

Games and Warm-Ups

(別紙様式3)

For the LESSON PLAN BOOK: The BaBa (Joker/Oni) Game

Class/Grade/Language Level: Elementary School / Junior High School

Textbook and specific lesson: Any grammar point

Goal: To introduce or review a grammar point / warm-up activity

Preparation: 5 minutes and a deck of cards (you may take out the picture and the actual joker cards)

Class time: 10 minutes

1. First introduce or review the lesson/grammar point. For example, the grammar point is "I like _____."
2. Announce that you will play the Baba Game and that the baba (joker) cards are __X__. You can choose any cards. For simplicity, I usually choose two aces.
3. Pass out one card to each student. The students may look at their card. After this the students are not allowed to look at their card.
4. The students must talk to other students using the grammar point.
Student 1: Hello, I like chocolate.
Student 2: Hello, I like pizza.
Once the conversation is done, the students will exchange cards. This will continue on for an allotted time. One or two minutes will do.
5. At the end of the time limit, have the students return to their seats. Then on the count of three, everyone looks at their card. The students with the baba card must do the conversation with each other or with the teacher.

OTHER VARIATIONS:

- * Choose the baba card at the END of the allotted time. This works well if you are playing the game for a second time.
- * If the students who end up with the baba card at the end of the game are the shy/timid/challenged, you can say that this round was a SPECIAL Baba Game. Instead of having the students do the conversation, they get a sticker instead. This could avoid any crying.

(別紙様式3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) Ryan Bedford

Class/Grade/Language Level Elementary School 5th – 6th or any grade Junior High School

Textbook and specific lesson Either Eigo Note or One World

Goal: Review vocabulary and/or grammar

Preparation: Four “Jenga” game sets and mini white boards

Class time: 30-45 minutes

This activity is good for those days close to the end of the semester, where the students are a bit restless in anticipation of vacation time. With some Jenga game sets and some notes on what the students have been studying for the past few months, you can both have a review day and make the lesson stand out from most classes.

The only preparation involves buying some Jenga game sets from a place like Toys R’ Us, getting the same number of small white boards, and filling out a sheet with the main grammar points and vocabulary that you’ll be reviewing. Split up the class into groups of however many Jenga sets you have (I use four). One person from each group will take turns attempting to answer one of the ALT or JTE’s questions. Questions can be simple English – Japanese word translations, fill-in-the-blank sentences using the key grammar, or anything really that gets the students trying to remember the grammar and vocab.

Each group’s representative will write down what they think is the answer and after the JTE/ALT reveals the correct response, each of the students shows his/her whiteboard. Those that got the answer right remove two Jenga pieces from the tower and put them on top. Those that didn’t answer correctly still get to remove one Jenga piece. The goal of the game is, ostensibly, to get the tallest tower, but the students usually forget about that and just have fun trying to not make the whole thing come crashing down. I’ve tried playing where the goal is to not crash the Jenga tower and correct answers meant you didn’t remove a Jenga piece, but that led to much less energetic games and students deliberately getting answers wrong so they could play more Jenga.

Either way, it makes for a lesson that requires little effort after buying the Jenga game sets and white boards, and most classes would make clean-up a race too, meaning I didn’t have to worry about getting the countless pieces back in their places!

(別紙様式3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) **Nickolas Botkin**

Class/Grade/Language Level **Elementary school all levels.**

Textbook and specific lesson **Left Right Front and Back**

Goal: **Good game for teaching left right front and back**

Preparation: **Use of the gym or outdoor area. A mic system helps. Right left front and back arrow cards to help with teaching before the game.**

Class time: **45 minutes**

5 minutes: Standard greetings, hello how are you etc.

10 minutes: Teach left right front and back using the arrow cards. Have them repeat after you. Then have them say what it is (say or point at a direction) in Japanese and then in English. Note: Kids who play baseball will know left and right from left and right field and many kids will pick up on front and back quick because "windshield" is "front glass" in Japanese, and "reverse" is "back" in Japanese.

5 minutes: If time, or the kids are still a bit shaky, then have them stand and point the directions as they say them, or follow what you say. Sit down if they are wrong. (Like Simon says game).

25 minutes: Play Ships and Sailors

-The Game: Remake of Ships and Sailors

-This is basically ships and sailors but using left and right etc.

In the gym (or outside) set the arrow cards up so the kids can see them just in case. Start the game by simply saying (yelling) left or right and having the kids move left or right. Fast walking or even running may work (if your kids won't kill themselves running). Kids who make a mistake are out and have to help you watch other kids who make mistakes. Do two quick rounds of this (don't have to get everyone out...when maybe half are out, restart). The kids will catch on quick. Then start a new round, but add front and back. So the kids will be running left right front and back. Once they get the hang of this, add more commands.

Captains Coming - Everyone stands at salute.

Hit the Deck - Everyone crashes to the floor. (if used with Captains coming, very fun.)

Birds nest - 2 people. One person gets on their hands and knees, and another person rests their knee on their back. The person not the ground puts their hands to their eyes like binoculars and looks for a ship.

3 man rowing - 3 people. Sit in a row, and pretend to row.

4 man eating - 4 people. Sit in a circle and pretend to eat.

I usually add two commands at a time. Within about the first 15 minutes the kids have the hang of it. I usually play the game for anywhere from 15 to 30 minutes. Good game.

Name: Katherine Gibson

Level: Elementary School 2nd to 6th year

Goal: Practice recognizing the spoken and written English alphabet

Preparation: nothing

Class time: 10 minutes at most

Stage of the lesson: Warm up game

Roles: the ALT has an active role as an announcer in this game. The JTE's role is minimal – i.e. helping to explain the rules as necessary.

Activity:

The ALT writes the alphabet twice on the board with the letters all out of order and not in a straight line. I write each alphabet in a different colour to help me keep track. The children can practice saying the alphabet as the ALT writes it out, and if they encounter any letters they aren't sure of the ALT can pronounce it for them. Split the class into four teams and give each team a different colour chalk.

Explain the rules. One child from each team comes up to a "start line". The ALT then calls out a letter of the alphabet. I usually say, "Please find the letter ~" rather than just a letter alone. They then race to find the letter first.

Continue along this line for as long as you want. I usually do it enough times to make sure each child has a chance, but no more than that. At the end, get the children to help you count up the points and proclaim the winning team.

Feedback: Variations can be made to this game – the number of alphabets on the board, the ALT calling out a colour and a letter, "Please find a red A", for example.

I have never tried this game with 1st years. Occasionally I find a few 2nd years who don't know some of the letters, but their teammates usually can help them out.

The older the children are, the more likely I am to call out some of the more difficult letters. I rarely ask the 2nd years to find *B*, *D* or *V*. But it is good practice for the higher grades and makes it more challenging for them. They can hear and spot an *A* fairly quickly, but telling the difference between an *R* and an *L* is a fun exercise for them.

(別紙様式 3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) Talia Harris

Class/Grade/Language Level Elementary

Textbook and specific lesson Parts of the Body

Goal: To have fun while testing students' ability to identify various parts of the body.

Preparation: None

Class time: 15-20 minutes

This game is called "Stuck together" and can be used for students who have just learned or are review "Parts of the Body."

--Have students move desks to the edge of the room.

--Divide students into teams of around 7-10 students. Have each team sit on the floor in line.

--Call the first person in each row come to the front. Tell them the secret word. (e.g. Nose!)

Note: For more advanced students, I usually just show them a picture and have them recall the word on their own. Also, it sometimes helps to give each line a different secret word.

--When you say go, have these students run back to their lines and "telephone whisper" the secret word to the back of the line.

--When the last two people of each row have "received" the word, they stand up, touch together whatever body part has been named (in this case, their noses), and race like that to the front of the room.

--First pair to make it to the teacher and successfully identify the body part they have touched together earns a point for their team.

--Have the pair join the front of the line and repeat.

This game has everybody involved in speaking, which is great! But the best part is that students really enjoy this game. They get a big kick out of watching their teammates race to the front of the room with their toes/ears/back/hips stuck together. I even had students begging me to tell them how to say body parts they hadn't learned just so they could see their classmates get stuck together.

Name: Patricia Hong

Contracting Organization: Nagasu Machi BOE

School(s): Nagasu JHS, Fukuei, JHS, Rokuei Elementary, Haraaka Elementary, Nagasu Elementary, Kiyosato Elementary

Numbers/Counting

I've only used this lesson for elementary, but it can be used for junior high as well by just changing the degree of difficulty.

1. Go over 1-10 with the students. You can use any set of numbers depending on the level. Usually having the students repeat each number 2 or 3 times after you is enough when you are teaching them 1-10.
2. After they know all the numbers in the lesson have them practice counting by alternating the numbers with the students. For example you say, "one", then the students say, "two", and so on. Another good way to have them practice is by alternating with each other where they go down the line saying each number.
3. Once they know the numbers you can move onto the game.

I have 2 games for this lesson.

Game 1

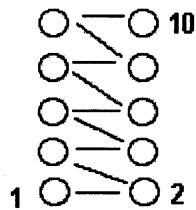
This game is a counting version of Hot Potato

1. Have the students stand in a big circle
2. Give one student a ball or something they can toss easily.
3. Start the music. The student holding the ball will start off by saying, "one" and they pass the ball to the person next to them. That person then has to say, "two" and pass the ball. The next person says, "three" and so on.
4. While the students are counting and passing the ball around, stop the music whenever you feel like it. The student holding the ball when the music stops is out.
5. The last person standing is the winner.

Game 2

1. Split the class into groups and divide each group into 2 lines facing each other. Ideally the groups should be even numbered and have at least 5 people in each line.
2. Give each group a ball.
3. The students have to toss the ball back and forth down the line while counting from

1-10, like so –



4. Once they get to the last person-in this case, the person calling out, “ten”-he/she has to run up to the front to grab a point.
5. The points are based off of how many teams there are. If there are 3 teams then the fastest team gets 3 points, second gets 2 points, and the last team gets 1 point. I also made Super Mario mushrooms and wrote the point value on each so they have something to grab.
6. If there were any students at the back of the line that didn’t get the ball, then have them come up to the front of the line in the next round.

NOTE: For lower level students have them do a practice round before starting the real game because they can forget what number they’re supposed to call out. Also this game might not be the best for super competitive students. Some kids have gotten really angry if another kid dropped the ball or forgot their number.

Daniel Ikuta

Class/Grade/Language Level: Elementary 1st grade through Junior High 3rd grade

Goal: To learn a particular phrase or a set of vocabulary words

Preparation: none (though depending on what you're doing, it might help to have relevant flash cards)

Class time: 10-20 minutes

This game is basically hot potato, except it's more fun to say that there's a bomb and that you'll explode if you're holding it when the time runs out.

Split the kids into groups of 4ish (3 works pretty well, 6 is too big). It's okay if there are some groups with 4 and some with 3 (or 5 and 4), just do an extra round at the end. Give one person in each group an object, and tell them that they have to say the phrase (assuming you just taught them a phrase) before passing the object to the next person. If they're holding it when you say "time," they blow up and are out. Repeat. Last person remaining in each group wins.

Because it's boring to say the same phrase over and over again, I usually give each group a stack of flash cards. The kid holding the cards says the phrase according to the first card, then passes the stack to the next person, who says the phrase according to the next card. For example, say you're teaching elementary school 1st grade. You give one kid in each group a stack of fruit flash cards. After you say "start," the first kid says "apple" (or whatever's on the first card), then passes the stack to the next kid, who flips to the next card, says "banana," (or whatever's on the second card) and passes it to the next kid, who says "orange," and so on. If you're teaching, say, third grade, the first kid will say "I like apples," the second will say "I like bananas," and so on (yes, third graders can handle plural). If it's fourth grade, the first kid will ask the next kid, "Do you like apples?" before passing the cards to him/her. That kid will answer, "Yes, I do." before turning to the next flash card and asking the next kid, "Do you like bananas?" That kid (the third one) will again answer "Yes, I do" before asking the next kid, "Do you like oranges?"

Notes: I like this game because it forces the kids to repeat the same phrase over and over again, until it's lodged in their heads forever. It's probably geared more toward 2nd-5th grade, because they're smart enough to handle it, yet genki enough to keep it fun (you'd be surprised how crazy they get sometimes). That said, I've had success with both elementary first graders and junior high third graders with this game.

Try to use 5 or more flash cards per group, so that they're not saying the same thing the entire time.

You can use a timer, or you can just yell "time" whenever you feel like it. I'm a little too lazy to use a timer.

Be creative. Mix up the cards, and have them answer "Yes, I do" for sports cards and "No, I don't" for vegetable cards (make sure they do "Yes, I do" only and "No, I don't" only at least one time each before you start mixing it up or they'll start forgetting the "Do you..." phrase)

I usually let them practice a couple times before they do the "real thing." Also, I give them more time on the first go-around, both so they get a rhythm and so the first person isn't out after 20 seconds. I usually don't mix things up or change the phrase until almost all the kids have it down pretty well.

Depending on how much you want to mix it up (which in turn depends on what grade you're teaching), you could do this activity the entire class period.

If you're all bakudan-ed out, you can turn the groups into teams and have them race to see who can get through all the flashcards (or team members) first. (Few notes for this: you'll probably want to use bigger teams. Going through team members only works if you have equal numbers of kids in each team. Typically I have them get through the flashcards twice so that they can establish a rhythm. This game works better when sitting down at their desks (obviously connected together in a group), while Bakudan works better standing up.)

A few phrases I've used this with:

I do/don't play/like/have/want fruit/vegetables/sports/animals/colors. (Follow up with "Do you...?")

If you're doing this with junior high 2nd/3rd graders, I'd use self-made fill-in-the-blank flash cards. For instance, write down 2 nouns and an adjective and have the kids say, "*noun 1* is *adjective*er than *noun 2*." Like so: Cola, C.C. Lemon, delicious. "Cola is more delicious than C.C. Lemon"

Grade: 小6 / 中1 - 2 Topic/Lesson Title: 小6 Eigo Nôto Lesson 6 or country names lesson

中1 side lesson / country names lesson

中2 - Sunshine 2 prog.6 (or side lesson)

I want to +[verb]+ direct object [go to, see, eat, (more from students' own vocab.)]

| Min. | Activity/Instructions | Purpose/Type | Materials/Notes |
|------|---|---|---|
| 3 | Good morning!/Hello!/Good Afternoon! | greetings (and formalities) | |
| 5 | Tell students what they will learn and how (briefly summarize lesson plan in straightforward, positive terms.) Ask them in Japanese what country they would most like to go to. | pedagogy, motivation | |
| 15 | Using review, translation, and meaningful gestures, introduce "I want to..." and add direct objects. I want to go to [all country names.] I want to eat [famous foods, students brainstorm.] I want to see [famous sites, S's ideas] I want to [verb] [noun]. (e.g., in Germany, I want to play soccer.) | speaking, listening, (grammar, vocabulary) | Translate word-by-word, accompanied by meaningful gestures, and ask students (in Japanese) "are the order of English and of Japanese the same?" COUNTRY FLASH CARDS *Perhaps "I want to" can be introduced as a variation of "I want." *It's not perfect, but today there is no need to differentiate between direct objects and prepositional objects, just make sure to emphasize "go to" |
| 3 | Hand out game boards, dice. Then, explain game rules in English, while indicating poster of rules in Japanese. | | *RULES POSTER *A3-SIZED COPIES of GAME BOARDS (1 board/-4 students) *DICE *ERASERS or PAWNS |
| 15 | Around the World board game | speaking, listening (reading, grammar, linguistics, confidence building, synthesis | *Students in groups of four *If time allows, ask for highest score in each group and in class; give stickers |

Notes: Don't overteach the target grammar and vocabulary at the time of introduction, the game should be the learning experience.

Rules of the game:

There is no real end goal except the most points at an arbitrary end time. It is an intentionally open-ended game, as classes can take different amounts of time to get to the point where they are ready to play.

Using 1 six-sided die, in an order that they determine, students should move around the board, going to different countries. Each space, except the corners, is a country.

In the space, the name of the country is both translated and transliterated into Japanese characters. For example:

| | | |
|---------------|-------------------|---------------|
| India | Germany | China |
| インド (Indo) | ドイツ (Doitsu) | 中国 (Chûgoku) |
| インディア (India) | ジャーマンイー (Jyâmanî) | チャイナ (Chaina) |

There are various reasons for this. The first is to help along students who may not be as advanced in reading English. The second is to show two things about katakana: First, that the katakana word may not be the same as the English word, and second, that katakana has several purposes in Japanese: one of which is to write Japanese loan words and another of which is to transliterate foreign words. This will create a little confusion that, hopefully, students, driven by a desire to play the game well, will want to overcome.

Please introduce the katakana as a “pronunciation hint” (hatsuon hintô.) (Illustrate the difference between “India” and “インディア.” Doing so with your JTE's help may be best, but I might recommend switching roles to avoid creating stereotypes from which the kids may incorrectly infer that they are predestined to speak badly. This is not about Japanese people being bad at English, it is about the differences between the two languages and a challenge native speakers of Japanese shall overcome in learning English.)

Students should be sure to say “I want to go to _____.” after landing on their turns. The ideal turn will consist of:

*Predict: I want to go to (ex: China).

*Roll & go

*In the space/country, say 1-4 sentences (-- a strongly suggested minimum of one.)

(If prediction was correct, points are doubled.)

Students get 1 point each for saying “I want to [go to/see/eat]...” and 2 points for another verb of choice.

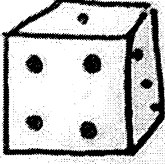


*Record points. (There are a minimum of 1 and a maximum of 10 points per turn.)

In the corner spaces, the double-point prediction bonus is impossible, but students can (without moving to another space) say any country in the world, from Afghanistan to Zimbabwe, or even Mars or Antarctica. (In this case, a student saying, for example, Minami Afurika, should be praised for her ambitiousness rather than corrected as if she were making a mistake. You can still take the opportunity to teach the correct English, but this should be done after praising the student for her risk taking.)

Have fun. It may seem complicated at first, but with the board, dice, poster, and katakana, the students could figure it out without there even being a teacher in the room. Don't worry too much about the small details and when a student has trouble, try to get her to search her own thoughts and the board for the answer by using the meaningful gestures you used earlier in the lesson, asking questions, then, if necessary, get her friends to help. And then, encourage her to ask you, to use you as a resource in her own quest for knowledge.

Around the World

RULES ↷

1.  と  か  を
使う。

2.

1 文章 ← 必ず

3 文章 → 頑張て!

(行きたい, 見たい, 食べたい)

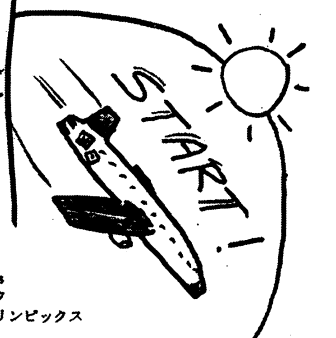
3. 得点する。

4. 角でどこでも行ける

5.

| |
|-------|
| 英語 |
| 日本語 |
| 発音ヒント |

は書いて
あります。



Canada
 Canada
 カナダ
 Toronto Zoo
 トロント動物園
 トロント・ズー
 The Vancouver Winter Olympics
 バンクーバー冬季オリンピック
 ザー・ヴァンクーヴァー・ウィンタ・オリンピックス

The U.S.A.
 The U.S.A.
 アメリカ合衆国
 ザー・USA
 Kennedy Space Center
 ケネディ宇宙港
 ケネディスペースセンター
 the Grand Canyon
 グランド・キャニオン
 ザー・グランド・キャニオン
 the Statue of Liberty
 自由の女神像
 ザー・スタチュー・オブ・リーパーティ

MEXICO
 Mexico
 メキシコ
 メクスィコ
 The National Museum of Anthropology
 国立人類学博物館
 ザー・ナショナル・ミュージアム・オブ・アンソロポロジー
 an Aztec Pyramid
 アステカのピラミッド
 アン・アズテック・ピラミッド
 Mexico City
 メキシコシティ
 メクスィコ・シティ

Go Anywhere
 Do Anything

Japan
 Japan
 日本
 Japan
 ジャパン
 Mount Fuji
 富士山
 トキオタワー
 東京タワー
 トキオタワー
 Mygumoto Masashi's House
 宮本 昌雄の家
 ミヤモト・マサシズ・ハウス

Korea
 Korea
 韓国
 Korea
 コリア
 Seoul
 ソウル
 Busan
 プサン
 Namsan and Namsan Market
 南大門と南大門市場
 ナムサン・アソンド・ナムサンマーケット

| | |
|---|-----------------------|
| 1 | I want to go to _____ |
| 2 | I want to see _____ |
| 3 | I want to eat _____ |
| 4 | I want to _____ |



Brazil
 Brazil
 ブラジル
 Brazil
 ブラジール
 The Statue of Christ the Redeemer
 コルコバードのキリスト像
 ザー・スタチュー・オブ・クライスト・ザー・リヂャー
 Rio de Janeiro
 リオデジャネイロ
 Carnival
 カルナヴァルのパレードの祭り
 カーニヴァル
 Versailles Palace
 ヴェルサイユ宮殿
 ヴェルサイユ宮殿
 ヴェルサイユ・パレス

France
 France
 フランス
 France
 フランス
 The Eiffel Tower
 エッフェル塔
 ザー・アイフェル・タワー
 The Louvre Art Museum
 ルーヴル美術館
 ザー・ルーヴル

China
 China
 中国
 China
 チョイナ
 The Great Wall
 万里の長城
 ザー・グレート・ウォール
 The Forbidden City
 紫禁城
 ザー・フオービテン・シティ
 The Temple of Confucius
 孔子廟
 ザー・テンプル・オブ・コンフューシヤス

Australia
 Australia
 オーストラリア
 Australia
 オーストラリア
 Uluru/Ayers Rock
 ウルル/エーヤーズ・ロック
 Sydney
 シドニー
 ザー・フオーバー・シドニー

若さいるの 前に
 「どどこへ行きたいときも、
 本道に同じ成つたら、
 その所の中心はダジャルだ!
 Double points if you guess
 where you're going!

Spain
 Spain
 スペイン
 Spain
 スペイン
 The Running of the Bulls
 サン・フェルミン祭の牛追い祭り
 ザー・ランニング・オブ・ザー・ブルズ
 a soccer game
 サッカーゲーム
 サッカーゲーム
 The Sagrada Família
 サグラダ・ファミリア大聖堂
 ザー・サグラダ・ファミリア

Italy
 Italy
 イタリア
 Italy
 イタリア
 The Leaning Tower of Pisa
 ピサの斜塔
 ザー・リーニング・タワー・オブ・ピサ
 The Grand Canal of Venice
 ヴェネツィアのカナル・グランデ(大運河)
 ザー・グランデ・カナル・オブ・ヴェニス
 The Roman Colosseum
 古代ローマのコロッセオ
 ザー・ロマン・コロッセイアム

India
 India
 インド
 India
 インド
 The Ganges River
 ガンジス川
 ザー・ガンジス・リヴァー
 The Goa Beaches
 ゴア州の砂浜
 ザー・ゴア・ビーチズ

Egypt
 Egypt
 エジプト
 Egypt
 エジプト
 The Giza Pyramids
 ギザのピラミッド
 ザー・ギザ・ピラミッド
 The Great Sphinx
 ギザの大スフィンクス
 ザー・グレート・スフィンクス

Germany
 Germany
 ドイツ
 Germany
 ドイツ
 a soccer game
 サッカーゲーム
 サッカーゲーム
 The Black Forest
 黒い森
 ザー・ブラック・フォレスト
 Modern Cairo
 近代カイロ
 モダンカイロ

Go Anywhere
 Do Anything

Do Anything
 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. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

For the LESSON PLAN BOOK

Names of Teachers: ALT Shannon Lee and JTE Uchida Michiyo

Class/Grade/Language Level: Elementary Grades 3-6, flexible language levels

Textbook/Specific Lesson: No textbook necessary. Can use with any elementary curriculum.

Goal: The goal is for students to learn and identify new vocabulary. This lesson focuses on listening, speaking, and visual recognition. You can use this lesson for any number of target points, but specifically for learning new vocabulary.

Preparation/Materials: Picture cards (preferably laminated), magnets, flyswatters

Class time: About 35-40 minutes

The FLYSWATTER WHISPER GAME

This game is similar to a Japanese 伝言(Telephone) Game. When you want to teach new vocabulary for holidays, self-introductions, summer vacation, rooms around the school, etc, this is a great interactive game that gets EVERY student involved and helps them remember new words. For example, I will talk about my summer vacation trip back to California.

10 minutes: Introduction of New Words

ALT: describes each picture using a picture card, emphasizing new vocabulary. Ex: I show pictures from my trip to America and point out family members, places in California, and different food. It is more successful to have a large number of picture cards.

JTE: helps translate and ensures everyone understands.

5 minutes: Confirmation of New Words

ALT: reviews each picture card and chants the new word 3 times. The class repeats after the ALT.

Ex: I show a picture of sea lions in San Francisco. Class repeats after me, sea lion, three times.

JTE: aids in chanting and keeping rhythm and order in the class.

25minutes: The Actual Game

- Split the class into groups of 6-7 students. (Group numbers flexible)
- Give the last person in each group a flyswatter.
- The ALT and JTE put the picture cards on the board with magnets in a random and scattered order. It's better to have multiple copies of certain pictures so there are more opportunities for students to get points.
- The ALT whispers a target vocabulary word to the first person in each group at the same time. The first person (on GO!) whispers the word to second person, and so on. The last person in the line must run up to the board and slap the appropriate picture

card with the flyswatter. The fastest team gets to keep that picture card as a point. (Team members can help the student with the flyswatter, using only words.)

-With multiple picture cards for one word, the ALT and JTE must watch carefully to see which teams were the fastest to hit each card, or which team hit which card.

-Make sure each student gets a turn with the flyswatter. At the end of the game, have each team count their picture cards. The team with the highest number of cards wins.

Feedback:

A few disciplinary notes:

Both the JTE and homeroom teacher often had to reinforce the whispering rule to the students, since they can get loud and excited during the game. This game worked well with respectful (but genki) classes and homeroom teachers interested in English. Some students who don't know the answer may start hitting every card and going crazy with flyswatter!

It was very fun for the last turn of the game to say a FUN answer with many picture cards left. For ex: on the last turn, I said Shannon-sensei! and the kids went bananas. It also lets teams with very few points catch up on the last turn.

Names of Teachers: Yoshiko Aly and Jessica McGrath

Language level: "Beat bands" can be adapted to all levels of Elementary and "Tongue Twisters" are best suited to the 5th and 6th grade Elementary students (level depending).

Goals: These phonics activities aim to engage students and help improve their pronunciation by distinguishing sounds.

Class time: Both activities take about 10-15 minutes, but have the flexibility to be extended further with different games etc.

Location: Both activities can be done in open space. However, "Beat bands" may be easier to control at students' desks. "Tongue Twisters" must take place in an open area.

BEAT BANDS

Goal: To help students identify accents and sounds within the alphabet through TPR.
Preparation: photocopies of a phonics sheet (one per each student), a big packet of thin, rubber bands (enough for two per each student), a CD player and some fast beat music (no lyrics). The rhythm of the beat music helps keep control and assists students in remembering the sounds.

Hand out phonics sheets and to familiarise students with all of the sounds, instruct them to repeat after the ALT. Once the students are confident, try to speed up the pace a bit with some beat music.

Then, pass out two rubber bands to each student. Direct them to double up the bands (for strength) and place the two bands between around their thumbs. Demonstrate each sound, using the rubber bands to emphasise the accents. Whenever pronouncing an accent, the students are to open up the bands like a mouth.

For example, in "K - K - KO - A - LA", students are to open the bands the widest when uttering "A".

Repeat the chanting until the students have a firm understanding of the sounds.

“

Ee



egg



elephant

Ff



fish

5

five

Gg



goat



gum

Hh



hat



horse

Nn



net

Oo



octopus

Pp



punch

Qq



queen

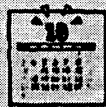
Rr



rock

9

nine



October



pig

?

question



rabbit

Ww



watch

Xx



fox

Yy



yo-yo

Zz



zebra



watermelon



box



yellow

0

zero

TONGUE TWISTERS

Goal: To assist students in distinguishing sounds.

Preparation: About three large, colour picture copies of a few tongue twisters, laminated.

Remember good old fashioned tongue twisters? As well as being really funny, they help us to think about the way we use our mouths when we speak. In practicing them, we can help students to separate sounds like "she" and sea" and break away from a thick Japanese-English accent.

My JTE and I use a variety of tongue twisters in our classes, but these are our favourite as they are fairly short and very catchy. I have made a copy of one of the cards we use, as I think it is extra important to have pictures included in this activity. Pictures may help establish meaning and are handy for the visual learners.

"She sells seashells on the seashore."

"Eight apes ate eight apples."

"A big black bug bit a big black bear."

Initially, we introduce the activity by showing students the pictures and simple questions to start the students thinking. Then, usually the ALT reads out the tongue twister (usually in a comical voice) to keep the students wondering. They then repeat all tongue twisters after the ALT.

Depending on the class size, we split up the class into the number of tongue twisters we decide to use, and one tongue twister is allocated to each group. The groups form a circle around the card, and the ALT, JTE and homeroom teacher/s take a group each. As leaders, the teachers coach each group their designated tongue twister by using repetition and rhythm. It seems to work most effectively by beginning slowly, and building up pace using clapping to mark each syllable.

Once the students have had a few minutes to work on memorising their card, all groups stand up, and guided by the JTE, chant their tongue twister in sequence. Students are to chant faster and faster until a mistake is made by one group.

The tongue twisters can then be switched from group to group.

This activity can be further extended by getting students to stand up in rows and race against other groups, seeing who can correctly recite the tongue twisters the fastest.

Eight apes ate eight apples.



Telephone Charades/ 伝言ジェスチャーゲーム (dengon gesture game)

Name of Teacher: Travis Mueller

Class/Grade/Language Level: Elementary (all levels); possibly JHS

Goal: To engage kids in learning words by both saying and doing; to have fun

Preparation: Depends on the lesson, but generally none in particular

Class time: for the game, at least 15 to 20 minutes

As the title suggests, this game is a combination of the games telephone (伝言) and charades (ジェスチャーゲーム). I got the idea from a I got the idea from one of my shogakko (originally performed in Japanese), but was easy to adapt and proved popular with students. It works best with lessons where the target vocabulary can be clearly represented with gestures or actions: sports, actions (run, jump, sit, stand, etc), or feelings (hot, cold, sleepy, hungry, etc) all work well. Possibly the game could be used to practice simple verbs with JHS students, but I've never tried.

Split the class into teams. Two, or however many works for the class. Teams with at least six kids or so work best. Teams should have equal numbers. If they don't, ask the home room teacher to join in. In this game, the teams must sit in parallel lines facing the back of the classroom. Have the first kid in each row (the one closest to the front of the classroom) stand up. Quietly teach them a gesture or action, either by doing it yourself, or using a picture card. Make sure they understand. Check that everyone is ready. When you say start, the first kid on a team taps on the shoulder the second kid, who stands up and turns to look at the first kid. The first kid performs the gesture until the second one understands, then sits down. The second kid then repeats this with the third kid, and so on until it reaches the end. The last kid should raise their hand when they know the answer. Once all teams have finished, give the first team to finish a chance to say the answer in English. If they get it right, they get a point. If they get it wrong, give the next team a chance. If no one gets it right, and it appears to be because of the gesture being garbled, redo it and caution the kids to be clearer with their gestures. Once the correct answer is received, the students rotate and repeat with a new word/gesture.

It is easiest to teach this game with a demonstration. Use the homeroom teacher and/or any exceptionally bright/genki kids. At least two people is best. Have them stand at the front of the class so everyone can see. Have them face away from you in a line. Tap the first person on the shoulder so their turn and face you. Show them the gesture. Then have them do it for the next person. Have the last person say the word in English. The game is easy to understand once one sees it performed.

As to the rest of the lesson, I usually start by teaching the target words with picture cards. After the first round through, I have the kids perform the gestures or actions while they say the words. Practice multiple times, until they know the words well. Then play a game or two to help them practice the words. Good choices are karuta and "Simon Says."

This game can be fun even if you don't have enough students to make teams. In such a case, the focus is on checking the ability of the final student to recall the word for the action. Have the students form one line and run it as above.

(別紙様式3)

For the LESSON PLAN BOOK:

ROW GAME!

Suzanne Lee Ogata, 4th year ALT
learned from Takashi Tomita
Uto-shi BOE

Goal: practicing vocabulary and pronunciation

Suitable for: Elementary through JHS

Activity Time: 5-15 minutes

This is a warm up game that is so simple I was surprised this kids love it so much! We use picture cards for elementary students and make our own flash cards for the JHS students with pronunciation markings. On the back of the flash cards we put big squares of self adhesive magnets so they easily stick to the black board and you can just throw them on the board. This also get the kids pretty excited.

One row of students stands up and one of the teachers throws words/pictures on the black board one by one. The first student to call out the word with correct pronunciation may sit down. When there is only one student left standing, that column stands up and the remaining student has ゆうせんけん, or priority, so even if they are not first to say the vocabulary word, just if they can say it, they may sit down. This helps the game keep moving and students don't feel singled out.

You can play one round for a quick warm up usually getting all kids to play within 5 minutes. Although be warned, they always beg to play 2 or 3 rounds. The most important thing is that they see it as a fun game, not a chore. To accomplish this, we don't play everyday and we try to keep our energy high and BIG SMILES!

Please Enjoy!

James Smyth, Tamana-shi Tensui-machi

Lately most of my in-class work has been at elementary school, and most only have English once or twice a month, so I've had to keep it simple. Here are some activities I've enjoyed over the past year.

Bingo & Name Bingo: on the Internet (I use print-bingo.com) you can generate randomized Bingo cards. Usually I do the standard 1-75 B-I-N-G-O setup, but sometimes I make cards with the students' names written in Romaji. That way they can practice English letters with something that's fun and easy for them to understand.

The Lion Sleeps Tonight: The lyrics are difficult, even after I write the subtitles in *katakana*, but genki classes love the "Wheeeee-ee-ee-ee-ee bombombawaay" part.

Haitataki (Fly Swatter) Games: I have 4 different colors of fly swatters. I split the class into teams of 4, put animals/shapes/colors/letters/a clock on the board, and call things out. Fastest wins. I don't keep team scores anymore.

Months: Much easier to teach by song than by dictation.

Chants: Recitation is much easier with a beat from a CD or keyboard or just clapping hands.

My Bonnie Lies Over the Ocean: Students must stand up (or sit down) for every "B" sound.

Picture Books: One school uses "The Very Hungry Caterpillar" and "Brown Bear, Brown Bear, What Do You See?"

Christmas Songs: "We Wish You a Merry Christmas" is the easiest to sing, with "Silent Night" a distant second. Elementary kids won't sing more difficult tunes w/o *katakana* written out for them.

Word Search: High-level kids enjoy this.

Denshi Kokuban: If your homeroom teacher can use a computer and projector in class, try it. The kids already love TV and computers, so this holds their attention much better than the blackboard does.

Secret Word Game: A Japanese classic. Choose a category. Then choose a certain word from that category to be the "secret word." Call out words from that category. They repeat after you and clap two times. When you eventually call out the "secret word," whoever grabs the eraser fastest wins.

Te-Asobi 手遊び: This is a way to make karuta more educational. Have the students clap each other's hands like in "Patty cake, patty cake" and say in rhythm, "Let's touch, let's touch, let's touch the shape. What shape do we touch?" followed by you calling out the next word.

I Like & Maru Batsu: The *maru* side of the room is for "I Like X." The *batsu* side is for "I don't like X." Ask about controversial things like natto, snakes, and Morning Musume ("Do you like X?") to get the kids running back and forth. Once the kids get the hang of it, they can ask questions, too.

Name(s) of Teacher(s) Kendra Thomas _____

Class/Grade/Language Level Elementary 4-6 _____

Textbook and specific lesson Months _____

Goal: To remember the names of the months in English while having a really good time _____

Preparation: Illustration cards with the names of the months and the numbers, that corresponds to their order, is helpful but not necessary 20-40 minutes, but I laminate EVERYTHING, so they will last through many classes and schools _____

Class time: 45 minutes _____

1. Greeting: Good Morning or Hello!
2. Warm up: Question and answer time...
 1. How are you?
 2. What day is it today?
 3. What is the date today?
 4. How is the weather?

**I always start the class out with the same four questions, so that the students become familiar with them, and feel comfortable answering simple questions they might encounter

3. Review previous lesson: Go over vocabulary and if I had found a song that corresponded with the lesson, then sing the song a couple of times

4. Introduction of the lesson

- a. Introduce the names of the months and go over any tricky parts of the pronunciation(*ber, August and ry not ʻ)) and explain to the students the difference between the katakana pronunciation and the English pronunciation
- b. Sing a song or chant the vocabulary, with the ALT saying the word, then the students, then clapping twice. This can be done slowly at first, then more quickly, once the students gain confidence
- c. Make sure the students can say all of the names of the months, it usually helps when I tell them that we can't play the game unless they remember the vocabulary

5. Game

Have the students stand in a circle. Go around the circle a couple of times, having the students saying just one month for confirmation. They can say up to three months in a row, going until they reach December. The student that says December is out, and sits down. For example, Student one says January! Student two says February, March, April! Student three says June, July! And so on...until two or three students are not out and give them stickers. Depending on the class, one game gets me to the end of the period or another game is started and I will give stickers to all students still in when the bell rings.

6. Roles of the ALT/ JTE:

I usually lead the class with the JTE helping with classroom order and organization of the games

7. Feedback:

This game is really fun. The students get competitive and involved in the game, and try to get their friends/ enemies out. I try and make sure that the students are pronouncing the vocabulary correctly and I always stand with them so they can hear me say the names of the months, too. I have had classes beg me to play this game, usually in review and the majority of remember all the names of the months correctly. Mission accomplished! If the students are shy or say the names too quietly, then the game does not work. So, the confirmation is very important before you play the game to build the students' confidence.

Name of Teacher: Aurora Tsai
 Grades: 5 or 6
 Preparation materials: chalk, magnets, white paper
 Class time: 15 minutes
 Lesson type: Game

Memory Tic, Tac, Toe

This is a game to practice saying time and time-related phrases. In this example, we are practicing phrases that start with "What time do you _____?" and giving an appropriate answer. However, you can alter the question/answers to suit your lesson plan. Using this game, the students will fill in the blank and then answer the question.

1.) Draw a 4 x 4 grid on the chalkboard. At the top of each column, write "Get up," "go to bed," "eat dinner," and "take a bath." At the left side of each row, write "~:00", "~:15", "~:30", and "~:45." Fill in the boxes with times that are within the range of each action, for example:

| What time do you . . . | | | | |
|------------------------|---------|------------|-------------|--------------|
| | Get up? | Go to bed? | Eat dinner? | Take a bath? |
| ~:00 | 5:00 | 8:00 | 5:00 | 7:00 |
| ~:15 | 6:30 | 9:15 | 6:30 | 8:15 |
| ~:30 | 7:30 | 9:30 | 7:30 | 8:30 |
| ~:45 | 8:45 | 10:45 | 7:45 | 9:45 |

2.) Split the class into two teams. Tell the teams that they have 30 seconds to memorize as many boxes on the board as they can. After 30 seconds, cover each box with a piece of paper and a magnet.

3.) Now the game begins. The teams take turns putting Xs and Os on the grid, aiming to get 3-in-a-row. During a turn, a team must select one student to ask "What time do you (i.e. get up)?" and another student to answer "I (get up) at (time)." The students choose how to fill in the blanks, based on where they want to put an X (or O). For example, if one student asks, "What time do you get up?" and the other student answers, "I get up at 5:00," then that team can put an X in the upper left-hand box.

The challenge is not only practicing the question, but remembering what hour is in each box, since they are all covered by papers. Once the students get a few boxes, the game starts to get easier for everyone to do.

4.) When a team gets three in a row, they win. If the game seems to difficult for the class, you can make it easier by giving "handicaps" and removing a few pieces of paper from the board. On the other hand, if a team wins really quickly, you can extend the game by having both teams get as many 3-in-a-rows as possible.

(別紙様式3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) Eugene Yu
Class/Grade/Language Level Elementary 5th/ 6th grades
Textbook and specific lesson anything with a lot of vocabulary words (usually food, animals, or [multiples of x])
Goal: practice vocabulary by having them think and say the words on their own
Preparation: a trip to the 100 yen store beforehand, and vocab cards/magnets
Class time: 20 minutes (or more if your kids like it)

Super Ping Pong

Materials Needed: 2 ping pong paddles (4 for a bigger class) and some ping pong balls (I got these at a 100 yen store. If you don't have these, you can use those giant fans, but make sure they are all the same size), giant vocab flash cards (A4 or A5 is fine), magnets (to hold flash cards on the board)

After your warm-ups, have the students say the vocab words while you put the cards on the board. The cards will serve as references to the kids. Then, have the kids put eight desks together (4x2) to make a "ping pong table". The desks should be the same height. Nets are not necessary. If you have a fairly large table, that works too. The "table" should be parallel to the chalkboard so both players can see the board. If you have a large class (or if you want more kids to play in a short time), use two "tables". It does get a little hectic, so it's easier to maintain order with only one table. The HRT and ALT act as judges.

Game Explanation: Kids will play against each other 1 vs 1. They will take turns hitting a ping pong ball while saying a vocab word. For categories such as animals, kids are allowed to say words that aren't listed on the board (if you want). There is no attacking, so kids can only hit the ball gently upwards. It's quite challenging even without attacks. [side note: works as a drinking game for adults] Kids continue playing until one kid commits one of the following faults:

Saying a word incorrectly (includes saying a word in Japanese and not English)

Repeating a word

Failing to say any word

Attacking the ball

Breaking a ping pong rule

Hitting the ball out of bounds

Having the ball bounce twice on his own side

Failing to make a return

Not letting the ball bounce on his own side

Failing to hit the ball to the opponent's side

You could keep score if you want, but I usually don't because it's quite fun even without it. Both players change after each round. Rounds tend to end quickly, so everyone can play. You can also have kids cooperate to see which pair can last the longest.

Sentence Mix Up

Teachers: Rebecca Carrington, Waseda 先生 Rikigo JHS

Class/Grade/Level: Can be adapted to any JHS or HS level

Textbook: Can be used with all textbooks

Preparation: About 20 minutes

Goal: Grammar review or fun class anytime

Class time: From 20 -50 minutes

I know I got this idea from the lesson plan book in my first year. However that was a LONG time ago and I wanted to include it this year as it's always a hit. Make it into a point game with bonus points for the fastest team, perfect punctuation etc and they will really get into it.

Preparation

- Search the textbook for 10-15 grammar points that the students have learned.
- Make sentences or questions using these grammar points - write on card
- Cut up each sentence and put the pieces of card into an envelope

Class (about 20 minutes)

- Divide the class into groups and give each student a piece of paper
- One person from each team will come and choose an envelope
- The group has to put the sentence together and write it on their sheet
- When they finish, one person will go and get another envelope
- Continue until all teams have finished and check the answers

Rules

- Every person on the team must write the sentence down before they can get a new envelope
- Each team may only have one envelope at any time

Variation (to take up 50 minutes)

- Make each sentence a question e.g. What are you going to do tomorrow?
- Play the game as above and check the answers at the end
- Divide the blackboard into sections and give a piece of chalk to each team
- Read one of the questions e.g. What are you going to do tomorrow?
- Students must think of an answer and then choose one person to write on the board.
- At the end check the answers including grammar and punctuation.

(別紙様式3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) Talia Harris

Class/Grade/Language Level Junior High School (Any Grade)

Textbook and specific lesson Any

Goal: To help students review specific grammar points.

Preparation: 10-20 minutes

Class time: 15-50minutes

I use this game often because it is so versatile. I call it "Wheel of Fortune" for its similarities to the American TV game show. It works like this:

Before Class:

--Prepared sentences that practice the desired vocabulary or grammar points. Make these sentences in hint pairs. For example if you want to practice the grammar "was verb-ing," you could write "Where were you yesterday?" "I was playing soccer in the park with my friend."

In Class:

--Split students into groups of 3 or 4 students.

--Write the hint sentence on the board (in this case "Where were you yesterday?") Below it write a series of blanks that represent each letter in the second sentence. Make sure the blanks are properly spaced and punctuated.

--Then let the game begin. The first group guesses a letter. I usually give them ten seconds; if they can't guess in that time, skip 'em (otherwise they take forEVER!). If the sentence contains that letter, write it in the appropriate blank. Award points according to how many letters there are (i.e. they guess A and there are 5 A's, they get 5 pts.). Keep track of letters that kids guess that are not in the sentence on the board so kids don't repeat them.

--After the first group guesses, let the second group guess (this is different than actual Wheel of Fortune, where you get to keep guessing until you get a letter wrong. This way gives everyone a chance and keeps kids from getting bored).

--If at any point someone can guess the entire sentence, they are awarded 5 points for their team!

--If there is time, do round two with a new sentence.

I LOVE this game and find it amazingly adaptable. Students (and teachers) get really into it, too! But remember to keep the pace up!! I find it works well if you hand the roll of Game Show Host over to the JTE. Let them keep the game moving, call on students, keep the score board up to date, etc. ALTs get to be the Vanna Whites of the show and write the letters on the board.

Note: it works much better if you have counted the letters in each sentence before class. I usually make a key that tells me at a glance how many A's , H's, etc there are.

(別紙様式3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) Jamil Hosen and the help of various homeroom teachers
 Class/Grade/Language Level All levels - Preschool, shougakko, chugakko, Eikaiwa,
 Textbook and specific lesson None
 Goal: None
 Preparation: Varies
 Class time: 10min - 1 lesson

I have many elementary schools and 2 preschools + an eikaiwa class, so I'm always on the lookout for games that can be tailored to my needs. What follows is a list of games that can be used for all levels, even high school, if you tinker them right. Some games have specific goals while others can be used for almost anything.

① Spiderman 10-25 minutes

Prep - Pictures of spiderman or level - ES/JHS/H.S/Eikaiwa
 Any well known people

Draw this figure on the board and make up a super hero story. I put Mary Jane at the top and say the building is on fire and they have to help.



The fastest group moves up one floor. Then start a new round, you can even change the order of the group.

Divide the students into groups and make them repeat a specific grammar point for the lesson (dialog etc.). The fastest team gets their hero moved up one block. The first hero to reach Mary Jane wins. You can help students that are struggling.

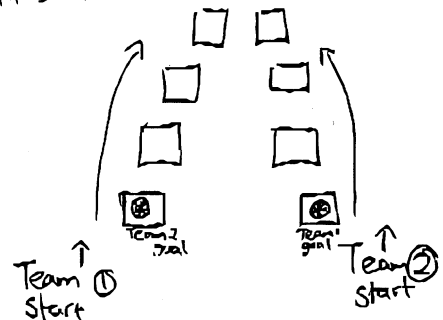
② Battle Relay Janken 10-30 minutes

Prep - Cards with grammar points. level - E-S/JHS 1/2 Eikaiwa

A variation of a game I discovered last year. Arrange the tables in class like so and place a card on each table. The cards can be anything from colours to animals, go wild.

Student starts at each team's starting point, touching each card and saying the grammar point out loud. Once the students meet, usually at the bar pin, they janken. The winner carries on to the goal. The loser joins the back of their team's line and the next person in their line starts from the bottom and works their way up. (Please use as many pages as you like)

There are always 2 students on the course at the same time. If a student loses a Janken, another from their team starts from the bottom immediately.



Be warned. This game should not be attempted on classes that are too shy. Works best with all levels of elementary and 1st and 2nd year of Junior high. My 3rd years are too shy for it to work. Try at high school at your own risk.

③ Timebomb 10-15 minutes

Prep - Making sure your students know the numbers 1-13. Level - All except preschool.

This is a great warm up game. Split the class into groups of 4 or 5. Then have them, in sequence say the numbers 1-13. They can choose to say one, two, or three numbers. The student who has to say the number 13 is knocked out. The students can then play until there is only one winner.



④ Musical Parcel Pass 10-20 minutes

Prep - Two parcels and a dialogue. Level - preschool

Have the students sit in a circle and give them two parcels, I usually use two cute purina dolls (not mine of course). If you play an instrument now would be a good time to practice your skills. Have them pass around the parcels while you play. The ones holding the parcels when you stop have to perform the dialogue you prepared. This game works really well at preschool.

⑤ Super English Battle spirits 20-30 minutes

Prep - Deck of cards maybe 100 or so (hey I had to make them too) Level - ES/JHS/HS/Elkawa.

Hand out the cards at random. The cards should have pictures of specific things on them (again suited for any grammar point). Tell the students to first find a random partner. Then the students Janken. The loser asks the winner what card he would like the winner says a card. Loser gives winner the card. If the loser doesn't have the card he gives him a random one, then the winner gives the loser a card. After the exchange they look for new partners. The point is to try and get 3, or 4 depending on how many cards you give out, of the same picture, eg. If your teaching animals they have to get 3 of the same animal. I did this lesson with "can you", and had some ridiculous cards like 'can you eat a tree?'

Step ① Janken



Step ② dialogue

- ① can you ride a bike?
- ② Yes I can / No I can't

Step ③ exchange cards



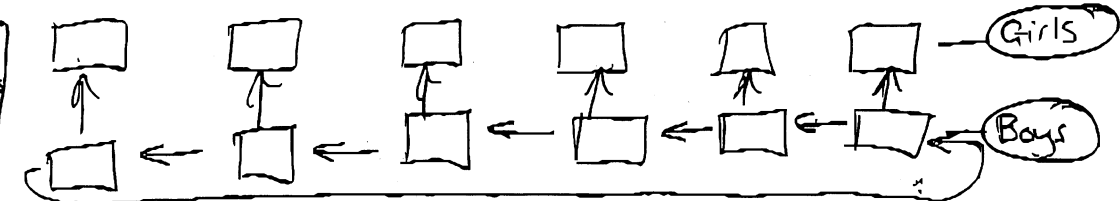
Step ④

find a new partner!

For this game make sure that at all times students have 4 / or 5 or however many cards that you 1st gave them. Students cannot lose cards.

⑥ The dating game Best used at Eikaiwa to teach your students about dating any other level would be too shy or too young for it.

Prep: Before the game ask your students to write down 3 things about themselves, and to not show what they have written to others. Then divide the class into the girls team and boys team and collect their 3 secrets about themselves. You might have to turn some boys into girls or vice versa to even out the teams. Then arrange the desks like this:



Level - Eikaiwa only. Adult class will be the only place not shy enough

Then have them sit down girls on the top row, boys bottom row. Give them 2 minutes to go on a date with the person opposite them, asking questions and getting to know each other. After the two minutes the guys move one chair to the left to date the next person. This cycle carries on until everybody has dated everybody. Then pull out one of the papers with the 3 secrets that you collected earlier. If it's a guys secrets, ask the girls the 3 secrets and ask them to guess which guy it is. If they guess correctly they get a point. Do the same thing for the guys. This game is long so please use an hour for it.

⑦ Liar, Liar! 20-30 minutes.

Prep: ABC cards or Numbers cards, at least 50 cards, each letter or number having multiple cards.

This game has a Japanese name too, and a proper English name but I don't know them.

Split the cards between the students, ideally each student should end up with 10 cards at least, so unless you have lots of free time to make cards I suggest only playing this game with the English club or with classes with 10 students or less. If you use letters, start by placing any number of a certain letter face down on the table. The next person has to either place letters that are one above, one below or the same as the previous letter. At any time a student can call liar and reveal the placed cards. If the student who played them lied he has to pick up all the cards and add them to his hand. 1st student to get rid of his cards wins.

Criminal Search!

I have a couple variations on this game, but it always follows the same format. Once the students know it, it's a great game.

Level: 1年生, 2年生, (this works well for 3年生 review as well). My students are all middle to low level. Just make the question and answer easier or harder depending on the class.

Textbook: One World 1年生 lessons 5.2, 7.2; 2年生 1.2

Goal: for students to drill the question and answer without realizing they are doing it; for the students to become invested in your games and classes.

Preparation: One card per student about 3 cm square. Use construction paper so that the marker doesn't bleed through the paper, making the number visible on the other side. One card should have a star on it below the number. *Optional: a picture of the stolen item.

Class time: explanation 5 minutes (the first time), 10 minutes for game. If the teacher says it's okay you can do a second round sprint where the students have 5 minutes to search. Make sure to explain the game to your teacher in advance so they can help if necessary.

1. Write 'Criminal Search' on the board. Ask what 'search' means in Japanese. Ask what 'criminal' means. If they don't know, ask the JTE for help, or just pretend to steal one of your student's pencil cases and run out the door.
2. Ask for a volunteer. If they are reluctant, tell them that you just need to know their name, they don't have to do anything. Or you can ask your JTE to pick a student. Or if you know a student, or one is being noisy etc walk up to them and ask:
"What's your name?"
3. Once they answer, write the name of the day's criminal search on the board:

Who stole Marina's bike?

also: Who ate Motoki's apple pie?
Who stole Momo's piano?

4. Instructions to tell students:

"Let's play a game! Please listen."

"First, make your groups." (gesture holding up one finger for first)

"Second, I will give you a card." (gesture 2 fingers for second. holding the cards pretend to give them to a student when you say I will give you a card.)

"There is one card with a star on it. If your card has a star on it, you are the criminal." (don't let the JTE translate this to 2nd years that have learned 'if').

"Third, search for the criminal!" (three fingers for third)

Like this:

Accusing student: _____!

Everyone: _____, what did you do?

Accused student: I played baseball.

* Rather than have the students say "seno!" to prompt themselves I say "Everyone!" and hold my arms out to them so they know when to talk.

[I usually use myself as an example].

Me: Katharine! Everyone!

Everyone: Katharine, what did you do?

Me: I watched TV.

"What else can you say? Anything else?" (asking for other answers)

Get three or four more examples of the past tense. Once things get going you can erase them, or change the examples if too many students are using a specific one.

Draw an example of a card on the board with a number, and draw a star beneath it. Then draw a line to the starred answer which the criminal says.

If you have a star on your card, you are the criminal and you say:

* I did it!

"Okay, you have 10 minutes. If you don't find the criminal he/she gets away."
(gesture running out the door)

5. Okay go!

Students make their groups

Pass out the cards - say 'It's a secret!' often so they know not to show their cards to the other students.

6. Make sure to stress that their cards are secret as you pass them out. The cards are about an inch square. I used the left over pieces of construction paper from other activities to make them. I numbered them 1~# of students in your class and picked a

middle number to put a star on under the number. Make sure to be aware of absent students as you don't want to have no one with the starred card.

Sometimes I used two starred cards for crimes like stealing a piano. I explained to the students by gesturing while saying 'a piano is heavy!'

7. They have 10 minutes to find the criminal. 'If you don't, they get away. Anyone want to start?' If not ask the JTE for help or if you have a joking relationship with a student pick on them.

Remember: the first student only accuses, they don't have to answer the question. This is important because it gets the game going quickly. After a couple times with this game, they all want to go first.

After the first person is accused and the dialogue is read, make sure to remind the accused student that they get to pick the next person. After this, the game goes pretty fast. If your class is shy and they don't like accusing people, before you explain the game, have them write down two names, one boy and one girl in their notebooks. Then if they hesitate, ask who they wrote down.

Stickers: I found stickers for this game problematic. Usually they just play the game because they like the challenge. And they ask for another chance to play when you finish.

However, my students like to get stickers. So if you want to give stickers the best option I came up with is to give a sticker to the criminal if they get away, or give a sticker to the person who accuses the criminal (and therefore finds them).

Variations:

The kids really love this game. I've also changed the grammar around a bit.

What does she do? [in this version the student's friend is the criminal]

He/She goes shopping.

* He/She plays the piano.

What are you doing?

I'm playing volleyball.

* I'm eating pie.

What were you doing?

I was watching TV.

* I was riding Marina's bike.

Where were you?

I was at the mall.

(別紙様式 3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s): ALT Jacinta McKenzie, Kiyama J.H.S (Eto 先生)
Class/Grade/Language Level: Junior High School first grade to High School 3rd grade.
Textbook and specific lesson: Review
Goal: To get the students to speak and at the same time review grammar.
Preparation: bingo sheets and questions.
Class time: 10min – a whole lesson.

The Typhoon Game

1. Divide class into groups of 3-6 people.
2. Let groups choose their own group name (which then becomes their own island name). Give them a time limit for this as sometimes it can take forever to choose a name. I.e, group katsu, green team and red team, blue team.
3. Draw a bingo sheet on the blackboard – as shown below (picture 1). This is the bingo sheet the students will use.
4. In your own hand you will have the same bingo sheet but with the gaps filled in. Refer to the sheet below (picture 2)
5. Ask the students the questions you have prepared. The first group to put their hand up to answer gets first try. They may consult their friends in that group or look at their notes or textbook as this all counts as review.
6. **Here is how the game works:** Once the students have answered correctly, they choose a place on the bingo sheet written on the blackboard. Eg C4. On the sheet that you as the teacher have, it will have the answer. On yours for Eg C4 has written 5. This means that team gets 5 points. They receive these points in the form of parts to build up their island (as seen below picture 3). By the end of the game it is the team left with highest number of parts to their island that wins. It is up to you if you have prizes or not. My students get stickers to add to their class participation points.

Words you need to know.

| | |
|--|--|
| ST | Super Typhoon: A typhoon has come to your island and wipes away everything. Only the sea is left. The team that choose the ST loses everything from their island and they get to choose another team's island to wipe as well. |
| T | Typhoon : That team's island is wiped right down to the sea. |
| 5 | Five points : get to add 5 things to your island. |
| 4 | Four points: get to add 4 things to your island. |
| 3 | Three points: get to add 3 things to your island. |
| Building your island. Start with the sea. Then add an island, then tree stem, then one leaf by leaf then coconuts, one by one. | |

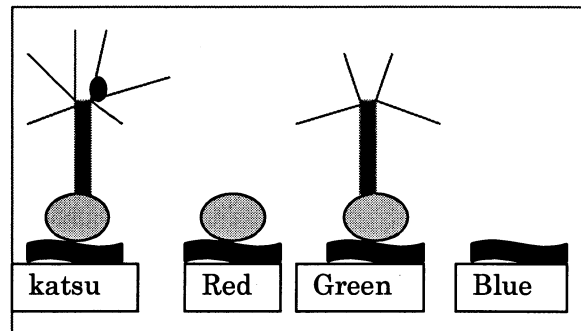
(picture 2) Your sheet
(don't let students see)

| | A | B | C | D |
|---|----|----|---|----|
| 1 | T | 3 | 2 | T |
| 2 | 2 | ST | 5 | 0 |
| 3 | 5 | 4 | 3 | ST |
| 4 | 1 | ST | 0 | 8 |
| 5 | ST | 1 | 4 | T |

(picture 1) Sheet you write on the
blackboard for students.

| | A | B | C | D |
|---|---|---|---|---|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

(picture 3): Islands on the blackboard.



In this case the 'Katsu team' won because they have 6 branches and one coconut on their tree on their island.

BATTLESHIPS!



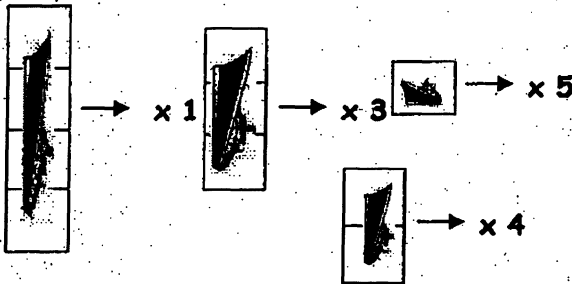
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BATTLESHIPS!



INSTRUCTIONS :

DRAW YOUR BATTLESHIPS ON THE GRID.
 YOU NEED 13 BATTLESHIPS IN TOTAL.
 YOU MUST SINK YOUR PARTNER'S BATTLESHIPS!
 FIND THE BATTLESHIPS BY ASKING THE DAY, MONTH AND DATE.



AIM:

YOU MUST TRY AND SINK ALL YOUR PARTNER'S BATTLESHIPS.

TO FIND WHERE THE BATTLESHIPS ARE, YOU NEED TO SAY A DAY, MONTH AND DATE.

THEY FIND THE SQUARE ON THE GRID FOR THAT DAY, MONTH AND DATE.

IF THERE IS A BATTLESHIP THERE, SAY "HIT!"

IF THERE IS NO BATTLESHIP, SAY "MISS!"

WHEN YOU HIT A WHOLE BATTLESHIP, SAY "SUNK!"

| | 21 st | 30 th | 17 th | 2 nd | 12 th |
|---------------------|------------------|------------------|------------------|-----------------|------------------|
| Tuesday, August | | | | | |
| Saturday, November | | | | | |
| Wednesday, February | | | | | |
| Monday, May | | | | | |
| Thursday, October | | | | | |

FOR EXAMPLE:

1. IT'S TUESDAY, AUGUST THE THIRTIETH = *MISS!*
2. IT'S THURSDAY, OCTOBER THE TWELFTH = *HIT!*
3. IT'S MONDAY, MAY THE SEVENTEENTH = *MISS!*
4. IT'S SATURDAY, NOVEMBER THE TWENTY-FIRST = *HIT!*
5. IT'S THURSDAY, OCTOBER THE SECOND = *HIT AND SUNK!!!*

"IT'S (~DAY), (~MONTH) THE (~DATE) = ?"

Battleships - ALT Information.

Hello! This game has been by far the most popular with my 2nd and 3rd grade kids in JHS, who have requested it time and time again. It is useful because it can be used to target any vocabulary you like. It was adapted from the Team Taught Pizza 2000 Edition.

I most commonly use it for practicing days, months and dates, as my kids have real trouble pronouncing these. For example, in the left hand vertical column of the grid I write a day and month in each square. In each square of the top horizontal row, I write a date in both written and numerical form. The kids try to find their opponents battleships by first choosing a square from the vertical column, then one from the horizontal row. In playing the game therefore, the kids learn to use the grammar structure `day, month and date` i.e. it is Tuesday, December the 4th.

I have used the game for practicing irregular past progressive verbs, general pronunciation for difficult words (through, their, tall etc) and for trying to banish the evil that is katakana English - i.e. give the kids `cat` and `cut`, `bath` and `bus` in the same column; this forces them to pronounce each word distinctly and clearly for their opponent.

The kids were a little fuzzy at first and it can take some explaining so be patient. I explained it to my JTE first and the kids were obviously much more receptive to the Japanese explanation! The key things are to teach the kids `hit`, `miss` and `sunk` and remind them that they must mark the hits and misses they make to their opponent on their own board, so that they can keep track of which squares to choose.

The kids work in pairs and require very little supervision once the game gets going. Just make sure they do not lapse into Japanese when choosing the squares; using phrases such as いちばんとよんばん (ichi-ban to yon-ban) is not acceptable!

I would also have a couple of different vocabulary grids in the room in case the students finish the first one, though in my experience the game easily lasts the whole lesson every time.

Enjoy!

JEOPARDY!

Name(s) of teacher(s): Zane Kinsey, with the help of countless JTEs, ALTs and internet resources.

Class/Grade/Language Level: Oral Communications; all grades and levels.

Goal: To give the kids a fun break while still forcing them to listen to, and answer in, English.

Preparation: Depends. It can take a while to set up your own game from scratch, but it takes virtually no time at all if you 'borrow' the questions and answers from me (feel free to do so).

Class time: Variable. I usually ran the game for the entire class period.

Who doesn't love Jeopardy? Well, certainly not Japanese high school students; they eat it up. For non-Americans, "Jeopardy" is the title of a long running TV Quiz show in the U.S. (maybe Canada, too). This game is a great way to kill a lesson after testing and give the kids a bit of a break from the normal monotony of studying. This has been a student and JTE favorite for the last three years of my professional ALting career. You can use it to review things they're already learning, or just to focus on random trivia.

- 1) Introduce the game to your JTEs to make sure they're familiar with the rules and game play. This helps a lot when you have to explain it to a class the very first time (play it more than once and your students will be all over it).
- 2) Go to class and explain the rules. It's easier to explain the game if you draw the game board on the chalkboard first. The game board will look something like this:

| <i>Category</i> | <i>Category</i> | <i>Category</i> | <i>Category</i> | <i>Category</i> |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| 10 | 10 | 10 | 10 | 10 |
| 20 | 20 | 20 | 20 | 20 |
| 30 | 30 | 30 | 30 | 30 |
| 40 | 40 | 40 | 40 | 40 |
| 50 | 50 | 50 | 50 | 50 |

- 3) Break student up in to about 6 equal(ish) groups. Groups of 6~7 usually work well. Have the groups move their desks together so they can talk amongst themselves.
- 4) Choose 5 or 6 different categories for each game (I've used up to 7 categories for more advanced classes). The categories are completely up to you. Prepare 5 questions for each category ranging from easy questions (10 points) to difficult questions (50 points). I usually place two hidden 100-point bonus questions somewhere on the game board.
- 5) Enjoy Jeopardy.

RULES:

1. The first category and question will be chosen by the JTE.
2. All subsequent categories and questions will be chosen by the team who correctly answered the previous question. In the case where the question went unanswered, the same team that chose the unanswered question will choose again, though no points will be awarded.
3. JTE will act as score keeper.
4. To answer questions the student must raise their hands. Shouted answers will be ignored.
5. Students are free to discuss the question with their team.

Here's a sampling of various categories and questions I've used in the past. You can pick and choose based on your class' ability level:

GEOGRAPHY:

Where can you see a kangaroo? - **Australia**
Where is the Great Wall? - **China**
Which continent is Egypt in? - **Africa**
What city is the ALT from? - **Portland**
Which is the smallest prefecture in Japan? - **Kagawa**
Which prefecture is Lake Biwa in? - **Shiga**
Which country is Cairo in? - **Egypt**
What is the second largest country in the world? - **Canada**
Name another country that is on the same island as England? - **Scotland -or- Wales**
Which country's flag has red and white stripes and white stars in the top left corner? - **U.S.A.**
What is the biggest prefecture in Japan? - **Hokkaido**
Name the four main islands of Japan. - **Hokkaido, Honshu, Kyushu, Shikoku**
Which continent is Egypt in? - **Africa**
What is the highest mountain in the world? - **Mt Everest**
What is the world's biggest ocean? - **The Pacific**
What is the tallest mountain in Africa? - **Mt Kilimanjaro**
In which country is Mount Olympus? - **Greece**
How many states are in the USA? - **50**
What is the world's biggest country? - **Russia**
Which river runs through London? - **The Thames**
What is the biggest prefecture in Honshu? - **Iwate**
What city is Yui Arigaki from? - **Naha**

MUSIC:

Which band is Kimura Takuya in? - **SMAP**
Which band sang the song "Linda Linda"? - **The Blue Hearts**
What does SMAP stand for? - **Sports Music Assemble People**
Who is the lead singer of Mongol 800? - **Uezu Kiyosaku**
Where is the band Orange Range from? - **Okinawa**
How many members are there in the band EXILE? - **14 members**
What Japanese artist did the theme song for the Kingdom Hearts video games? - **Utada Hikaru**
What is ex-Prime Minister Koizumi's favorite rock

band? - **X-Japan**

What is the most famous song by the band The Blue Hearts? **Train-train -or- Linda Linda** (I accept either answer because they're about equally popular.)
Who sang "Seasons" and "M"? - **Hamasaki Ayumi**
What was Orange Range's first album called? - **1st Contact**
Who are the biggest selling Japanese band of all time? - **B'z**
Which female artist has sold the most records in the world? - **Celene Dion**

SPORTS:

What sport does Arakawa Shizuka play? - **Figure Skating**
What country is Kotooshu from? - **Bulgaria**
Who is the #1 breastroker in the world? - **Kitajima**
What soccer team does Ronaldo play for? - **Manchester United**
Who was the softball pitcher for Team Japan in the 2008 Olympics? - **Ueno**
Which team is the rival of Hanshin Tigers? - **Yomiuri Giants**
What is the name of the foreign sumo wrestler from Bulgaria? - **Kotooshu**
Which city are the Hanshin Tigers from? - **Nishinomiya**
Who is the soccer coach of the Japan national team? - **Takeshi Okada**
What is the nickname of the NZ rugby team? - **All Blacks**
In tennis, what is 0 (zero) points called? - **love**
Name 4 sports that don't use balls. - **e.g. horse racing, running, ice hockey, sumo**
Which team won the Japan Baseball Series last year? - **Saitama Seibu Lions**
You can watch a Grand Sumo Tournament in 4 cities. Name 2 that are not Tokyo. - **Nagoya, Osaka, Fukuoka**
Where will the soccer World Cup be held in 2010? - **South Africa**
Which country do the Olympics come from? - **Greece**
How many players are there on a rugby team? - **15**
Where are the Olympics in August? - **Beijing**
What is Hideo Nomo's uniform number? - **16**
Who won the 2007 Konami Cup Asia Series baseball tournament? - **Chunichi Dragons**

CAPITAL CITIES:

USA - **Washington DC**
Taiwan - **Taipei**
Mexico - **Mexico City**
Vietnam - **Hanoi**
Colombia - **Bogota**
Russia? - **Moscow**
Australia? - **Canberra**
Canada? - **Ottawa**
Indonesia? - **Jakarta**

SPELLING:

team / Wednesday / challenge / regularly / university /
England / chimpanzee / Russia / communication /
Egypt / English / geography / Argentina / alphabet /
Zimbabwe / elephant / cloudy / station / Australia

MISCELLANEOUS:

Who wrote "Okuno-hosomichi?" - **Basho**
Who drew the cartoon, "Astro Boy?" - **Tezuka Osamu**
How many prefectures are there in Japan? - **47**
How many numbers are there in Japanese postal codes? - **7**
In what year did Okinawa become part of Japan? - **1972**
Who is on 5000 yen? - **Nitobe Inazo (to 2004) / Ichiyo Higuchi (from late 2004)**
Who was the Japanese astronaut in the Discovery space shuttle? - **Noguchi**
How many people are there in the Isono family? - **7**
In an elevator, what does the "B" button stand for? - **Basement**
What is the most popular cell phone network in Japan? - **DoCoMo**
How many people use the internet in Japan? - **87.5 million/69%**
What island is the book "Twenty Four Eyes" about? - **Shodoshima**

ENTERTAINMENT:

Which American actor plays Jack Sparrow? - **Johnny Depp**
What British character goes to a magic school called Hogwarts? - **Harry Potter**
What Japanese movie won an American Oscar award last month? - **Okuribito**
What country is Avril Lavigne from? - **Canada**
Which comic book movie was the biggest movie of the year? - **Batman: The Dark Knight**
Who played Batman? - **Christian Bale**
What actor plays Jack Sparrow? - **Johnny Depp**
What is the English name for Tetsuwan Atomu? - **Astro Boy**
Who goes to school at Hogwarts? - **Harry Potter**

What country is Orlando Bloom from? - **England**
What is the English name for Sen to Chihiro no Kamikakushi? - **Spirited Away**
Who plays General Kuribayashi in the movie "Two Jima Kara no Tegami?" - **Ken Watanabe**
Who plays L in the Death Note movies? - **Kenichi Matsuyama**

Say the Numbers:

1000
1/2
2009
1970 (the year)
73, 964

Celebrity Countries:

Barrack Obama - **USA**
Cristiano Ronaldo - **Portugal**
Kotooshu Katsunori - **Bulgaria**
Orlando Bloom - **UK**
Arnold Schwarzenegger - **Austria**

Animals:

What kind of animal is Doraemon? - **cat**
Which country do pandas come from? - **China**
Which bird lays the biggest eggs? - **ostrich**
What is the fastest insect at running? - **cockroach**
What animal sleeps standing up? - **horse, flamingo**
What animal has fingerprints most like ours? - **koala**
What is the fastest animal on land? - **Cheetah**
What is the tallest animal? - **Giraffe**
What is the biggest animal in the world? - **Blue whale**

Christmas:

What do people put on top of the Christmas tree? - **star, angel**
What is Santa's last name?? - **Claus**
What bird do people usually eat at Christmas in the UK, America etc.? - **turkey**
Where does Santa live? - **the North Pole, Greenland**
What is the day after Christmas called? - **Boxing Day**

Bonus:

How many keys are on a standard piano? - **88**
How many countries include English as an official language? - **54**
What is the English name of the Japanese holiday that takes place on the second Monday in October? - **Health and Sports day?**
What country has the second largest population in the world? - **India**
Which is the longest mountain range in the world? - **The Andes**
Which is the deepest ocean in the world? - **The Pacific**

(別紙様式3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) I've used this game with various teachers

Class/Grade/Language Level __JHS/SHS all grades, all levels

Goal: to review, using a game

Preparation : 1 – 2 hours. You will have to make large cards with review questions/instructions written on the back.

Class time: 40 -50 mins.

Materials: coloured cardboard, coloured pens, paper, CD with any music, CD player, magnets.

Ang's Music Game

This game I like to describe, in my head, as 'pass the envelope, mixed with jeopardy'.

a) each row is a team

b) Write numbers 1 – 5 at the top of the board, making 5 wide columns. Put cards labeled A-E underneath columns 1-5. Eg, column 1 will have cards A,B,C,D, and E, underneath it, same for columns 2 -5.

c). 1st team starts. 1st person gets envelope with numbers 1-5 in it.

d) Play music. The first person has to pass the envelope to each person in their row/team. When it gets to the last person, they simply pass it back to the front (i.e. don't stop passing it while the music is playing).

e) When music stops, whoever is holding the envelope, has to choose a piece of paper inside. Each piece of paper has the number 1 -5. The numbers indicate which column of cards (A-E) they can choose from the board. For example, if the student chooses 3, then they have to look at the cards A-E on the board, under heading 3.

f) the student has to choose a card from the board (A,B, C, D or E). Once they have chosen, you flip the card over. On the other side, there will be a question written. This question can be anything from revision to manga trivia...

g) The person has to answer the question. The group can help. Correct = 5 points. Incorrect = -5 points.

Questions under column 1 are easy, under 5 are let's challenge.

h) Although most of your cards will have questions written on the back, you can add some deviations for more excitement:

PASS = the person next to them has to answer (i.e. in the neighbouring row). This is effectively 'miss a turn'.

DRAW = they have to draw something. They come to the board, you whisper a word to them. Their team has to guess what word is within a time limit. 5 points correct, -5 incorrect. 0 points overtime.

BONUS = 10 points automatically. May cause accidental pant-wetting.

SPELL = they have to spell a word that you read to them (their team can help).

i) when team 1 has finished, envelope is passed to team 2...

*) I've found this game to work really well with all my classes. You can use your imagination with questions/ extra cards, and you can choose any music (I like to use music by South African bands; it gets some of the students curious, although admittedly, most don't notice). Only draw back is that it takes some time to prepare the questions (I recommend that you prepare a separate sheet with all the questions listed beforehand, just like you'd do for a jeopardy game). Also, don't glue the questions to the back of the cards. Rather use just a little cellotape. It's easier to replace when you need to use the cards again (and remove the old questions).

k) if my explanation is a bit confusing, please contact me, interstella.ang@gmail.com.

Name: Kawano Sensei & Heidi Soto

School: Tamana High School (High Academic)

Lesson Activity: Quiz Game Day

Materials: Scratch paper, handouts, questions (in different colors), tape

Intro. and Prep: This lesson was geared for high-level students but can be adapted for lower levels. My JTE, Kawano Sensei, actually came up with this lesson and we worked to make it easier for the students when it became too difficult.

Refer to the first 2 handouts with the definitions and puzzles. The first 4 problems are to be cut into 4 pieces each. The first 5 problems are word-definition problems. The definitions are on paper (except the 5th), but the students must figure out the word. Each word-definition problem is a different color so that it's easier for the students to group them. The final 3 questions are logic questions and are broken into 2 pieces. Tape the broken parts all around the room. But, do NOT type out the last word-definition problem or the final logic question about Mary. The students must come to you and ask you to ask them the question. For these two, they can only listen.

Procedure: The students will make groups of 4. 2 students in each group will get up and walk/run around the room to read each question/problem part. They have to memorize them! They cannot bring any pen or pencil to write with. Once they remember that part of the question, they return to their group and recite that part to the other 2 members. The other 2 members can then write it. The 2 writers can use dictionaries, but not electronic dictionaries. They must arrange each question in order as best as they can and solve them. All they have to turn into the teachers are the answers (spelled correctly) in English to receive points for that question. Here is what the scoreboard should look like. The point value for each question is provided.

| Group | Heidi 30 | Green 10 | Blue 20 | Purple 10 | Orange 30 | Frog 20 | Box 30 | Heidi 30 |
|-------|-------------|-------------|------------|--------------|--------------|------------|-----------|-------------|
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |

etc.

- Questions marked "Heidi" are questions (the 5th and 8th) the students must come to ask me to ask them. 1 question is word-definition and 1 is logic. Do NOT post these.

****The Tamana students had a blast with this game. They especially loved hearing the Mary question. Just make sure to have your JTE understand the game well since it will take translation to get them through this!**

WORD DEFINITIONS

Green Question:

**A thick, white sauce made
from eggs and oil,
eaten especially with salads
and cold food (mayonnaise)**

Blue Question:

**The time in the early
morning when the sun first
appears in the sky with the
light of a new day (sunrise)**

Purple Question:

**The spirit of a dead
person that some people
think they can
feel or see (ghost)**

Orange Question:

**A stick of wax with
a string in it called
a wick that you burn
to give light (candle)**

***** Do NOT post this one,**

**A thin, green part
of a tree that grows. It can change
color and falls in the autumn season. (Leaf)**

LOGIC

A frog is at the bottom of a 30 meter well. Each day he makes a 3 meter jump up the well.

Tired, he then hangs there for the rest of the day. At night, while he is asleep, he slips 2 meters backwards.

How many days does it take him to escape from the well?

(28 days)

There are three boxes. One is labeled "APPLES" another is labeled "ORANGES." The last one is labeled "APPLES AND ORANGES."

You know that each is labeled incorrectly. You may ask me to pick one fruit from one box which you choose. How can you label the boxes correctly?

(Ask to choose from the A&O box first. From there, it's just a process of elimination. The students can explain this to your JTE in Japanese)

**Do NOT post this one.

Mary's mother has four children.

The first child is called April.

The second child is called May.

The third child is called June.

What is the name of the fourth child? (Mary!!)

QUIZ 01 answer sheet

Group

Write down the Questions and Answers.

| | | | |
|--------------|--------|------------|--|
| word | BLUE | | |
| | 10 | Ans. | |
| | PURPLE | | |
| | 10 | Ans. | |
| | GREEN | | |
| | 20 | Ans. | |
| | ORANGE | | |
| | 30 | Ans. | |
| | *Heidi | | |
| | 30 | Ans. | |
| | logic | FROG 20 | Ans. |
| | | BOX 30 | Explain the answer to your teacher in English or Japanese. |
| *Heidi 30 | | Ans. | |

*You have to ask Heidi at least one question!