team's reasons. Using the information you have, say why you do not agree with the other team's reasons.

They say

That may be true, but

because

They also say

That may be true, but

because

3. **Summary Side** – One more time, explain why you disagree with the other team's reasons and why your reasons are better.

We believe that

because

We do not think the other team is correct about

because

In conclusion, we think that

and

## FIRST LESSON: BRIEF INTRODUCTION AND GREETING WORDS

Submitted by Joshua Clark (Oita Prefectural BOE)

**Target Group:** 1st year

**Difficulty Level:** Basic Conversation

### Activity Objective:

To practice greeting words and becoming comfortable talking to fellow classmates in English

### Procedure:

Warm-up activity: listening practice with a song and worksheet using multiple choice word selections.

Main Activity:

Step 1: Introduce greeting word vocabulary (i.e. I am \_\_\_\_\_) using a PowerPoint presentation and practice each new word, checking pronunciation.

Step 2: Pass out 9 paper squares to each student and have them write their names on each one.

Step 3: Write target dialogue on the blackboard: Student A: "Hello, my name is \_\_\_\_\_" Student B: "Nice to meet you. How are you?" Student A: "I am \_\_\_\_\_. Thank you."

Step 4: Practice the dialogue with the students, checking pronunciation.

Step 5: Have students practice the dialogue with 9 other students, exchanging their name cards each time, resulting in having 9 different name cards by the end of the activity.

Step 6: Students go back to their desks and arrange their 9 new cards in a 3x3 grid for a BINGO game.

Step 7: Write new, simple dialogue on the black board: "Hello. My name is \_\_\_\_\_, and I am \_\_\_\_\_. How are you \_\_\_\_\_?" Practice dialogue with students.

Step 8: ALT begins dialogue using his/her own name in the first blank, a greeting word in the second blank, and a student's name in the third. The students who have that student's name card can flip it over on their desk in order to try to get a BINGO. The student named in the dialogue goes next, creating a chain with the student's name that finishes the next recitation.

### Materials and Preparation:

Song and accompanying worksheet; CD player; computer with projector; paper squares the size of business cards (9 per student)

### Division of Labour for ALT and JTE:

ALT prepares the warm-up activity, relying on the JTE for clarification of the directions if needed. For the main activity, the JTE will help the students understand the new vocabulary, though it will be presented as words associated with pictures for a visual learning component. The JTE may have to help translate the activity's directions and check the students' understanding at key junctures in the activity.

### Suggestions and Advice:

This activity requires a prepared PowerPoint for the greeting vocabulary but I found that A4 size flashcards are very effective, especially when left on the board with magnets throughout the activity for student reference. Also, the BINGO section of the activity can be altered based on time to either accommodate the traditional three in a row (in this case) or until all of a student's cards have been flipped over.

## THE PRICE IS RIGHT

Submitted by Tsai-Ann Quan Kep (Fukuoka Prefectural BOE)

**Target Group:** 1st year      **Difficulty Level:** Basic Conversation

### Activity Objective:

To practice reading and writing prices in English

### Procedure:

Students review reading basic numbers. They are then taught how to read prices. To reinforce the lesson an activity called "The Price is Right" is used. Students form groups of four-five and are asked to guess the price of items listed on the worksheet. Clues are given by the JET/JTE for example, "the ipod costs \$ \_ . \_ \_ ". Each group records their guesses on the board and the group whose guess was closest to the actual price wins the point for the round.

### Materials and Preparation:

1) A worksheet is to be prepared with six pictures of different items. E.g. Car, ipod, cell phone. The students work in groups looking at each picture and guessing the price of the items.

### Division of Labour for ALT and JTE:

The JET and the JTE carries out the activity working together. They each help the students, guiding them to what is expected of them and keeping them on target. Either the JET or the JTE could announce the actual price while the other keeps score for the students on the board and announces the winner at the end of each round.

### Suggestions and Advice:

The activity was very smooth and successful in most classes. The students were confident and had fun trying to figure out the prices. If I could I would have included a speaking aspect to the activity but other than that I think it was a successful activity.

## ORDERING FOOD

Submitted by Mark Wilson (Kyoto Prefectural BOE)

**Target Group:** 1st year      **Difficulty Level:** Basic Conversation

### Activity Objective:

The ultimate goal of this lesson is to enable students to order food in English in a familiar setting.

### Procedure:

Begin with a warm up activity: Divide students into groups of 4-5 students. Give students 1 minute to write down as many English food names as possible. Ask groups to read out their list to the class, and write the food names on the board. The group with the most items wins. Next, explain to the students that we will be practicing how to order food from a menu. Give each student a menu, and a script sheet. Explain unfamiliar items on the menu. Give a demonstration role play with the JTE, using the worksheets. The JTE will be the waiter, while the AET will be the customer. As the conversation progresses, the waiter chooses several items off the menu and the JTE will take notes, writing down what was ordered and its price. At the end, the JTE will repeat everything that was ordered and tell the AET how much the final cost is. Now it is the students turn to practice in pairs. Once students have finished, they can change pairs. Once the students have completed the exercise a few times, they can try it without taking notes.

### Materials and Preparation:

1 Lined and numbered worksheet per group for the warm up activity. Students will use this to write down food names in English. 1 Practice script and 1 Menu for each student. Students will use these to practice ordering food in their pairs. Whiteboard or Blackboard for writing answers from the warm up.

### Division of Labour for ALT and JTE:

JET will be responsible for preparing the worksheets and creating the menu. JET and JTE will work together during the warm up tasks, eliciting answers from each group. They can also ask the students (or each other) questions about the foods. E.g. Have you eaten this before?

### Suggestions and Advice:

This activity will run more smoothly if the JET and JTE work together, asking students (and each other) questions about food. For example. 'Have you tried (food name) before?' or 'Do you like (food name) ?' Ideally, the menu would be something the students are familiar with, but is from the JET's home country (as in the example, New Zealand McDonalds Menu). If it is a low level class, it'd be a good idea to get the students to practice repeating the conversation after the teachers, before working in pairs.

## Warm up exercise

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

11 \_\_\_\_\_

12 \_\_\_\_\_

13 \_\_\_\_\_

14 \_\_\_\_\_

15 \_\_\_\_\_

16 \_\_\_\_\_

17 \_\_\_\_\_

18 \_\_\_\_\_

19 \_\_\_\_\_

20 \_\_\_\_\_

21 \_\_\_\_\_

22 \_\_\_\_\_

23 \_\_\_\_\_

24 \_\_\_\_\_

25 \_\_\_\_\_

26 \_\_\_\_\_

27 \_\_\_\_\_

28 \_\_\_\_\_

29 \_\_\_\_\_

30 \_\_\_\_\_

## McDonald's Menu (NZ)

<b>Burgers</b>	<b>Price</b>
Big Mac	\$5.00
Cheese Burger	\$2.00
Serious Lamb Burger	\$6.50
Mc Chicken	\$4.50
Fillet O' Fish	\$3.50

<b>Sides</b>	
Fries	\$2.00
Apple Pie	\$2.00
Chicken Nuggets	\$3.00
Caesar Salad	\$3.00

<b>Drinks</b>	
Coca Cola	\$2.00
Orange Fanta	\$2.00
Lemonade	\$2.00
Coffee	\$2.50
Water	\$0.00

## Conversation worksheet

**Waiter:** Good afternoon, are you ready to order?

**Customer:** Yes, could I get a \_\_\_\_\_, please?

**Waiter:** Sure, would you like anything else with that?

**Customer:** Yes, I'd like (a) \_\_\_\_\_ please .     **or**     No thanks.

**Waiter:** Would you like anything to drink?

**Customer:** I'll have a \_\_\_\_\_, please.

**Waiter:** Would you like to eat in or take away?

**Customer:** \_\_\_\_\_, please.

**Waiter:** Ok, that will be \$\_\_\_\_\_.

**Customer:** Here you are.

Order 1	
Items ordered	price
_____	_____
_____	_____
_____	_____
Total price: _____	

Order 2	
Items ordered	price
_____	_____
_____	_____
_____	_____
Total price: _____	



## CIRCUMLOCUTION

Submitted by Lokman Lau (Ishikawa Prefectural BOE)

**Target Group:** 1st year      **Difficulty Level:** Basic Conversation

### Activity Objective:

To be able to express words that the speaker does not know or has forgotten.

### Procedure:

The students will watch the JET and JTE do an introduction to the lesson. The JET will use circumlocution to get the JTE to say words the JET is thinking of, without the JET saying the actual words.

The students will listen to the JET's descriptions and write down what they think the JET is trying to say.

The JET will issue three English words to the students for practicing circumlocution. The students will write circumlocutions on these three words based on English they already know, and the examples they have been given so far.

Circumlocution is a conversational tool, so the real application is in speaking and conversation. By now the students have been exposed to some examples and techniques to try it themselves. In pairs, each student will stand and try to express a list of words to their partner, without saying the word itself. Their partner has to guess the correct word. After each pair has successfully managed to complete their word lists, they may sit down. There are 2 rounds to this activity. There are 2 word lists per student (so 4 per pair), one word list per student, per round.

If time allows, any good ideas of circumlocution by students should be demonstrated for the rest of the class to see and learn from.

### Materials and Preparation:

#### 2 page worksheet:

Page 1 has various examples of circumlocution; page 2 has blanks for a listening exercise and a writing exercise.

The JET describes 5 different things (orange, Valentine's Day, a dog, March) using the example methods on page 1. Students listen and write what they think the JET is trying to say on page 2. The JET assigns 3 words (elephant, sing, France) for the students to write their own circumlocutions to test on the JET.

#### Word Lists (A, B, C, D):

These are lists of words on small strips on paper that the students will try to convey to their paired partner, without saying that actual word. Lists A and B have 6 common words each. Lists C and D have 9 intermediate words.

Each classroom will have designated 'A' and 'B' columns. 'A' columns are paired with 'B' columns. There are 2 rounds. In the first round, A and B columns receive word lists A and B, respectively. In the second round, A and B columns receive word lists C and D, respectively.

#### Division of Labour for ALT and JTE:

The JET prepares the worksheet and word lists.

The JET and JTE do an introduction to the lesson. The class will eventually be paired up, so the JET and JTE do examples of what is expected of each pair by the end of the lesson. The JET will try to get the JTE to say the desired word, using a variety of techniques of circumlocution. e.g. descriptions, lists, examples, opposites.

The JTE checks the students' comprehension of what the lesson aim is.

The JET and JTE will walk around the classroom to help students write practice circumlocutions.

Although students shouldn't need new material to learn at this point, they might need help in forming sentences.

When students do the circumlocution exercise in pairs, the JET and JTE will walk around the classroom to check that students are using English, and not Japanese or just gestures. Many students will resort to gestures, even if they do not mean to. JET and JTE should listen for any particularly good ideas from students that can be shown at the end of class so that other students can learn from them, too.

**Suggestions and Advice:**

Students tend to do well on the listening part of this activity. However, it is difficult for them to think of their own ideas to express particular words. As a general rule, expressing nouns tend to be easier than verbs. Before they start writing their own ideas, give examples of how to describe verbs - e.g. which part of the body is used, where is it usually done, when is it usually done, how is it usually done, etc.

Do not allow the use of dictionaries, or try to minimise it; the students should be using English they already know. Since they will be doing this activity with another student, they should both be able to understand each other.

Encourage the use of full sentences throughout the lesson, even if it is just simple sentences. e.g. not just "long nose", but "it has a long nose."

Participation points are usually awarded to the top 4 quickest pairs (in a class of 20) for finishing the circumlocution word lists. JET and JTE should be vigilant on the use of English throughout the exercise.

For advanced level: allow the JTE give a difficult word in Japanese (something that the students will not know the English for), and let them try to explain it to the ALT. The JTE can confirm if the JET manages to get the right answer.

## WHO, WHAT, WHEN, WHERE...BINGO!

Submitted by Stacey Tsuboi (Miyazaki Prefectural BOE)

**Target Group:** 1st year

**Difficulty Level:** Basic Conversation

### Activity Objective:

To review and repeatedly practice asking and answering Wh- questions, in the form of a fun, interactive game

### Procedure:

Before this activity, have the students repeat each different Wh- question format after the ALT. Then JTE and ALT will demonstrate the dialogue to be used in this activity, show on the board how to fill in the box, and go over the vocabulary used in the questions.

During this activity, students are only allowed to speak English. Students will be given 5 minutes to walk around and interview as many of their peers as they can using the sentence structure and key expressions learned in previous lessons. Before each interview, students will first play Rock, Paper, Scissors, and the winner will ask the question first. The winner will choose a question from one of the BINGO boxes and ask, using eye contact and a clear, loud voice. After answering the question, the Janken loser will ask a question. Both students will write the name of the student and their answer on their BINGO sheet, and then find another interview.

At the end of the 5 minutes, students will sit back down. The ALT and JTE, will pull class numbers at random, and call the name of the corresponding student. Students who interviewed this student, put a circle on that box. This is repeated until there are 3-4 winners, who will be given prizes or Stacey Dollars.

### Materials and Preparation:

You will need sticks with each class number, and a class roster, to pick students at random at the end of the activity, for the BINGO portion.

A BINGO worksheet needs to be prepared, starting with a 5x5 grid. At the top of each column, write: Who, What, Where, When, Wh-. At the top of the page or on the board, write the sentence structure to be practiced: Wh\_\_ is your **(insert bolded text)**?

In the boxes under each of the following columns: (many boxes will ask the same question, so as not to overwhelm them with too much variation in vocabulary)

“Who”

\_\_\_\_\_’s **favorite singer** is \_\_\_\_\_

\_\_\_\_\_’s **favorite character** is \_\_\_\_\_

“What”

\_\_\_\_\_’s **hobby** is \_\_\_\_\_

\_\_\_\_\_’s **favorite subject** is \_\_\_\_\_

\_\_\_\_\_’s **favorite sport** is \_\_\_\_\_

\_\_\_\_\_’s **favorite color** is \_\_\_\_\_

“When”

\_\_\_\_\_’s **birthday** is \_\_\_\_\_

“Where”

\_\_\_\_\_’s **hometown** is \_\_\_\_\_

“Wh-“

Any variation of the aforementioned questions (this category forces students to think about the correct “Wh-“ question to use, instead of relying on the column titles)

### Division of Labour for ALT and JTE:

The JET will be responsible for preparing the worksheet, demonstrating the dialogue with the JTE, checking student’s understanding of the directions, monitoring the activity, providing feedback, and picking students numbers at random.

The JTE will be responsible for demonstrating the dialogue with the JET, monitoring the activity, providing feedback, providing translation only if student’s do not understand the directions after

thorough explanation, and calling student names for BINGO.

**Suggestions and Advice:**

As the JTE and JET monitor the activity, give a lot of positive reinforcement to each pair of students observed to help build confidence in speaking English. If a shy student is not actively participating, practice the dialogue with them to ease them into it, and then introduce them to a new partner. JTE and JET can also participate once they see that students understand and are engaged in the activity.

## ARTICULATE

Submitted by Robert Turner (Kagoshima Prefectural BOE)

**Target Group:** 1st year      **Difficulty Level:** Basic Conversation

**Activity Objective:**

To review vocabulary and practice communication.

**Procedure:**

Students make pairs and one student “goes to sleep” (puts their head on the desk so they can't see the blackboard). The ALT writes a word on the board (recently learnt vocabulary, key word for the lesson, etc.) which only the “awake” students read. The ALT rubs the word off the board and all students “wake up”. The students who read the word have to describe it to their partner in English (no actions, no spelling clues, no “sounds like”, no Japanese). Repeat as many times as desired with students switching roles.

**Materials and Preparation:**

No materials required. The words to be used simply need to be decided beforehand. Recently learnt vocabulary and key words for the lesson are recommended.

**Division of Labour for ALT and JTE:**

Both the ALT and JTE supervise the activity, ensuring students obey the rules and use correct English. Of course if any students get stuck they can ask either teacher for help.

**Suggestions and Advice:**

This is a fun activity which can be used as a warm up, or made in to a more competitive game by adding a time limit for each round and introducing prizes or forfeits for the fastest and slowest pairs.

## CONJUNCTION BUILDERS

Submitted by Melissa Cho (Ishikawa Prefectural BOE)

**Target Group:** 1st year    **Difficulty Level:** Fundamentals

### Activity Objective:

To develop a better understanding of the role of "conjunctions" in sentences

### Procedure:

Students will take part in a series of activities that help them master conjunctions. First, the teacher will write an opening sentence on the board. For example, "I can fly". The class will then be asked to choose a conjunction from the vocabulary box, and work together to complete the sentence. After modelling the use of each conjunction, the teacher will write a new set of opening sentences on the board and students will work individually to select conjunctions and complete the sentences. Once students have begun to master the skill, students will work in pairs. Each student will write an opening sentence and then trade with their partner. They will then use the skills they have developed throughout the lesson to complete the sentences they receive.

### Materials and Preparation:

- Whiteboard - for modelling and structured learning activities
- Whiteboard Markers – use different colour to differentiate between conjunctions and core sentences.
- Worksheet with conjunction vocabulary box for initial modeling and structured activities
- Separate worksheet/Lined paper for pair work and consolidation activities

### Division of Labour for ALT and JTE:

The JET would be responsible for supplying a bank of opening sentences to use throughout the modelling and structured learning sessions, and the creation of the worksheets. During instruction the JET should read out and emphasise the conjunctions in the class created sentences, and have students follow along. They will also need to provide a lot of support to students in the initial development sentences. The JTE would be responsible for effectively demonstrating and explaining the more subtle grammatical differences in meaning of each conjunction, as well as assisting students during the development activities. The JTE and JET should also work together to model examples of the pair activity in the opening session of instruction, taking turns to create and complete each others sentences to give students and visual guide of what they will need to do at the end of the lesson.

### Suggestions and Advice:

I believe it is important to start with very basic sentences when beginning the activity, making sure to use on words in the students prior knowledge bank so that students are able to focus on understanding conjunctions. I have found that once students have grasped the basic grammatical points, the more creative you are with your opening sentences, the more enjoyment the students will find in the activity. For example, starting with "My hair is on fire," or "I am an elephant" will allow the students to play with the English they already know. For classes that have difficulty coming up with sentences on their own, I have found that allowing them to work in pairs on the individual session can help. It also allows them to communicate using English. The final activity can also be done in groups, trading a set of sentences and working together to complete the ones they receive from another group. This can be made into a competition, based on speed or creativity. Once students have mastered the skill it can be brought back as a warm up activity in other writing classes.

## YOUR WEEKLY PLAN

Submitted by Natasha Barradell Unwin (Niigata Prefectural BOE)

**Target Group:** 1st year

**Difficulty Level:** Basic Conversation

### Activity Objective:

To practice asking someone about their weekly plans and to practice telling someone about your weekly plans using the following key expressions: "What are you doing on (Sunday)?", "I'm going to (~)."

### Procedure:

The students are given a worksheet with a 'weekly plan' grid. Under each day of the week, students write an activity, for example, a student could write the following: Monday - go to a movie; Tuesday - go surfing; Wednesday - take photographs. Once all the students have completed their weekly plan, they are given the key expressions that they must use during this activity: A. Are you doing anything this (Sunday)? B. I'm going to (~). Students write these sentences on their worksheet and then repeat the sentences after the ALT. All of the students must then stand up and *janken* with their classmates for A and B roles. Underneath their own weekly plan, A-student must write B-student's name and plan. For example: (students *janken*) A. Are you doing anything this Monday? B. I'm going to bake some cookies. A-student would then write 'bake some cookies' and B-student's name under Monday. To get the students moving around the classroom and talking to different people, they are told before starting the activity that they must write down the weekly plans of three girls, three boys, and the ALT.

### Materials and Preparation:

Weekly plan grid - this can be drawn by hand or made using Word Processor. A copy of this weekly plan is then given to every student (see sheet 3 for an example grid).

Blackboard – to write the key phrases that the students must use during the activity.

Additional Preparation – it is helpful, but not compulsory, to have revised days of the week and to have covered basic weekly plans before using this activity.

### Division of Labour for ALT and JTE:

Before the lesson, it should be discussed and decided as to whether the JTE or ALT should make the weekly timetable. During the lesson, the ALT should tell the students that they need to fill in their own weekly plan, giving examples if necessary. The ALT also tells the students to use their textbooks and to ask the teachers to help them. Afterwards, the JTE should write the two key expressions on the blackboard and explain their meanings in Japanese. The ALT then asks the students to repeat each expression after them, and to write them on their worksheet. Lastly, the ALT explains too the students that they need to find out what their classmate's weekly plans are, and that they need to write them on their worksheet. Both the JTE and ALT should give an example encounter using *janken* (to decide roles) and the two key expressions written on the blackboard.

### Suggestions and Advice:

Having a list of different activities is extremely useful. The textbook used at this particular school (Voice Oral Communication I [New Edition] by Daiichi Gakushusha) has a list of different activities in both English and Japanese in the back. Giving students access to this list made the activity easier for the students and took less time to execute. Having the ALT walk around the classroom and doing the activity with the students is a good way to get shy or low level students to participate. It is also a good way for the ALT to get to know the students more, and vice versa.

☆Make your weekly plan

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
my plan							
friend's 1	2	3	4	5	6	7	
name							
plan							

①予定を尋ねる

答える

\_\_\_\_\_

\_\_\_\_\_

## SENTENCE AUCTION

Submitted by Fu Lin Low (Fukuoka Prefectural BOE)

**Target Group:** 1st year

**Difficulty Level:** Academic

### Activity Objective:

Let students review grammar structures that they have learned through a simple sentence auction

### Procedure:

This lesson is held in the Audio-Visual Hall where the computer is connected to the projector.

1. JTE helps to make 8 groups of 5 students before the lesson
2. Students will sit in their groups during the lesson and be called Group A,B,C and so on  
Before we start the sentence auction, we spend around 8 minutes explaining to students what auctions are, as well as the rules of the auction in English, and with demonstration by the JTE and ALT. We also have 2 sample sentences for the groups to practice bidding on before the actual auction begins.
3. About the sentence auction
  - To help students review key points in grammar and sentence construction while having some good fun. Students are given some 'money' with which to bid on various sentences.
  - These sentences include correct and incorrect sentences
  - The group which 'buys' the most correct sentences wins the game.
  - Each group will have \$2000 to spend
  - Bids begin at \$100.
  - Bids increase by \$100 each bid
  - The sentence will be sold to the highest bidder (eg, \$400 going once, \$400 going twice, \$400 sold to group X)
  - Students discuss with team members which sentences is correct and how much money they are going to use
  - The winner of the game is the group which has brought the most correct sentences
4. Once the game has finished, we go through each sentence saying whether it is correct or incorrect
  - First, we highlight the incorrect part of the sentence and then ask students if they can provide the correct answer. Bonus points will be given.
  - If the mistake in the sentence is easy to explain, we try to explain in simple English
  - If not, we explain it in simple Japanese
5. Winning team receives stickers and everyone gets a sense of accomplishment having tried something new.

### Materials and Preparation:

PowerPoint slides and computer to explain and conduct the lesson. Fake money for students to buy the sentences with. Fake money are simply printed on A4 paper and then cut accordingly to the size required. 20 pieces of \$100 bills for each team. One student is in charge of counting and holding the money. White cards for students to raise and show their group names while bidding. Students who hold the group card has to shout out the bids.

### Division of Labour for ALT and JTE:

Prior to the lesson, the JTE helps students to form their groups and when they enter the Audio-Visual Hall, they already know where to sit. The ALT is responsible for preparing the slides using the sentences that the JTE has prepared. During the explanation of the activity both the ALT and JTE share the responsibility evenly and explains in English with timely demonstrations. Judging from students' reactions, JTE also makes simple and short explanations in Japanese where deemed necessary. While the ALT is in charge of the auction and shows students the sentences on the screen, the JTE makes sure students places the money in the money bag accordingly after a successful purchase. The JTE also keeps track of the sentences each group has bought by writing the sentence number on a whiteboard beside the screen. After all the sentences are bought, both ALT and JTE work together to explain the correct and incorrect sentences.



**Suggestions and Advice:**

Make sure students understand the rules of the auction before starting the auction. It will be good to let students practice on simpler sentences before the actual auction begins, so that they know not to buy an incorrect sentences just because yelling out the prices and buying something can be really enjoyable. It is very highly recommended to get an appropriate list of sentences from the JTE because they would know common mistakes students make, as well as the sentences and structures they have learned recently. Students will enjoy the auction better if both JTE and ALT are very enthusiastic and it would be great to conduct this activity in a classroom located further away from normal classrooms as students can get a little excited and noisy.

## SHOPPING (AT THE CLOTHES STORE AND THE RESTAURANT)

Submitted by Nataine Burton (Mie Prefectural BOE)

**Target Group:** 1st year

**Difficulty Level:** Basic Conversation

### Activity Objective:

At the end of the lesson the students should be able to:

- Identify and use words like; small, medium and large to describe size/proportion appropriately when shopping in fast food restaurants or clothes stores
- Increase their awareness of foods and dishes served at fast food restaurants through open classroom question and answer
- To improve speaking and listening skills through role playing

### Procedure:

- ALT will display pictures of foods she likes to eat on her computer, the students will be asked to say the names of these if they know them and state where they can be found.
- The ALT will then tell the students the topic of the class and write this on the board. The ALT will then introduce key terms like: fast food, fatty, sugary, unhealthy desert, sweet tooth and soul food (with the help of the JTE).
- The ALT will then display pictures of burgers and real fast food restaurant cups in three sizes; small, large and medium. And explain other sizes like 'super-size'.
- Individual students would be given the different size cups and pictures and asked to state what size they have (they are expected to say 'I have a large cup, or a cheese burger etc.)
- The students will then be handed a short role play written by the JTE giving them an idea of the exchange between the cashier and the customer at a fast food restaurant
- The JTE and the ALT will role play first using the cups and pictures, and then students will be randomly chosen to do same.
- Students will be asked which size they wear in clothes (they are expected to say small medium or large after the ALT tells them which size she wears and which size she suspects particular students wear (sizes will be clarified with the help of the JTE).
- Two students will then read the dialogue on page 73 of their Birdland Communication Book, after which 2 other pairs will be given the opportunity to enact buying at a clothing store as well; using the dialogue in the text as a guide
- The ALT will then choose a location; store or restaurant and use a 'Pass the Ball' game to decide choose two students who will be asked to enact shopping without the paper script or text. (The 'Pass the Ball' activity is where a ball is given to a student and is passed around till the teacher says stop. Whoever has the ball at that time must answer the given question or participate in the proposed activity).

### Materials and Preparation:

Pictures of fast foods, actual fast food restaurant cups in sizes small, medium and large, pictures of some apparel along with real ones with sizes on or in them, a ball, a PowerPoint Presentation on the computer showing pictures of some fast foods, the "May I help you" dialogue on page 72 the set text book (Birdland Series), and a short dialogue at a fast food restaurant (made by the ALT).

### Division of Labour for ALT and JTE:

The ALT and the JTE will discuss the main goal of the lesson initially. Ideas as to how the lesson will proceed will also be done here. The JTE will clarify new terms and clarify unfamiliar phrases the students do not understand. Additionally, he will clarify instructions as to how to proceed with carrying out the teaching learning activities planned for the class. Also, students who may want to ask a question, but are not sure about how to do this in English will be allowed to express themselves in Japanese. Thus, the JTE will help the ALT to understand the students query. The ALT will respond to said queries by repeating the question in English and allowing the child to do so as well. The ALT will also answer these queries in English. Consequently, the JTE will be asked to explain vocabulary the ALT might use in the response that might be unfamiliar. Additionally, the ALT will be responsible for giving the children as many opportunities as possible to be creative in using the language during the class. The students will be encouraged to just use broken English

sentences or single English words if they are unsure about how to express themselves in English. The ALT will use this opportunity to introduce vocabulary, new phrases and ultimately helping the child to converse in English. It is the responsibility of both the JTE and the ALT to provide a warm and inviting classroom environment where the students feel comfortable to use the English language for not only academic purposes, but for pleasure as well.

### **Suggestions and Advice:**

This lesson was very engaging. It was one that brought much humor and fun to the class. Therefore, one needs to be cognizant of the fact that the students might be a little bit noisy as they shared experiences and ideas. The students were very creative; some asked for a dressing room and some declined buying items, though they were unsure of how to do this in English. They were eager to use the words they learnt but they could not remember the words, therefore, I gave the seated students permission to give the students role playing hints as to the words they should use. This was very effective and added to even more amusement in the class. As a result of this, a few classes were loud. This was not a problem at my school, but if this will be a concern in another environment then, a more structured approach to teaching this lesson should be used. This lesson was also very long. Two of the seven classes I had only got to play the 'pass the ball' game once as the time (50 minutes) ran out. It would have been best to do only one type of shopping at a time for each class.

## **FIND SOMEONE!**

Submitted by Clare Cross (Kyoto Prefectural BOE)

**Target Group:** 1st year      **Difficulty Level:** Basic Conversation

### **Activity Objective:**

To practice "follow-up" questions to be able to continue conversations

### **Procedure:**

All students must move around the classroom asking classmates the questions. If their partner answers "yes", they can write their partners names and ask them a "follow-up" question to continue the conversation.

### **Materials and Preparation:**

Copies of the worksheet "Find Someone!", enough for one per student. The student receives the worksheet and is given 4-5 minutes to fill in the extra information needed for the questions and then moves around the classroom.

### **Division of Labour for ALT and JTE:**

Both the ALT and JTE should together explain how the activity works and perform an example. This activity comes after previous activities working on "follow-up" questions, so students are aware of the different kinds and usage. When the activity is taking place both the ALT and JTE should walk around the classroom making sure that students understand and have no problems.

### **Suggestions and Advice:**

The best advice is to perform several examples for different questions with the JTE and ALT. The more imaginative the examples the more creative students will be. Also performing an example with a student in front of the class is a good idea. The second question "Is your birthday in August?" is a little tricky! The best way to get around this is to ask the whole class before the activity starts, if anyone raises their hand get the whole class to look at them and remember they must ask that person question 2.

# Find Someone! *Name* \_\_\_\_\_

Get up, and ask your classmates these questions. If they say yes, ask them a follow up question. Be sure to write the follow up question and their name on the line.

**You can only write the same name twice! (2 times)**



**Example** (Do you enjoy studying history?) \_\_\_\_\_ Miyamoto Masashi enjoys studying history.

Follow up question What kind of history do you like to study? \_\_\_\_\_

1. (Do you like to eat vegetables?) \_\_\_\_\_ likes to eat Vegetables.

Follow up question \_\_\_\_\_

2. (Is your birthday in August ?) \_\_\_\_\_ 's birthday is in August.

Follow up question \_\_\_\_\_

3. (Can you sing karaoke well ?) \_\_\_\_\_ can sing karaoke well.

Follow up question \_\_\_\_\_

4. (Do you have a nickname ?) \_\_\_\_\_ has a nickname.

Follow up question \_\_\_\_\_

5. (Do you listen to .....?) \_\_\_\_\_ listens to rock music.

Follow up question \_\_\_\_\_

6. (Do you want to be .....?) \_\_\_\_\_ wants to be an English teacher.

Follow up question \_\_\_\_\_

7. (Do you .....?) \_\_\_\_\_ has a brother or sister.

Follow up question \_\_\_\_\_

8. (Have you .....?) \_\_\_\_\_ has been to another country

Follow up question \_\_\_\_\_

9. (.....?) \_\_\_\_\_ is in a school club.

Follow up question \_\_\_\_\_

10. (.....?) \_\_\_\_\_ takes a bath every day.

Follow up question \_\_\_\_\_



## RESTAURANT LESSON

Submitted by Andrew August (Kumamoto Prefectural BOE)

**Target Group:** 1st year      **Difficulty Level:** Basic Conversation

### Activity Objective:

To practice ordering food at a restaurant using conversational English

### Procedure:

1. English *Shiritori*.

In this game, arrange students into teams (for example desk rows). The first group of students write a word spoken by the teacher (e.g. apple). Then the next student writes a word beginning with the last letter of the previous word (e.g. elephant), and so on for the set time (e.g. 3 minutes). Then after the set time, the team with the most correct words is declared the winner.

**Variation:** Advanced students can make food or restaurant words. Other classes can make any words for *Shiritori*. **5 minutes.**

2.2 Section 1) Restaurant sentences. Students complete restaurant sentences with full sentences. For bonus points teachers will ask for volunteers to say the three answers. My favorite restaurant is Joyful etc... **8 minutes**

2.3 Teachers ask the students to make an original name for the restaurant on the work sheet. This gets some funny creative ideas. Then the menu will be explained to the students. **5 minutes**

2.4 Section 2) The teachers ask the students what they do when they go to a restaurant. First question: How do you ask for food in a restaurant? (You make an order / you order your food) etc. Next question: after you have eaten your food how do you pay for it? (You ask for the bill) etc. **7 minutes**

2.5 Section 3) Restaurant conversation demonstration / listening test. The teachers set up a desk with the plate, knife, fork and flowers. The waiter wears the apron. The teachers demonstrate the two restaurant dialogues and the students fill in the blanks on the work sheet. Then check the answers and explain the dialogue if that is needed. **10 minutes.**

2.6 Restaurant conversation practice – pair work. Students practice the dialogues “ordering food” and “paying for your meal”. One student is the waiter and one student is the customer. After one try, students change roles. **10 minutes**

2.7 Volunteers can come up and demonstrate ordering at a restaurant in pairs for bonus points. **5 minutes**

Total time: **50 minutes**

### Materials and Preparation:

Handouts for the students. Props for restaurant table such as plates, forks, apron and flowers – be creative.

### Division of Labour for ALT and JTE:

The ALT is responsible for preparing the worksheet printouts and restaurant materials. Or the JTE can also assist. In the class, the ALT will lead this lesson explaining it in simple English. The JTE will assist with explaining points in Japanese. The ALT and JTE will also demonstrate the conversations to the students and assist students during the activity.

### Suggestions and Advice:

This lesson is quite straightforward if it is followed step by step. Students will be able to progress in the lesson using the instructions in the lesson. So clear explanations of what is required of the students is required.

**Division of Labour for ALT and JTE:**

For this particular activity, the JTE is not required to prepare any materials for the activity, but I asked my JTE

to vet the dishes used as well as ideas for dishes. My JTE was also consulted on the rules of the game and

whether she had any suggestions on changes to make. I wanted the rules to be as simple as possible. I made the food cards as well as the PowerPoint presentation.

For the execution of the game, my JTE and I worked to model the conversation for students to help them

better understand the rules of the game. My JTE and I also exchanged some basic questions about some dishes.

Depending on the English proficiency of the class, the JTE may also be required to explain the rules in Japanese.

**Suggestions and Advice:**

The teachers conducting this activity must pay careful attention to whether students are speaking in English as students may lapse into Japanese due to ease of use. My JTE and I circulated among the students to help prevent such an occurrence.

Cutting pictures and cardboard squares and gluing them together was remarkably time-consuming. If possible, perhaps a different approach might be used.

Students were also given little coupons at the end of the game that enabled them to redeem future prizes. This encouraged students to try harder and fostered a sense of competition among many students. The group(s) that had the fastest Waiter and Diner also got additional coupons.

Class \_\_\_\_\_ Number \_\_\_\_\_ Name \_\_\_\_\_

## Eating at a Restaurant!

(1) Write full sentences to answer these questions

A) What is your favorite restaurant?

---

B) What is your favorite restaurant meal?

---

C) Who do you go with to your favorite restaurant?

---

### Restaurant Menu

Starter: \$7.00

Vegetable soup



Garlic Bread



Salad



Main course: \$12.00

Shrimps and salad



Steak with potatoes



Spaghetti



Dessert: \$8.00

Apple Pie



Chocolate Cake



Ice Cream



## Restaurant talk!



2) A) How do you ask for food in a restaurant?

---

B) After you have eaten, how do you pay for your meal?

---

3) Listen to the dialogue and write the missing words.

### Ordering food

Waiter: \_\_\_\_\_ I take your \_\_\_\_\_?

Customer: I will have the \_\_\_\_\_ for my main course please.

Waiter: Would you like a \_\_\_\_\_ first?

Customer: No thank you/ Yes I will have the \_\_\_\_\_.

Waiter: Would you like \_\_\_\_\_ after your main course?

Customer: No thank you / Yes I will have the \_\_\_\_\_.

Waiter: Would you like \_\_\_\_\_ orange juice / tea / or coffee.

Customer: I will have \_\_\_\_\_ thanks.

Waiter: Thank you for your order

Customer: You are \_\_\_\_\_.

### Paying for your meal

Customer: That was a nice \_\_\_\_\_.

Waiter: \_\_\_\_\_!

Customer: May I have the \_\_\_\_\_ please?

Waiter: Yes \_\_\_\_\_.

Waiter: The \_\_\_\_\_ comes to \_\_\_\_\_. (Add up money here)

Customer: Thank you very much.





## Teachers copy: Restaurant talk!

### Ordering food



Waiter: Good evening

Customer: Good evening

Waiter: **May** I take your **order**?

Customer: I will have the choose from menu for my main course please.

Waiter: Would you like a **starter** first?

Customer: No thank you/ Yes I will have the choose from menu.

Waiter: Would you like **dessert** after your main course?

Customer: No thank you / Yes I will have the choose from menu.

Waiter: Would you like **complimentary** orange juice / tea / or coffee.

Customer: I will have choose from above thanks.

Waiter: Thank you for your order.

Customer: You are **welcome**

### Paying for your meal



Customer: That was a nice **meal**.

Waiter: **Thank you!**

Customer: May I have the **bill** please?

Waiter: Yes **of course**.

Waiter: The **bill** comes to \_\_\_\_\_. (Add up the **bill** here)

Customer: Thank you very much.

**Teachers instructions to students: In pairs, practice “ordering food” and “paying for your meal”. You can also use your own food choices. Then swap turns.**

## DO YOU KNOW HOW TO...?

Submitted by Rebecca Weir (Okayama Prefectural BOE)

**Target Group:** 1st year    **Difficulty Level:** Basic Conversation

### Activity Objective:

To practice asking and answering questions using the key expression Do you know how to...?

### Procedure:

Part A: Students will learn how to use the key expression. The students will have 10 minutes to ask their classmates questions using the key expression, for example, Do you know how to play the guitar?, and record the answers.

Part B: Students use answers from Part A to write full sentences.

### Materials and Preparation:

Worksheet prepared by ALT after discussion with JTE (copy attached). Each student receives a copy of the worksheet. Part A sets out the key expression, a list of questions for students to practice using the key expression, space for students to write their own questions, and space for recording answers (name of classmate and Yes or No). Part B there is space for writing full sentences.

### Division of Labour for ALT and JTE:

Prior to the lesson ALT and JTE discuss the activity goals and how to run the activity. ALT prepares worksheet and a copy for each student. ALT gives introduction in English explaining the activity and the key expression. ALT demonstrates with JTE how to use the key expression. ALT and JTE check students understand vocabulary on worksheet. ALT reads out each question, with students repeating for pronunciation practice. The students can then do the activity. ALT and JTE circulate the room to check students are using correct English and assist where needed. When students are finished asking all the questions, then ALT and JTE can explain Part B writing activity. Both ALT and JTE can circulate and help students where required.

### Suggestions and Advice:

It is important to make sure the students understand all the vocabulary on the worksheet and practice pronunciation of questions before undertaking the activity. This will help the students to fully understand what they need to do to carry out the activity and encourage students to use correct English (rather than reverting to Japanese, as some students did the first time I used this activity).

## Do you know how to.....?



### Part A: Speaking

#### Key expression:

**Question: Do you know how to play the guitar?**

**Answer: Yes I do. / No I don't.**

Questions	Name and answer
Example: play the guitar	Mr Tanaka Yes
1 play the guitar	
2 play the piano	
3 make yakisoba	
4 make a cake	
5 play shogi	
6 use a computer	
7 get to Okayama station	
8 go to Osaka	
9 get to Aeon Mall	
10 go to Hiroshima	
11 say hello in Korean	
12 play volleyball	
13 play basketball	
14	
15	

Name:

Class:

No:

## Part B: Writing

Write 4 sentences using the phrases '**knows**' and '**doesn't know**'.

### Example

Mr Tanaka **knows how to** play the guitar.

Hiroshi **doesn't know how to** play basketball.

1 \_\_\_\_\_ knows how  
to \_\_\_\_\_

2 \_\_\_\_\_ knows how  
to \_\_\_\_\_

3 \_\_\_\_\_ doesn't know how to \_\_\_\_\_

4 \_\_\_\_\_ doesn't know how to \_\_\_\_\_

## ENGLISH SYLLABLES

Submitted by Daniel Ready (Ibaraki Prefectural BOE)

**Target Group:** 1-2nd year      **Difficulty Level:** Basic Conversation–Academic

### Activity Objective:

Introduce the idea of syllables in contrast to mora to improve speaking and listening skills

### Procedure:

Katakana *karuta*, followed by syllable counting, followed by haiku composition.

### Materials and Preparation:

Katakana *karuta* cards, cards with the English words for specific Katakana on them (eg. Coffee for コーヒー) and pictures; Syllable counting and haiku composition worksheet

### Division of Labour for ALT and JTE:

The ALT should explain what a syllable is, contrasting it with mora, emphasizing the syllable's importance for English speaking ability and listening comprehension. It is likely the JTEs will need to help draw out the contrast. (Aim for five minutes.) Move into katakana *karuta* by getting students in groups of 3-5, and giving a deck of ~20 self-made katakana *karuta* cards to each one. Explain that a student should only slap the card when the syllabic pronunciation is given (eg. "coffee"), not the katakana pronunciation (eg. 「コーヒー」). Give the JTE opportunities to try out the differences between their syllabic and their katakana pronunciations. (Aim for 15 minutes, including directions.) After, hand out the worksheet syllable counting/haiku composition worksheet. Ask the students to, in groups, try to count the syllables in words they haven't ever seen before (eg. "trisyllabic"). Check answers. (No more than 15 minutes, including direction giving, counting, and answer checks.) Finally, explain the English 5-7-5 syllable haiku, and ask students to write haikus. The JTE usually is very helpful in giving haiku suggestions to students. If there is time, haikus can be presented at the end of class.

### Suggestions and Advice:

There is a lot in this lesson plan, but it is very modular so any individual portion can be easily taken out without degrading understanding. I've used this at my high level high school with success, but the lower level classes in this school would have difficulty writing haikus in a timely manner. In these cases, give suggestions, or consider removing this part and lengthening the other parts of the lesson, or possibly setting a starting point (eg: giving the first line of a haiku, if groups need it). With appropriate supervision, support, and encouragement, I've got even the most reluctant students to write an English haiku.

English Haiku

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

*Syllables*

English words are broken down into syllables. In every syllable, there is only one vowel sound. For example, "cat" is one syllable ("cat"), while "communication" has 5 (comm·u·ni·ca·tion). Although "tion" in "communication" has two vowel letters ("i" and "o"), it is only one syllable because the two letters together creates one vowel sound: "shun," not "tee-ah".

Count the syllables in the words below:

Word	Number	Word	Number
1. professor	_____	6. tooth	_____
2. muscle	_____	7. spoon	_____
3. activity	_____	8. Hitachi	_____
4. syllable	_____	9. Daniel	_____
5. trisyllabic	_____	10. 東京	_____

*Haiku*

In Japanese, Haiku are made of three lines and a total of 17 mora. The English equivalent of "mora" is "syllable." Thus, English haiku are three lines composed of 17 syllables instead of mora. Here's a side-by-side comparison:

Japanese Haiku, using mora to count

江戸の雨  
何石呑んだ  
時鳥

English Haiku, using syllables to count

The rain in Edo  
How much of it did you drink,  
Mr. Cuckoo bird?

*Write a Haiku*

Write two *English Haiku*, using syllables (not mora) for the line count!

_____	_____
_____	_____
_____	_____

**Vocabulary**

syllable · 音節	vowel · 母音	mora · 拍
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## "CLUE" STYLE MYSTERY GAME

Submitted by Hana Joy (Kanagawa Prefectural BOE)

**Target Group:** 2nd year      **Difficulty Level:** Conversational

### Activity Objective:

To practice using passive voice.

### Procedure:

The class is divided into groups of 3 or 4 students. Each group receives a separate deck of cards, with all cards shuffled except for 3 (one suspect, one weapon, and one location) in a separate envelope. The ALT tells the students that someone has murdered X cute stuffed animal, and they need to find out who did it! The students deal out all of the cards to each other, and each group receives a slip of paper. The paper contains a checklist of all of the suspects, weapons, and locations, along with an example sentence structure to be used during the game. Each student takes turns guessing at the combination of cards in the envelope by saying, "I think (x cute stuffed animal) was murdered/killed by (suspect) in the (location) with the (object)". The student to the left will show a card mentioned in the accusation, unless they do not have one. If they are not holding a card mentioned in the accusation, the next student to the left will. If no one holds a mentioned card, then the accuser is right! Each time a new card is revealed, students mark it off on the checklist. The ALT can either rig the game to be a race, so that the first team wins, or have different cards in each team's envelope, making the end result mixed. If the end result is mixed, each group reports their results to the class (using the passive voice structure). If not mixed, the winning team does.

### Materials and Preparation:

Materials: a cute stuffed animal (something that is a recognizable character is good, like Totoro); copies of the murder checklist; enough separate decks of cards (with envelopes) for the whole class; (not required) a prize for the winning team. Preparation: the murder checklist can be assembled using either Word or Excel. There should be a space next to each suspect/location/object to check it off the list. The most important thing about the sheet is that it is easily understandable (chart formatting helps) and that it includes the focus grammar. The cards are a bit more tedious, however. Something sturdy (such as cardstock or cardboard) should be the base. Stapled, taped, or glued on the front should be a picture and caption of each possible suspect, location, and object. Alternatively, those with access to more advanced technology (laminators, color printers, etc.) can easily make sets of cards using other methods. Keeping each deck separate is also important - plastic bags or big folders are important to ensure each group gets only 1 copy of each card. Using large decks will make the game longer, whereas using smaller decks will make the game quicker.

### Division of Labour for ALT and JTE:

Generally, this game is a good way to end a class on a high note. As a practice activity, the students are most primed for the game when they have been learning/reviewing the target grammar (passive voice) for the earlier part of class. After that, the JET should be responsible for the preparation and administration of the game, and rely on the JTE in class while giving instructions. Role-playing an example with the JTE for the students is a helpful tool when first explaining the game. Because the instructions can initially seem complicated, it is important that the JTE is familiar with the rules of the game before going into class. Once the game starts going, the JET and the JTE should walk around the room, monitoring progress and giving help where needed. At the beginning and the end, a little bit of a dramatic flair involving discovering/resolving the murder helps to grab the students' attention.

### Suggestions and Advice:

While the game is actually quite simple in execution, explaining it can actually be more complicated and can become burdensome. Relying on the JTE and making sure the JTE fully understands the game before heading into class is important. Practicing giving clear directions is also very helpful. Additionally, some schools may take issue with a "murder" game, so asking beforehand is important. I made the characters and objects simple and comical (for example, Totoro was killed by Peko-chan in the library with the toothbrush). On the other hand, the game can be easily adapted

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into any kind of "whodunnit" game (for example, Who ate the birthday cake?). For more advanced students, this game can become too easy and boring, although for basic level students it can provide a good opportunity for repetitive use of a grammatical phrase.



## DINERS AND WAITERS

Submitted by Daniel Tan (Tottori Prefectural BOE)

**Target Group:** 2nd year      **Difficulty Level:** Basic Conversation, Conversational

### Activity Objective:

I wanted students to practice ordering different dishes as well as gain exposure to different food cultures around the world.

### Procedure:

After a warm up game, students will view a PowerPoint presentation that shows various types of food.

I will read the names of each dish and ask the students to practice the names.

I will also provide some basic information about each dish such as its place of origin, differences of the same dish in various countries or popularity. After the presentation on food, students will be asked to listen to and read the rules of the activity. The class will be divided into two groups,

Diners and Waiters. Waiters will be given a group of dish cards that represent the dishes they have for sale.

They will each receive four to five dishes for a total of twenty four cards per person.

Students must find a member of the opposite group and practice the following conversation.

Waiter: Are you ready to order? We have \_\_\_\_\_ (name of dishes available) today.

Diner: Yes, I'd like the \_\_\_\_\_(name one main dish).

Waiter: Would you like a drink or dessert?

Diner: 1) No, thank you.

2) Certainly, I'll have the \_\_\_\_\_(name of dessert or drink).

Waiters will give Diners their order, and the proceed to find the next Diner.

The JTE and ALT will model the conversation at least once to help students gain a clearer understanding of the game.

The game will continue for ten minutes.

To spice things up, I will name one random dish every three minutes. Diners with that dish must surrender me that dish card.

The Diner with the most cards when the game ends will be the winner.

The Waiter with the least cards or the fastest to sell out their cards will be the winner for that group.

After the first half of the game, I will switch the two sides. The Diners will now be Waiters and vice-versa.

Students are not allowed to use Japanese in their conversation.

### Materials and Preparation:

PowerPoint presentation showing different types and names of dishes around the world. The PowerPoint presentation will also include several slides explaining the rules of the activity as well as the conversation format that students are expected to use for the activity. Cards depicting a picture of these dishes with the names on the back. Dishes include Mac and Cheese, Chicken Kebabs, Fish and Chips, Brownie with Ice Cream, Sushi, Pizza, Laksa and other dishes from around the world. I used fourteen dishes that included main dishes and drinks and desserts.

## THE QUEEN'S FAMILY

Submitted by Sarah Fuke (Goshima City BOE)

**Target Group:** 2nd year      **Difficulty Level:** Basic Conversation

### Activity Objective:

To practice "family" vocabulary, to practice reading, speaking and listening, and learn about UK culture

### Procedure:

The class is divided into groups of 5 or 6 students. Each group consists of 2 writers and 3 or 4 reporters.

The writers have a family tree of Queen Elizabeth (pictures with a few names) and a blank piece of paper. The writers must not leave the desk.

The reporters must walk around and find the "hints" scattered around the classroom (the hints are on A4 pieces of paper attached to the walls/windows/blackboards/etc).

There are 12 hints. The hints explain the Queens family, for example "Queen Elizabeth is married to Prince Philip". The reporters have to read the hint, memorise it, and tell it to the writer at their desk. The reporters must not write down their hints.

The writers listen to the reporters and attempt to work out who is who in the pictures. They use the blank paper to make a memo if they do not have enough information to write it onto the family tree yet.

The first group to complete the family tree is the winning team.

### Materials and Preparation:

"Queen's Family Tree" Template (1 for each group)

This was created in Microsoft Word and printed before the class.

The students use this to write down the family members' names.

Hints (12 scattered randomly around the classroom walls)

These were created in Microsoft Word and printed before the class.

As the students make groups, these hints are to be placed around the classroom (if possible away from the students' desks).

The reporters read these hints and report the information on them back to their group. The hints can be attached with magnets, sticky tack or tape.

Blank paper for students to write memos (1 for each group)

If the writers are not yet able to work out the hint given by the reporter the writers can write it down on the blank paper (some hints require other hints to be solved first).

### Division of Labour for ALT and JTE:

Preparation requires a small amount of printing and photo-copying. Assistant Language Teacher (ALT) can do this.

ALT explains the activity in easy English (Japanese Teacher of English (JTE) assists if students can not understand). As the students make groups the ALT can place the hints around the classroom and the JTE can distribute the Queen's Family Tree Template and blank paper to each group.

During the activity the ALT and JTE help students to read hints and aid in pronunciation of words (if unknown). ALT and JTE also monitor writers' progress and assist if they are struggling or have misinterpreted the hints.

When a group has finished writing their Family Tree they must ask the ALT to check their answers. The ALT will tell them if they are right or wrong.

ALT can award stickers to winning groups.

**Suggestions and Advice:**

When explaining the activity in easy English it is advised to use one group as an example. The students can visualise the role of the writers and the reporters more easily.

The JTE should not translate everything the ALT has said. As this is intended for 2nd year students of High School the English the ALT can use should be understandable by the students.

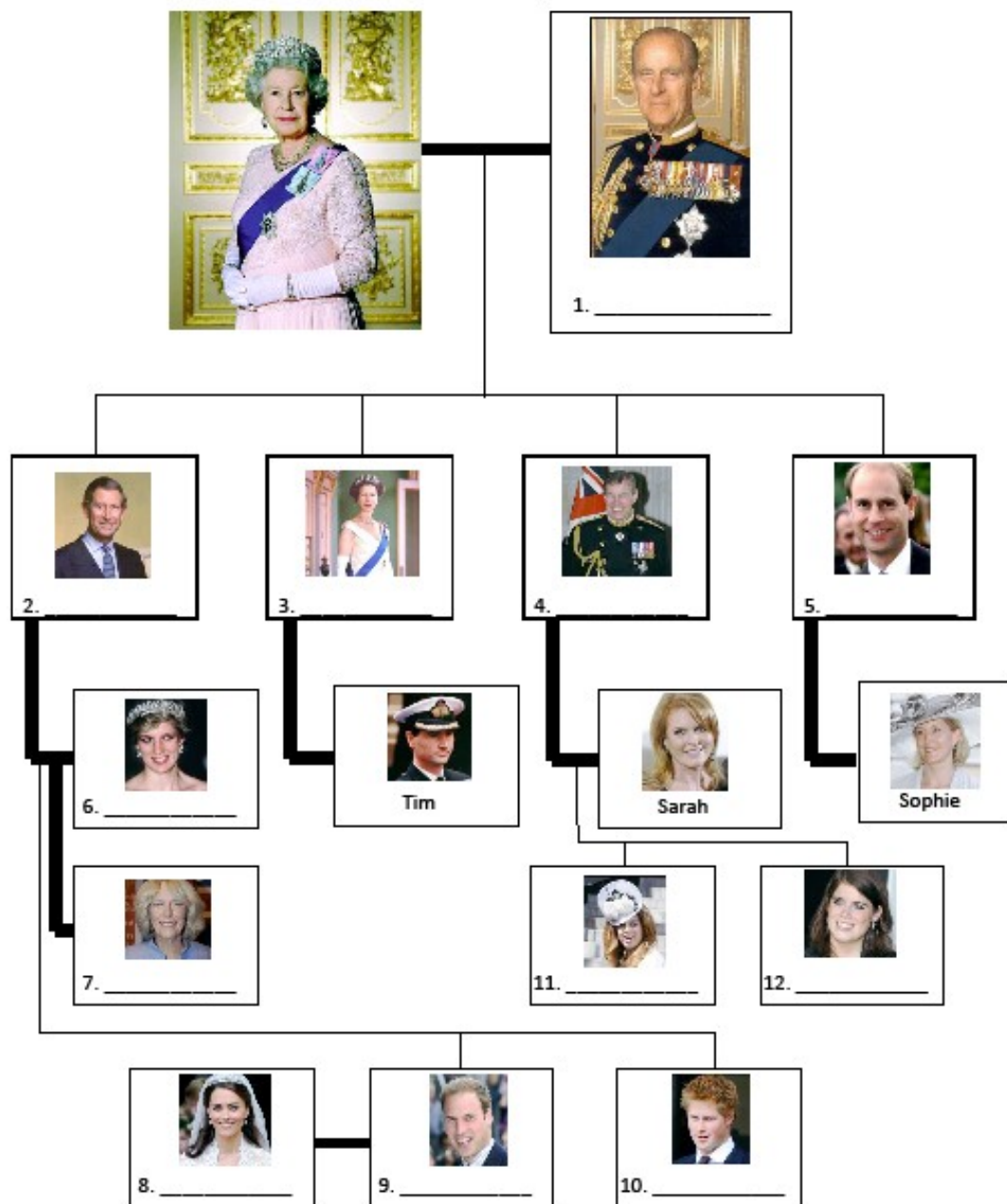
As this activity aims to use speaking and listening the students should be encouraged to speak English and to not use Japanese at all during this exercise. Some students may attempt to read the English and tell it back to the reporters in Japanese. The ALT and JTEs should be mindful of these students and encourage them to speak English.

Sometimes the students had difficulty in pronouncing the names of the Queen's family members. The JTE and ALT should help students read the names. However, the aim of this activity is not to learn how to read English names so minor slips were overlooked.

Often students would write the names in katakana onto the family tree. The students should be asked to write the names in English (the ALT should not accept the completed family tree with katakana answers). However, to aid in understanding the hints, students should be allowed to write Japanese onto their blank papers.

In smaller classrooms, hints may be viewable by the writers from their desks. Writers should be discouraged from looking at the hints. Hints should be placed fairly around the room so no one group has an advantage.

### Queen's Family Tree



## "HOW TO" SPEECH

Submitted by Rachel Bellairs (Tochigi City BOE)

**Target Group:** 2nd year      **Difficulty Level:** Conversational-Academic

### Activity Objective:

To explain how to do a process such as playing the clarinet or cooking *shimotsukare* (a well-known local dish in Tochigi Prefecture)

### Procedure:

Each student would choose a process to explain (such as how to cook *shimotsukare*); write a 3 minute, 4 step speech to give in front of the class; make some sort of prop to go with the speech (such as a story board); and evaluate their partner's speech using the provided worksheet. One lesson will be used to explain the activity and give the students time to start writing their speech. Whatever they do not finish is homework. In the next two or three lessons (depending on available time), students should be prepared to give their speeches one by one in front of their classmates, which includes bringing props. Students must also evaluate their partner using English.

### Materials and Preparation:

The materials the teachers need to prepare are three worksheets for each of the students in a class. One B4 sheet will be for the students to write their speech. Another B4 sheet will be an evaluation that the students will give their partner. The last B4 sheet will be for the ALT to evaluate each student. See the attached worksheets.

### Division of Labour for ALT and JTE:

Either the ALT or JTE could print out the worksheets. The ALT explains the procedure and the JTE makes sure the students understand. If not, repeating the instructions in English first before resorting to Japanese. Both the ALT and JTE would walk around the classroom to answer questions and offer suggestions on the day students have to start writing their speech. The ALT would be giving the primary evaluation but the JTE would also be giving advice. Either the ALT or the JTE could decide the order in which the students will give their speech.

### Suggestions and Advice:

This activity usually takes 3-5 weeks depending on class size. Adding or subtracting steps and the amount of time (for example making the speech 5 steps and 5 minutes for smaller classes) creates a little flexibility. Also, a good idea would be to have the ALT check the speeches before the students stand in front of the class and give them, so their English is more correct and the other students would more easily understand.



### Instructions Speech

Evaluation of the content of the speech using the chart below.

Criteria	Evaluation	Comment
1) Does it have at least 4 steps and a reason why you are explaining this process?	A B C	
2) Is the explanation clear, easily understood, and using correct grammar?	A B C	
3) Is the speech around 3 minutes long?	Yes No	

A = Awesome!

B = ok

C = oops

Class \_\_\_\_\_ No. \_\_\_\_\_ Name \_\_\_\_\_

### Instructions Speech

Evaluate the presentation of the speech using the chart below.

Criteria	Evaluation	Comment
1) Is the speech easy to hear and understand? Is the person speaking clearly?	A B C	
2) Does the person make eye contact? Do they use gestures?	A B C	
3) Does the person have a prop?	Yes No	

A = Awesome!

B = ok

C = oops

Class \_\_\_\_\_ No. \_\_\_\_\_ Name \_\_\_\_\_

Who are you evaluating? \_\_\_\_\_



## NEWSROUND

Submitted by Emma Smith (Ashigaka City BOE)

**Target Group:** 3rd year

**Difficulty Level:** Academic

### Activity Objective:

Activity objective is to improve writing abilities, making sentences and speaking in front of people through presentations.

### Procedure:

Part 1: Split class into groups of 3 or 4. Give each group a piece of paper with an image of a news story on it. The students must decide what the picture is about, and create a news story about the picture. Their newspaper story must have a title, and a caption for the image as well as the main story. Tell the students that each of them must write at least 2 or 3 sentences about the story, so that all students will be contributing.

Part 2: When all the stories are complete, have the students come to the front and present their news story to the class as a real live news piece. Have the students make sure they have a defined role in the presentation: News broadcaster, Interviewer, Interviewee etc. Have the JTE record the presentations using a video camera.

Part3: Watching back each of the groups presentations, have different groups analyze and evaluate a different group. After, gather students for a peer to peer discussion on how they could have done better, and what they need to improve on in the future.

### Materials and Preparation:

A3 piece of paper. News paper images that have been cut out. Stick these with glue to the A3 piece of paper. Coloured pens for the students. Video camera.

### Division of Labour for ALT and JTE:

ALT is responsible for the preparation of the class materials. It may also be useful for students to see, (depending on their English level) and example newspaper story that the ALT has prepared themselves, with examples of titles, captions and vocabulary that students could perhaps use in their own work. Have the ALT explain the activity to the class in English.

The role of the JTE in this lesson is to aid the students in the writing activity. There will probably be many words or additional vocabulary that the students will want to use but have never seen in English before. If the ALT has prepared an example worksheet, it may also be useful for the JTE to go over this worksheet and make notes in Japanese for the students. The JTE will be in charge of recording the presentations as well.

Both the JTE and the ALT may want to give an example presentation to the class so that the students have a reference on what is expected of them.

### Suggestions and Advice:

I would do this lesson split into three parts. First lesson the writing, the second lesson practice for the presentations, and then the presentations, and third would be watching the presentations back, evaluating each other and peer to peer discussions. I think that in order to do all three parts, you would need at least three lessons to complete all the activities. The three parts to this lesson plan could easily be adapted to a shorter time period by cutting out either the evaluation, or the evaluation and presentation depending on how much time your JTE wants to dedicate to the project. These activities are generally aimed at high level students who already have a reasonable grasp on the English language. Possibly with a lot more guidance and time, maybe by leaving out part 3, this lesson could also be used with some lower level students as well.



## ABOUT MY CULTURE

Submitted by Tegan Murdock (Nagasaki Prefectural BOE)

**Target Group:** 3rd year      **Difficulty Level:** Basic Conversation

### Activity Objective:

To practice explaining cultural icons to English speaking foreigners

### Procedure:

This activity is to teach students how to explain the significance of items that are special to Japanese culture. After learning relevant vocabulary (e.g. culture, custom, luck, tradition, etc.), the class will brainstorm items/professions/people/etc. that are important to Japanese culture (e.g. rice, Tokyo Skytree, *miko* etc.) and write them on the chalkboard. Then groups of 3-4 students will choose 5 items and write them on their paper. For each item the group will write one sentence describing why the item is important (Ex: Rice is important in Japan because we eat it every day.) The group will then choose one item and expand the explanation to several sentences. Finally, the group will present their object (or a picture of their object) to the class and explain why it is important to Japanese culture.

### Materials and Preparation:

Worksheet with directions, example, and place to write sentences (ALT prepares before class and prints enough for each student to have one. See attached example.)

English/Japanese dictionaries (to help students lookup unfamiliar vocabulary)

Realia (examples of objects that the students can describe, if needed)

### Division of Labour for ALT and JTE:

The ALT would be responsible for preparing the materials, directing the activity, writing examples and brainstormed items on the chalkboard, showing examples, and facilitating English conversation in the classroom. The JTE would assist in teaching the activity and making sure the students understood what would be required of them, helping with translations (when necessary), and assisting students with the activity.

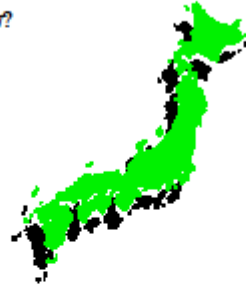
### Suggestions and Advice:

First, know your students' English level. If the level of English of your students is low, you can consider this lesson with your 3rd year students, but I believe that that could be done at any level if modified. If students are struggling, more examples might help. Sentence patterns are very helpful here. If students have a known grammatical pattern to follow, they are more comfortable with the activity.

### About My Culture

List 5 items that are important in Japan. What do foreigners need to know?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



Now, write a sentence about each item.

\_\_\_\_\_ is/are important in Japan because \_\_\_\_\_.

Ex: Rice is important in Japan because we eat it every day.

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Now, choose one sentence and write four more sentences about it.

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### About My Culture (Example)

List 5 items that are important in Japan. What do foreigners need to know?

1. rice
2. Tokyo Skytree
3. mikas
4. kimonos
5. Mt. Fuji



Now, write a sentence about each item.

\_\_\_\_\_ is/are important in Japan because \_\_\_\_\_.

Ex: Rice is important in Japan because we eat it every day.

Rice is important in Japan because we eat it every day.

Tokyo Skytree is important in Japan because it is the tallest radio tower.

Mikas are important in Japan because they are a part of Shinto.

Kimonos are important in Japan because they are traditional clothing.

Mt. Fuji is important in Japan because it is Japan's tallest mountain.

Now, choose one sentence and write four more sentences about it.

Mt. Fuji is important in Japan because it is Japan's tallest mountain.

It is a volcano.

It is 3,776 m high.

Many people climb Mt. Fuji every year.

In the future, I want to climb Mt. Fuji.

## DIRECTIONS & DRIVING/"ALT CAR"

Submitted by Amanda White (Iwanamiza Prefectural BOE)

**Target Group:** 2-3rd year      **Difficulty Level:** Conversational

### Activity Objective:

To practice giving directions, and advising about road and traffic conditions

### Procedure:

This lesson is designed for a 50 minute class. Students will review pronunciation of key words from a sample dialogue, and both teachers will model the dialogue for pronunciation practice. Students practice giving directions in pairs before playing the "ALT Car" Game. During the game, students will remotely control the ALT as a "car" driving through the "town" (classroom) by using directions to get the ALT to a destination. The classroom can be set up to suit a variety of directional phrases and examples.

### Materials and Preparation:

**Handouts:** The handouts will include all key phrases and words presented during the lesson, as well as a sample dialogue for the students to follow. Handouts include additional practice exercises that students can do in pairs after they review the key phrases. **Location cards:** These can simply be a 3x5 index cards with the name of the destination written on it (e.g. "library") or they can have a picture instead. These will be used to create a "town" inside the classroom. The location cards can also include things like "traffic light" or "stop sign".

### Division of Labour for ALT and JTE:

The ALT would ensure that students are engaged in the activity and motivated to participate in the game. She also helps with pronunciation, as well as explaining along with written or illustrated examples. She actively listens to students' directions and commands while "driving", and provides feedback. The JTE would ensure that all students get a chance to fairly participate in the activities, arranging classroom dynamics and pair-work assignments, while practicing as a role-player along with the ALT for dialogue modeling. The JTE also provides explanations and examples in Japanese if students get lost during the activities.

### Suggestions and Advice:

This lesson was one of the most enjoyable for the students, and my goal is to always reduce Teacher's Talk Time (TTT) and increase Student Talk Time (STT). So if I could teach the lesson again, I think I would allow students to create the town entirely from scratch at first, so that the lesson could build on the concepts of Directions and Driving, and include culturally relevant material such as a specific chain of restaurant, or department store, or a religious site such as the city temple or shrine, etc. The "traffic conditions" could also include events such as accidents, a parade, festival, or other obstruction that would encourage students to problem solve and think creatively in English. Otherwise, it is a highly versatile activity, and is flexible enough to expand on.

# SOME COMMON ACTIVITIES



TEACHING  
MATERIALS  
COLLECTION

2013

## INTRODUCTION

The most important thing that you can do is to engage with the students. To be successful you will have to build some kind of relationship, some kind of rapport with them. Remember when you were at school. How did you feel about boring lessons? Did lessons that you were not interested in seem irrelevant? It is vital that you do not fall into the same trap. Be interesting, be energetic, be yourself. A good rule is “provoke a reaction, grab their attention, focus their energy”.

In creating a classroom where language can be taught effectively you will find that a prerequisite is for the students to be comfortable making mistakes, experimenting and learning from their failures. If you can give them this alone, you will have helped them immeasurably.

The language activities in the next sections are aimed at helping to create an environment where students can participate without overwhelming fear of making a mistake.

They use different skills and have different objectives. They are listed roughly in order of level of suitability, beginning with junior high school, then moving onto senior high school, kindergarten, elementary and adult classes. Within these divisions, the activities are loosely grouped into spelling and vocabulary activities, listening activities, communication (including information gap) activities, writing activities and other miscellaneous activities. Please also be aware that many of these activities can be adapted to suit other target levels. For example, an elementary school activity can be adapted for use in junior high school, a junior high school activity can be used in senior high school, an adult activity may be suitable for high-level senior high school students, etc. Please feel free to use and adapt any of the following activities to suit the level of your students. Use your imagination, have fun and good luck!

### *Using the Activities*

English is a living language. This may seem obvious, but it is something that Japanese students can lose sight of. Communicative activities should aim to give students a real need to communicate and show them that they can use a foreign language as a means of conveying ideas and information to each other. It is not solely the reserve of foreigners. Students generally have little practice in producing new language, as they tend to concentrate on the more passive activities of translation and grammatical analysis. Emphasis therefore needs to be placed upon active participation, listening for meaning rather than sound, and speaking in response to a situation rather than following drills. Speaking activities are a necessary means to the final goal of free conversation.

Some of the activities in the following sections can make good warm-ups, whilst others can make longer exercises. Please feel free to adapt the following activity suggestions to suit your own students.

### *Small Group Activities*

Working in groups of two, three, or four, students can be required to use their language skills as a means of communication in completing set tasks or solving problems. Pair-work is probably the easiest to organise, and also means that all students must participate. In the slightly larger groups, certain students may prefer to “rest” and let others in their group do the work.

One great benefit of this type of activity is that the class size is not really important. In larger classes, all students have the opportunity of speaking during the same lesson. No one feels they have been personally picked upon and forced to speak in front of their classmates.

### *Preparing the Class*

It may take a few weeks to establish the routine of small-group activities, but students should get used to it fairly quickly. When students are doing pair-work, you and the JTE should move around the room to make sure they are practising correctly.

Remember that the language needed for the activity itself must be pre-taught. To avoid spending a large part of the lesson teaching vocabulary and checking comprehension, make pair-work a complementary activity, a means of revising and reviewing previous lessons.



Make sure that students understand your language of instruction and commands. Try to be consistent. Teach such phrases as:

“Work in pairs/twos/threes.”

“Work with the person sitting next to you/behind you/in front of you.”

“Get/split into pairs (now) please.”

“If you want any help, raise your hand.”

“Look.” “Listen.” “Be quiet.”

Team-demonstration of activities is usually quite effective. As the students can actually see the procedure, less spoken instruction is needed.

### ***Grouping***

Probably the easiest way of grouping the students is to letter or number around the class “A, B, A, B...” (or A, B, C, A, B, C...). Make sure the students know their own letter or number and check by asking all As to raise their hands, then all Bs. Clarify your instructions by lettering yourself “A” and the JTE “B”, and illustrating the activity in front of the whole class.

Another way is to ask students to work with the person sitting near them. Be specific. Do you mean next to them, behind them, in front of them? Students will usually sit near friends. If you wish to vary the grouping in order to change the classroom dynamics, it often helps to be totally arbitrary. Ask students to line up quickly, from tallest to shortest, and letter off. Alternatively, line up according to birthdate, January 1 to December 31, and letter off backwards. If you have boys and girls together, check that the assignment is quite suitable and will not create embarrassment for either party. This would in itself be a barrier to language learning.

### ***Cheating***

This is the occupational hazard of small-group activities. Some students will try to cheat by using Japanese or revealing “forbidden” information. Move around the room so students are aware that they may be caught. Let them realise that although such activities are more relaxed and fun than their conventional lessons, they are not simply games.

One preventative measure is to place bags on desks as a barrier over which pairs must communicate information hidden from each other. Another is to have students sit back to back and speak over their shoulders to each other. Otherwise, suit your incentives to your group. Try introducing a competitive element, e.g. points for correct solutions or rapid completion of the task set.

## Spelling/Vocabulary Activities

### SHIRITORI

#### DESCRIPTION

One student begins the game by saying any word he or she can think of. The next student must make a new word using the last letter of the previous word as the first letter of his/her word, e.g., Help - Plan-Now-Wig-Gateball-Love. (Shiritori actually means “taking the end/bottom” in Japanese.)

To play the game with individual players, have all the students stand. If a player cannot think of a word in the given time limit, he or she must sit down (sound effects for the “buzzer” are a big hit!). The last player standing is the winner.

#### OPTIONS

- 1) Divide the class into teams and have them race to write their word on the blackboard. Check for spelling later (Be careful if there is a teacher’s platform - they can be student killers!).
- 2) The team must write a sentence using all the words they have written.

#### MATERIALS

None, or blackboard & chalk.

#### REMARKS

Good because students know the rules. Good as a warm up or as a review of previously learnt vocabulary.

### HOW MANY WORDS IN A MINUTE?

#### DESCRIPTION

Make each row of students one team. There should be six or seven teams. Give the first person in each row a piece of chalk and have them come up to the board. Give them one minute to write all the words they can think of beginning with a certain letter. The teacher calls out the letter and times the students. At one minute yell “STOP!” Give one point for each correctly spelled word. They sit down and the next set of students comes up to the board. Use a different letter for each set of students.

#### OPTIONS

This game may be played as a relay. One student writes a word and then runs back and hands the chalk to the next one in line. (It might be wise to move the desks back for this one.)

#### MATERIALS

Blackboard & chalk.

## HOW MANY WORDS CAN YOU MAKE?

### DESCRIPTION

A fairly long word, e.g. "DICTIONARY", "SOUTH AMERICAN", or "SURPRISING", etc. is written on the blackboard. Players try to make as many other words as they can, using any of the letters in that word. They may not use any letter more often than it occurs in the original word (e.g. "DICTIONARY" has 2 "i"s so the new words may contain 1 or 2, but not 3 "i"s). Other suggested words are: GENERALISATIONS, DEMONSTRATE, or NATIONALISTIC.

### OPTIONS

The winner may be judged by the total number of words alone, or extra points may be awarded to players who find a word that no other student finds.

### MATERIALS

Blackboard & chalk, pencil & paper. (For more advanced students, and with a longer time limit, dictionaries may be used.)

### REMARKS

Try it with seasonal themes (e.g. Happy New Year, Merry Christmas).

## WORD ASSOCIATIONS

### DESCRIPTION

Decide on a topic for any kind of word association, e.g. WINTER, SPRING, SUMMER, AUTUMN. You say a word associated with one of the seasons (e.g. swimming). A student should answer, "SUMMER." This can be played using many examples and applying them to a sentence or grammar pattern.

Example: "Do you go skiing in the winter?"  
"What do you do in the summer?"

### OPTIONS

For high level students, you can give the topic (e.g. WINTER) and each student must give a word related to that season.  
The topic can be changed for each row of students.

## FIZZ-BUZZ

### DESCRIPTION

This is a simple counting game. Instead of saying three, multiples of three, or numbers containing three, the student must say "fizz". Seven is likewise "buzz". A number like 21 or 27 is "fizz-buzz" (the latter is divisible by three and contains the number seven). Students count one after another, in sequence. It is advisable for you to write out the correct answers for yourself before the game!  
Great for enthusiastic students.

## CATEGORY GAME

### DESCRIPTION

Divide the class into several small teams (e.g. each row, front to back.) Have the first member of each team stand up (e.g. first person in each row). Ask a question to which there can be many appropriate answers (see below for examples). Students raise their hands to answer and can sit down if they answer appropriately.

Set a time limit, e.g. 5 seconds. If they can answer within the time, their team(s) gets a point. Go on to the next group (the second person in each row). The team with the highest number of points wins.

### REMARKS

Setting a short time limit speeds up the pace and ensures that each student has to participate. Counting 5-4-3-2-1 out loud and adding a loud "time's up" buzzer sound effect adds to the fun.

Example:

- Name something you can read.
  - newspaper, book, article, comic, calendar, letter, test, etc.
- Name something that runs.
  - person, motor, horse, clock, water, etc.
- Name something on or in your head or face.
  - eyes, ears, mouth, brain, hair, skin, pimples, etc.
- Name a colour.
  - red, orange, yellow, green, purple, brown, etc.

## VEGETABLES & THINGS

### DESCRIPTION

Have each student draw a box (see below) and a name or word with four different letters written across the top, one letter per box. The entire class uses the same letter across the top. Down the left side are four categories: fruits, vegetables, flowers and animals. The students fill in the boxes with words that begin with the letters at the top and are in the same class of nouns indicated on the left.

	<u>C</u>	<u>A</u>	<u>R</u>	<u>T</u>
Fruits	cherry	apple	raspberry	tangerine
Vegetables	carrot	artichoke	radish	tomato
Flowers	carnation	azalea	rose	tulip
Animals	cat	ape	rat	tiger

### OPTIONS

Be creative! Use different categories (e.g. countries, food, clothing, colours, transportation, etc.).

### MATERIALS

Paper, pencil, and dictionary.

### REMARKS

Make the boxes big. Good activity for English clubs.

## SCRAMBLED WORDS

### DESCRIPTION

This is a spelling game in which the students are given lists of words, but with the letters scrambled. The students must rearrange them to find the original word.

If the class has been working on a certain category of vocabulary items, such as food, furniture, or parts of the body, or a season or holiday is coming up, you may want to concentrate on this area for review purposes.

Example:      Parts of the Body:  
                 KALEN (ankle)              THRAE (heart)              GIRENF (finger)  
                 STRIW (wrist)              WOBLE (elbow)              CHOMATS (stomach)  
                 RULEHODS (shoulder)      WEREBOY (eyebrow)      SITAW (waist)

### SCRAMBLED SENTENCES:

me the in works shop girl for flower.

The girl in the flower shop works for me.

### REMARKS

Fun to use as a review. Good to use many times. Adapt vocabulary to make it relevant to the text.

## CONCENTRATION

### DESCRIPTION

First, get into a circle and demonstrate the following: rhythmically and slowly, strike your lap once with your palms, clap once, snap your fingers twice. Explain that everyone does the first two together, but on the snap, each person in turn must say a word loudly and clearly. If someone loses a beat, repeats a word, or cannot think of a word, they are out.

You can also try this with numbers. Have the students number off. In place of saying a word, the first student must say his number and another of his choice, e.g. snap-snap (1,6); snap-snap (6,13); snap-snap (13,17), etc. You may not call a number next to yours or the number of the person who has just called on you. After sufficient practice, you can eliminate those who make a mistake. Calling an eliminated number also means "out".

### OPTIONS

For advanced classes, limit the words to a category. The speed and verbal-only nature of this game can be a bit daunting for beginners. You may wish to write out the words, and tape them to the front of the desks so that everyone can see the vocabulary the others have. The written words will help the students remember what words they can use, but they will have to memorise a few of the words, because the speed of the game will not allow time for reading the words. Instead of eliminating the students who miss out, have them change seats so that they stay in the game and yet cannot just memorise one word and get by.

## ALPHABET GAME

### DESCRIPTION

Prepare a double set of alphabet cards (in two different colours if possible). Make two teams and give each student a card (give all extra cards out, too!). Call out a word, or even better, a short sentence. Each team must line up in the correct order to make the word or sentence. The first team to yell "Got it!" is the winner. Be sure to check for spelling and proper punctuation. Also, try to see that all students can participate in at least one sentence each.

Example: I like English.  
Do you like tennis?  
English is fun!

For this set of sentences you need:

D(1) E(2) F(2) G(1) H(1) I(3) K(1) L(2) N(2) O(2) S(2) T(1) U(1) Y(1) !(1) ?(1) .(1)

### OPTIONS

Push desks to the sides of the room, mix cards face-up on floor, blue in one area, red in another, and work from there. This works best in smaller classes. For large classes hand each student a card. It is also possible to play grade-against-grade in the gym.

### MATERIALS

Alphabet cards. List of all possible sentences with that letter set. Two sets of cards preferably in two different colours.

## FIND THE UNRELATED WORDS

### DESCRIPTION

Call out a set of four words, e.g. dog, cat, paper, horse. The students must identify the unrelated word.

This can be adapted to all levels by choosing the appropriate vocabulary and categories.

Example: cow, horse, elephant, chicken (farm animals)  
green, hamburger, blue, red(colours)

### OPTIONS

This can be played in teams with the first to call out (or run to the board and write) the unrelated word. Keep scores.

### MATERIALS

Prepared list of word sets.

## ENGLISH HAIKU/TANKA

### DESCRIPTION:

This activity is suitable for intermediate/advanced level students.

As elementary students, many of us learned about the beauty of Japanese poetry. We tried our hand at it in English by counting out the syllables for each line.

5/7/5      Haiku

5/7/5/7/7      Tanka

Teach your students how to check the syllable count in an English dictionary if they're unsure. Also, simplicity is the key to success!

Tell them to relax and use words that they know and understand (however, new words are fine).

### OPTIONS:

Limericks:    humorous; 5 lines; lines 1,2, & 5 rhyme; lines 3 & 4 rhyme.

Diamond:    5 lines; line 1 and line 5 are antonyms; lines 2 and first half of 3 describe line 1; second half of 3 and line 4 describe line 5...

DULL,  
GREY, LIFELESS,  
BORING, MUNDANE, TINGLING, DYNAMIC,  
THRILLING, VIVACIOUS,  
EXCITING.

## MY BOOK

### DESCRIPTION:

Have the students write a simple story in English according to their ability (e.g., "My Life", "My Dream", fantasy tales, mystery, adventure, etc. Whatever the students wish to write about.)

Make illustrations on paper arranged as pages. Each page can have only a few sentences on it. Then make an eye-catching cover complete with title, author's name, date.

Then, when each student has made at least one book, create a classroom library where they can read and enjoy each other's stories.

A subtle way to get students to read extra materials other than the textbook!

## OBSERVATION

**DESCRIPTION:**

This activity is suitable for intermediate/advanced level students. Draw some pictures of yourself, or bribe some creative, manga-crazed students to do the job. Divide the students into small teams and have them write lots of sentences about the picture. (You can determine the number of sentences according to ability.) Afterwards you can ask several students to describe the picture according to their sentences.

**OPTIONS:**

This can also be an oral exercise, where each student must make a statement out loud about the picture.

**MATERIALS:**

Pictures (either big enough for all to see or enough copies for all), paper & pencils.

## MY DICTIONARY

**INTRODUCTION:**

With this activity the students get a chance to make their own English-Japanese dictionary using words from their lives inside or outside the classroom. In recent years there has been a major influx of English into mainstream Japan. This activity allows students to learn some of the new English words that they are constantly surrounded by. It is also one of the truest forms of a student-centred activity, allowing students to take control of and personalise their own learning. This activity can last for the duration of a term (semester).

**PROCEDURE:**

At the beginning of the term, make and hand out a dictionary worksheet. During class choose one or two students to introduce a new English word. The new word can be any English word that the student chooses and may come from any source (e.g. favourite song, TV commercial, advertisement, etc.) except from the textbook. At the end of the term administer a test using words that have been presented by the students.

**THE DICTIONARY SHEET:**

- “Word” - the new word being introduced.
- “Meaning” - the meaning of the new word in Japanese.
- “Sentence” - an example sentence using the new word.
- “Notes” - where the student found the word and any other notes about the new word that the students wish to record.

## Miscellaneous



## **SPELLING BEE**

### **DESCRIPTION**

Divide the class into two teams. Have them stand in two lines facing each other. Stand at the front of the room between the two teams.

Reading from a prepared list of words, give the first student a word to spell. The student must repeat the word, spell it, and then repeat the word again. If the word is spelled correctly, the other team will be given a new word. If the word is misspelled, the other team is asked to spell the same word.

When a word is misspelled, that person must sit down.

A word may go back and forth several times until it is spelled correctly. The last remaining student represents the winning team.

### **MATERIALS**

Prepared list of words.

### **REMARKS**

Remind the students that capital letters must be mentioned when appropriate, e.g. “English” - “Capital E-n-g-l-i-s-h” – “English.” This is an excellent activity to review vocabulary from earlier lessons.

Good only for active, interested students; be prepared to change activities if it doesn’t work.

## **WORDS FROM PICTURES**

- Using magazine pictures, select 5-10 fairly large and detailed pictures, i.e. pictures that show a great number of things. Mark the pictures A, B, C, etc.
- Divide the class into small groups of 8-10. It might be best to have them turn their desks to make a “table”.
- Assign each group a picture and put it where it can be easily seen by all group members.
- Tell each student to write down the names of things beginning with the letter marked on the picture. After a reasonable time limit, assign a leader to supervise the checking of word lists.
- The student with the longest correct list wins for each group.

### **OPTIONS**

This can be played as a group effort, group against group. It can also be repeated by switching the pictures, or by changing the letter for each picture.

### **MATERIALS**

Assortment of pictures, paper & pencil.

## WHAT'S MISSING FROM THE TABLE?

### Aims

To review simple vocabulary.

### Materials

Teacher's desk, various objects (e.g. pencil, pen, plastic fruit, etc...)

### Explanation

Split the class into two teams. Put about twenty objects the students already know on the teacher's desk. One member from each team comes to the front of the class. Without the students looking, remove an object from the table. Student A turns round and identifies which object has been removed. Student B in the meantime must sing the alphabet song as many times as possible. When the removed object is identified, student B stops singing. Student B's team receives one point for every time the song is sung. The team with the most points is the winner.

## OBSERVE AND REMEMBER

### DESCRIPTION

(For first-year JHS students, use easy vocabulary. Keep it simple with about six pictures at a time. You can also show the students individual cards with a picture on one side and the word on the other to review the words before trying the chart.)

Play this game with either a collection of small objects or a chart with pictures of things the students can identify (in English). Place the objects or chart at the front of the room and give the students a set amount of time (maybe two minutes) to look at them/it. After they have returned to their seats, tell them to take out paper and pen, then either individually or in groups, have them write down the names of as many of the objects as they can remember. (The objects or chart should be covered at this time.) At the end of the set time limit (five minutes is good), let the students check their lists and whoever has the longest list is the winner.

### OPTIONS

Another way to check the list is to hold up each item and have the students identify it in English. You can also have the students read from their lists and pull out each item as it is called.

### MATERIALS

Chart (words or pictures) or a collection of small, easily identifiable objects, paper and pencil.

### REMARKS

The number of items, the objects themselves, and the time should be appropriate for the class level. Beginners: 12-15 items; Intermediate: 15-20; Advanced: 25-30.

## Listening Activities

### FRUIT BASKET

#### DESCRIPTION

Have the students move the desks, and put the chairs in a BIG circle. Write four or five names of fruits on the board, practice the pronunciation of each, then walk around the circle and give each student the name of a fruit. Then call out the name of a fruit, for example, "APPLE". All of the "apples" must switch chairs. Have one less chair than students, so that one student will be left standing. Have that person call out the next fruit name, and so on. If "fruit basket" is called out, all students must change chairs. Many students already know the game, so it won't be difficult to explain.

#### OPTIONS

This can be adapted to any category, for example, "Body Basket", "Colour Basket". Full sentences can be used, instead of fruit names or colours, for more advanced students.

*Example:* All girls who like natto.  
All boys wearing white socks.

#### MATERIALS

Chairs, in a BIG circle!

#### REMARKS

This is a good way to end a class.

### TRUE/FALSE

#### DESCRIPTION

Write YES and NO (or TRUE and FALSE) on the board or attach signs. Divide the class in half and have them move their desks to the side or back of the room. Give the first person at the head of each line a piece of chalk. Ask a YES or NO question. For example: "Is today Friday?" or a true/false statement: "I am a boy." The first person to circle the correct answer wins a point for his/her team.

This game can be made very simple for beginners (e.g. "This is a book" or "Is this a pig?") or it can be made more difficult for advanced students (e.g. "Is the capital of England New York?").

Useful for practicing recently acquired vocabulary.

#### OPTIONS

Try minimal pairs such as cap/cup, bat/bag, rabbit/racquet, etc. Instead of YES and NO, use TRUE and FALSE. Have students sitting. They raise hands to answer. The first to do so can give the answer.

#### MATERIALS

Blackboard & chalk.

## CIRCLE THE WORD/NUMBER

### DESCRIPTION

Write the names of classroom objects, animals, fruit, minimal pairs, etc. (according to class level) on the blackboard. Give the student at the head of each row a piece of chalk. Call out a word on the board. The first to circle the correct word wins a point for his/her team. You can also try giving hints. For example: "I \_\_\_ to school at eight". The word "come" should be circled. For minimal pairs it is better to say the word.

This game teaches students to identify objects' names, and associate sounds with spelling.

### OPTIONS

With higher level classes, use minimal pairs and use the time as pronunciation practice as well. Instead of words use numbers. With some classes you can mix the numerals with spelled-out numbers (e.g. 1,2,3, four, five).

### MATERIALS

Blackboard, chalk & imagination

## NUMBER GAME

### DESCRIPTION

Prepare a number diagram and make enough copies for all students. Call out the first number (next to the starting point). Have the students circle (or otherwise connect) the numbers as you call them out. Have them guess, at any time, what the picture is. Make certain that the rules are clear. Give an example on the blackboard demonstrating how to check for the proper number (look on all sides of the previous number.)

This is a good listening comprehension test of minimal number pairs such as 30 and 13, etc.

### MATERIALS

Enough copies for all students, pencils & erasers.

### REMARKS

This is a very effective seasonal game. Especially good for elementary and junior high school students.

Make the picture interesting for the students.

## ENGLISH *KARUTA*

### DESCRIPTION

Divide the class into several teams of five or six members. You need a set of cards containing words or pictures for each team. Each set of cards must be identical.

The students should spread the cards out so that every member of the team can see them. Then you call out a sentence or word and the students must find the corresponding card.

In the case of beginners, you will want to write the word underneath the picture and write the first letter of the word on the back of the card. With more advanced students use cards that have only the picture on them.

You can also call out a letter and have students find the card whose picture begins with that letter.

### OPTIONS

You can make this a team competition or individual competition. The former involves awarding points to the first team that finds the card, and the latter, awarding points to the individual who finds the card (in other words, there is a “winner” on each team).

### MATERIALS

Picture cards.

## WHISPER DOWN THE ALLEY

### DESCRIPTION

Divide the class into teams by rows. Try to have teams of equal numbers. According to the students' level tell them a word, phrase, or sentence - starting from the back of the class. Say the word or sentence to the last person in each row. Repeat it two or three times - BUT, say it quietly so the others do not hear. Better still, take the kids out in the hall when explaining the sentence; this will prevent the other kids from overhearing it, and create a sense of anticipation and curiosity with the remaining students that will improve the game atmosphere. They, in turn, must repeat it to the person in front of them, and so forth. The student in the front of each row then writes down what he or she heard. Scoring may be judged by speed and accuracy.

### OPTIONS

You can incorporate vocabulary words into your sentences, choose minimal pairs, tongue twisters, etc. Make the sentences fun and interesting!

e.g. Last Saturday I met a man with nineteen noses, six eyes, a red hat, and a pet pig.

### MATERIALS

Paper & pencil.

### REMARK

Try using the tongue twisters on the following page. On the spot sentences are less effective.

## TONGUE TWISTERS

- Betty Botter made a bit of batter and thought it better to add a bit of butter, but the bit of butter didn't make the batter better but made Betty Botter's batter bitter.
- Peter Piper picked a peck of pickled peppers. If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?
- Rubber baby buggy bumpers.
- Fred fled the flood in Florida.
- The rabbit eats red rice in the room on the right.
- She sits, she thinks, she sings.
- Let's listen to the lesson and look at the letter.
- A noisy noise annoyed the noisy oyster.
- Red leather, yellow leather.
- Round and round the rugged rocks the ragged rascals ran.
- She sells sea shells by the sea shore.
- Sam sawed six slick, sleek, slim, splendid saplings.
- A swan swam over the sea. Swim swan, swim! The swan swam back again. Well swum, swan!
- Theodore Throstle threw a thimble into a thicket of thistles.
- I thought a thought, but the thought I thought wasn't the thought I thought I thought. If the thought I thought I thought had been the thought I thought, I wouldn't have thought so much.
- Unique New York. New York's unique.
- Whenever the weather is cold, whenever the weather is hot, we'll weather the weather, whatever the weather, whether we like or not.
- Which witch went west when the weather was worst?
- How much wood would a woodchuck chuck if a woodchuck could chuck wood? As many chucks as a woodchuck could chuck if a woodchuck could chuck wood.
- Oh really, Lily! You took Larry to the rally.
- This thick thistle thrived in that thicket.
- The sheik's sixth sheep is sick.
- The fool pulled the full pail out of the pool.
- Good blood, bad blood.
- Three grey geese in a green field grazing.
- Mixed biscuits, mixed biscuits.

## DRAW THE PICTURE

### DESCRIPTION

Select one student to come up to the board. Give the other students a copy of a simple picture or drawing. By rows (or randomly), have each student describe one part of the picture and its location to the student at the board. The student must recreate the picture according to the class directions. For example:

1. There is a house.
2. There is a tree to the right of the house.
3. The sun is shining above the tree.

### MATERIALS

Blackboard & chalk, enough copies of the picture for all students (except one!)

### REMARKS

This is a good game, works well for intermediate-level students.

If short on time, have all components of the picture drawn first. Then, if time permits, go back and refine the picture. For example, a student drew a 3-D house, but we can only see the front.

## DRAW A FACE

### DESCRIPTION

Explain the parts of the face and write them on the board (if necessary). For beginners, teach right/left, up/down, over/under, etc. Have one student come to the board and blindfold him/her. You draw a big circle for the face. Have a few students ask the student to draw the eyes, nose, ears, etc. Any student may join in guiding the blindfolded student by shouting out "left, up, down, etc."

## DRAW PARTS OF THE BODY

Similar to above, but have the students draw parts of the body. First teach them the basics, accept questions from them about parts of the body for which they want to know English (be forewarned this can be dangerous, and you may wish to prepare some appropriate dodges or euphemisms).

Then, divide them up into teams, pick one person from each team, and have them draw based on your commands. For example, "Draw ten faces," or "Draw a foot with ten toes".

At the end of the game, have the class vote on the weirdest or most creative.

## BINGO VARIATION: INTRODUCTION BINGO

Here's a chance for students to stretch their legs by moving around. This is also a great way to get to know their classmates! This definitely won't work with low-level students.

### Instructions

1. Each student asks lots of students in the class one question from this sheet.
2. He or she must ask each student a different question and write the students' names and answers in the correct box on this sheet.
3. When they have filled in all the boxes, they should return to their seat.
4. When the teacher calls out the name of a student they have marked down on their sheet, they should put an "X" in that box. When they have 5 "Xs" across, down, or diagonally, they have won the game. The student should raise his/her hand and say "BINGO!" to let the teacher know they have finished.
5. Since several students may have the same family name, they should write the first letter of that student's first name down with the last name.
6. When finished, they can keep the sheet to remember interesting facts about their classmates.

Hobbies (Name)	Hometown (Name)	From which Junior High? (Name)	Favorite singer (Name)	Age (Name)
Likes English? (Name)	Can swim? (Name)	Been to Canada? (Name)	Can play the guitar? (Name)	Has a pet? (Name)
Favorite subject (Name)	Likes to dance? (Name)	Favorite book (Name)	How many sisters? (Name)	Favorite color (Name)
How many brothers? (Name)	Believes in ghosts? (Name)	Favorite place in Japan (Name)	Likes ethnic food? (Name)	Favorite animal (Name)
Favorite movie (Name)	Has an overseas penpal (Name)	Likes Natto (Name)	Can ski? (Name)	Likes to talk with foreigners (Name)



## Communication Activities

### THE BUTTON GAME

**MATERIALS:**

A lot of old buttons, at least three or four for each student.

**VOCABULARY:**

Large, small, round, number of holes, square, thick, thin, all colours, with a rim, gold, copper, silver, bronze, fuzzy, felt, material, etc.

**OBJECT:**

To trade with a classmate and end up with four (or other decided number) buttons which are similar/identical.

Students must (in English, of course) trade among themselves and try to obtain 4 buttons which look similar. When trading, they must always trade one for one. Do not let them show their buttons to each other.

- Example:
- a: Do you have a big, red button.
  - b: Yes, I do.
  - a: What button do you need?
  - b: I need a gold button.
  - a: I'll trade you a gold button for your big, red button.

Then, A and B move on to other people.

### COLOUR CALL

**DESCRIPTION:**

Have the class stand in a circle. With a beanbag in hand, call out a colour and toss it to a student at the same time. That student must catch it and call out something of that colour. The student then tosses the beanbag to another and calls out a colour, and so on.

- Example:
- player 1: Blue! (tosses the beanbag)
  - player 2: Sky! (" " ")... Green!
  - player 3: Grass! (" " ")... Red!
  - player 4: Tomato! (" " ")...

**OPTIONS:**

Colours may be repeated, but the answers should be different. In a large class this could be played in teams. Have each team stand facing each other instead of using a beanbag.

**MATERIALS:**

Beanbag or some other small tossing object.

**REMARKS:**

This can be played by eliminating each student who repeats a word, gives a wrong answer, or no answer. This is perhaps good only for "keen" students. Be careful, as some students may pick on the weak students.

## WHERE IS SHE?

### DESCRIPTION:

The JTE has students make name cards (in *romaji*) prior to the ALT's visit. The ALT holds cards and asks "Where is \_\_\_?" The JTE tells the ALT how to reach the student, saying for example, "Go straight, turn left, stop, turn right, stop, turn around...". The ALT follows the JTE's directions and when he or she reaches the student, he or she hands over the nametag. Student should attach it to his/her shirt. After a few tries, the students might be able to give the directions. Following the student's directions, the ALT can give out all the tags. The JTE should stop the game every few minutes to review "directions" and to practice pronunciation (no katakana English!). This activity can be time-consuming, but fun. If there's not enough time try switching to the option below.

### OPTIONS:

Read out students' names. They must answer, "Here." Find them, hand them their nametags, and say, "Nice to meet you." Shake hands. They must answer "Nice to meet you, too!" Do not change the style of greeting; keep things simple.

### REMARKS:

Should names be said in Japanese? Be careful to specify first or last name.

## WHAT'S MY JOB?

### DESCRIPTION:

Teacher chooses a job.

Students must ask Yes/No questions to guess the job. Pre-teach new vocabulary.

Try to think of unusual jobs, e.g., sumo wrestler, robber, geisha, etc. By doing so, you can hold the students' attention. A mark incentive or time limit works well.

## JAPANESE IDOLS AND STARS

It helps tremendously to know the names of a few teen idol singers, stars, and sports celebrities. The students will be surprised and impressed that you know and are interested in the same things as they are. Even by just mentioning a few names, you can quickly inject some enthusiasm into a class. It is possible to structure whole classes by substituting the information you have on the stars for the usual textbook information. Or tap your creativity; dream up such possibilities as playing the “True/False”, or “Who Am I” games with data on the idols.

One thing to remember is that the information should be current.

In any case, a quick search on the Internet can provide you with current pictures, posters, and information.

### *Idol Game*

#### **Materials:**

Two large pieces of poster-board; markers (or blackboard and chalk).

#### **Procedure:**

First, divide the class into two teams. Choose one person from Team 1. That person must select one category, either Boys, Girls, or Cartoons. Then the same person selects one name from the category he or she has chosen. Lastly, the student must choose either a 10, 20, or 50-point question. Explain that 10-point questions are the easiest and 50-point questions are the most difficult. After selecting the question, the students listen while the teacher reads it out loud. Then, the team (as a group) can have a minute or two to discuss the answer, but the student whom the teacher originally chose should give the answer. If the answer is correct, the team receives the corresponding number of points. If it is not correct, the corresponding number of points is subtracted as a penalty.

#### **Variations:**

If one team is way ahead of the other, make the 50-point questions worth more. Make deals with the students. On the bottom of either the “Boys” or “Girls” card, enter your own name and make up some questions about yourself. After all, ALTs are stars, too! It’s a good way to see if the students understood your self-introduction.

#### **Application:**

This game works well with 2nd and 3rd year junior high school students. Use bright colours when making the cards. Be sure that they are legible. Pictures of the stars pasted next to their names make it even more fun. High school students are sometimes more interested in foreign singers and movie stars than Japanese idols. The game can also be made using foreign personalities.

Arrange the poster-board cards as follows:

<u>BOYS</u>	<u>GIRLS</u>	<u>CARTOONS</u>
SUZUKI Ichiro	MAEDA Atsuko	Sazae-san
ARASHI	Kyary Pamyu Pamyu	Doraemon
HONDA Keisuke	YAMADA Yu	Anpanman

## **BOYS**

### **SUZUKI Ichiro**

- 10 pts. Which team does he play for? (New York Yankees)
- 20 pts. What number is he? (31)
- 50 pts. For which team did he play in Japan? (Orix Blue Wave)

### **ARASHI**

- 10 pts. How many members are in this singing group? (5)
- 20 pts. What production company represents this group? (Johnny's Entertainment)
- 50 pts. What is the name of the group's eldest member? (Ono Satoshi)

### **HONDA Keisuke**

- 10 pts. Which team does he play for? (Cska Moscow)
- 20 pts. What number is he? (7)
- 50 pts. Is he right-footed or a left-footed? (left-footed)

## **GIRLS**

### **MAEDA Atsuko**

- 10 pts. Which band did she belong to? (AKB 48)
- 20 pts. Which team did she belong to? (Team A)
- 50 pts. What was her debut solo song? (Flower)

### **Kyary Pamyu Pamyu**

- 10 pts. What was her debut song? (PonPonPon)
- 20 pts. Where was she born? (Tokyo)
- 50 pts. What was her first job? (model)

### **YAMADA Yu**

- 10 pts. What is her husband's name? (Oguri Shun)
- 20 pts. Where was she born? (Okinawa)
- 50 pts. What is her mother's name? (Yamada Shintaro)

## **CARTOONS**

### **Sazae-san**

- 10 pts. What is her husband's name? (Masuo)
- 20 pts. How many children does she have? (One)
- 50 pts. Who is the voice for her? (KATO Midori)

### **Doraemon**

- 10 pts. What is Doraemon? (Cat-like robot from the future)
- 20 pts. What does he dislike the most? (Mice)
- 50 pts. What is his favourite food? (Dora-yaki)

### **Anpanman**

- 10 pts. Who makes him? (Jamu Ojisan)
- 20 pts. What is the name of Jamu Ojisan's dog? (Cheeze)
- 50 pts. What is the name of the girl he likes? (Melonpanna-chan)

## FIND SOMEONE WHO

**DESCRIPTION:**

For this game, the students must find someone who can say “yes” to the questions on a questionnaire. When they find someone who says “yes”, they should have that person write their name on the list (next to the statement).

Rules: Students must ask the questions in English.  
One student may sign the same paper only three times.

**MATERIALS:**

Example: A: Do you like ice cream?  
B: Yes, I do.  
A: Please sign my paper.

Example: A: Do you like baseball?  
B: No, I don't.  
A: Thank you.

_____	likes ice cream.
_____	likes professional wrestling.
_____	has an older brother.
_____	has been to another country.
_____	is wearing blue socks.
_____	likes English.
_____	has a birthday in October.
_____	wears glasses.
_____	doesn't like natto.
_____	has a pencil case with no English on it.
_____	likes baseball.
_____	likes this game.
_____	has climbed Mt. Fuji.
_____	is a good cook.
_____	has a cat.
_____	watches sumo tournaments on TV.
_____	likes to draw pictures.
_____	doesn't like mathematics.
_____	has a younger sister.

**REMARKS:**

Set various limits to create different games: for example, use only “like” sentences or use only “have” sentences, etc.

## QUIZ GAME

Divide the class into teams and ask the following questions, awarding points for correct answers.

### *Japanese History*

- Name one ancient capital of Japan.
- Name the period that Japan was closed to the world.
- Who wrote the Genji Monogatari?
- What was the period between 794 and 1185 called?
- What title did Yoritomo give himself?
- What prefecture was the last to join Japan?
- Who is the person on the 1000 yen bill?

Answers: a) Kyoto; b) "sakoku"; c) Murasaki Shikibu; d) Heian 794-1185; e) "seitai shogun",  
f) Okinawa; g) Natsume Soseki

### *Sports*

- What game has 4 bases, a pitcher and catcher, a ball and a bat?
- What game is played with long sticks with nets on the end of them, small balls and a field?
- What game uses a flat disk which is thrown from person to person?
- What sport uses snowy mountains?
- What sport uses heavy weights and chalk?
- What sport is Akebono known for?

Answers: a) baseball; b) lacrosse; c) frisbee; d) skiing, snowboarding; e) weightlifting;  
f) sumo

### *Animals*

- From which animal does beef come?
- From which animal does wool come?
- What animal does Harry Potter keep?
- What animal is black and white and eats bamboo?
- What animal is large, gray, and has a long nose?
- What is the tallest animal in the world? biggest?

Answers: a) cow; b) sheep; c) owl; d) panda; e) elephant; f) giraffe, blue whale

### *Food*

- From which fruit are wines produced?
- What is cheese made from?
- Name one type of sushi that started in the U.S.A.
- Which fruit is red outside and white inside?
- In the U.S., what kind of meat is eaten on Thanksgiving Day?
- Which fruit is New Zealand famous for?

Answers: a) grapes; b) milk; c) California Roll; d) apple; e) turkey; f) kiwifruit

As an alternative play this game in the "Jeopardy" style i.e. give the answers to the students and have them think of the questions.

## TALKING TO FOREIGNERS

### DESCRIPTION:

Pre-teach the following phrases using a variety of examples:

**What is *mochi* made from? “It’s made of.....”**

**What does *Kodomo no hi* mean? “It means.....”**

**When is the *Tanabata* festival? “It’s held on.....”**

**Do I have to take a gift? “You don’t have to.....” “You should.....”**

Give the small groups a “talking to foreigners” board game. Students play in turn by throwing a dice. Another student adopts the role of “foreigner” and asks the question landed on.

### MATERIALS:

Make up a simple board game with the following suggested questions:

What kind of food is served at an *Izakaya* restaurant?

Do you eat any kind of special food at New Year?

What is *sake* made from?

How high is Mt. Fuji?

What is special about the water at *Kiyomizu* Temple?

What is *shochu* made from?

What is *tempura*?

What is *natto* made from?

Where can I buy a *yukata*?

How fast does the bullet train go?

What is special about *Tanabata*?

What can I see if I go to Kyoto?

What is *o-bento*?

What does *Keiro no Hi* mean in English?

Do I have to take my shoes off in a restaurant?

What does *Bunka No Hi* mean in English?

What do Japanese people do on New Year’s Day?

What is *Setsubun*?

What is the specialty food in Fukuoka?

What do people do at *Obon*?

What is *tofu* made from?

What kind of souvenirs should I buy?

What is the national sport of Japan?

What is *Kabuki*?

What do people do at a *hanami* party?

What is *daikon*?

What does *Hinamatsuri* mean in English?

What is *ramen*?

Why do people throw beans at *Setsubun*?

What is a *kotatsu*?

What is *shoji*?

When do people wear *kimono*?

What do people do at Christmas time in Japan?

What kind of food is served at *yakitori*?

Should I take a gift to the host of the party?

## IMITATE THE PICTURE/PHOTO

### DESCRIPTION:

Split the students into teams. Choose the appropriate number of students from one of the teams as are in the picture, and send them to the front of the room. Then show the picture to the remaining students on the team and have them give instructions to the students in front so that the students in front are in the same pose as the picture. Do not allow the advising students to describe or show the picture to the rest of the students, or to go to the front and touch or move the posing students. Just have them advise the students in front how to pose. Give prizes to teams for closest pose; can be quite humorous when students learn photo is of animals!

### MATERIALS:

Photos of a group of people or animals from a magazine.

## WHO AM I?

### DESCRIPTION:

Students are given 20 questions to guess who the person you are thinking of is. They can either ask YES/NO questions or more specific questions, such as “What colour hair do you have?” or “What country are you from?”

Famous leaders, movie stars, pop idols, athletes, classmates, etc. are appropriate.

### OPTIONS:

You can have the students take turns at being “someone”, or have them play in small groups taking turns at being the star.

### REMARKS:

Make this more exciting by really acting your part!

### VARIATION:

Divide the class into two teams and assign each a name. First tell the kids that you will give them hints about a person, place, or things. If they can guess “who I am” after the first hint, award their team five points. If they cannot guess, give the second hint, which is worth four points etc. Here are a few to give you a good start. You can think of some more of your own.

### MICKEY MOUSE

1. My girlfriend’s name is Minnie.
2. I live in Disneyland.
3. Donald Duck is my friend.
4. I have big, round ears.

### SANTA CLAUS

1. I am a fat man with a white beard.
2. I am very busy at Christmas time.
3. I wear a red suit.
4. I have nine reindeer.

### THE OLYMPICS

1. I am an event that started in Greece.
2. In Japan, I was in Tokyo, Sapporo and Nagano and my symbol is 5 rings.
3. People from all over the world come to me.
4. I have a summer and winter part.

### ICE CREAM

1. I am a food that you lick.
2. Eat me fast, or I will melt.
3. I am soft and cold.
4. I come in vanilla and chocolate flavours.



## WHAT'S IN THE BAG?

### DESCRIPTION:

Put several objects in a bag (coin, ball, pencil, etc.) and have the students ask you Yes/No questions to determine what the object is (have one object in mind per set of questions). For junior high, write and practice appropriate sentence patterns. These patterns often parallel the grammar in their textbook and teach them how to narrow down the choices with their questions, e.g. "Yes, it is a coin, what KIND of coin is it?"

Another way you can play this game: put the objects out on a desk and go over the names of each. Put them back in the bag and then have one student come to the front and choose an object from the bag (only you and the student know which object). Have the class ask questions to find out which object was chosen. Prepare cards with the kind of questions they should ask, e.g. What colour is it?

### OPTIONS:

What shape is it? Can you eat it? Use the cards as "cue cards".

Here are questions that high school students could use:

- Tell me about \_\_\_\_.
- Is it \_\_\_\_? (small, heavy, etc.)
- Is it bigger than a \_\_\_\_?
- Is it made of \_\_\_\_? (wood, paper, etc.)
- Is it smaller than a \_\_\_\_?

### MATERIALS:

Objects, bag, cue cards.

### REMARKS:

Good game. Works with many different levels and types of students.

## Writing Activities

### DRAW A PICTURE/WRITE A STORY

**DESCRIPTION:**

Draw a humorous picture on the board (or have a student draw one). Each row of students is one team. Each student, in turn, writes a sentence about the picture and then passes the paper to the student sitting behind him.

Each row must write a story about the picture, (i.e. they must read the sentences written by the previous students and build on them so it is not just a series of unconnected sentences)! The first row to finish wins - also be sure to reward creativity and logical story-lines.

**MATERIALS:**

Blackboard & chalk, or a prepared picture, paper & pencil.

**REMARKS:**

Let all rows finish their stories (set a time limit) and then read them out loud to the whole class. Again, stress the idea of story writing and not just sentences.

### HUMOROUS “GUIDE TO OUR TOWN”

**DESCRIPTION:**

This activity is creating a brief, not so serious, but accurate account of the history, sightseeing spots, and *meibutsu* (local specialty) of your town in English. Include an easy-to-read map marked with the places described.

Keep it lively and entertaining.

Write about the cafe with the best cheesecake, the new handsome dentist in town with no appointment necessary, the local teen hangout, etc.

## ENGLISH BULLETIN BOARD

It is extremely simple to set up an English bulletin board as long as you have a few resources and a bit of time on your hands. With the list of resources given below, you should be able to be on your way in minutes.

First, ask one of your teachers to let you use a space in the school for your bulletin board. It should be somewhere that all students can access and that they are likely to walk past. I was lucky enough to be given one of the doors to the teachers' room - prime real estate!

Then, plan your attack. You can include various sections in your bulletin board.

### 1. Sections

- **News** - cut out short articles or interesting pictures from an English newspaper or magazine. If you can get your hands on a copy of kids' magazine from the U.S., your life will be made a lot easier.
- **Sports** - cut out pictures of athletes (NBA players are a big hit in my school) and articles from English newspapers or magazines.
- **Stars** - use newspapers and magazines to make displays about current stars in Japan and abroad. There is at least one English teenybopper magazine in Japan that would do the trick here.
- **Fashion** - use fashion magazines to show different fashions in your home country and Japan.
- **Discover a New World** - make up interesting units on different (perhaps English-speaking) countries around the world (see the section on home country organisations later in this book).
- **Comics** - display comic strips or comic book excerpts from your home country.
- **Special Guest** - make a display about one of your fellow ALTs. If possible, arrange for that ALT to visit your school at some point.
- **What's Cooking** - post easy recipes from your home country or elsewhere.
- **Student's Corner** - display students' work.
- **Activities** - use some of the resources listed below or later in this book to help you create new and interesting activities once a week (or whenever you visit a particular school), once a month, or once a year. The activities can be based on a theme (e.g. holidays), or a grammar point, or they can be completely random (my choice). I use large envelopes cut in half and taped to the wall to hold the activity sheets.  
Give the students stamps or seals or something to motivate them to do the activities. One idea could be to give the students stamps from the ALT's country which they paste onto their English class "passports".

Here are some ideas for activities you can include. Samples of many of the following activities are available through this *Teaching Materials Collection*:

*Crossword Puzzles*

*Word Search Puzzles*

*Correction Exercises*

*Analogies Games*

*English Test Preparation Activities*

*Fill in the Blank Quizzes* (correct form of word)

*Multiple Choice Quizzes* (definitions)

*Creative Writing Exercises* (using comics, for example)

*Matching Games* (opposites, translations)

*True or False Quizzes*

*Holiday Activities*

*Follow the Numbers Pictures*

*Scrambled Words*

*Hidden Pictures Games*

*Categories Game*

*Break-the-Code Games*

- **Understanding Each Other** - put all of those culture books that you bought before you came over to good use. Write or photocopy a short passage each week that will help explain the differences between your culture and the Japanese culture.

- **Let's Enjoy Casual English** - find an *Eikaiwa* (English Conversation) book in your local bookstore. Then photocopy a page and cut and paste to separate the English phrase from the Japanese translation. This can be applied to an activity (stamps, or whatever) or just a display (my choice).
- **Translation** - give the students a word, *kanji*, sentence, paragraph, story, etc. to translate.
- **My Country** - use pictures and tourist books from home to explain about your home country. Compare your home country to Japan.

## 2. Resources

Before you even suggest that you want the space, you should make sure that you have enough stuff to stick up there. Here is a list of resources:

- **Newspapers** - (for News section)
- **Magazines** - (for the News, Sports, Stars, or Fashion sections) Try to find a magazine with lots of pop stars and movie stars that the students will know.
- **Picture Books** - (for decoration) Ask any Japanese teacher if one of the teachers in the school has a book that just contains pictures. Someone will have one. This book will aid in making both your bulletin board display and your activities look fun.
- **Stuff** left behind by the former ALT in your town. The former ALT in my town left behind a pile of English teaching materials in my apartment.

## EXPRESSIVE READING

Read the following sentence. Place the accent or stress on a different word each time you read it.

How does the meaning of the sentence change with emphasis in different places?

- THIS is a book.
- This IS a book.
- This is A book.
- This is a BOOK.

First read each statement without expression. Then read each one with the appropriate feeling.

- What a wonderful sunset!
- Watch out, Jack! It's hot!
- I'm bored and sleepy.
- What do you want? I'm busy now.
- He's terrible! I hate him.
- I've just heard about your brother's death. I'm very sorry.

Read the sentence expressing different emotions such as: happiness, jealousy, boredom, anger, disappointment, shock.

- You're very pretty.

How would you say the word "rain" in the following situations:

- You're walking without an umbrella.
- After a month-long drought.
- The weather forecast has failed again.
- It's been rainy for a whole week.
- You have to cancel your picnic.

How would you say the word "soba" in the following situations:

- You haven't eaten all day.
- You've had *soba* everyday for a week.
- You're on a diet.
- You have just eaten.
- You have never had *soba* before.

You hear a noise. How would you say "What's that?" if you were the following:

- A big, burly policeman.
- A woman who's had trouble with a peeping Tom.
- A child at the zoo looking at a new animal.
- A jealous wife looking at a blonde hair on her husband's shirt.

## MAKING VIDEOS

- Prepare the script. You can use your own ideas and/or reference book materials.
- Compile materials for the video using magazine pictures, advertisements, family pictures, books, cards, CDs (for soundtrack use), any other appropriate materials.
- The actual production of the video is not very difficult, unless no one in your school has any idea how to work the machines. In that case, perhaps the best thing to do is to encourage the teachers to have a representative of the company who made the machines come to the school and explain them. Emphasise that videos can be a very effective language teaching tool and can make the classes more interesting.
- Film the materials first in the order that they appear in the script. Then tape the script as you watch the previously taped materials. There is usually one teacher who handles the video equipment, and you can edit the soundtrack together and add any additional music, titles, etc.

One term, over a period of six weeks, a group of English Club members got together once a week with the aim of compiling fifteen minutes of “fun” viewing. The result was an amalgam of several items; a five minute mock newscast about school events, spiced up with NHK news jingles and synchronised bows; a five minute interview with one of the English teachers about his university days and, finally, a pop video.

By making listening comprehension checks, you can use the video in the classroom. One ALT commented that such use of video had an interesting side-effect on his first year students: not only were they lining up to appear in the next video, they also seemed to take it for granted that it was well within their ability to speak English into a video camera. It would appear that seeing other students speak English in the video made the students much more confident and less self-conscious.

## USING REALIA

Realia means real stuff. Real stuff is great; it keeps the students engaged, it makes your lessons more vibrant and interesting as well as easier for the students to grasp, and you can use real stuff to illustrate things like cultural background in new ways. Bringing objects into the classroom is one of the best ways to motivate your students. A mysterious looking bag seen at the start of the class will help set the atmosphere. Bring in items yourself, ask the students or teachers to bring things in, or dig around the school. Perhaps the drama club or the other departments have interesting things for you to “liberate”.

- Make sure that the objects, whether pictures or parrots, are large enough to be seen by students sitting at the back of the room.
- If you are intending to use the articles in a role play, make sure they are not easily broken. If they are of sentimental value, it would be better to keep the items for “eyes only”.
- When using posters of pop stars, check beforehand that the students know who you are talking about. You will soon see a generation gap when you receive blank looks after holding up a picture of The Beatles.

Some suggestions for items that have worked include: different types of food, blindfold, pictures of well-known pop stars, TV characters for “Who is it?”, noses, ears of the above for “Whose is it?”, large stuffed toys, telephones, all sorts of *omiyage* for show and tell, a plastic microphone for interview games, singing, etc., different hats, glasses, clothes, etc. to distinguish characters in role play. The best things are the totally freaky and weird. Remember the rule “Provoke a reaction, grab their attention, focus their energy.”

## INTRODUCTION: SONG AND MUSIC TECHNIQUES FOR ENGLISH LANGUAGE TEACHING

Teaching songs to younger children and to older students requires different techniques. Please see the “English in Elementary Schools” section for further ideas on teaching songs to younger children.

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D. Griffiee, Tokai Jr. College (Tokyo), S. Brown, Univ. of Pittsburgh (Tokyo), M. Helgesen, Univ. of Pittsburgh (Tokyo), J. Sauber, New Day School (Sendai)

**NB:** Ss - students; T - teacher; IPA - International Phonetic Alphabet.

### DRAWING DICTATION:

Before the Ss listen, T dictates a scene from a song. Example: “I Left My Heart in San Francisco”: “Draw a home. Draw a cable car...” Discussion of the drawing leads to the introduction of the song or provides the transition from the song to the next activity.

### PRONUNCIATION:

Receptive and Expressive: T first plays a song, Ss listen. Then T passes out text of song (can include IPA transcription for especially difficult parts). Ss listen, follow song with IPA and text. Ss then read the song. T responds by articulating the lines as the singer does. Ss attempt to match articulation.

### FILL IN THE GRID:

Ss listen for specific information: times, actions, etc.

### SINGING PERIOD:

Use a twice-weekly singing period to review vocabulary and to help Ss internalise the song(s).

### TEACHING (getting) STUDENTS TO SING:

The best way is to sing yourself. Sing the song over and over if necessary. Do not criticise the Ss, just wait until they work up their courage. In some classes, a toy karaoke microphone will lighten the mood, making it “safe” for them to sing. If the eye contact with other students is intimidating and if your room has windows, have Ss face the windows, singing to the buildings across the street, etc. Soon they will loosen up and turn around.

**DRILL 1:** Give alternatives for lyrics (like a multiple choice item); only one choice is grammatically correct. Ss choose which is correct either before or during listening.

**DRILL 2:** Give alternatives for lyrics, all of which are grammatical and meaningful. Ss identify the item used in the song.

**DRAW A PICTURE:** After or while listening, Ss draw a picture that is inspired by the song. They then discuss the pictures. This works especially well with instrumental music.

**SONG SURVEY:** Ss poll their classmates to find the favourites. Make comparisons within the class and with other classes.

**CATEGORIES:** Ss brainstorm 20 or more songs, then in small groups decide on categories for them. Groups compare categorisation (e.g., solo/duet/group; happy/sad; etc.)

**COUNT THE WORDS:** For a simple listening exercise, have the students count how many times they hear a particular word.

**PARTS OF SPEECH 1:** For words that can be used as different parts of speech, Ss count the number of time they are used as nouns, as verbs, etc.

**PARTS OF SPEECH 2:** “Cloze” a particular part of speech that is being studied. Ss either listen and fill in the cloze or work together before listening trying to predict what will go in the blank. They listen to check.

## BINGO

There was a farmer who had a dog,  
And Bingo was his name- oh!  
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O  
And Bingo was his name- Oh!

There was a farmer who had a dog,  
And Bingo was his name- oh!  
\_I-N-G-O, \_I-N-G-O, \_I-N-G-O  
And Bingo was his name- Oh!

*(Repeat 4 more times, each time leaving out one more letter of the name and replacing it with a clap.)*

## HEAD AND SHOULDERS

Head, shoulders, knees, and toes  
Knees and toes  
Head, shoulders, knees, and toes  
Knees and toes  
And eyes, and ears, and mouth, and nose  
Head, shoulders, knees, and toes  
Knees and toes

*(Repeat several times, each time omitting a body part and replacing it with a hum until you are humming the entire song.)*

## HOKEY POKEY

Put your (right hand) in  
Take your (right hand) out  
Put your (right hand) in  
And shake it all about.  
You do the Hokey Pokey  
And you turn yourself around,  
That's what it's all about.

*(Also: use foot, head, hip, whole body, etc...)*



## IF YOU'RE HAPPY

If you're happy and you know it clap your hands (*clap, clap*)

If you're happy and you know it clap your hands (*clap, clap*)

If you're happy and you know it,

Then you really want to show it<sup>1</sup>

If you're happy and you know it clap your hands (*clap, clap*)

If you're happy and you know it, stomp your feet (*stomp, stomp*)

If you're happy and you know it, stomp your feet (*stomp, stomp*)

If you're happy and you know it,

Then you really want to show it.

If you're happy and you know it, stomp your feet (*stomp, stomp*).

If you're happy and you know it, shout "hooray" (*"hooray"*)

If you're happy and you know it, shout "hooray" (*"hooray"*)

If you're happy and you know it,

Then you really want to show it

If you're happy and you know it, shout "hooray" (*"hooray"*)

If you're happy and you know it, do all three (*clap, clap, stomp, stomp, "hooray"*)

If you're happy and you know it, do all three (*clap, clap, stomp, stomp, "hooray"*)

If you're happy and you know it,

Then you really want to show it.

If you're happy and you know it, do all three (*clap, clap, stomp, stomp, "hooray"*)

Also try:

Hungry - Rub your tummy (rub-rub)

Sad - Cry Boo-hoo (boo-hoo)

Scared - Run and hide (oh-no)

Tired - Go to bed (snore)

Hot - Wipe your head (it's hot)

Silly - Run around (woo-hoo)

<sup>1</sup> This line is also often sung as, "Then your face will surely show it"

## OLD MACDONALD

Old MacDonald had a farm, E-I-E-I-O

And on this farm he had a cow, E-I-E-I-O

With a moo, moo here, and moo, moo there

Here a moo, there a moo, everywhere a moo, moo

Old MacDonald had a cow, E-I-E-I-O

(Replace animals and sounds: cat/meow, dog/bow wow, etc.)

## ROW, ROW, ROW YOUR BOAT

Row, row, row your boat

Gently down the stream

Merrily, merrily, merrily, merrily

Life is but a dream.

## THE UNIVERSALITY OF MUSIC

Japanese- *Ue o muite aruko* by Kyu Sakamoto American version- *Sukiyaki* by 4 P.M.

Background on song and singer- “*Ue o muite aruko*” is a song loved by many Japanese people. The singer of this song, Kyu Sakamoto, was tragically killed in a plane accident several years ago. Most students will be familiar with this song. Many students will be pleasantly surprised to learn that there is an English version of this song that was popular in the United States.

Activity Idea- Play the song “*Ue o muite aruko.*”

1. Ask the students if they know the song and whether or not they like it.
2. Ask them if they are familiar with the singer.
3. Tell them that there is an American song called “Sukiyaki” based on “Ue o muite aruko” that was very popular in the United States, especially in the 1980s.
4. Play the song “Ue o muite aruko”, then “Sukiyaki” for the students once.
5. Then, pass out handout with the words. Instruct the students to listen to the song again carefully and to select the correct words.

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**SUKIYAKI** performed by 4 P.M.

It's all because of **you/who**  
 I'm feeling **bad/sad** and **blue/flu**  
 You went away and now my life is just a rainy day  
 I love you so how much you'll never **know/show**  
 You've gone away and left me **only/lonely**

Untouchable memories seem to keep **haunting/holding** me  
 Of a love so **true/blue**  
 That once turned all my gray skies **blue/true**  
 But you disappeared and now my eyes are filled with **tears/years**  
 And I'm wishing you were here with me

Soaked in love are my thoughts of you  
 Now that you are **born/gone**  
 I just don't know what to do

\*If only you were here you'd wash away my tears  
 The sun would **mine/shine** and once again you'll be mine  
 All **mine/fine**  
 But in reality you and I will never be  
 'cause you took your **love/life** away **of/from** me

**Girl/Boy** I don't know what I did to make you leave me  
 But what I do know is that since you've been gone  
 There's such an emptiness inside  
 I'm wishing you'd come back to me

\*Repeat

Ah Baby you took your love away from me

---

SCORE:

\_\_\_/15

## Adult Classes

### INTRODUCTION

#### *Challenges*

Expanding the cultural horizons of adults is potentially more challenging than doing the same thing with children. However, you probably will not face as many linguistic barriers - the adults you work with will probably have better English and Japanese skills than the children you teach. The difficulties come in trying to overcome a lifetime of influences, most of which stress how different all other ethnicities, languages and cultures are from Japanese. From Godzilla movies, to documentaries and game shows on life overseas; from the standard practice of using manga cartoon voices for the voiceover of foreign movies, to television performers' usual hyperaccentuation of Japanese when imitating non-Japanese, adults may have imbibed decades of assurance that "foreigners" are unfathomable, and that Japanese culture, language and thought itself is inscrutable to all but the Japanese.

Patience, creativity and a sense of humour will help you greatly when you begin countering these several decades of influence with your two or three decades of what life has taught you about our common humanity. In the analogy of planting the seeds of cross-cultural education, you may only be "soaking the seed" to make it easier to germinate. Your successor may only help the seed to develop roots. It may not be until several generations of JET participants later that the first shoots appear above ground. It will serve you best to realise that some people may seem as hard-hearted at the end of your tenure as they do at the beginning, but you should not underestimate your contribution.

Of course, not all Japanese have been as influenced. Some are naturally more culturally aware than you are. And there will almost certainly be success stories- a housewife whose house is now the first home a foreign resident is invited to in town, a *kaicho* (department chief) whose complaints about *yokomoji* (horizontal/roman characters) grow infrequent after he develops a deep friendship with someone from his community's sister city, etc. Let these successes carry you on the days you feel the challenge is overwhelming. The activities which follow are a compilation of cross-cultural activities, some tailored to an adult audience, some for children, many applicable to both.

## Activities

### GETTING STARTED

#### *Warm-ups*

Always do at least one warm-up, even if the participants know each other. If necessary, do several. Things like your own self-introduction and splitting participants into groups can be done as warm-up games. Warm-ups serve three purposes:

1. Getting participants to relax, get to know each other, and be prepared to work in pairs or as a group.
2. Getting participants into an active frame of mind.
3. Introducing the topic, getting participants to start thinking about the issues.

#### *Reluctant Organisers*

If you have been asked to do a speech, the organiser might be uneasy that you're going to do a game instead. You can reassure them with a combination of:

1. Explaining the purpose of the activity, and stressing that it is educational.
2. Making it clear that you will be conducting a discussion afterwards based on the game (and that you're giving a talk after, if you are).
3. Telling them about other occasions when you have done activities like this, i.e. there is a precedent.
4. Telling them this is often done in your home country - after all, they probably invited you in order to promote "internationalization".

#### *Reluctant Participants*

If the participants are expecting a speech they, too, may be resistant to the idea of a game. Tell them you know it may seem unusual, but explain the objectives and also 1. to 4. above.

Participants may be nervous about being put on the spot or looking silly. Arrange the activities so that this won't happen, and reassure them about it - tell them that you're not a cruel person! If English isn't involved, make this clear right at the start.

Most people really enjoy doing the games once they give them a try, especially if you do lots of warm-ups to relax them. If it is a *kenshu* (work training), make the warm-ups as "serious" as possible and include questions related to the workplace or to them. For example, rather than doing an animal noises game to divide people into groups, you could use statistics for women in government (see the warm-ups section).

### WARM-UP IDEAS

#### *Your own self-introduction*

You can do this in quiz form, e.g. a multiple choice quiz that's handed to participants as they enter. As well as questions about yourself, your job and other necessary self-intro information, you can include questions about your country and a couple of general questions to introduce the day's theme. If doing multiple choice, you can make the "incorrect" choices to actual answers for other countries, including Japan.

#### **FORMING PAIRS**

**Matching Halves.** Each person gets half of something and has to make a pair by finding the person with the other half. The something could be a proverb from your home country translated into Japanese, a map, a word, an environmental problem and the name of the country which is the biggest creator of that problem, etc.

**String Pairing.** However many pairs are necessary, have that number of pieces of string. Hold them in your hand so the ends are sticking out and have participants take an end each. Let go. They pair with the person holding the other end of their string.

#### **FORMING GROUPS - Cards**

Give each person a card with the name of an animal. They cannot talk, but must imitate the animal

with noises or actions and find other people with the same animal.

### **FORMING GROUPS - Divide and Regather**

As above, but split each thing into several parts and people have to make groups. 2 things which work well:

#### **For older students, adults: Women in government.**

Using UN statistics, select a number of countries and the percentage of women members of the national government. Give out the country name and the percentages as for animal noise. First people join up with the same country or percentage, then they try to make groups by matching themselves up.

## PARTICIPANTS' SELF-INTRODUCTIONS

If participants do not know each other well, as might be the case at an English camp or similar activity, one or more of the following is essential before you do an activity. Examples are:

**Introduction Bingo (entire group)** - Make up bingo cards with something in each box like "Has been to karaoke in the last seven days", "Can say Thank You in Chinese", "Has a female *kacho* (section chief) or *kakaricho* (section head) in their office". Everyone has to find someone who fits the category, then write their name in the box - each person's name can go on a card only once. Have a card yourself and join in.

**Introduction "Taikai" (entire group)** - Tell everyone to stand and introduce themselves to as many people as possible. Stop them after a minute or two and ask them to see how far they are from their original seat. Most will be quite close to their "own space". This is useful if you want to encourage them to move around and mix a lot during the next activity - otherwise they probably won't be aware of how little they move about.

**Questionnaire (groups)** - Give each group a questionnaire to complete, asking how many people in the group live in X City, how many can make tempura, how many have the character "山" in their name, etc. The point is to get them to talk amongst themselves, but some kind of report back is necessary, for example with the questions down one side and "Group A", "Group B", etc. written across the top. You can include a couple of multiple choice questions that the group has to reach consensus on - e.g. the most useful second language to have in the 21st Century will be a) English, b) Chinese, c) Spanish, etc.

**Interview (groups)** - In pairs, participants "interview" each other about their workplace, hobbies, what they like most about their job, etc. Then each person introduces their partner to the group.

**Meishi (pairs, small groups)** - Each person makes an A4 size *meishi* (business card- see example below). Then, each person introduces themselves to their partner or other group members using the *meishi* as a guide. One of the items could be something to introduce you to them, e.g. "give one example of how you think Japan has become more international in recent years".

<b>Name</b>	<b>Hobbies</b>
<b>Workplace</b>	
<b>Draw a picture that represents you in some way - a self-portrait, a food you like, anything!</b>	
<b>What you like most about your job</b>	<b>Person you most admire</b>

## NAME MEMORISING ACTIVITIES

**Name badge hiding** - Get them to do the usual go-round-and-do-a-self-introduction activity. After they have finished, get them to cover their name badges with their hands, then recall as much as they can of their group members' names and other details. Most won't remember more than a couple. Go on to other self-introduction activities, and everyone will really pay attention.

**Catch** - Give each group a ball or something they can throw and catch. First the person holding the ball throws it to someone else and they say their own name. The catcher then throws it on to another person, saying their own name. After a bit, change - the thrower has to say the name of the person they're throwing to.

**Introduction Snowball** - The first person says their name plus a piece of information (e.g. what they're planning to do this weekend, their favourite food etc.). The second person repeats the first person's name and information, then adds their own. The third person repeats the first and second person's information, and so on. When you have gone once round the circle, make the first three people repeat everyone's information again.

## SHORT ACTIVITIES (15-30 MINUTES)

### **Get to Know a Potato**

Take along or arrange to have a big box of potatoes in the room - at least one potato per participant. Get participants in pairs, and ask each person to choose a potato. Give them a few minutes to get to know their potato and try to imagine its history (it comes from Hokkaido, from a small family farm, etc.), how it got all its marks, what its future might be. Each person tells their partner their potato's "story" and why they picked out that particular potato. Then all the potatoes are returned to the box. Mix them up a bit so the last ones aren't still on top. Then tell everyone to come back and pick the same potato out of the box again. Most people will protest that it is impossible, but everyone will probably be able to do it when they try. This leads to discussion about individuality, everyone not being the same even though they may appear so at first sight, cultural stereotypes (including cultural stereotypes about Japanese people in your home country), how hard it is to generalise and say that people in your home country are X or do Y or think Z.

### **Hidden Agenda Bingo**

Do this at the end of the self-introduction warm-up games, so people will think it is the same kind of thing. Give out Introduction Bingo sheets and explain the game. With some of the sheets have a slip of paper with a secret instruction telling the person to behave in a particular way throughout the game, e.g. to interrupt other people who are talking, or to stand extremely close to whoever they talk to. Play the game, then ask everyone how they felt about the "unusual" behaviour. This then leads to discussion about cultural differences, how something that's rude in one culture might not be in another, how it is harder to deal with if you do not expect or understand it, etc.

### **Proverb "Karuta"**

In small groups, each group is given one set of cards. Each card has half a proverb so they can be paired up to make about seven different sayings. The first halves are one colour and the second halves are a different colour. For an English class proverbs can be in English, otherwise translate them into Japanese. Try to make them so that any first half can go with any second half.

At first, the groups have all the cards and have time to think about which halves might go together to make the proverbs. Then they play *karuta* with only the second halves on the table. The first half of a proverb is read, and they all try to pick up the card with the second half. The person who picked up the correct card first keeps it and the next proverb is read. At the end, the one with the most cards wins.

For feedback and discussion, first check to see if everyone understands the meaning of the proverbs. What cultural values do they represent? Which values are also found in Japan? Are there any corresponding Japanese proverbs? Which values are very different? Are there any proverbs in

## DISCUSSIONS

### *Facts*

This activity (original ideas from “Ho-Hum, Interesting Fact, That’s a Problem” and “Good News, Bad News” in the Global Winners book) illustrates several sides to everything. It is good for generating general discussions, e.g. about the environment or globalisation. You need to make sure students have the necessary vocabulary and have practiced making points and agreeing or disagreeing with each other.

Participants are given several pieces of information and have to classify each under one of the following categories: “That’s good”, “That’s neutral”, or “That’s a problem”. Information can be things like: The Soviet Union has ceased to exist; throughout the world life expectancy is increasing; about 40% of women in Sendai (replace with information from your community) work outside the home, etc.

Discussion can be done in pairs or small groups, then feedback to the whole group. One thing which will hopefully come out of the discussion is that whether you think a statement is good or a problem depends on your viewpoint, and that the same piece of information can have both a positive and a negative side. You can reintroduce each statement and reconsider who might think it good and who might think it a problem (for example, an individual, a company, a government, the United Nations).

### *Using Pictures*

In advance, tell participants to bring a picture that somehow represents internationalisation to them. It can be a magazine picture, photograph, drawing or any kind of picture. In pairs, both first look at their partner’s picture and say why they think their partner chose it and what they think it meant to them. Then they both explain their own picture.

Another idea is to take a variety of pictures - adverts and pictures accompanying articles - from Japanese and non-Japanese magazines. Participants look at pictures and discuss what values are represented in the pictures, which are common and which are different.

## GLOBAL ISSUES IN THE CLASSROOM - TEACHING FOR A BETTER WORLD

“We need a profound reshaping of education if mankind is to survive. Humanity is facing grave difficulties that can only be solved on a global scale. Education is not moving rapidly enough to provide the knowledge about the outside world and the attitudes towards other people that may be essential for human survival.”

Edwin Reischauer

For the ALT, it is all too easy to perceive the JET Programme as a language teaching programme, and its goals as primarily concerned with grammar, vocabulary, pronunciation, conversation and high scores on entrance exams. Wrong. The JET Programme is a unique exchange programme which has aims much wider and more profound than those of the typical language classroom. The JET Programme is about internationalisation - about promoting global awareness, international understanding and effective cross-cultural communication.

One of the most important tasks for educators today is to help students learn about the rich variety of people in our multicultural world, the important world problems that face our planet and the actions needed to solve these. The ALT has a special role to play in this important work. Bringing the world into the classroom involves teaching students about a number of key topics:

- **Global issues:** teaching about world problems such as war, poverty, prejudice and pollution, and about global concerns such as AIDS, human rights, world hunger and the environment.
- **Geographic literacy:** teaching about the world's countries and cultures, and about the diverse peoples that share our global village.
- **World themes:** teaching about international topics such as world customs, world gestures, world food, world flags, world music and world religions.

An exciting new field that can help in this task is global education. Global education aims to promote “the knowledge, attitudes and skills relevant to living responsibly in a multicultural and interdependent world” and consists of efforts to “bring about changes in the content, methods and context of education in order to better prepare students for citizenship in a global age”.

Why consider a global education approach to language teaching given the day-to-day reality of the classroom where teachers face such difficulties as lack of time, examination pressures, low language levels and lack of relevant teaching materials? There are several good reasons:

- The world countries, themes and issues taught in a “global education” classroom appear each night on the TV news - a daily lesson in relevance.
- The topics are inherently interesting, important, and therefore motivating for students.
- For many learners, the foreign language class is a “window on the world” and they expect their language studies to help them be more “international” and become “world citizens”.
- Global awareness and international understanding are educational objectives emphasised by the Ministry of Education in Japan as well as by the United Nations and UNESCO.
- Teaching language in context through a content-based approach with meaningful real-world issues involves students in real communication and leads to increased retention levels.
- Global issues and world topics are particularly appropriate in Oral Communication for speaking and listening activities from show-and-tell to games, quizzes and role plays.
- Global issues lend themselves naturally to the teaching of debate and discussion, and to developing higher level thinking skills that will benefit students in the short and long term.

## GLOBAL ISSUES NEWSLETTER

To find out more about how language teachers around the world are integrating ideas from global education, peace education, human rights education and environmental education into their teaching, subscribe to the quarterly **Global Issues in Language Education Newsletter** at <http://jalt.org/global>



# EXTRACURRICULAR ACTIVITIES



TEACHING  
MATERIALS  
COLLECTION

2013

# *ALTs Online: An Internet Project*

**Name of ALT:** Renaud Davies

**Host Prefecture:** Akita

**Participants:** All ALTs

**Age level:** JHS-HS

**Website Address:** <http://alts-online.wikispaces.com/>

## **Activity Objective:**

This website is a collaborative wiki which was created with the help of several Assistant Language Teachers (ALTs) working under the Japan Exchange and Teaching (JET) Programme in Akita Prefecture. ALTs Online makes use of a number of free online web 2.0 tools such as graphic logs (glogs), interactive message boards and voice threads in an attempt to give Japanese high school and junior high school students a forum for authentic English communication and kindle within these students a genuine interest in foreign culture and the English language. On the website each ALT has their own self introduction page in the form of a graphic log (glog) and an interactive message board for sharing text messages. Students can even communicate with ALTs using their voice. There is also a worksheet provided for accessing the website with a class through the school computer room.

## **Why did I create this website?**

One, many ALTs, myself included, are required to visit countless schools and teach several classes. This results in infrequent classroom visits and consequently, little opportunity to communicate with students in English. Two, many students are too shy to communicate with the ALT during class time and/or have little opportunity due to large class sizes. Three, even if ALTs are able to meet with their students often, they are probably the only foreigner their students get to interact with. This website allows students to connect with ALTs all over Akita, learn about various cultures and practice their language skills in an exciting new way.

## **Benefits of the website:**

### *Experiential Learning:*

Students independently explore pages in a nonlinear fashion and experience real English communication with native speakers.

### *Motivation:*

The website is interactive encompassing pictures, sound, video and text/voice chat. Furthermore, it introduces students to local/domestic native speakers of the target language.

### *Increased Interaction:*

Students can interact with native English speakers. Such interaction may be done anonymously which helps to lower affective factors.

### *Authentic Materials:*

All the content on the website has been created by native speakers of English and all communication is with native speakers. Content is also constantly changing and being updated based on student interaction with the website. Students have a worksheet they must fill out with information they have gained from visiting each ALTs self introduction page and this worksheet is then corrected by the ALT.

### *Individualization:*

Shy or inhibited students benefit greatly as the website is individualised, student centered and collaborative.

### *Cultural Understanding:*

ALTs Online allows students to communicate with native speakers from around the world. Each ALT has their own self-introduction poster which introduces their country and culture. Many ALTs also upload pictures or videos of places they have traveled to while on the JET Programme.

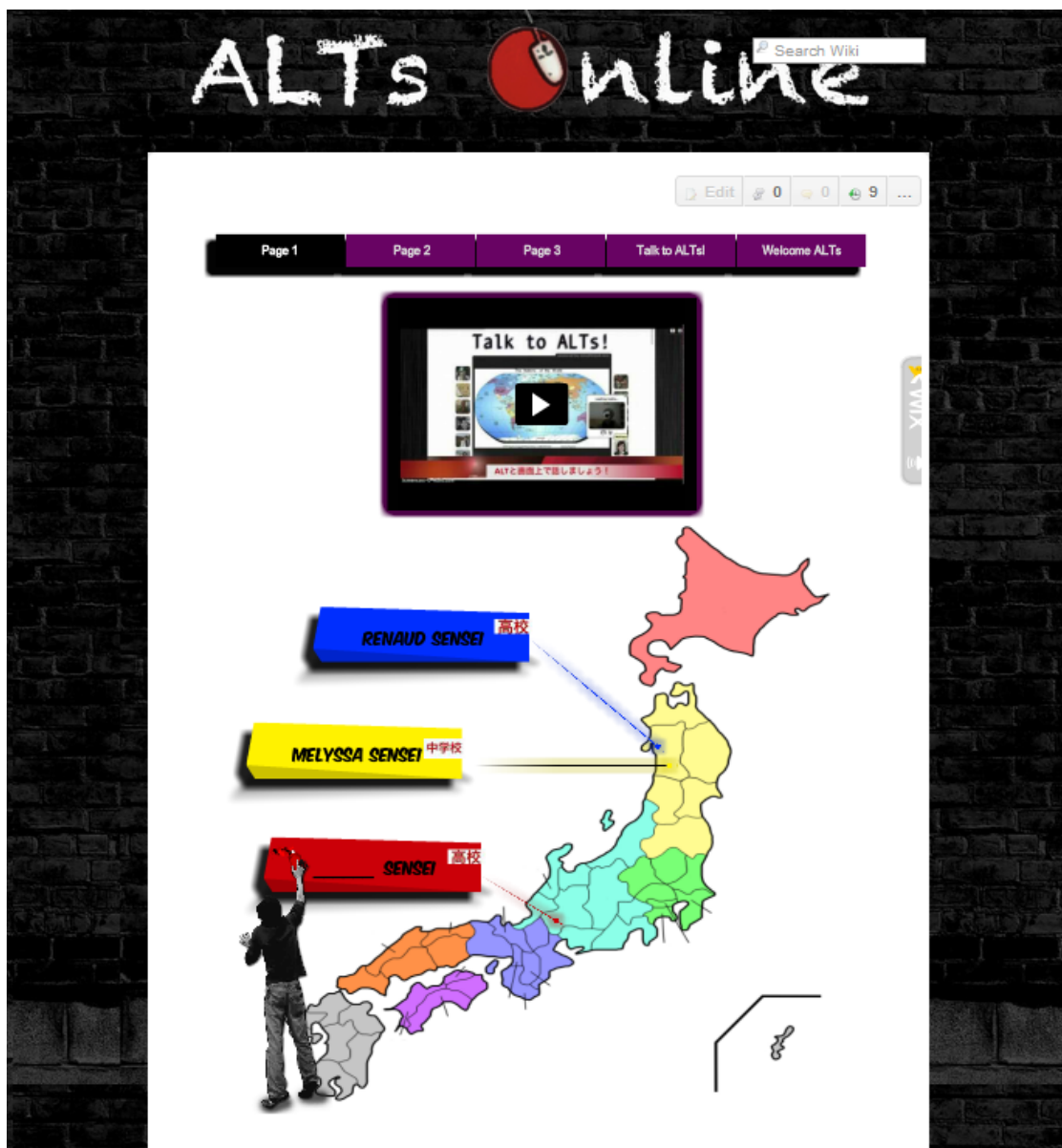
*Cultural Understanding:*

ALTs Online allows students to communicate with native speakers from around the world. Each ALT has their own self-introduction poster which introduces their country and culture. Many ALTs also upload pictures or videos of places they have traveled to while on the JET Programme.

*Increased Computer Competence:*

Through using the website students become more comfortable with using the Internet and the idea of computer assisted language learning. Such experience will help and encourage students to become independent learners on the Internet, a much needed skill for a generation that is becoming increasingly tech-savvy and Internet dependent.

For more information on the web 2.0 tools I used to create this wiki and other social learning software, please check out my teaching blog at [eslrenaud.wordpress.com](http://eslrenaud.wordpress.com). Also, I have created a [national version of ALTs Online](#) This all Japan version of ALTs Online is a new project still under construction. It is my hope that many ALTs from all over Japan will join me in my endeavour to offer students a fun and interactive educational resource that can be used in schools throughout the country. If you are interested, please visit the website at: <http://alts-online.wikispaces.com/japan>.



# *Japan from the Outside*

## **Kashiwazaki Board of Education, Niigata Prefecture**

**Name of ALT:** Valerie Hogue  
**Type of School:** Elementary School (also works well in Junior High School)  
**Participants:** unlimited  
**Age level:** all ages including the teachers

### **Activity Objective:**

Students come to realise the far reaches of Japan and its people within the global society. They learn that they are part of a large global family that expands beyond the confines of their own country.

### **Summary of Activity:**

Students are introduced to a person or a group of people interested in learning about the students' experiences and everyday life through the simple sharing of a card, short note, letter, or picture. This is not the typical pen pal/e-pal project as this project is more of a one-shot activity.

### **Preparation and Planning:**

The project takes nothing more than one period or one lunch break to complete. Since this can be either seasonally or thematically based, the activity can be used at any time of the year. For lower grades such as 1 to 3 elementary, have the students draw pictures only. For grades 2 to 4, have them also trace out pre-written messages. For grades 5 to 6, have the students copy (freehand) a set message. If you plan to use this activity at the junior high school level, let the students write their own messages. The most difficult part of this activity is finding someone to correspond with. I have used people I already know who have agreed to receive and send back a quick note to the students. In one case, I asked a professor of Japanese language at a university overseas to be the contact. The younger students were amazed to learn that Japanese live and work overseas! In the case of junior high, I tried to match up my students with friends who shared commonalities and would be good role models through their current work to the students.

### **Execution:**

In the elementary school, I facilitated a lunchtime English reading program. I read a story about a girl's birthday and then asked my students to help me make birthday cards for a Japanese friend who teaches overseas. Using a mixture of English, gestures, and a few Japanese words, the students asked me questions about my friend. They were then given precut stock paper and shown how to fold and make birthday cards. The students then designed cards and wrote special birthday messages (younger children copied a simple pre-written greeting). After the activity, the children put the cards in a pre-addressed envelope and together we sealed the envelope. Within 2 weeks, the children received a thank you card from my friend and she listed the name of every student who made the card and thanked them in Japanese. I read the message to the students over the school public address system on a subsequent school visit.

### **Evaluation:**

It was evident that the students enjoyed the activity because they asked to do another project. Some of the older students were encouraged by their teachers to research the countries where my friends reside and to share their findings with the younger students. Receiving an acknowledgement note is important in solidifying and making tangible the experience for the students. Using a similar project at the junior high level yielded similar results. I paired some boys who enjoy science and are thinking about engineering as a course of study with a female friend who is an engineer. They were amazed to learn that gender has no bearing on the possibilities of occupations available. This was a pivotal learning point that could never be taught within the confines of the classroom walls. Feedback from those who received the cards or letters was extremely positive and enthusiastic. They especially appreciated receiving pictures of the students working on their cards as it forged a stronger connection to a group of students in a country far away.

# Changing the Way We Think

## Nagaoka Board of Education, Niigata Prefecture

**Name of ALT:** Carlo Capua  
**Type of school:** JHS  
**Participants:** 35  
**Age level:** 13-15  
**Volunteers:** ALT and JTE

### Activity objectives:

- For kids to think about the basic school supplies that some students do not have
- Understanding culture outside of Japan
- Reducing waste, environmental awareness

### Summary of Activity:

I had an incredible volunteer trip to build houses for families in Papua New Guinea (PNG), and I brought my experience back into the classroom. Showing my kids the pictures and video I took in PNG, rather than just a world map, made it real.

I enlarged all my pictures, namely the ones of the run-down community school, and brought them to school. My students (and teachers) couldn't believe their eyes.

The following activities were absolutely golden:

### Compare:

I showed my pictures to the class and we made a list of the differences between the PNG classroom and our classroom. Examples were electricity, individual desks, windows, shelves, books, book bags, school supplies, maps, pictures, 1-floor school, no cafeteria, no library, no gym, (in some cases, no teachers or students) etc.

### The 2000 Yen Question:

As a class, make a list of all the things students can buy with 2000 Yen (e.g. 8 Print Clubs (purikura), clothes, snacks, tapes, video games, etc.). Then, explain that 2000 Yen can buy a YEAR of education for a PNG student, yet more than 25% of them cannot afford it. Less than 2% of all kids in Papua New Guinea who enter 1st grade will graduate from high school.

### My record in one class was 348:

Ask kids to count the pens and pencils in their pencil case; almost any class in Japan has more than entire schools in PNG. Students who had over 30 items had more than a whole class in PNG.

### BYOC (Bring Your Own Chopsticks):

Rain forests around the world are being depleted, namely in Papua New Guinea, for disposable items like *waribashi* (wooden chopsticks). Ask a group of energetic students in each class to count how many times they have the chance to use wooden chopsticks in a one-month period. Report it to the class, putting it into terms kids can understand, like:

1000 pairs of chopsticks can build one room in a house for someone in PNG.

\_\_\_ pairs of chopsticks laid end to end would circle our school 10 times.

Some students were motivated enough to start using their own chopsticks to reduce both deforestation and waste.

### Students become Teachers:

Divide the class into groups, and let each group pick 1 or 2 differences from the list. "Let's introduce our school to the students in Papua New Guinea." Have them draw pictures and use simple English to describe their school to someone who may never have heard of Japan, much less seen a Japanese school.

### Evaluation:

Hands down, absolutely amazing to see my students' reactions. I sent the pictures and drawings to the school in PNG, and we started a cultural exchange via mail. My kids were extremely moved, and I hope to start an exchange between Japanese and Papua New Guinea students in the future.

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## *American Pen Pals*

### **Kamioka Machi Board of Education, Akita Prefecture**

**Name of ALT:** Rebecca McGregor  
**Type of School:** Junior High School  
**Participants:** 2nd Years, about 75 students

#### **Activity Objective:**

I wanted to create a long-term activity that would motivate the students to learn English and that would enable them to use their English skills.

#### **Summary of Activity:**

The students exchanged letters and “culture boxes” with an American junior high school. Each student was assigned a student from the American school. We did this so that they had names to write to rather than just “Dear Pen pal”. They wrote rough drafts of their letters into their notebooks, which were then checked by the ALT and the JTE. We only corrected sentences that were difficult to understand and otherwise left in mistakes, as communication took precedence over correct grammar in this activity. We mailed the letters and waited. During the wait, we collected Japanese “cultural” items in a small box. The students brought manga, toys, books, cards and candy. We then mailed the box to the American students. The reply letters arrived about a month and a half later. We helped the students translate them in class and wrote more letters, again using the rough draft method. We received one more batch of replies before the end of the year, as well as a box full of American comic books, snacks, and toys that were distributed as prizes.

#### **Preparation and Planning:**

The hardest part of this project was finding a school to participate in America. I sent a letter with my request for a pen pal exchange to all the junior high schools in my hometown. I mailed it in a school envelope and signed it with my signature as well as my hanko, to add credibility and interest. I included all my contact information at home and at work, particularly my email. I received two responses, and I selected the one that seemed to best suit the activity. The teacher who replied had also been an ALT. She then prepared and sent me a list of all her students’ names so I could assign them to my students. We corresponded constantly during the activity. I also had to obtain the permission of my principal and had to enlist the aid of the JTE so that I could use class time. September is the best time to begin this project, as schools in both countries will be in session at this time. Spend August finding addresses and writing the letters, mail them the last week of August, and (hopefully) start your kids writing by the end of September. It is best to do this activity with second year students, as they have the English skills needed but are not yet bogged down with tests.

#### **Evaluation:**

This activity was a tremendous success. The students displayed English skills in their letters that they did not display on their tests. They loved corresponding with American students and learned that they were not as different from each other as they had previously thought. They were so happy to see how much English they knew and could use. They also discovered that Japanese students have better handwriting and spelling skills than many American students. And they learned plenty of slang! The American students also seemed very excited about the project, and I feel that a great deal of that elusive goal of “internationalization” was achieved. Many students still write to their pen pals via email, though the project is over. We will definitely do this again for the new batch of second year students.

As a side note, we also arranged home stays with this same school when we went on our home stay trip to America.

# *International Understanding Class*

## **Nakanishi Junior High School, Okinawa Prefecture**

**Name of ALT:** Anna Vogelaar  
**Type of School:** Junior High School (3rd Year Students)  
**Participants:** 25 Students

### **Activity Objective:**

The primary objective was to increase the students' understanding of other cultures. Due to the American military presence in Okinawa, most of my students view all foreigners and all things foreign as American. We aimed to explore the differences between Okinawa and Western countries as well as the differences between Western countries themselves. The secondary objective was to make English come alive to students as a valuable communicative tool.

### **Summary of Activity:**

This elective class was held once a week for two periods (90 minutes total duration) as part of the school's "integrated learning" (*Sogo*) programme. The programme took place over a period of 12 weeks and was taught by myself and another teacher.

The first period was spent emailing other junior high school students in various places including Texas, USA; Hawaii, USA; Montreal, CN; and Quebec, CN. During the class time we encouraged the students to write and ask about specific topics in their emails. For example self-introductions, school life, New Year celebrations and so on. We exchanged Christmas and Valentines cards with the schools along with videos that the students made depicting life in their corner of the world.

The second period was spent learning more about these places and other places. The students would use this time to reflect on the information gained from the emails. For one lesson we asked students to write down their stereotypes/impressions of certain aspects of life in Canada. I then invited a Canadian ALT to talk to the students about the validity of these stereotypes.

Also, the teacher and myself would often show photos of places we have visited and held discussions about various world issues.

### **Preparation and Planning:**

The main challenge was finding other schools that had a similar level of commitment to the program. Once suitable partnerships were formed, things went smoothly provided that we remained in constant communication with the teachers at the partner schools.

### **Evaluation:**

Excellent! The students really enjoyed learning about other cultures through their new international friends. Although my students have graduated, many still email their e-pals (and me). Also, I noticed a remarkable increase in their confidence in using English, which has extended beyond the classroom. At the end of the course the students gave a presentation in English to the local Board of Education about the benefits of this course. There was a great feeling of achievement by all involved.

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## *School Link*

### **Tamatsukuri Junior High School, Ibaraki Prefecture**

**Name of ALT:** Julia Toft  
**Type of School:** Junior High School  
**Grade Level:** 2nd & 3rd Grade English Club Students  
**Number of Participants:** 8 (including ALT & JTE)

#### **Activity Objective:**

I really wanted to do something to deepen my students' interest in English, and their understanding of my country (the UK) in particular. It really struck me that my expectations of what the students would be like before I came to Japan was wrong, so I thought that it would be a useful exercise for students in England to learn more about young people in Japan. I wanted to set up a link between Tamatsukuri JHS and a school in the UK, the main objective for my English Club being to practice English and learn about young people of their own age in England.

#### **Summary of Activity:**

I looked on the e-link web page run by the British Council in Japan and found a school from Bury, just outside Manchester, that was looking for a link. I had the e-mail details of the school's teacher and we got going!

#### **Preparation & Planning:**

I e-mailed the school's teacher and we decided that he would have the students make a "passport" style booklet containing information like a map of their local area, their favourite food, their favourite sport and even a self-portrait or photograph! When I received them I showed them to the students at English Club.

#### **Implementation:**

The students were really interested to see that in some ways their lives are so similar to life in Japan! It was also really good for them because Bury is a very racially mixed area and they realised that the UK is a very ethnically diverse country. We decided to send the school in England lots of information about Japan - for example, a map showing where all the World Cup stadia are (there is one in Kashima in Ibaraki), the school rules, a picture of Tamatsukuri JHS's school uniform and some information about the Japanese language.

#### **Evaluation:**

This project is on-going. I am hoping that some of the students in England currently studying about Japan will want to become pen-pals with my English Club students, which will really help to improve their English. I hope that the school link can grow and that cultural understanding between our two schools can develop.



# *Image and Lifestyle Collages*

## Isawa High School, Yamanashi Prefecture

**Name of ALT:** Freda Turner  
**Type of School:** Senior High School  
**Age Level:** 16-18

### **Activity Objective:**

I chose this project as a cultural interface that would provoke thought, engage the students, and, of course, teach English. As an African-American, my hair, my fashion, my very being has created a stir among my students. I decided to teach a lesson on image that would satisfy some of the students' curiosity and simultaneously explore images of young people in Japan.

### **Summary of Activity:**

Using African-American magazines, I presented the students with several images of African-American people. I asked the students about images of young Japanese. The students discussed their opinions of these images and I talked about my opinions of some of the images in the magazines. The students made collages by cutting out images that they liked from Japanese magazines. They then wrote short sentences describing why they liked those particular images.

### **Preparation and Planning:**

I used several different types of magazines. For example, I used a health and fitness magazine, a business-oriented magazine, a politically-oriented magazine, etc. The students brought in magazines, photos, posters, etc. Everyone also brought dictionaries, as the vocabulary was not always the easiest. Poster board, glue and scissors were required to finish the project.

### **Implementation:**

This particular class was a third-year high school class with low English ability, but who wanted a class with me. As this was a special case, I decided to try something creative. I started the lesson by defining the word "image" for the students. The students then created a list of popular clothing and activities for young people in Japan. Sometimes using the dictionary, the students were surprised and pleased by how much they could describe in English. After we created the list, I used my magazines to show some trends among young African-American people. We then compared lists noting similarities and differences. I then asked the students how they felt about some of the images. I gave the students examples by expressing my opinion about some of the images on my list. The students expressed their opinions (both positive and negative) about the images and trends among young Japanese. In the next class, students brought photos, posters, and magazines. They pasted the images they liked on to the poster board. They then wrote short sentences directly onto the poster saying why they liked the images. I helped correct grammar and spelling.

### **Evaluation:**

Overall, the students really enjoyed this project. They learned something new about my culture and also talked about their own. They even got a nice handmade poster with written English. The only negative aspect of this project was the short amount of time I had. This class only met twice. The students were excited about meeting with me, but nervous about their English ability. The students were hesitant to express their opinions at first, but relaxed after I gave several positive opinions about images of young Japanese. I suggest that this project be done over several weeks as it will take time for the students to relax and become familiar with the vocabulary.

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## *Nishinari Afternoon News*

### **Ichinomiya City Board of Education, Aichi Prefecture (Nishinari Junior High School)**

**Name of ALT:** Katie McCabe  
**Type of School:** Junior High School  
**Grade Level:** 1st grade of Junior High

#### **Activity Objective:**

My JTE and I wanted to do something new and exciting with the 7th graders. Even though 7th graders have not acquired a great deal of English skill, they are, in general, more excited about learning and using their skills than older students. The objective of this lesson was to get the kids not only to use grammatical patterns they knew, but also to show the kids practical uses of their English.

#### **Summary of Activity:**

Each class was split into groups of six and I gave each group a picture from a magazine. From the pictures, most groups created a news story and a few created commercials. We had them write the stories so that everyone said at least one line. When the writing was done, we filmed the students reporting their stories and me as the anchor person. Then I edited their stories, the anchoring, some computer effects and some music together to make an interesting program.

#### **Preparation and Planning:**

It took several lessons for us to write the stories. We let the kids do the planning stage for their stories in Japanese. The kids thought of interesting, but complicated stories. The JTE and I had to go through the drafts individually and suggest easier Japanese, so they could use the English they already knew. We had them make flash cards with new vocabulary to show while they told their stories.

#### **Implementation:**

Filming myself and the kids was very easy. The kids liked being in front of the camera. I used two VCRs and a video camera to edit the tapes together. By using Powerpoint I could add both the pictures that the stories originated from and smooth transitions between each story.

#### **Evaluation:**

I think that we accomplished our objective and the “Nishinari Afternoon News” turned out great. It was good because the kids got to see and hear themselves using English. They also enjoyed watching their cohorts. We were also able to use the videos later in the lesson for listening comprehension practice.

#### **Variations:**

There are several ways to change this activity. Instead of a news program, the students could write a drama and act it out. Another variation is having the students interview different teachers (not necessarily English teachers) about activities in the school or current events.

## Skit Performances

### Ichinomiya City Board of Education, Aichi Prefecture

**Name of ALT:** Mark Pitkin  
**Type of School:** Junior High School  
**Participants:** approximately 40 students  
**Age Level:** First grade of Junior High School

#### Activity Objective:

To give the students a sense of achievement and progress in their English studies.

#### Summary of Activity:

The students are given basic scripts for a skit and each student must remember their lines and perform it for the class. Each skit is between five and ten minutes long and uses language that first-year students have learned. Students have the freedom to change the script and characters as required. Overacting and the use of props and costumes is encouraged.

#### Preparation and Planning:

The hardest thing to prepare is the skit dialogue. At the request of the JTE, I wrote six skits for six to seven performers. The topics that I used were: 1) a new student 2) at sports practice 3) a slumber party 4) playing video games 5) pets 6) at a restaurant. Each student had at least two lines in the skit and enough range was given that less-confident students could play minor roles. More confident students had longer lines and more difficult words. As this activity was for first grade students, the language centered around likes/dislikes, hobbies, sports, weather, can/cannot and nouns such as food, sports, and animals. It is important to get the JTE to check the language you have used in the skits. Some new words are alright as long as they do not make the play incomprehensible to the other students when they watch the performance.

The only other preparation was to think of a list of props that the students might want to make or bring to make the skit more life-like and entertaining. One student made a cardboard steak for the restaurant skit and for the slumber party students brought their pajamas, blankets, and pillows.

#### Implementation:

In the first lesson, the students were divided into groups and then the title of each skit was written on the chalkboard. The groups put the skits in preference order and then went to the JTE to ask for the script. If more than one group wanted a skit, the groups used janken (rock, paper, scissors) to decide. The students then decided who was playing which role and made sure they could read and understand the skit. The ALT/JTE helped with pronunciation and changes where the students wanted to adapt the dialogue.

The second lesson, the students ensured that they had memorised their parts and then rehearsed the skit. The ALT/JTE walked around helping the groups with tips on acting/overacting and props that the groups might want to bring or make. The JTE brought some props for the play that the students might not be able to get such as serving trays or junk food for the slumber party.

The third lesson, the groups performed in front of the class and the JTE recorded the performance on video. The best skits were those with good props and a healthy amount of overacting. The best group was chosen and congratulated.

#### Evaluation:

On the whole, the students were really enthusiastic and did a great job. They seemed to really enjoy themselves. I know that both the JTE and I had great fun, particularly walking around helping the students think about their skits, changes they could make and props they could use. To improve the atmosphere, I think it would be better to perform the skits in a room other than the regular classroom. Additionally, an audience would be great. Other teachers who are free in that period or parents of students could be invited to watch the performances.

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## *Chosho Film Festival*

### **Nagano Commercial High School (Chosho)**

**Name of ALT:** Steve Jennins  
**Type of School:** SHS  
**Age / ability level:** 16 - 18 / Low - High  
**Participants:** 4 - 20

#### **Idea:**

I wanted to give my 3rd year students a project that encouraged them to use English in an enjoyable and creative way, so we decided they could make an English language movie. To ensure maximum participation, I divided the class into 2 “film companies” of 5, which they named themselves.

#### **Implementation:**

Each student chose a different role within their company, such as organising the script, set design, storyboard, etc, though they mostly performed their duties with a maximum of cooperation from the others.

The students had relatively free reign over the film making process. They decided the genre, theme, props, etc. My only stipulation was that they use English as much as possible during production.

The students also had to write and “sing” an English theme tune for their movie.

The only difficult part was helping them overcome their camera shyness. It may be better to introduce the camera for the final shoot only. If necessary, you can even replace the students with glove puppets, as the important thing is that they use English in an enjoyable way, rather than trying to win an “Oscar”.

#### **ALT’s role:**

I tried to maintain a “hands off” guidance role, though I was continuously involved in helping them with their English usage, along with making sure all of the students had a similarly high participation level.

#### **Evaluation:**

The kids were genuinely delighted while watching the result of their efforts. Everyone received a copy, giving them something tangible to show to their friends and family. I even played the movies for the 1st years (as a listening quiz), who then voted for best actor/theme tune/story awards. Finally, each participant wrote a brief report on their role, giving their opinion of the movie.

# *Cinderella*

## Tamayu Board of Education, Shimane Prefecture

**Name of ALT:** John Brenchley  
**Type of School:** Elementary and Junior High Schools (100-400 students)  
**Age Level:** Elementary through Junior High age groups

### Activity Objective:

After being invited to take part in a Japanese Kabuki, a group of friends and I tried to explain that this was similar to an English pantomime. Unfortunately the message was not getting across and our Japanese friends just could not understand that this was not a silent miming act but a loud comical performance. The ball started rolling and a group of ALTs got together to produce a simple performance. Our original aim spread and we decided to expand the idea into a Shimane-ken travelling performance, to go to different schools, bring English out of the classroom and make it exciting for the students.

### Summary of Activity:

The classic fairy tale Cinderella was chosen for its simplicity and in good pantomime tradition, adapted to fit our needs. The pantomime went to six schools over three days travelling the length of the ken. The pantomime was split into three acts, and between the acts a rough rundown of events was given in Japanese to clarify everything that was going on. Roughly 15 people helped out on the days with lights, music, sets and acting. One of the most important jobs was to cultivate audience participation. Two energetic people stood at the front of the audience holding signs of It's behind you! Oh, no you're not, Oh, yes I am...etc. Prompting the audience and playing one side off against the other, after a while the students started to get the idea and the pantomime really came alive.

### Preparation and Planning:

Although slightly rushed, all the correct channels were consulted, written proposals with aims and objectives proposed, dates and schools discussed, requirements i.e. sets, money, list of participants and the benefits to the students. Firstly, we consulted the prefectural and then local boards of education (BOE). The initial reaction was no. Nobody wanted to take the responsibility of backing the scheme, possibly due to the money that we had asked for (¥80,000), or simply because it could have gone horribly wrong! Then a more direct approach was taken with the schools directly. The initial response was we would like to do it, but who else is doing it and who is backing it?! This at least had the effect of getting the different schools and BOEs talking, and effectively pushed the process ahead. This was rather rushed, and took roughly ten weeks from start to finish.

### Implementation:

After the initial no, the support of Tamayu BOE enabled other BOEs to accept the pantomime, allow it into their schools and to allow their ALT or CIR to participate for a couple of days. They also were able to provide resources such as sets and paint and even a truck to transport the sets around. Other BOEs gave generous lunch money and extravagant costumes. Basic costumes came from friends' wardrobes and sets were painted over weekends with many people helping out. Without the hard work and enthusiasm asking BOEs for help and the help of many CIRs to get the message across in the correct language to the correct people, the pantomime would not have happened. Thank you all!

### Evaluation:

In the end, the pantomime was a fantastic success. The students' response was amazing (seeing their ALT in costume) and because basic textbook key sentences had been used over and over again their enthusiasm for English grew. The teachers were supportive and passed this on to the BOEs who in turn gave a good response. Those involved in the project had an amazing time and are looking forward to the next pantomime. This time though we will begin planning a little earlier and try and get it approved before we go too far. Without the support of Tamayu and other BOEs and many other people the pantomime would not have been able to go ahead. Personally I would also like to see the performance done outside of schools, possibly gaining funding from AJET and linked to town and other charitable visits made around Christmas time.

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## *The Annual Miyagi Skit Koshien*

### **Miyagi Prefectural Board of Education, Miyagi Prefecture**

**Type of Schools:** Miyagi Junior and Senior High Schools  
**Participants:** One team of three performers per school  
**Activity Report Writer:** Joannah Peterson

#### **Activity Objective:**

This event was created to evoke enthusiasm for communicative English in junior and senior high schools from all over the prefecture. A contest of student-produced skits, it provides a fun and creative outlet for English and challenges students to use their whole body as a vehicle of communication.

#### **Summary of Activity:**

Participating schools choose one team of three students who can make and perform the best skit in English. Each school then sends a videotaped recording and script of the skit to the Prefectural Board of Education (BOE) for preliminary judging. Several BOE members select the top fifteen teams from JHS and the top fifteen teams from SHS to compete in the final contest that takes place in the summer. Concluding the final contest, awards are presented to the top three performances in both JHS and SHS divisions.

#### **The Role of the ALT and JTE:**

The success of the program depends on the involvement of ALTs and JTEs, who are greatly needed to recruit, encourage and work with students. The first step is to get the enthusiasm going for the skit contest by making posters, talking to teachers and students, performing an entertaining model skit, etc. The ALT and JTE will also be needed to help with the script. The original idea and script should be student-generated. However, ALTs and JTEs must check that the script reflects the evaluation criteria in regards to wording, grammar and organization. Several drafts may be needed to ensure script quality.

The method of selecting the representing skit and the performing members may vary from school to school. A single class could write and translate a script together and then afterwards hold auditions to select performers. Or, groups of students could write and perform their own skits and then compete against one another to represent the school. Working closely with the selected performers may require a considerable amount of time, including rehearsals after school. It is important that the ALT and JTE help the performers develop their expressivity, focusing on aspects like intonation and body language, while making sure that the skit abides by the guidelines. Although costumes and props may also be used, the students should be encouraged to use their voices and actions to make the script come to life.

#### **Evaluation:**

Although it was the first year for this program, the results were very promising. The participants' attitudes toward English continued to improve even after their moment in the spotlight was over. I think the students left the skit contest with a sense of accomplishment and an enduring impression that English is a fun and useful way to communicate.

# *Lessons Outside of the Box*

## *Cooking with English*

**Name of ALT:** Evan Kirby  
**Host Prefecture:** Fukuoka Prefecture  
**Type of School:** Technical Senior High School  
**Participants:** A class of third-year students

### **Activity Objective:**

To have the students at a non-academic school use English to accomplish a major real-life project that they can share with the community, while learning about British culture.

### **Summary of Activity:**

The school organised a cultural festival once every three years. Most classes were planning on setting up a stand to sell a certain kind of food, generally Japanese festival favourites like *yakisoba* or snow cones. After I pointed out to several classes that it wasn't very cultural to give people what they could buy at any restaurant or festival in Japan, one class took the bait and asked me to help them prepare something from my home country, Scotland. We settled on making Shepherd's Pie, as it is fairly simple, cheap and palatable, as well as being cultural and rare in Japan. We would practice making it a few times, then, on the day of the cultural festival, demonstrate making it before an audience, explaining in both English and Japanese, and then sell off portions of the finished product.

### **Preparation and Planning:**

I took a recipe off the Internet, simplified the English, and prepared a vocabulary sheet for the difficult words. We booked the school's cookery classroom for three after-school sessions, and divided up the purchase of ingredients between us. In the first session, I made the pie, explaining as I went, while students watched and asked questions. I told them about the history of British food, missing out the unpalatable parts. It was a short lecture. The second time, I directed them in English, and the third time, they made it themselves, communicating in English as much as possible. We worked with the home economics staff to get equipment for the day (as the festival would be held outside). Two students were designated as speakers for the demonstration, and we practised their parts several times. Others were designated as barkers, to round up an audience using English.

### **Implementation:**

On the day of the festival, we arrived early and began cooking up a batch of the pie to sell, as well as preparing the materials that would be used for the demonstration. We set up a small work area and some stadium-style seating for the audience. The final event went off fairly smoothly, although the students needed some help with the English. We copied the format of a cooking show. We handed out the recipe in English and Japanese to the audience at the end, and invited them to taste the finished product for themselves, and buy it if they liked it. Luckily for me, we sold out.

### **Evaluation:**

The students worked extremely hard for this event, much more so than in English class. Using English in a practical way gave them a reason to study and helped them to remember it long after the event. That class's example also helped to inspire other classes by showing a "cool" application of English. There was a lot of work and some money involved in the preparation and the tidying-up of materials. Students enjoyed themselves, but if I did it again, I would try to give more students a chance to perform in English on the day.

## *Halloween Party*

### **Kuju Machi Board of Education, Oita Prefecture**

**Name of ALT:** Sarah Dakin  
**Type of School:** Local Elementary and Junior High Schools  
**Participants:** 350+ local children and adults  
**Age level:** Varied, but mostly 8-12 year olds

#### **Activity Objective:**

A previous ALT had done a small Halloween party and shortly after I arrived, I was asked to help do one again. Six other local JET participants and I formed a committee and decided we wanted to do a large-scale party that children from all of our towns could attend. Our goal was for these children to have a positive experience with a foreign festival.

#### **Summary of Activity:**

We used a local elementary school gymnasium and converted it into a huge Halloween party. About 40 local JET participants and Japanese people volunteered to help run a haunted house on the stage, as well as stations including: trick-or-treating, face painting, apple bobbing, fortune telling, feed the werewolf, and guess how many eyeballs. Students paid a minimal fee to get in and we had a costume contest with prizes. Pumpkin pie, “witches finger” cookies, and “cauldron juice” were provided as refreshments.

#### **Preparation and Planning:**

One of the best things about doing this event was planning it. I became great friends with local JET participants and community people through working together on this project. We formed a committee with seven of us (two of whom spoke great Japanese) and about six Japanese friends including my friend’s supervisor. We had weekly meetings in September and October to talk about where, when and what we were going to do. Tasks were delegated and while some made decorations, others ordered masks and candies from Canada, bought prizes, contacted the media, sold tickets and baked over 1000 cookies and 48 pumpkin pies. My friend’s supervisor kindly fronted the money we needed to get started.

#### **Implementation:**

One of our hardest (and most fun) tasks was to let all the surrounding schools know about our party and to sell tickets. As our own schools had received a letter from our committee telling them about our project, they let us take a few afternoons off school when we weren’t busy. We paired up and went to visit local schools wearing monster masks and doing a little skit, inviting children to come and explaining Halloween. Not all schools were willing to let us come, but as there had been an article on us in the newspaper, most were happy to have our exciting visits. On the Saturday of the event, we gathered and with the help of many Japanese and JET volunteers, we set up the gymnasium. All of our hard work paid off when we saw the children’s faces. Almost 400 children and adults came to our party.

#### **Evaluation:**

Our party was deemed a great success and all involved had lots of fun. The only downfall was that we ended up slightly over budget. In our excitement, we spent slightly more than we made; even though we had such great attendance, we realised we should have charged more for tickets. We did a small-scale fund-raising dance party afterward and quickly recovered our losses. It is really important to carefully think through the financial side of any event. But despite this small glitch, we did meet our objective. In fact, a couple of students were so moved by our party that the following year I was invited to attend the Halloween party they organised at their elementary school.



# *The Kochi Minami High School International Day*

**Name of ALT:** Tom Richardson

**Type of school:** Senior High

**Age level:** 15-18

**Participants:** 120

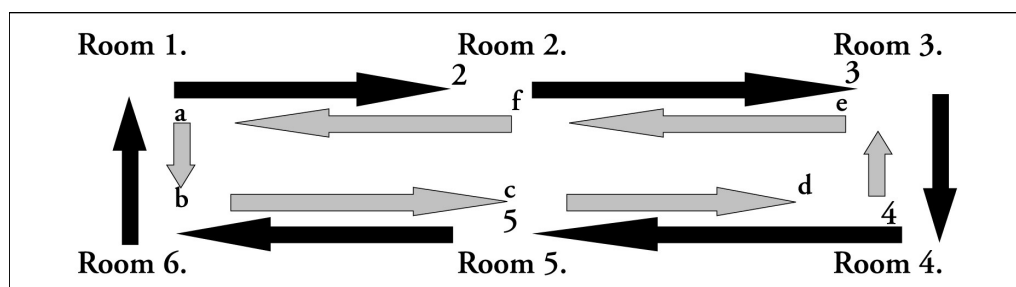
I have organised this event for the past two years and it has gone down really well. It is a real opportunity for students to increase their international understanding. Also, activities tend to be practical so it could work for all levels of English, and it is possible to do this kind of activity with a large or small number of people.

## **Concept:**

An afternoon of international education and competition in the form of six rotation activities (this number could change depending on participants). Each activity centered around a different country. ALTs were asked to represent their home country, or a place they had strong ties to.

## **How did it work?**

In my case there were roughly 120 students taking part and we had about 3 hours for the afternoon's activities. There were six different areas available to us for each activity. At any one time during the afternoon, every post contained two teams competing against each other. There were 12 teams of 10 people, and therefore, 20 people on each post at any one time. The rotation worked as follows:



Teams 1-6 rotated clockwise, and teams a-f rotated anti-clockwise

In this way, teams had different opponents on each post. Every activity lasted approximately 25 minutes. ALTs were in charge of one room each, and the JTEs kept a check on all teams as they progressed throughout the afternoon.

## **Countries and Ideas:**

The aim was to put interesting and diverse angles on all the countries represented. We tried to get a balance of craft, dancing and competitive games.

### **Australia:**

Craft activity. Students painted in the style of Aboriginal art onto bamboo shaped cards (toothpicks and disposable chopsticks were used as brushes for an authentic effect).

### **America:**

Jewish dancing. A short lesson was given on religion in America, and in particular Judaism. Students were then taught a traditional Barmitzvah dance.

### **New Zealand:**

Sports. Rugby and cricket were introduced. Students had a go at each and then tried the New Zealand rugby dance called the Hakka.

### **Thailand:**

(International student) Thai cooking. This was an introduction to Thai cooking. Although we did not have the resources to actually make food, students learnt and were able to taste some of the important spices.

**U.K.:**

Playground games. Games such as hopscotch and jump rope were taught to the students along with old rhymes. The students competed in these playground games.

**Jamaica:**

Language and lifestyle. Students learnt some Creole and some Jamaican dancing.

Each team was evaluated at every stage by the ALTs, and at the end of the day there was an award ceremony.

# *The Annual Miyagi JET Art and Culture Exhibition*

**Furukawa Citizen's Gallery, Furukawa City,  
Miyagi Prefecture**

**Sponsored by Miyagi AJET and Furukawa Board of  
Education**

**First Annual Theme:** "Visions from Japan: Foreign English teachers present their artwork inspired by life in Japan and share their culture through activities and displays."

**Participants:** Miyagi Prefecture JET participants and Sendai City JET participants

**Activity Report Writers:** Karen Griffiths, Benjamin Irion, Amy K. Senese

## **Activity Objectives:**

This event was created to be an artistic outlet for JET participants living in Miyagi and an interactive way to share culture with the local community. The event took place for 3 days on a Friday, Saturday and Sunday at the gallery in Furukawa.

## **Summary of Activity:**

**Art:** The main gallery hosted the art portion of the exhibition, which consisted of a diverse range of art. The artwork included drawings, installations, paintings, sculpture, poetry, and photography. Participants were encouraged to submit artwork done in Japan and artwork that was therefore inspired by Japan. The event also gave some JET participants the opportunity to display Japanese artwork such as calligraphy or pottery that they have been learning during their tenure in Japan. All the participants were invited to take place in a "group project". Everyone was given a piece of form core (about A4 size), a theme, and the freedom to do anything we liked. The group project theme for the first annual exhibition was titled "Barriers and Enlightenment: Communication in a Foreign Land".

**Culture:** The gallery in Furukawa has an attached building available for use, converted from a traditional storage house from the Edo period. This building housed our culture room. The idea for this came about in direct response to requests from local schools wanting a chance to interact with the foreigners living in the area. As a dual event, combined with the art, it was a great opportunity for the public to meet the artists and learn about their home countries. In addition to the artists, JET participants from nine countries took part and introduced their cultures through the use of displays, food, crafts, music, and activities. Activities included boomerang making, English tea, and traditional childhood games. As it was Easter weekend, there were egg and spoon races and Easter eggs for all visitors. The culture room took the format of an airport. At the entrance, visitors were told they were leaving Japan and were given a passport at "immigration". As they moved around the room looking at the various country displays and activities, they were able to talk with JET participants from these countries and stamp their passport with the stamps from each country.

## **Preparation and Planning:**

After the new JET participants arrived in August, the idea was passed around to find out how many people would be interested in participating. In November we created a group of volunteers to help organise the event. The Furukawa Board of Education was very receptive to the idea and after only one meeting agreed to cover the rental cost of the gallery (run by the city of Furukawa). Miyagi AJET agreed to cover advertisement and miscellaneous costs. Two JET participants participating in the exhibition came up with the poster and postcard design. A local volunteer English club made up of Japanese citizens and an ALT helped with the translation of titles and descriptions of the artwork, as well as information for advertisements (radio, posters, television). Framing and /or mounting was left up to each participant, with the guideline that any frame used be simple and plain. The organising group met on the Thursday before the exhibition to organise and hang the artwork, and prepare the culture room. Organisers also planned an official opening party at the gallery on the Friday night, featuring performances by a Taiko group and a choir made up of JET participants. One of the artists took digital pictures of everything in the exhibition, the opening party, and candid photos of the participants. These photos were made into a CD that was sold during the exhibition to raise extra money.

**Evaluation:**

The first annual exhibition took place in the spring of 2003, and re-appointed JET participants in Miyagi plan to organise the second annual exhibition in the spring of 2004. The first exhibition was an enormous success. In three days, over 300 people visited, and local newspapers, radio and television stations covered the exhibition. Having both art and culture brought in more visitors. Children and adults enjoyed the culture room, making it an experience for the family. Visitors enjoyed the art and the expressions of Japanese culture from a foreign point of view. Participants were overwhelmed by the public response and felt that events like this one were what JET participants come to Japan for.

# Annual English Day

## Mihonoseki Board of Education, Shimane Prefecture

<b>Name of ALT:</b>	Penny Nord	<b>JTE:</b>	Aida Sensei
<b>Type of School:</b>	Junior High School		
<b>Participants :</b>	97		
<b>Age Level:</b>	2nd grade of Junior High		
<b>Volunteers:</b>	22		
<b>What type:</b>	19 JET participants, 2 JTEs, Homeroom teachers		

### Activity Objective:

My predecessor had done a similar event in his final year. I just expanded and continued the event. I only used one grade to simplify things and to keep the numbers down so that all the students got maximum contact with JET participants. The students were put into 9 teams, each with 2-3 JET participants. The main aims were to let them meet, interact with JET participants and to encourage them to use English. Additionally all events were team based to encourage teamwork.

### Summary of Activity:

English Day: Everyone in teams played 2 warm-up games together then split the 9 teams into 3 groups each with 3 teams. At this time there was a break with soft drinks. In 4 corners of the room there were 4 activity stations and the group rotated around those with one always idle. Pictionary, Gestures, Scavenger hunt and Gambling were some of the activities involved. Half way through there was a break for lunch and at the end of every activity scores were written up on the scoreboard. Small prizes were given at the end of the day to the two top teams. I gave a few directions and motivation to the students and at the end of the day we took group photos and made memory cards.

### Preparation and Planning:

As my predecessor had done a similar event, the points that I had to clear with my Board of Education were logistical ones. Numerous meetings were held with the end result being that the Board of Education would provide the community centre, heating for the event, lunch for the JET participants and JTEs. The students brought their own lunches. They would also provide the soft drinks for everyone during the break, money for the prizes, photo developing, travel expenses for the ALTs, and letters to the contracting organisations requesting the presence of their ALTs with the request that they be given *daikyu* for participation. The schedule was explained to non-English teachers and they were invited to come along. Allow more time than you think you need for the planning stage.

### Implementation:

The school and Board of Education helped enormously. The principal even came to have a look around. The JTEs really helped motivate the kids. The kids put forth a lot of effort by making banners for the event after school and helping decorate the hall. My supervisor at the board of education was great, running around taking photos and videoing the event. Luckily nothing went wrong.

### Evaluation:

The day was a success and the event has now become an annual event on the school calendar and something that all the students look forward to. I gave the students evaluation sheets in English classes afterwards and they all said they had really enjoyed the event and meeting/talking with the ALTs. Positive results were the students trying their hardest to use English to communicate with others, homeroom teachers joining in, and the positive reactions from both ALTs and JTEs. It could be made into a longer day with sports, etc. But given that everyone was so tired afterwards perhaps not.

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