




Themed

HALLOWEEN

: A Lesson in 3 Parts (or more)

by Belkis L. Cabrera

GOAL(S):

-  To teach students the history and significance of Halloween.
-  To introduce terms that connect to the holiday and beyond... to everyday life.
-  To experience some of the activities of the holiday as practiced in modern day America.

ACTIVITIES:

Day 1 = Students are to watch/listen to “This is Halloween” (from *The Nightmare Before Christmas*). If video is available: students are to identify the things they see that connect to the holiday. If listening to music (distribute lyrics); students are to complete the lyrics by filling in the missing words. Then, students will pull words from the lyrics that connect to the holiday. ALT or JTL will chart the words. Examples: witches, zombies, pumpkins, ghosts, vampires, etc.

Extra Fun/Time: Play “Witch Doctor” (children’s version & student version)/ challenge students to sing the chorus. Discuss the meaning of the song.

Day 2 = Distribute Halloween Brochure.

1. Discuss the History of Halloween, from the Celts to the Europeans to the Americans.
2. Explain brochure contents and refer students to the backside. Review the “Popular Music” section and (if time permits) play the “Pumpkin Clap” game.

Day 3 (Draw Monster) = Distribute BLANK Monster Card.

1. Students are to create an ORIGINAL monster.
2. ALT writes the Monster Dialogue (see bottom of “Monster’s Inc.” sheet) on the board and students practice describing their monster to a partner.
3. Play monster card game. Student with the MOST monster cards at the end of the 5-10 minutes receives stickers or other Halloween prizes.

Option 2 for Day 3 (Imagine Monster) = Distribute Monster’s Inc. description strip.

1. Students are to complete Monster’s Inc. sheet as JTE or ALT record the correct answers.
2. Students then imagine the monster they would create.
3. With a partner, students are to share DIALOGUES for describing their monster.

Extra Fun/Time: Sensei’s Monster Description Activity. ALT draws a monster and describes what s/he is drawing; the students try to draw what they hear. The student(s) closest to the sensei’s creation wins stickers/prizes.

More extra fun/time: Jack-o-Lantern Words = students will work with a partner (or more) to form English words using 3 letters or more from the words JACK O LANTERN. Students with the most English words win Halloween stickers. Review words if time allows.

NOTES _____



This is Halloween (from "THE NIGHTMARE BEFORE CHRISTMAS")

CHRISTMAS" by Tim Burton)



SHADOW: Boys and girls of every _____
Wouldn't you like to see something strange?

1. _____

SIAMESE SHADOW: Come with us and you will see
This, our town of Halloween

PUMPKIN PATCH CHORUS: This is Halloween, this is Halloween
_____ scream in the dead of night

2. _____

GHOSTS: This is Halloween, everybody make a scene
Trick or treat till the neighbors gonna die of fright
It's our town, _____ scream
In this town of Halloween

3. _____

CREATURE UNDER THE BED: I am the one hiding _____ your bed
_____ ground sharp and eyes glowing red

4. _____

5. _____

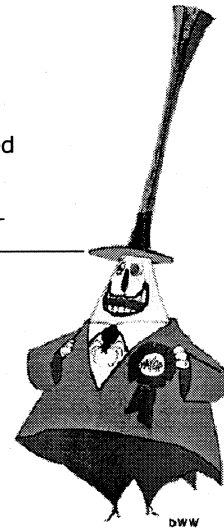
CREATURE UNDER THE STAIRS: I am the one hiding under your _____
Fingers like snakes and spiders in my _____

6. _____

7. _____

CORPSE CHORUS: This is Halloween, this is Halloween

VAMPIRES: Halloween! Halloween! Halloween! Halloween!
In this town we call home
Everyone hail to the pumpkin song!



TOWN MAYOR: In this _____, don't we love it now?
Everybody's waiting for the next _____...

8. _____

9. _____

CORPSE CHORUS: Round that corner then, hiding in the _____ can
Something's waiting now to pounce, and how you'll...

10. _____

DEMON, WEREWOLF, AND MELTING CREATURE: ... Scream! This is Halloween
Red and black, slimy green

WEREWOLF: Aren't you scared?

WITCHES: Well, that's just fine
Say it once, say it twice
Take a _____ and roll the dice
Ride with the moon in the dead of night



11. _____

12. _____

HANGING TREE: Everybody scream, everybody _____

HANGED MEN: In our town of Halloween

CLOWN: I am the clown with the tear-away face
Here in a flash and gone without a trace.

SECOND GHOUL: I am the "who" when you call, "Who's there?"
I am the wind blowing _____ your hair

13. _____

OOGIE BOOGIE SHADOW: I am the shadow on the _____ at night
Filling your _____ to the brim with fright

14. _____

15. _____

CORPSE CHORUS: This is Halloween, this is Halloween
Halloween! Halloween! Halloween! Halloween!

Halloween! Halloween!

CHILD CORPSE TRIO: Tender lumpings everywhere
Life's no fun without a good scare

PARENT CORPSES: That's our job, but we're not _____
In our town of Halloween

CORPSE CHORUS: In this town

TOWN MAYOR: Don't we love it now?

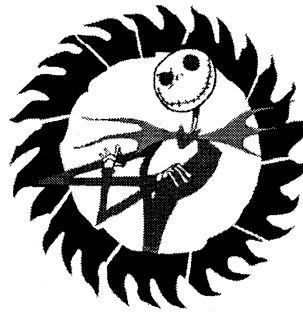
MAYOR WITH CORPSE CHORUS: Everyone's waiting for the next surprise

CORPSE CHORUS: Skeleton Jack might catch you in the back
And scream like a banshee
Make you jump out of your skin
This is Halloween, everyone scream
Won't you please make way for a very _____ guy
Our man Jack is king of the pumpkin patch,
Everyone hail to the Pumpkin King now!

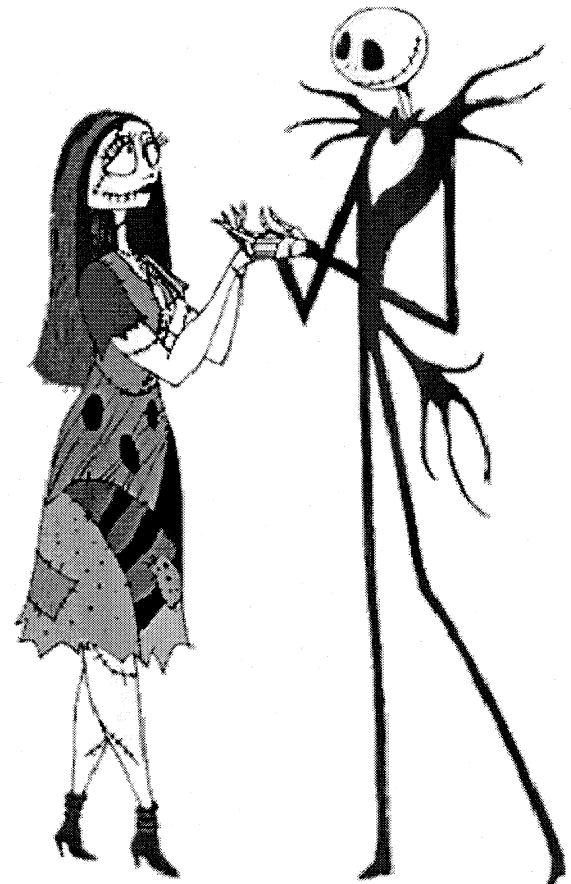
EVERYONE: This is Halloween, this is Halloween
Halloween! Halloween! Halloween! Halloween!

CORPSE CHILD TRIO: In this town we call home
Everyone hail to the pumpkin song

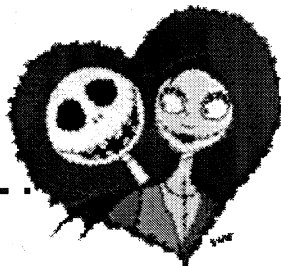
EVERYONE: La la-la la...
(etc.)



16. _____



17. _____



WORD BANK:

- | | |
|-----------|----------|
| age | scream |
| chance | special |
| dreams | stairs |
| everybody | surprise |
| hair | teeth |
| mean | through |
| moon | town |
| pumpkins | trash |
| | under |



ore than 1,000 years ago the Christian church named November 1st *All Saints Day* (also called *All Hallows Day*). This was a special day to honor the saints and others who died for their religion. The night before *All Hallows* was called *Hallows Eve*. Later the name was changed to Halloween.

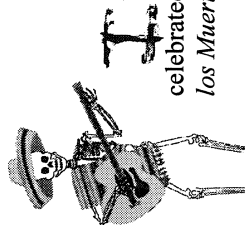
Like the Celts, the Europeans of that time also believed that the spirits of the dead would visit the living on Halloween. They worried that evil spirits would harm them. So on that night, people wore costumes that looked like ghosts or other creatures, so that the spirits would not recognize them.



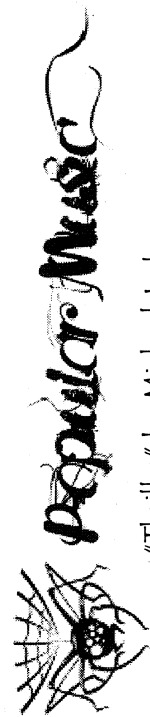
The tradition of Halloween was brought to America by the immigrating Europeans. However, some of the traditions changed. For example, on Halloween in Europe people would carry lanterns made from turnips. They would put candles inside them and carve evil faces on them to frighten away the harmful spirits. Americans used pumpkins because they were more common.



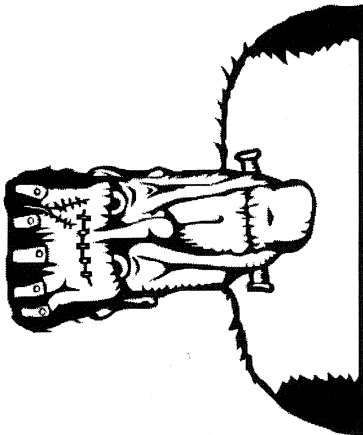
Today in the United States, Halloween is very popular. It is a time when children collect bags of candy by knocking on doors in their costumes, and screaming "Trick or treat, smell my feet, give me something good to eat!" While the adults gather for Halloween costume contests and parties that last all night. Halloween is the second largest commercial holiday in America!



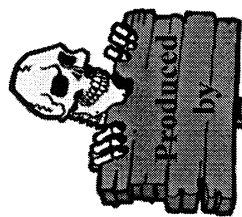
In Mexico, Halloween is celebrated together with *El Dia de los Muertos*, so it lasts for 3 days.



- "Thriller" by Michael Jackson
- "Monster Mash" by Bobby Boris Picket
- "Witch Doctor" by David Seville
- "Love Potion Number 9" by The Searchers
- "Purple People Eater" by Sheb Wooley
- "Wooly Bully" by Sam the Sham
- "Adams Family" by Victor Mizzy
- "This is Halloween" from *The Nightmare Before Christmas*



- Five little pumpkins sitting on a gate,
The first one said, "It's getting late,"
- The second one said, "There are witches in the air,"
- The third one said, "But we don't care,"
- The fourth one said, "Let's run, let's run,"
- The fifth one said, "Halloween is fun!"



CABRERA



HAPPY HALLOWEEN



"Trick or treat,
Smell my feet,
Give me something
Good to eat!"



HISTORY

Like many other holidays, Halloween has changed throughout history. Over 2,000 years ago, the Celts lived in what is now Ireland, the UK, and parts of Northern France. Their New Year's Day was on November 1. They believed that the night before the New Year (October 31) was a time when the dead returned to disturb the living. On this day they had a festival to try to calm the evil spirits. This celebration marked the end of the harvest season and was called *Samhain* [pronounced *sawin*], which literally means *the end of summer*.



Spooky Creepy



他の多くの祝日と同様に、ハロウィーンは歴史の中で変わってきています。2000年以上も前、ケルト人は現在のアイルランド、イギリス、フランス北部の一部に住んでいました。彼らの元日は11月1日でした。彼らは、その前日(10月31日)の夜に、先祖が生活を邪魔しに来ると信じていました。この日に、彼らは悪霊を鎮めようと祭りを催しました。この祭りが収穫シーズンの終わりを告げ、「Samhain」と呼ばれました。それは文字通りには、夏の終わりを意味します。



Games

ACTIVITIES

Wear a costume and go from door to door asking for candy by saying, "Trick or treat, smell my feet, give me something good to eat!" and you are...

TRICK OR TREATING

Take pumpkins, carve faces on them, and place candles inside and you are...



Carving Jack-o-Lanterns

Fill a huge bucket with water, place apples in it, and try to pull an apple from the water using only your teeth and you are...

Bobbing for Apples

Tell your friends to come over to your house dressed in their costumes, have music and snacks, and you are...

HAVING COSTUME PARTIES

Make some popcorn, turn off all the lights, and "invite" Jason Voorhees, Freddy Krueger, or Michael Myers, and you are...

Watching Horror Movies

Walk or ride into houses that have dark mazes, scary decorations, screaming sounds, and people trying to scare you at every corner, and you are...



Going to Haunted Houses

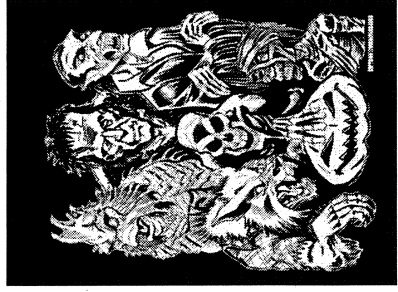
PUMPKIN FLAN



- 1 1/2 pounds of pumpkin
- 1 can of condensed milk
- 2 cups of water
- 1 piece of cinnamon stick
- 1/4 teaspoon of salt
- 6 tablespoons of cornstarch
- 3/4 cups of sugar
- 1 teaspoon of vanilla

Peel the pumpkin and put it to boil until it is soft. Mix the condensed milk with water. Put to boil half of the mixture of water and milk with cinnamon and salt. Mix the rest of the milk with the cornstarch, sugar, vanilla, and the pumpkin made into puree. Add the hot milk to the mix and pass through a fine strainer 2 or 3 times. Put it to cook stirring until it thickens. Pour into a container covered with caramel and let cool before serving. Makes 8 servings. If you want to use fresh milk instead of condensed milk, use 3 cups of milk, remove the water and increase the amount of sugar to 2 cups.

Recipe



- カボチャ 0.75 キロ
- 濃縮ミルク 1 缶
- 水 2 カップ
- 塩 小さじ 1/4
- シナモン 1 本
- コーンスターチ 大さじ 6
- 砂糖 3/4 カップ
- バナナ 小さじ 1

カボチャの皮をむき、柔らかくなるまでゆでる。濃縮ミルクと水を混ぜる。濃縮ミルクと水を混ぜたものの半分、シナモンと塩を入れて温める。残り半分にコーンスターチ、砂糖、バナナ、ピューレにしたカボチャを入れる。この中にミルクを入れ、こし器で2〜3回こす。それをミキサーに入れどろっとするまで混ぜる。カラメルを塗った入れ物に流し込んで冷まし、できたら8等分する。濃縮ミルクの代わりに牛乳を使うなら、水を加えずに3カップの牛乳に砂糖2カップを入れる。

VAMPIRE



defeats



Mental Power 
 Physical Strength 
 Stamina/Energy 

WEREWOLF



defeats



Mental Power 
 Physical Strength 
 Stamina/Energy 

ZOMBIE



defeats






Mental Power 
 Physical Strength 
 Stamina/Energy 

MONSTER

defeats



Mental Power 
 Physical Strength 
 Stamina/Energy 

MONSTER CARD GAME DIALOGUE:

PERSON 1: "TRICK-OR-TREAT!"
(place a card facing down on the desk)

PERSON 2: "WHO'S THERE?"
(place a card facing down on the desk)

PERSON 1: "IT'S _____!"
(turn your card over/ facing up)

PERSON 2: "IN THAT CASE, I'M A _____!"
(turn over your card/ facing up)

PERSON 1 or 2:
"SORRY, BUT MY MONSTER DEFEATED YOUR MONSTER!"
(take both cards)

PERSON 1 or 2:
"DON'T WORRY ABOUT IT!"
(find another person to play with)

RULES TO REMEMBER:

- 1) **MONSTER vs. MONSTER**
(give both cards to your teacher)
- 2) **PLAY UNTIL SOMEONE WINS, BUT ONCE SOMEONE WINS FIND ANOTHER PERSON.**

"HAPPY HALLOWEEN!"

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"HAPPY HALLOWEEN!"



Disney · PIXAR
MONSTERS, INC.
 Coming to DVD and Video
 September 17, 2002

Vocabulary: **WE SCARE BECAUSE WE CARE**
© Disney Animation, Inc./Pixar Animation Studios

huge	broad/wide	smooth
tiny	narrow	rough
round	long	<i>height</i>
square	short	<i>weight</i>

Describing Monsters:

- A) Which monster has a huge head? _____
- B) Which monster has a tiny head? _____
- C) Which monster has a round body? _____
- D) Which monster has a square body? _____
- E) Which monster has wide eyes? _____ or
Which monster has a wide eye? _____
- F) Which monster has narrow eyes? _____
- G) Which monster has a broad nose? _____
- H) Which monster has a narrow nose? _____ or
Which monster has no nose? _____
- I) Which monster has a wide mouth? _____
- J) Which monster has a narrow mouth? _____
- K) Which monster has long arms? _____
- L) Which monster has short arms? _____
- M) Which monster has long legs? _____
- N) Which monster has short legs? _____
- O) Which monster has smooth skin? _____
- P) Which monster has rough skin? _____
- Q) Which monster weighs the most? _____

Dialogue for your monster...

My monster has a _____ head
 and a _____ body. It has
 _____ eyes, a _____ nose,
 and a _____ mouth. It also
 has _____ legs and _____ arms.
 Its skin is _____ to the touch!
 It weighs _____ lbs.
 How about yours?



Disney · PIXAR
MONSTERS, INC.
 Coming to DVD and Video
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© Disney Animation, Inc./Pixar Animation Studios

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 It weighs _____ lbs.
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For the Lesson Plan Book: Halloween Lesson

Teacher: Amanda Collyer

Grade Level: All (with slight modification for English level)

Theme: Halloween

Materials: CD, CD player, Halloween handouts, Costume flashcards and small game cards, magnets, prizes

Class Time: 50 minutes, but we usually run out of time with larger classes

Halloween is a great holiday because its fun for both the students and the teachers. This lesson is made even more amazing if you wear a costume to your classes. It also helps with the grammar explanation.

Warm up: We usually sing English songs at the beginning of class as a warm up, so for our special Halloween Lesson we have a special Halloween song! I chose "This is Halloween" from *The Nightmare Before Christmas*. It has some fun Halloween words and sets the mood for the class well. We gave the kids lyric sheets and had them follow along with the song. You could easily leave a few words out for the kids to fill in and use this warm up as a listening activity as well. But I wanted to save more time for the game.

Let's learn about Halloween: This is the part that varies the most for grade level. With elementary kids I usually use lots of pictures and act out trick or treating. If you have any pictures of yourself from Halloweens past print them out on big pieces of paper as the kids love seeing pictures of you when you were their age. With the older kids you can start by asking what they already know about Halloween and then go from there. I go over general things like trick or treating and how to make a Jack o lantern in English before I give them a handout with some of the history of Halloween in both Japanese and English. You can teach whatever Halloween vocabulary you feel is appropriate here. At the end I draw their attention back to costumes and explain how a costume for Halloween can be anything. Some are scary, some are cute, and some are silly. This leads into the vocabulary for the game.

Costume vocabulary: I try to teach a range of words. I use some normal Halloween scary monster words like witch, ghost, vampire and werewolf but I also try to include some fun words like robot, alien, cowboy, clown, superhero and ninja. The variety helps keep the kids interested. Explain to the kids that these are things that kids dress up as for Halloween in America. There is an excellent flashcard set on mes-english.com of kids in these various costumes, which helps reinforce the idea that they are costumes and that there are kids in America running around dressed as ninjas. Go over them until the kids are familiar with them. For the older kids (who can read) I also provided a handout with all of the costume vocabulary to help them during the game.

Are you dressed as _____? game: This is where wearing a costume comes in handy. Introduce the sentence "I'm dressed as a (insert your awesome costume here)."

Practice that a few times and then turn it into a question, "Are you dressed as a (awesome costume name)?" Practice this with a bunch of your costume words that you will use in the game. Remember to teach the answers "Yes, I am," and "No, I'm not."

Once they've got the hang of that give each student a small card with one of the costumes on it and tell them it's a secret. It's highly recommended that you and the JTE play as well. Put the flashcards of the words you will be using on the board for reference. The goal of the game is to figure out what everyone's costume is. The game starts with you asking someone in the class "Are you dressed as (one of the costume words)?" They answer and then they must ask another person in the class. When a guess is correct that student is out, but they still have to ask the next person.

If you are working with elementary kids and want it to be a little easier you can change the target sentence to "Are you a (costume name)?" and just have them answer "Yes" or "No".

The game starts out very slow, with only a few lucky guesses getting knocked out, but soon the kids will figure out various strategies and as people get eliminated it gets easier. Take the cards off the board when they are guessed correctly so the kids know what is still left. Help the kids out as they need it, prompting the sentence or the vocabulary words they forget.

I will admit that this game works better for smaller classes. In those classes I use as many words as I have players of the game. But in larger classes I've found it helps to have two or three small cards of each of the costumes and use less of the vocabulary. This increases the chances of the kids guessing correctly. I put as many magnets on the card as there are small cards in the game and remove them as the kids get out.

When you get down to only one or two students remaining a secret or you run out of time, declare your winners. I tell the kids that now that they have costumes they can go trick or treating. I have them come up to me and say "Trick or treat," return their costume card to me, and then they can choose a sticker. The winners of the game win an extra sticker. You can also use candy as prizes if your school will allow it (it is Halloween after all).

Closing: Wish everyone a Happy Halloween!

Although I use this game for my Halloween lesson it can be easily adapted for other grammar points like "Do you play soccer/tennis/volleyball?" "Do you like apples/dogs/cats?" or "Are you from India/America/Japan?" Basically any lesson where you want to ask a question with many interchangeable vocabulary words.

(別紙様式3)

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) BRYCE GRAY
Class/Grade/Language Level HIGH SCHOOL 1-NEBSEI INTERMEDIATE
Textbook and specific lesson HALLOWEEN LESSON PLAN
Goal: TO FORCE STUDENTS TO BE CREATIVE AND SPEAK IN' FRONT OF THE CLASS.
Preparation: NONE
Class time: 50 MIN

- DIVIDE THE CLASS INTO GROUPS OF FOUR / FIVE AND EXPLAIN THE ACTIVITY (5 MIN.)
- STUDENTS DECIDE ON A MONSTER OR MYSTERIOUS CREATURE. THE ALT AND JTE SHOULD HELP THE STUDENTS ANSWER QUESTIONS ABOUT THEIR MONSTER AND MAKE SURE THAT NO GROUPS HAVE SELECTED THE SAME MONSTER. (15 MIN.)
- ONE BY ONE, GROUPS TELL THE CLASS ABOUT THEIR MONSTER (WITHOUT SAYING ITS NAME). THE CLASS SHOULD TRY TO GUESS THE NAME OF THE MONSTER.

NOTE: WHEN STUDENTS PRESENT IN FRONT OF THE CLASS THEY SHOULD EXPLAIN ANY NEW VOCABULARY OR EXPRESSIONS.

[PLEASE SEE THE ATTACHED SHEET]

(Please use as many pages as you like)

FOR THE LESSON PLAN BOOK

Halloween Lesson: "Monsters!"

Goals:

In celebration of Halloween the students will play a game about the monsters and creepy creatures. Students will practice working in groups and presenting in front of the class.

Materials:

Handout

Procedure:

- 1) The ALT explains the activity to the students. (5 min.)
- 2) Students prepare. (20 min.)
 - A) First students form groups of four.
 - B) Students decide on a monster / creature to describe and answer the questions on the worksheet.
 - C) If they have time students can draw a picture of their monster.
- 3) Students tell the class about their monsters / creatures. (25 min.)
 - A) Each group will read what they have written about their monster / creature to the class.
 - B) The class tries to guess.
 - C) If the class can't guess the name of the monster /creature students can draw a picture on the board.

MONSTERS!

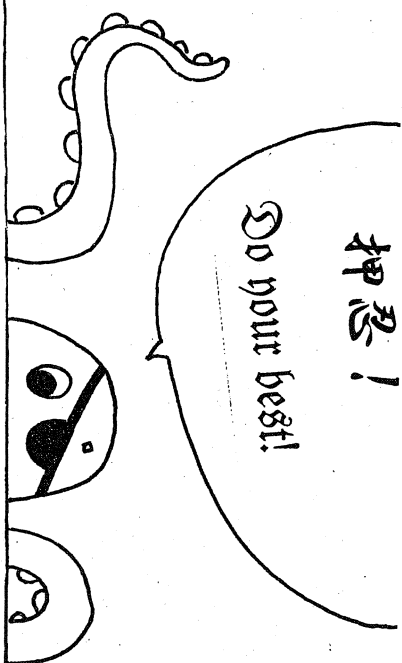
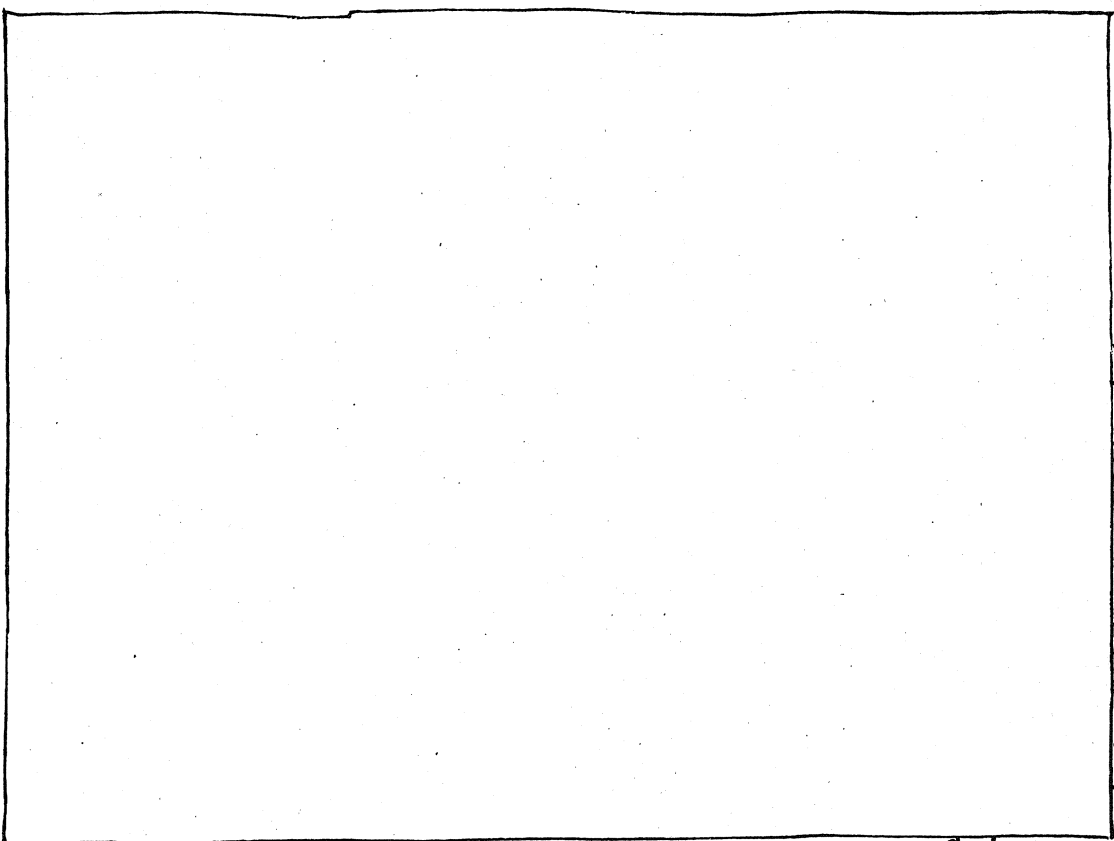
- 1.) First, think of a **MONSTER** (怪獣) or **MYSTERIOUS CREATURE** (妖怪) . Anything is OK.
Use your imagination! What monsters and mysterious creatures are famous in Japan?

Write the name of your **monster / creature** here: _____

- 2.) Next, answer some questions about your **monster / creature**.

- A) Where does it live?
- B) What does it eat?
- C) What does it look like?
- D) Do you believe it exists? (本当に存在すると思いますか?)
- E) Tell us more about it!

- F) Draw a picture of your **monster / creature**!



Name of Teacher: Michele Rankin

Class/Grade/Language Level: 6th grade/Elementary School/Basic English

Textbook and specific lesson: No textbook. Halloween Lesson

Goal: Teach students about Halloween and using the phrase "What is this? It is a..."

Preparation:

Find or create Halloween costumes.

Get stickers or candy for prizes.

Download The Great Pumpkin (Charlie Brown Halloween Special) on YouTube

Create flash cards with the terms:

Pumpkin

Jack o Lantern

Black Cat

Bat

Witch

Candy

Trick or Treat

Haunted House

Happy Halloween

Costume

Class time: 45 minutes

Procedure:

Start off class by explaining that you are going to be learning about Halloween today. Ask the students the date of Halloween. If they only know the Japanese, that is fine, but then teach them the date in English. (1 min)

Then show the new terms flash cards. Have them say the words at least two times, in both English and Japanese. Go over the flash cards two times. (5-7 mins)

Show them a few clips from The Great Pumpkin. There is not a lot of talking in the movie, so the students will not be confused by the English. During the movie, whenever you see one of your new terms, pause the movie and ask the students, "What is this?" They have to respond, "It is a..." (4 mins)

After you finish the movies, ask for volunteers. Each volunteer will be put into a costume that you have provided. Once all the costumes are distributed, have those students wearing a costume go outside the class room and get into a line. (5 mins)

Once the students are outside, explain that they are going to go Trick or Treating. Demonstrate how to do this. (2 mins)

Knock on the door

When teacher answers they say, "Trick or treat"

They are given a piece of candy (or sticker if candy is not allowed)

They say Thank you and then Happy Halloween.

Each student will trick or treat at the door. (20 mins)

After they finish trick or treating, have the students play pictionary with the new terms they have learned. A student will come to the board, draw a picture of a new term, and the rest of the class has to guess what the term is. (5-6 mins)

End the class wishing the students a Happy Halloween.

For the LESSON PLAN BOOK:

Name(s) of Teacher(s) Lander Sims

Class/Grade/Language Level Elementary Grades 3-6

Textbook and specific lesson No Textbook, Halloween

Goal Halloween & "I'm scared!"

Preparation: Photos to explain Halloween and photos to scare students. Sheet for bingo is optional.

Class Time: 45 Minutes

Ask the students what they know about Halloween. They can probably tell you what they've heard from you (or other ALTs) in past years, things like "We get candy!" or "Trick or treat!" or "Costumes!" which are all fine and good, but YOU won't be like the other ALTs, and you'll teach them some history and maybe even a grammar point. First ask if they know when Halloween started. Nobody knows? Tell them you have it from a credible internet source that it began 2000 years ago. Next ask where. America? No. Jamaica? No. China? Try Ireland! (from the same credible internet source.)

Now lets teach some history, and how it connects with what we do today. You can explain (in a way suitable for 9 year old children) that there were 3 things the ancient Celts did back in their day:

First, they thought that ghosts would come out and walk around at night on Halloween.

Second, they thought that if they made a giant fire, the light would keep the ghosts away.

Third, they thought that if they gave the ghosts some food, the ghosts would leave them alone.

Now, can you believe that we do the SAME THINGS TODAY?! Ask the students to guess what we do today to coincide with 1 2 and 3. They'll likely be able to come up (in Japanese of course) with something like:

First, we dress up in ghost costumes at night and run a muck.

Second, we make Jack-o-Lanterns that make light.

Third, we give candy to children dressed as ghosts and they go away!

Next you can answer any questions they have about Halloween in general. When you're ready to move on, it's time to do a quick skit with your JTE.

Ask the students to listen to him/her carefully. Then turn away from the class. Your JTE will ask you a question. Then you turn around and.. AHHH! Your face is suddenly abnormal (either through strange muscle contortion or a mask, your choice.) The JTE will say "I'm scared!" and cower in fear. When the laughing subsides, ask the students what their teacher said. Then do some repetition practice with "I'm scared" until you are satisfied they have it. Now, it's game time.

Tell the students that you brought some scary pictures to class. Sell it. The most terrifying pictures you've ever seen. Tell them all to stand up. When they see a picture that frightens them, they must shout, "I'm scared!" and sit down. Get progressively scarier with the pictures. I like to end with a picture of my own face, because frankly I don't think there is anything more frightening to a child.

DISCLAIMER:: Don't bring pictures that are ACTUALLY terrifying. This is not the nightmare exchange program. The scariest thing I brought to class was a picture of a Noh theatre mask representing the scorn of a woman. It was terrifying enough.

If you've got time left you can review some Halloween words and phrases like Witch, Trick or Treat, Jack-o-Lantern, etc and play a quick few games of bingo to review.

Name(s) of teacher(s): This lesson was lifted from Kimberly Merriman (ex-SeiSeiKo ALT) years ago.

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

Goal: Gambling in English!

Preparation: Photocopies. 10 minutes?

Class time: Variable. I usually incorporated this game into a larger Christmas theme.

Christmas betting is a fun game to play with your students during the holiday season. I usually incorporated this lesson into a larger Christmas-themed lesson with Christmas song listening practice, making Christmas cards, etc. This particular worksheet is geared specifically for American Christmas traditions, but it could easily be edited to suit your home country's customs (if you are not from the U.S., of course). Plus, this activity has the added bonuses of sullyng your innocent students with the sinful stain of gambling, as well as espousing a somewhat sacrilegious undertone (gambling on Jesus' birthday? My word!). Jokes aside, my students and JTEs loved to play this game. It gets requested every winter.

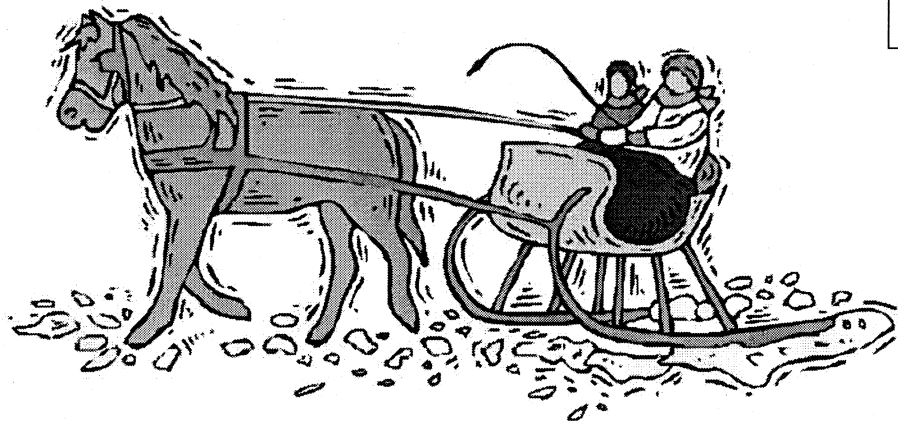
Let's Bet on Christmas!



How much do you know about American Christmas? Bet and find out.

Question	T or F	¥	Answer	± ¥
1) On Christmas Eve, American children leave out cookies and milk as a snack for Santa Claus.				
2) Americans place their Christmas presents underneath their Christmas trees.				
3) Parents tell their children that Santa will give them coal instead of presents if they misbehave.				
4) Many Americans bring real trees into their homes to use as Christmas trees.				
5) American children often get Christmas presents for their parents.				
6) Americans usually eat KFC (Kentucky Fried Chicken) for Christmas dinner.				
7) Most stores and restaurants are closed on Christmas day.				
8) Americans spend Christmas day with their friends, and New Year's with their families.				
9) Americans often eat Christmas cake on Christmas day.				
10) Santa Claus lives at the South Pole.				

Total:



Christmas Lesson

Grade: Good for all grades in junior high school

Purpose: Around Christmas time, a lot of ALTs would probably be asked to do a whole lesson on Christmas. My JTEs often ask me to talk about Christmas. I've done several kinds of lessons before, since I can't do the same kind of lesson three years in a row. But I received the most excitement with the following lesson; it seemed to have worked the best.

Goal: To understand and experience the culture of Christmas in other countries

Preparation and Materials:

- Christmas pictures
- Word cards (for the difficult words you use like *chimney* or *reindeer*)
- Christmas songs
- A Christmas present wrapped in many layers of newspaper and wrapping paper

* Note: Don't get the present from Daiso!! In my experience, students don't like getting stuff from Daiso! I usually get a present from their favorite stationery store for about 300 yen. And if it's a small present, you might want to fool them by putting it in a large box. The bigger present, the easier it is to handle.

Class Time: 1 class (50 minutes)

Class Size: any

Part 1 – The Christmas Talk (20 minutes)

First, talk about Christmas and how it is celebrated in your country. Students have to pay attention in order for them to play a game afterwards. It may be difficult for some students to understand, so you should use a lot of pictures. Have the JTE explain the more difficult words and phrases in Japanese. Use your word cards with English on one side and Japanese on the other. You may be surprised that a lot of students don't know about many things, such as we hang our stockings by the chimney during Christmas. So be as detailed as possible. My students always enjoy listening to me talk about Christmas.

Part 2 - Pass the Present Game (20 minutes)

Prepare a present wrapped in many layers ahead of time. If you want to ask 10 questions, then wrap the present in 10 layers. Make sure the questions are not too difficult. When the music starts, the students pass the present around. You or your JTE should have your back turned towards the students when stopping the music so you don't know which student will get the present. When the music stops, the student holding the present must answer the ALT's question about Christmas. If the student answers the question correctly, he/she gets

to open one layer of the present. If the present is still wrapped underneath, that's too bad, and the music starts again. Students get really excited over this game!! The game continues until a student reveals a present underneath the wrapping. Lucky! And that student gets to keep the present. Since the other students will be sad that they didn't get a present, reward the whole class with stickers or something.

Contingency for slow learners:

For students who need some extra help in answering the questions, you can give them hints or give them choices to choose from. Alternatively, you can have them answer in Japanese. The point is to have the students succeed and answer the questions correctly.

Part 3 – Fill in the Blanks (10 minutes)

End the class with a Christmas song and a lyrics sheet with fill in the blanks. Have a word list at the bottom for them to choose from. Let the students listen to the song once, then go over the answers together while listening to the song again. I usually choose songs that are remixes sung by famous singers. They seem to be more popular amongst the students.

Alternative Idea:

If you have an extra class to spare, you may want to have the kids write letters to Santa. They are never too old to believe in Santa. I had 3rd grade students write letters to Santa before and they enjoyed the process. They wrote in such beautiful hand writing and drew a lot pictures. And of course they were thrilled to receive the reply. The Santa in Canada replies in Japanese if requested. Here's the address below:

SANTA CLAUS
NORTH POLE
HOH OHO
CANADA

Due to cell phones and internet nowadays, a lot of students probably don't have the opportunity or the initiative to send a handwritten letter even in Japanese. Let alone sending a letter overseas in English! It will be a good experience for them, learning how to write a letter and the addresses, buying the stamps and sending the letters by themselves. It's called learning with hands-on experience. Have fun!

**English outside
of the
Classroom**

James Smyth: "1) I attend an English Conversation Salon which meets twice a month for a couple hours on the 3rd floor of the Tamana Cultural Center. About 30 come each week and each gives a short speech about a set topic like "Happy Winter" or "My First Love." The leader of the group is a retired Tamana High School English teacher, Professor Jisei Ohno. The fee is 200 yen for Coffee. 2) I coach the JHS students for the English Speech/Recitation Contest at the end of October. 3) I make themed posters for the English billboard in our school every couple months. 4) I show people English pamphlets from places I've traveled. 5) I gave over a thousand books that other ALTs have left at my house over the years to the Tamana City Government. 6) I print and signed mock Western graduation certificates for all my sixth and ninth graders."

Samantha Scupp: "I created an English board that I update each month. There are posters with pictures and information on New York and America, Barack Obama, my favorite things, and English slang."

Nick Botkin: "Missoula Children's Theatre, English Play in Mifune. In Mifune, we have a yearly English Children's Play which is presented by Missoula Children's Theatre. During the first quarter of the year, we start auditions and practice for the English play. The ALT in Mifune is in charge of most aspects of the play; Holding auditions, practicing for the play, teaching English etc. We hold practice at least once a week for a couple months before the play begins. The practices are 2-3 hours long." We get many students from both Junior High School and Elementary School. The English play is a great opportunity for kids interested in English to have a chance to use English and learn English outside the classroom. Also, we often receive help from other ALTs in the area, so it is a great chance for students to meet other foreigners and learn more about different places. A week before the play begins, 2 tour actors come from Missoula Children's Theatre and we begin play practice every day for 4 or more hours a day and hold the play on that Saturday. The kids have a great time, and do great in the final production. The English play really seems to help kids to be less shy about using English and talking for foreigners. Which I think is very important. So I have been very happy to be a part of this program in Mifune.

Article in the Local Paper: I write an English article in the local Mifune paper. The article is usually very simple, and relates to what is happening in either Junior High School or Elementary School English classes. I often write about things I am interested in, or places I have been. This gives English are little more meaning and relevance to my students. The article is a great opportunity to reinforce student's English and tell them a little bit more about myself, or other places {outside of Mifune}. I often have students and even adults come up to me and start conversations about an article I wrote."

Kerry-Kay McCatty: "I recently started an eikaiwa class for teachers at my main school. So far, we've only had two meetings, but the response has been good. Even though only a small number of teachers came, it was obvious that they have an interest in speaking English for their own unique reasons. Also, it's a good opportunity to interact with teachers other than English teachers."

Patty Hong: "One way I've promoted English and internationalization outside of class is by making use of the English Room at one of my junior high schools. The students use this room for English class and most the things in there are used for lessons. However, I created a wall of different expressions they can use in conversation and outside of the classroom. I tried to only include expressions that the students might not find in the textbook. I also divided these expressions into different categories. These categories are as follows - greetings, good-byes, reactions, for general conversation (chiming in), and other. For the greetings category I included expressions such as, "Hi," "How's it going," and "What's up?" For the good-bye category I included expressions such as: "See you later" and "Bye-bye". For the reaction category I included expressions such as, "Oh My God!", "Yikes!", and "Really?!". For the general conversation (chiming in) category I included expressions like, "Yeah, I think so too" and "What do you think?". Lastly, for the other category I included expressions that people use often in daily conversation.

I think it is important for students to learn expressions not found in a textbook because they can understand a general conversation between English speakers more. I also hope they will be able to use these expressions if they speak with an English speaker to make the flow of conversation more natural."

Elissa Badique: "Although it technically goes against the ALT contract rules, a few COs will require their SHS ALT to be in charge of the ESS (English Speaking Society) club at school. At my academic senior high school, I am in charge of the ESS club. In the past, they required me to stay hours after my contract work period. Twice a week. Now, thanks to experience and a efficient supervisor, I am able to work running the club into normal work hours by using days where there aren't 7th period classes. For the 1st time in years, the ALT supervisor also plays a role. Through this club, I invite members (and non-members) to join me in speaking English, playing English-related games such as scrabble, and learning about the culture of different English-speaking countries. I also exhibit movies in English (with Japanese subtitles). I also have students join me at least once a month for a special "cooking activity" where I teach them to make a dish (usually an American dish) using the Home Economics room and ingredients I bring from home. I give them instructions and see jobs for them entirely in English. They learn to cook a dish, while understanding and communicating in English all at the same time! Something I also plan to incorporate is having a "guest speaker" (usually an ALT) come and speak to the students about a topic of choice. Perhaps even play word games, like hangman, if they fancy it. Something students always enjoy is when an ALT is willing to look like a dancing fool. Something not so prevalent here versus other parts of the world are fad dances. At my schools' culture festivals, I perform various popular dance steps from English-speaking countries. This is a culture lesson in itself for Japanese students, who are not familiar with fad dance steps that are so common in other countries."

Greg Evans: "I join my school's English club for various activities. Recently, we have enjoyed listening to music. Several students brought along their favourite music and introduced it. We listened to their favourite song and read the lyrics. The club also watches subtitled movies in English. We have many other activities planned.

- Every year, I attend the JRC International Day held at the Kumamoto Red Cross Hospital. We meet students from different schools around Kumamoto for day of cultural exchange. Last year, we made Japanese food and afterwards we enjoyed many kinds of cultural activities such as shodo and traditional music. It was a great opportunity to talk with many of the students and to share information about my culture. I'm looking forward to this year's meeting.

- I often help students to prepare for speech contests and other language-related activities. We meet after class and practice reading and expression. I have been fortunate enough to have coached some very enthusiastic students and they have done well. At present, one of my students is preparing to go on a homestay visit to Singapore where her English will be put to the test."

Holly Gore: "In Kumataka, we actively participate in English Speech Contests and Debate Matches. Students want a chance to practice their spoken English so with the help of my JTEs, we seek out opportunities to do so. Practicing in an informal setting after school is really fun for both of us. Alternatively, I entertain the random English outbursts and questions from fellow Kumamotozens (sp?) downtown during drinking hours. A cheerful "I'm great. And you?" never fails to produce a smile on face of the people who shout, "Hi! How are you!?" at me."

Heidi Soto: "I used to hold an Elementary lesson called 'Arao Juku' every month with one of my Arao SHS English Club members. It was a learning experience for the both of us since she was able to teach a class and I was able to teach elementary school students. I also meet with English Club once a week. This year, I have started a pen-pal program with an American High School in Indiana State. The project is open to any of my students who are interested."

Shinji Takaki (JTE): "At my ex-school, English staff got together to meet once a week to have "Benkyokai," that is a gathering in which teachers talk in English or exchange topics about English, current news, education or whatever. We asked the ALT to join the meeting, and almost all of them willingly joined us. From the beginning we put focus on "speaking." ALT got some fun topic ready or JTEs took turns bringing topics. From the 2nd year on, we did a translation project of a picture book that was about the A-bomb catastrophe in Nagasaki. The ALT gave comments and corrections about our English translation. It took more than a year and the result of that project was that it was published through a company in Tokyo. I had a very nice time though translating was tough."

Lloyd Abercrombie: "I have yet to do it but I'm scheduled to lead a presentation at one of my schools which will be a joint session of all grades 1st-6th. It will be held in the gym. We will have a few words of introduction and then play some games using English. For instance, one kid will come up to the stage as a volunteer and I will ask him/her "what's your favorite color?" On the walls will be colored paper to which all the other students will run, predicting what the volunteer's answer will be. The volunteer will then answer in English and the students under the correct color will continue on while the students who guessed incorrectly will be "out". Then after a brief introduction I will show them a video of a volunteer trip I took over seas last Golden Week."

Ken Anderson: "I have worked with the other ALTs in Ueki to organize community events for popular American holidays. Our most successful event was Easter, where we had face painting, egg painting, an Easter egg hunt, and played several games with elementary school students. Instructions were given in English and broken Japanese, along with a simplistic English explanation of the holiday itself. 2) After an appropriately long bureaucratic process with one junior high school administration, I now do a lunch-time radio broadcast when I'm at that school. I play some easy-to-understand and (in my humble opinion) good English songs, and then talk briefly about them as would a radio DJ. I try to incorporate relevant grammar points we are currently learning in my DJ script. I also make a print-out of the song lyrics available on the school's English board and a copy at my desk in the staff room if the students want to try and figure out what just happened in the midst of rock and roll bliss while they ate their curry rice. Sometimes a JTE will join me for the DJ portion, making for more interesting dialogue. I'm trying to start doing this at my other two junior highs as well."

Alex Berrios: "Easter Day Event! All Ueki Machi students were invited to come out on Easter Sunday to the local community center, where the event was held outside. We handed out flyers to all of our schools with the event information so that they could inform the students. The students were asked to RSVP by a prior date if they were planning on attending the event. This gave us an idea of how much material would be necessary to prepare. The event consisted of a secular speech explaining things like the Easter bunny and egg hunts, face painting, decorating Easter bags, dyeing hard-boiled eggs, a spoon race, and for the final event, the egg hunt. Spoon Race: The kids made teams of even numbers. The race was a relay to see which team finished running around an obstacle while balancing an egg on a spoon first. The winning team received stickers. Egg Hunt: The parents helped us hide chocolate and the eggs the kids had dyed around the perimeter while the children played "duck, duck, goose" as a distraction. Then we let them loose to gather the goodies in the bags they had decorated. Everything took about an hour and a half. The kids seemed to really enjoy it! Remember to ask your BOE for permission. Before our event could take place, we were required to get insurance in case anything happened. We charged 500 yen per child to cover the cost of insurance and all of the materials."

Drew DeMato: "Last year I joined the kendo club. This is a great way for me to practice Japanese and the students to practice using authentic English outside the classroom. I am also able to learn more about Japanese culture and history through this club. Last it has opened many doors for me to interact with the students families and talk with the parents."

Joseph Jaworski: "Each high school has a small English club that meets once per week. We plan games, do crafts, or watch videos. The most successful activities involve games brought from the U.S. --- Guess Who? and Apples to Apples. The students especially like Apples to Apples. Given the choice, they would rather play the game than watch a video. The game involves matching nouns and adjectives, so dictionaries are necessary for lower-level students. The more students play the game; the need for dictionaries is reduced."

Marie McMillan: "Last year at Yatsushiro Minami High School I was part of the English club. We wanted to get more students interested in English club so we tried to present it as a fun and exciting club to join. We decided to do a treasure hunt with English clues. A lot of time went into planning the treasure hunt and I learnt that planning is the key to a successful event. One English club student also belonged to broadcasting club so we announced the treasure hunt details over the school intercom system many times. For the hunt I wrote a series of clues in English that included riddles. It was important to explain the Japanese word for riddle 謎謎 なぞなぞ before the hunt began. I made 12 clues and hid them all around the school, inside and out. The last clue involved the students finding me (I hid somewhere in the school). The second to last clue involved students trying to guess the answers to the questions on the piece of paper they had. I remained silent until they guessed the correct answers. I then asked them three questions in English, before I gave them the last clue. The treasure hunt attracted more students to ESS club and another highlight of the activity was the students wanting to make a treasure hunt for me in Japanese. I understood very little Japanese before I came to Japan and had only mastered some survival Japanese. I was struggling with the JET course as I often had no context to practice what I was learning academically. The students wrote clues using very basic kanji and hiragana. I read the clues slowly and had a dictionary to help me. This was wonderful as it gave me an opportunity to practice Japanese at an appropriate level and gave me a sense of competence. It also created a bond with my students that invited them to see me not just as the ALT who is confident speaking English but as a fellow traveller in learning and communicating in a new language. We shared in each other's struggles to make sense in a second language. I think a key point of internationalisation is: being alongside one another and learning together thus breaking down cultural stereotypes that often hinder rather than enhance cultural exchange. This enhances one's sense of safety in trying to speak another language and thus invites a sense of competence, which in turn engenders a sense of confidence to continue trying to communicate. I am still struggling along with communicating in Japanese but I am forever reminded that learning a language takes time, perseverance and heaps of humility. The students at my last school showed me that what we achieved in our attempts to get students to join the ESS club was really more than a treasure hunt."

Diana Sakata: "While working in the junior high schools, sometimes I have down time. This is the perfect time to work on the bulletin board. Of course some schools might not have space, but for the schools that do have space, it is fun, challenging and makes the time go by quickly when you create an English bulletin board. I do my best to change the bulletin board every month to keep it fresh. Sometimes it is challenging to think of things. At first I just did holidays. I would sometimes draw pictures, or find pictures on the internet. Recently, I have been introducing places I have traveled in my home in the USA. A small road trip you went on may seem boring to you, but the people at your school probably haven't been there, and they might like it! They might notice things that you don't in the pictures. Another idea that everyone likes are differences between Japan and your country. Once I introduced a plant that grew in my hometown that I haven't seen in Kumamoto. They loved it. One of my JTEs had the idea to create a small box with stickers inside. It sort of lured the kids to pass by the English bulletin board to see if there are any stickers inside, and hopefully take a look at what is actually on the bulletin board. Less English and more pictures is the key. A small caption under each picture is enough. Try to use vocabulary that they know. Add a map on the bulletin board so viewers can get perspective of where it is. Big letters makes the English words seem less intimidating. If you are into drawing, making little comics with very

simple English is also a hit. I usually do it about a particular holiday. To make the pictures more visually appealing make little borders around each photo. They really make a difference! If you don't have a lot of pictures there is always the internet. I don't have internet at my school, so sometimes I search at home, put it on a usb drive and then print it at school. It really doesn't take much time. Just a few clicks on any search engine's image library and you are good to go. The kids are thrilled especially to see you in pictures. It is also a wonderful conversation starter with other staff members. Other teachers that don't otherwise talk to me, do talk to me about what I put on the bulletin board. They usually tell me they learned something about the board. Some kids have said they want to visit the places I showcase."

Reed Nakamura: "During the weeks when the junior high school students do not have exams or any other school events to plan for, they write in a daily English-only journal which I enjoy reading. Aside from correcting their mistakes and giving them praise, it is a good chance to see what is going on in their lives and to ask questions, as many are either too afraid or unconfident in their English speaking ability. When given time to think, more of their ideas and thoughts come out, although I still have to ask some students to elaborate further from time to time. Although it is not a substitute for speaking English it helps me to better connect with the students. When I can, I try to link the information I've discovered through their journals to my English conversation board. Sometimes when I'm lucky, I can also connect the current lesson plan, allowing the students to go over concepts they've learned in three different places. I also must admit that I enjoy putting stickers from my favorite Disney movies on journals that are written well!"

Travis Mueller: "In the spring, schools often have small events to welcome new students. Participating in these events is a good chance to interact with you students outside of a classroom setting, and practice some English with them. It's also a good chance to meet new students in a more relaxed setting (ichinensei can be shy in class the first time they meet you). Since these events are part of the school's usual schedule, you have to check with your BOE and the school to see if you can be assigned to the school on that day. Many of the teachers at elementary schools are still intimidated by teaching English to 5th and 6th graders. And given how much teachers get shuffled about, there's no guarantee the ones who have learned this year will be doing it next year. So it would be a good idea to have small meetings to practice classroom English with all the teachers at an elementary school."

Tim Maxwell: "A group of 2nd grade students asked for help in writing fan letters to their favorite celebrities and rock stars. Although it was great practice the students never received a response from their beloved celebrities and rock stars. So with the intention of sparking an interest in international exchange I decided to create a pen pal program between the junior high schools of Ozu and the middle school of Hastings, Nebraska in the United States."

Anthony Coronado: "Make a bulletin board with English stuff on it. Anything like quotes, stories, games is OK. The kids usually enjoy reading it and you can teach them English that you can't teach them in class, like slang."

Rebecca Carrington: "I think one of the important things you can do outside of the classroom is to be seen. I know some people like to hide away, especially at elementary school, as it is usually too hot or cold and they don't want to be dragged into a fierce game of dodge ball. Having just started teaching full time at 4 different elementary schools, I too don't have the energy for playing everyday. So, as I compromise I just go outside and find a place to sit down and let the students come to me. It sounds ridiculously simple but it works! It is also a great way to meet the younger students as I don't get to teach them as much now Eigo Note has come along. This also seems to work well at JHS too."

Jonathan Waugh: "I sometimes do a window display of a current holiday. It's easy to do, and you don't have to worry about using English. Just print off some pictures of the holiday and arrange them creatively with a few captions. I try to include holidays from all the world's cultures."

Dawn Adams: "When in school, I talk with the students about their club activities. I ask them when their next game or music concert is. If I have time and if I can get to the place, I got to cheer on the team or listen to them play music. The students, as well as their parent, are surprised to see you. Once, a group of us (ALTs) went to watch the basketball play-offs. We got to see most of our JHS teams plus the students were able to meet other ALTs and practice their English, and we all got to watch exciting basketball games!"

Holly Samson: "Because I love music, I often talk with the music teacher at my elementary schools and join music class when I have a free period. "Count Roads" is in the grade six textbook, the music teacher is always appreciative if I come to class and help with the pronunciation of the lyrics. With other grades, I teach simple English songs. Or, because the teachers know that I love to sing, they often ask me to join music class and sing for the students. I sing some popular Japanese songs in English and the students get quite excited to hear a song they know in another language. If you aren't into singing, playing some songs and exposing the students to these songs is a great exchange. Often, after I sing, the students will sing the same song in Japanese for me! Or, we will try singing the English and Japanese versions at the same time which is a lot of fun."

Fraçois Tremblay: "My Space: Like many ALTs, I maintain an English bulletin board in my junior high schools. I do post information in English and about English. But I also post a lot of information about me, myself and Canada in Japanese. I try to have a new theme each month. I had a "Once I was a student too!" month where I posted copies of my old elementary and high school books, examples of homework I did when I was a student, all with comments and explanatory notes scribbled in Japanese over them. Videogames being a popular topic during lunch time, I also plan to have "Popular games overseas" theme where I will post pictures and comments about videogames that are popular in Canada these days. Using a lot of Japanese might seem like it kills the purpose of the English board, but I find it helps make me seem more "real" and less distant for the students. Sports Clubs: I join my schools' kendo club practice whenever I can spare the time. The teachers in charge are always glad to have me, and on many occasions have asked me to help them coach the students. It helps the teachers who don't always have enough time to devote to the club, and it really helps me bond with the students. I also try to introduce little bits of English (mostly one-liners from cheesy action movies) in the pep-talks we have before and after practice, and these are usually good for a few laughs."

Lauren Harvey: "A great way to promote English and to show your interest in your students is by attending their club events. Some might feel that it takes away from their free time on the weekends, but I have found it as a great way to connect with my students outside of the classroom. I have found that by making the effort to come to their sports events, my students have responded by making an effort to talk to me more. They are more relaxed out of school and more willing to talk to me without and pressure. I have also found it as a great way to meet the parents of your students as well and to show them that you are more than just "the ALT." Community events are also a great way to promote English and internationalization. Over the summer I attended a summer festival in a community where some of my students live. I introduced myself to the crowd and invited them to ask me questions. Some of the questions I got were a little strange, but all in all it was an enjoyable evening."

Chris Murray: "I maintain a monthly English board outside of class. Here I post things on all kinds of different topics - American recipes, English proverb Calvin & Hobbes strips, American Football, even the Ninja Turtles! It's really satisfying when I see students reading it, or when teachers bring it up in

conversation. I try to use as much English as possible, but I'll sometimes use blurbs from the Japanese Wikipedia to explain some of the finer cultural details."

Carol Holland: "At my Junior High School, I have attended many cultural festivals and sports festivals. I also take part in the girl's soft tennis club after school. At some of my elementary schools, I have taken part in flower arranging (ikebana) and yukatta (summer kimono) clubs. I maintain 4 English board at both JHS and ES. I also teach at an orphanage 2 times/month - the students are regular ES students."

Erich Kaulfuss: "In a past month, on the English board that I manage at my junior high school, I created an interactive (though not high-tech) display encouraging students to write their favorite English words on one side and translate them, and on the other side was Japanese. I think that in part due to the fact that a pen was attached and the students were given the option to write their names or not, it was a success. Some of my favorite "favorite English words" are: "passion," "system administrator," and "believe." Oh, and also, "monster hunter."

Kevin Bruno II: "I have an English board at my schools where I post pictures of current events, seasonal things, or interesting things regarding my country. Not only do I post pictures, but I also attach captions using grammar from the textbook, sometimes almost copying a sentence word for word (as long as it makes sense, of course). In this way, the students can read English at their level on original topics."

Walter Scarborough: "I have an English board set up at Izumiminami JHS that I will occasionally use if there are any relevant international holidays or interesting events happening. I recently updated the board with information and pictures about my band. I think that the students found it interesting because they recently asked me many question about what they saw on the board. At Nishigaoka JHS, I recently helped the English club translate, practice and perform the play "Cinderella" in English for their culture festival."

Jooree Ahn: "At my junior high schools, I have put up and continuously update an English board. It consists of instructions on how to introduce yourself, a word of the month with and inspiring quote using the word, word games and puzzles, conversation activities, stories about where I've traveled, and photos."

Lander Sims: "I have an English board in front of the teacher's office where I post monthly events from around the world, recent travels I have gone on, and a comic strip relating the cultural differences I experience while living in Japan."

Jonathan Bower: "Right now my English board features photos and descriptions of my summer vacation to Russia, where my wife is from. I chose pictures illustrating history, food, art, and architecture in an attempt to educate them about another country with which they might not feel familiar or otherwise interested. I am currently helping students at one Jr. High school prepare for the upcoming speech contest. I helped with this last year and I enjoy the chance to focus on pronunciation and tone and other elements of English speaking that a large class doesn't always allow time for. Tutoring just a few students for this contest, I would add, prove one of the more rewarding elements of this job, since results are more frequently, readily visible - or, well, available, I guess . . ."

Chloe White: "I have an English board which I use to promote English and internationalization. I tell the students about my holidays and my weekends. I teach them about the seasonal holidays and I have a "word of the month" and a "fact of the month." For my "word" I tend to teach slang words and for my "fact" I use facts about my country. In this way the students are able to gain a deeper knowledge about my background. I believe that the more my students know about me and my culture the more "real" I will become and through this I can further internationalize the school. I will no longer be a distant and alien figure but someone they can understand."

Tommy Williams: "I created an English board that highlighted popular Japanese "things" in the western world."

Mopailo Thatelo: "Though, I do not have any projects with my schools, I however volunteer with Kumamoto City Radio FM (a community radio station) twice a month as a co-host. We talk about Africa and African music, culture and so forth. I also volunteer with JAICA, Kumamoto UNICEF and so forth. These initiatives keep me busy in Japan and get to meet a lot of people. Since Africa is far, to a large extent participation in these initiatives help Japanese people to have a clear understanding of how life is like in Africa, and what Africa is all about."

Marisa Beltramini: "I created an English board introducing myself. I change the board frequently, updating it with pictures from trips or upcoming American holidays. I have a place where students can ask questions and I will post answers. I also try to make some kind of small activity like a word or picture search that the students can take and do on their own."

Andrew August: "School Office Lunches: When I was based at Hikawa High School last year I started eating lunch in the school office on Mondays. The office staff were always welcoming with a cup of tea and some conversation so I felt comfortable enough to ask to join them regularly for lunch. The Monday lunches were soon quickly anticipated by myself and the office staff as an opportunity to talk and get to know each other. They really made me feel at home. As well as eating lunch there was the opportunity to exchange my English with the office staff members' Japanese skill. Many fun times were had as new words were discovered. Also being able to discuss various aspects of my home country, New Zealand, and those of Japan were a welcome opportunity. That experience was a small but rewarding taste of the benefits of internationalization and definitely helped me to settle into working life during my first year in Japan. I hope the experience of Monday school office lunches also helped my Japanese colleagues get to know me and my country a lot more."

Ryan Bedford: "Since I am spread out through many schools, I am unable to implement any sort of initiative or event. I do, however, make it a point to learn as many students' names as possible, chat with them in the hallways and during lunch, and especially play sports during recess. Having fun with them outside really helps when it's time to go inside and teach English, as the atmosphere is lighter and more receptive for learning. Also, with three other ALTs, have participated in 2 high school culture festivals. We danced several popular moves from the states. By being open to participating in such events, I hope I'm adding a little internationalization to the city of Yatsushiro."

Belkis Cabrera: "Perhaps the most successful and least time consuming way I have found to promote English and internationalization is to create an interactive bulletin board. Originally, this was to serve simply as a question-and-answer forum for introducing myself to my new students; however, it quickly developed into a medium for fostering and sustaining conversations. Here, students can use and hone their English writing skills in a safe and comfortable environment - they do not have to identify themselves and such anonymity is crucial for basic or developing students. I check the bulletin board periodically and update it weekly or bi-weekly depending on my workload. I try to post pictures whenever possible to correspond with my responses and/or questions. I have also included a "culture book" to further explore certain aspects or themes that surface. For example, when a student asks about my favorite food, I use the "culture book" to list some of the most traditional and popular dishes of my culture and even include recipes. On occasion, I have

even "caught" some JTEs posting their own questions or comments. I also use my cell phone email to have short exchanges/conversations with my students however, I find that this is much more intrusive than the bulletin board system.

STEPS to your very own IBB (Interactive Bulletin Board):

- 1) Look around your school for empty or nearly empty bulletin boards, walls, or any other public spaces that may be used to hold ongoing written conversations.
- 2) Speak to your tantousha or your English department about the possibility of using said space... describe your ideas and ask for input/feedback.
- 3) Decorate your bulletin board and remember to leave a marker handy for the students to use.
- 4) Tell your classes/school about your bulletin board and its function. Invite everyone to post questions and comments. Let them know when to expect/check back for a response.
- 5) Read, Write, and ENJOY!"

Luke Casey: "I killed two birds with one stone (not literally). Before I went back home for the summer break I put all the names of my closest friends and family into a hat and got my first year elementary students to pull out a name. They had to write a very simple message to the person they had picked. I helped each of them individually. They then drew a picture on the front which represented their type in Japan. I took photos of them all holding their cards and gave the cards to my friends and family. I then took photos of my friends and family holding the cards and posted the images on new cards and gave them as gifts to the students. International relations between England and Japan."

Taylor Casey: "I have a bulletin board at my junior high schools. I cover topics such as holidays and include into about foreign countries. I try to include a lot of pictures and easy English explanations."

Amanda Collyer: "New to our English bulletin board we have the Word of the Day and Sentence of the Day. The cards are on by paper and laminated. The Word of the Day cards have a fun vocabulary word and its definition. Then there are three example sentences that increase in difficulty. The Sentence of the Day cards have an English sentence and its Japanese translation. Each part of the sentence is color coded in the English and Japanese so students may observe the differences in grammar. A few sentences are from the book, but most are things students might want to say or fun sentences to catch the student's interest. All cards have colorful pictures to reinforce the target word or sentence."

Andrew Crooks: "Juggling / Dance class - On scheduled Saturdays I team up with a local hip-hop dance instructor and teach Juggling to students in Ubuyama. It's a good opportunity to hang out and talk with the kids outside of class. Plus they get to use English and learn Juggling with me. It's good to team up with someone already teaching the kids (like the hip-hop dance club here). It was already going on, so it was easy to integrate the two. My part is 2 min or so. I teach in English and my BOE bought the balls. It's fun."

William Davies: "I have initiated and facilitated a 'pen-pal' exchange between students in my main J.H.S. and students of a school in U.K. The project was relatively easy to set up, more-so because I am friends with a member of staff at the school in the U.K. It gives my students the rare opportunity to use their English skills to achieve real results (asking and answering questions to someone who lives in a very different place)."

Alex Enoki: "I am currently helping out on a play that will be performed in English at Makoto Nursery School. The play will be about "The 3 Little Pigs" and I translated the script from Japanese to simple English for the school. I go to the nursery school on the days I have the afternoon free, and help with the English pronunciation. Each child in the upper grade is given a role to play and act out. The play will be performed mid December of this year in front of the parents and local people in the town."

Jonathan Ealey: "I'm going to start a question of the week for each grade on the English board. The class from each grade that submits the best answer in English will get to request something for me to bring back from the U.S. when I go to visit this winter."

Emma Freeman: "My 3rd grade students write one day a week of their school journals in English. I check their entries every week. They can write about whatever they like, so it gives them a chance to practice natural English (e.g. what movies they like, their favorite TV programme, etc.). I feel it has helped me to get to know my students better, especially the quiet ones who perhaps find it easier to communicate in writing. This activity also gives them a lot of past tense practice and if a lot of students are making a similar mistake my JTE and I will explain it during class."

Katherine Gibson: "At the beginning of this year I created an email address specifically for my students' use. The emails are as long or short as the student feels comfortable writing, and I have encouraged them to write see on any topic - from the weather or what they ate for breakfast to troubles or questions they have with English. I write back to them promptly varying my level to the student's ability. It is a fun way for the students and I to interact."

Talia Harris: "ENGLISH BOARD: I make an English bulletin board at my JHS. It is changed monthly. It includes:

-A comic strip from American newspapers (e.g. Garfield or Peanuts) with the difficult vocabulary translated.

-Word of the month -usually slang

-A display on a seasonal topic (e.g. Halloween, summer vacation, etc.)

This usually has lots of pictures and short sentences explaining them.

-A quiz about the seasonal topic. There is an easy quiz and a hard quiz.

-A quiz with a word puzzle (crossword, jumble, etc.)

Students who complete the quizzes can earn tickets to enter into a monthly raffle. There is one grand prize and a number of smaller prizes."

Jonathan Hake: "I've tried giving students the possibility to have a foreign pen-pal or e-mail exchange partner in the U.S. Thus far, only a few students have wanted to do this, but those that have appear to be quite happy with the results. Likewise, the students in the U.S. also seem to enjoy having a pen-pal from Japan."

Geoffrey High: "Comic Challenge: One of my favorite recent activities is to take 1 panel and 3 panel comics from the internet. Ones like: Penny Arcade, Sherman's Lagoon, Get Fuzzy, Farside, etc. On the computer I then erase any dialog or captions, print these out and leave them for students to grab and fill. Sometimes it's pretty standard, but sometimes someone will write something funny."

Kathleen Homan: "Our English club is pretty active. We always have big parties for cultural events. Christmas and Halloween are very popular party days. For our last English club party of the school year, I invited the students to my house and we had an okonomiyaki party. Each student brought something to share and we all made dinner. It was a lot of fun. I also really stressed the importance of giving English club a place (room) at the school. It took two years

for us to get a place we can use at the school! I've also done newsletters for teachers and teachers Eikaiwa during summer break but they did not have a lot of success. Our co-teachers are too busy!"

Jamiel Hoosen: "Playing English songs at lunch time. Encouraging students to visit me outside of class with incentives. English club newspapers and projects for the English board."

Kristen Howell: "This project is pretty simple: Conversation Cards. It was suggested to me by the Minamata High School ALT. The first year students in junior high are hesitant to try out their budding English skills so the JTE asked me to try to draw them out of their shells. I made English Conversation cards. They can receive a sticker every time they make an effort to speak to me outside the classroom. The high school ALT uses a hole punch, and that's probably cheaper in the long run. The JTE will often bring the shy students to me when I am free in the teachers room. I try to joke with them, and do not correct the English during this time. I also don't insist on English only. The point is to show them that have enough English to communicate. A lot of kids just need confidence, and to realize the ALT isn't so scary. Good Luck!!"

Xina Hudson: "I rely heavily on the point card award system in O.C. class. Every time a student volunteers an answer in English (or sometimes Japanese), they get stamps for their point card. Unfortunately the loud genki students tend to call out all the answers without raising their hands. This leaves very little opportunity for the quiet shy students to earn points. To solve this problem, I like to make up separate English quizzes and leave them in the library (or on the English bulletin board). Students can attempt them in their own time and earn extra points for effort. The topic can be just about anything (music, movies, sport, more than just festive season topics). It can even be a letter or comment to me. I find this system encourages students who I don't get to know well in class, to come and talk to me in the teachers' office. It is a very rewarding way to get to know students on a one-on-one basis."

Edwin Huits: "Every Wednesday I broadcast my own "radio show" during cleaning time. This is 15 minutes of foreign songs (not limited to English songs, but as diverse as possible). In between these songs I try to give the students some information about the song (theme, cultural and/or historical background/context/importance) and the performer(s) (who is the artist? Where is he/she from? Etc.) I always record this show onto a CD, so that I can still help cleaning while the CD is playing. And also, this gives me an extra incentive for the students. My students are almost fighting over this CD every week and so I have decided to put a quiz up on the English Board about the broadcast of that week. The student who answers most questions correctly gets the CD as a reward. I find this a really effective and fun way to get the students more involved in English and – not unimportant – it is very enjoyable for me too."

Daniel Ikuta: "This past year, I set up assemblies at each of my schools to play the cello. Most of the students I play for have never seen (or sometimes heard of) a cello before, so their introduction to this instrument, whose history is distinctively western, is particularly valuable. In addition, I play predominantly popular western and Japanese popular music in order to appeal to the students and bridge the gap between cultures. Finally, I use as much English as possible in my explanation of the instrument and the pieces I perform in order to connect the students to my culture and upbringing."

Kristen Kalb: "English Speaking Challenge - I've recently started a project at my Jr. High to increase the student's motivation to practice their English. I decorated my English board to advertise the challenge, and introduced the goals of the project in class. I gave each student a great job card with 25 spaces on it and told them I would hold a prize drawing at the end of the semester for anyone who collects 25 stickers and completes a card. I give them a sticker if the students come to me and have a short conversation in English. It has been working really well so far, and it had drastically increased their motivation to speak and practice English."

Reed Knappe: "Bird watching Picture Diary - Next to the news board, I maintain a monthly visual record of my bird sightings in my rural town and its surrounding areas. Accompanying photos of the birds are their names in English and Japanese, a short note in simple English with Japanese keywords, and a map pinpointing the locations and seasons in which they can be sighted. Occasionally, I include a separate explanatory section for particularly rare birds or birds that are also found in America or other regions of interest. After traveling, I sometimes include a summary of the trip's bird sightings."

Kate Kreuser: "My town of Nankan is pretty small, but it's mine. I pride myself on exploring the corners of my town and always asking people I meet questions about the area. There are ruins of a Daimiyo's castle behind the BOE, hotaru in the spring near my apartment, and I just found a family with a western style pumpkin patch! Being interested in my town leads to interesting conversations with the people who live here, and later with my students when find out I was talking to their relatives. I also have a personal quest to normalize "how" questions, with my students. "How was the test?" or "How's it going?" If they don't understand I ask "How are you?" and then say again "How's it going" and gesture with a thumbs up (for it's good), a so-so gesture, and a thumbs down for it's bad. Then I ask again and they usually get it. One other thing I did was introduce my Junior High teachers to tequila. Most of them hadn't ever tried hard alcohol. So I brought a bag of limes and a bottle of Sauza anejo to an enkaï. By the end of the night I had all of the teachers trying out their English and trying to remember the salt-shot-lime order. Joining the enkaï's is important. But sharing something they'd never tried and creating a new kind of enkaï can be really fun. One teacher still says "good morning" to me every day in English because of that party."

Jon Lapinskas: "I believe that the promotion of English and Internationalization can be successfully achieved through the medium of sports. Whether it's just joining in for twenty minutes at lunchtime, when your student are playing dodge ball or basket ball in a gym. Or attending a full kendo, soccer or tennis lesson after school. Sports are a great way to do away with the formalities of classroom English. Thus creating opportunities to talk freely with your students in a relaxed environment. Many times I have been genuinely surprised at the English ability of some of my students. Students that haven't particularly shined in the classroom, either because they are "too shy" or "too cool", have spoken English to me outside the classroom with confidence. By taking an active interest in the hobbies of your students, you are developing common ground for the conversion of English. Discussing shared similarities and combining English with the enjoyment of sports, allows students to chat with you care-free about such things as your "favorite soccer player" or "what sport you like the best". Developing a stronger relationship with your students has many advantages, some of which you can use to your own advantage in the classroom. From personal experience I have found that students will give you a lot of respect for taking up some of your free time to see what they are interested in. A kind gesture on your part, which is often repaid by good behavior in class, especially from some of the sportier and less academically driven students. Students will also try to use and apply the English they have learnt from you whilst playing sports in class. For example, when undertaking classroom activities such as writing about their hobbies and interests. In summary, playing sports with your students has several overwhelming advantages to the promotion of English and internationalization outside of the classroom. While at the same time having a positive consequential affect on English inside the classroom. It's also a great way to develop a more relaxed relationship with your students. Making them feel like you are more approachable, therefore increasing the likelihood of opportunities to converse in English. It's also a great way to keep fit and I fully recommend it to any teacher of English."

Shannon Lee: "At both junior high schools, I have been lucky enough to work with students to prepare for student exchange programs with Singapore and China. Because my schools are already highly active in promoting English and internationalization outside of the classroom, I work with both students and

teachers one-on-one in order to prepare them for their adventures abroad. Outside the classroom, I work on daily conversation, self-introductions, and speeches with the students that will go to Singapore and China. We meet regularly to just have every day conversations that they might have with their host-families abroad. Also, we work on questions that they can ask the Singaporean/Chinese students when they arrive in Japan. The students are very excited to be able to use the English we practice together in real life situations. Additionally, I work closely with the principal, Board of Education workers, and teachers to help prepare and edit their speeches, pronunciation and conversation."

Evan Leonard: "Every year, Uto has "International Friendship Day" at every elementary school in the City. We spend the day at each school playing games from our home countries, teaching greetings in other languages, and singing/dancing with the kids. The kids love it, and it exposes them to foreigners from other countries as well as different cultural perspectives."

Ang Lloyd: "I have a journal exchange with some of my ichi-nen sei classes."

Erica Long: "English Passport: At the beginning of the year, I give every student an English passport. Inside is a blank sheet to put stickers and stamps on. During class, students can earn a sticker by volunteering to answer questions. Outside of class they have several options. They can talk to me anytime and get a sticker, they can try talking in English to their JTEs, or they can write an answer to a question on the English board. At the end of each term, I collect them all and count how many each student has earned. The top 3 students in each class get a prize as well as one random student. In some classes, the competition can be quite fierce with 2 or 3 students with 30 or 40 stickers. Most of the time they have 5-10. The prizes change every semester and they get to choose their own so they will appreciate them. Sometimes they are souvenirs from overseas trips, foreign coins, or things from home."

Jessica McGrath: "In collaboration with the Eikaiwa teachers at my Junior High Schools, I put together an English Broadcast for our students during lunch breaks every second week. We usually base the broadcast around a theme - like local and international events (Christmas, O-bon etc.), something new about my country, things happening around the school, and end it with a couple of English or other foreign language songs.

We also use the time to notify students about upcoming English / international events that we organise for them. For example, I am developing some special activities based around Christmas and Australia Day in January for students to participate in, outside of class.

These broadcasts are easy to organise and enjoyed by students and teachers alike. I use very simple English expressions, based around what they have done in class, and my amazing Eikaiwa teachers translate for me. Teachers from other subjects who are usually too shy to start conversation always comment as they learn something new too."

Jennifer Miller: "Every Friday during school lunch, I hold an English Broadcast of sorts. In my dark cave filled with microphones, tape decks, and anxious junior highers, I take the reins of my 20 minute time slot and charge through with a cornucopia of treats for the students. I pitched my idea to my JTE's as a way to further promote English, but in reality, I had grown tired of staring back at my children's listless eyes and bored faces and decided to create an activity that they could surely enjoy and relate to. So came forth "Jennifer's Jumpin' Jam Session." After my cheesy, but oh so necessary intro. music, I always begin with the day's date, and an English translation of the day's menu. Followed, is free of form. One week it may be a quiz, the next, an interview of a student, the week after that, a discussion of a particular holiday or important school event. I try to keep it as varied as possible to continually engage my students. However, my final segment remains unchanged. Music time. Every month, I try to expose a different genre of music. Psychedelic Rock of the 1960's, Pop of the 80's, Famous Crooners. This is my favorite part of the show, as a bear just a sucosh of my soul to the entire school. The response has been positive. I highly doubt that my students, or more likely their homeroom teachers, have praised every song choice I have made, but it is thrilling to command that kind of attention, even if it is for only 20 minutes a week. Students will inevitably come to you and share their opinions of the broadcast; good and bad. But it gets them talking, it peaks their interest; something that the prescribed Course books have yet to deliver. My English Broadcast is really just a wonderful excuse to have fun and play some good tunes, with of course the added bonus of exposing my students to non-structured English conversation, culture, and a hip new play list on their iTunes at home. I wonder if Howard Stern would be proud. . ."

Katie Leung: "With the failure of my attempt at starting an English Club last year, I have gone back to the basic requirements of English outside of the classroom for ALTs. I regularly change my English board, have lunch with the students everyday while trying not to use any Japanese, spend lunchtimes with them, and visit club activities from time to time. I am contemplating a mail system, but I have yet to think of an effective way of merit that would compel the students to want to write to me. One of my JTEs, Mrs. Takahashi, has a brilliant way of making the students do communicative activities outside of class. She uses a point system, where, after each of her classes, she asks the students to use the new grammar taught that day and interview other teachers. The teachers that were interviewed sign a little piece of paper which adds one point to the system. In the end, the points add towards a participation effort in their report cards. The students are extremely proactive about it and the system also enhances student-teacher relationships, and not to mention, polishing up the other teachers' English. Mrs. Takahashi is always conscious of English outside of the classroom. She would go up to the students during cleaning time, lunchtime, break time, and ask them questions regarding the grammar taught that day. Even outside of English, the students cannot escape Mrs. Takahashi's relentlessness and they are constantly reminded of the things they learnt and quickly forgot in class. Here system is successful as the merits are high and effective. I have yet to think of a convincing system that makes the students want the merits."

Jason Krage: "One project that I worked on last year involved giving speeches on the intercom during lunchtime. While technically the students were still in a classroom, the speeches were not English lessons and they allowed me to reach the maximum number of students in a setting that was extremely comfortable for them and gave them the opportunity to discuss what I was saying with their peers if they didn't understand the English. Speeches were given in English and Japanese (with heavy editing of my rather poor Japanese by my JTE tantousha), English first and with a pause before the Japanese. This was good practice for me to speak slowly and enunciate. Topics ranged from St. Patrick's Day and Halloween celebrations, to trips I had taken or wanted to take to baseball and pop-culture. I gave a speech every two weeks or so. Nearly every time I gave a speech, students came to me afterwards to discuss the speech. They wanted to discuss potential Halloween costumes or argue about who was the strongest baseball team or point out how silly it is to dye an entire river green for any reason. The speeches were simple, out of necessity considering mine and the students' respective levels in each other's languages, but I think it offered the students a great opportunity to hear and try to understand English. I tried to incorporate English that they had been learning in class, which was useful for me as well, since it is helpful to understand the Japanese translations of the English material."

Bryce Gray: "Our ESS Club meets every Monday. We play games in English, practice for speech and debate contests and also run a booth at the school festival. We also have holiday-themed parties for Halloween and Christmas."

Matthew Moser: "I played the guitar and sang at two different schools' bunkasai and school shows. It was nerve racking experience, but I knew that the students would be blown away by the performance and the songs and would be moved by my words and emotions. I really tried to put all of my soul into the songs and I really just wanted to feel what I was singing opposed to the incomprehensible strings of words and notes. I'm certain that they never heard anything like that before in English and maybe in Japanese too. I was happy to have contributed to their cultural activities. The second example is still in

progress, but I will start a program at lunch recess that allows students to select from a menu of activities that I have devised in English. The main focus of the program is to allow students the opportunity to learn a skill of their choosing and through the medium of English, gain an additional life time skill. This aim is not to study English, but to use it as a means to an end with subconscious learning and relating to an object or a task. By teaching about something else that is not English and only using it as a way of communication, the student can still learn additional things about themselves. This method allows for an increase in their skill set, regardless if any English is learned, but inevitably the students will learn something and maybe enjoy something different. Examples of activities are learning to play guitar, learning to make movies and DVDs, burning music CDs, taking pictures, gardening, playing sports of a different nature, watching foreign movies, and just chatting in any language (not Japanese or English). These are some of my contributions outside the classroom, but many more are present if one is so inclined to ask."

Sae Mundale: "I often arrange cooking classes for 1 to 4th graders in the elementary school. So far we have made variety of curries, nans and other snacks. It is not only fun but also gives them active knowledge of Indian culture. Also, I sometimes teach them some tricks in Vedic maths."

Kimberly Nakamura: "All my students are kept relatively busy with school work and sports club practices there is little time to work with them or talk to them outside of class. The opportunities to promote English mostly come right before class or during lunch answering any questions they come up with. One thing my students tend to comment on is my earrings. It shocks them that Americans can pierce their ears when they are babies. It's a very minor thing, but it gets them talking and thinking outside of Japan. Sports, movies, and some-times music are good topics that get kids talking. My village is very remote so my students don't know a lot of American movies or singers, but I still try to take advantage of any opportunity that presents itself and they tend to come out of no where."

Reed Nakamura: "During the weeks when the Itsuki Junior High School students do not have exams or any other school events to plan for, they write in a daily English-only journal which I have the pleasure of reading. Aside from correcting their mistakes and giving them praise, it is a good chance to see what is going on in their lives and to ask questions, as many are either too afraid or unconfident in their English-speaking ability. When given the time to think, more of their ideas and thoughts come out, although I still have to ask some students to elaborate further from time to time. Although it is not a substitute for speaking English, it helps me to better connect with the students. When I can, I try to link the information I have discovered through their journals to my English conversation board. Sometimes when I am lucky, I can also connect the current lesson plan, allowing the students to go over concepts they have learned in three different places! I also must admit that I enjoy putting stickers from my favorite Disney movies on the journals that are written well!"

Chris Nimmo: "I organize an English board at each of my three schools. They are all updated every month. I try not to stagger the themes in order to reuse material from other schools because the students at each school are interested in different things and we share different in-jokes. Around Christmas time there boards resemble something like an explosion in a Daiso factory. Previous ideas (not including obvious seasonal ones) have included Movies, Music, "My Favourite Things", "Let's GO Around The World" (introduction to various countries), Cartoons, and World Records. There is also an English magazine called Eigo YAYgo! Which contains word searches, jokes, celebrity interviews, optical illusions and a review of the current topic in the book."

Jay Penner: "Like many others, I have been using an English board for the past 2 years, changing it monthly, displaying pictures of different countries, new students' work, English activities and information about foreign holidays etc. I started a pen-pal program and have two students exchanging letters with Canadian junior high school students. I have a mailbox for students to write and drop off letters. In the letter they can ask me questions about English or anything, and I connect them and reply."

Michele Rankin: "At the Junior High school I have an English board to promote English and internationalization. I try and change the board every couple of months. Each board displays a holiday we celebrate in America. Some times I decorate the boards with pictures from different trips I have taken, and I always put captions in English. The students usually come up to me and ask me questions about my trip."

Peter Roux: "Teaching English in the Special Needs class: Getting involved in special needs education can be fun and very rewarding. All you need is a very simple English lesson plan (usually vocabulary for basic daily life items, flashcards, pictures and a song or two). The students are interesting and participate with energy and curiosity – even if giving unexpected answers. It is an enjoyable hour away from normal school routine and a great way to get to know the students and the teachers that work with them."

Cassandra Sandoval: "The students and I write letters back and forth to each other to practice their English writing skills. The letters can be about anything the student wishes to discuss and can be any length. I try to include stickers, pictures or printouts of cultural-type reference to keep them interested. During lunchtime, I switch between classrooms and play games with the students during lunch break in their classrooms. They love trying to speak English outside of class. Also after school on Thursdays, I stay at school to talk with students who are interested in free talking. I try to have some sort of craft or interesting picture, story, game for them. It is surprising how many students like to learn about culture."

Holly Schneidmiller: "One thing I do outside of the classroom is maintain an English Board. The board is located in the middle of the school hallway so students can view it between classes. The board features several pictures and brief descriptions about American culture (in both English and Japanese). Next to the board is a chalkboard on which students can respond to the English 'Question of the Month'."

Caitlin Shortridge: "I teach a community 英会話 every other Wednesday. We cover topics the members have expressed interest in as well as topics of my own choosing. I've also had parties with my 英会話 students for various holidays such as Christmas."

Jamie Szuba: "Every Monday (6th period) we have an elective conversation class, and English story reading in the library."

Kendra Thomas: "At my Junior High School, I prepare an English Board with pictures, grammar points, tongue twisters and comics every month. I also eat lunch with the students, rotating classes every day that I am at that school. At my elementary schools, I spend afternoon break playing games with the students and I attend sports clubs after school to play with the students."

Ceceilio Vasconcelos: "At school, I maintain an "English Board", which incorporates photographs from my home country (& includes captions). When appropriate, I also set-up theme-based presentations (particularly of foreign events, etc.) on the notice board."

Jacob Vawter: "I keep up the International wall in the English classroom at my primary junior high. Having a larger or more detailed project than that is no something I have accomplished yet. I feel having multiple schools is a primary factor behind not accomplishing a larger project or event, as my average

attendance at the aforementioned junior high is only one visit per week. Still, I have known that I am capable of doing more for my schools. So, I recently began taking steps toward establishing a pen-pal relationship with a junior high in my hometown in the U.S. I never had a pen-pal when I was younger, so unfortunately I don't have much experience with the logistics, but it seems doable and I am optimistic about the success of the program. The process has been slow thus far, waiting for replies from former teachers in the U.S., but it should be worthwhile once the foundation has been put in place. Apart from specific projects or events, I do find time spent with the students outside of class to be some of the most rewarding, and I often go to bukatsu often at both junior high and elementary school. The experience of the past year has emphasized for me the effectiveness of sport as a means of internationalization. Using bukatsu as a time to interact with students can be a good way to build bonds with them, providing another avenue through which we can share about life and experience abroad."

Peter Ward: "At one school, we have an English club which meets regularly. It is an informal discussion group where students who are keen to practice their English with an English teacher and an ALT can do so. My main aim is to make it fun and enjoyable and to build students' confidence in their English speaking ability. We discuss topics of interest such as movie, music and sport."

Jocelyn Wong: "I've been doing a weekly radio show at lunch for almost 3 years. Each show is about 10 minutes long. I use both English and Japanese, otherwise some students won't know what I talk about. Each show included simple greetings in English, a simple talk often highlighting the differences in cultures or languages, a riddle and a song. All of the students look forward to the show every week, and the teachers love it as well. I often get a lot of feedback right after the show from students and teachers. The radio show helps me connect with students and teachers on a higher level, because we can talk about everyday things instead of just the English language . . ."

Ted Wysor: "Throughout the school, I have posted English vocab cards. In front of the lunch room area, I have put up 3 topics: fruits, vegetables, food. I also posted the phrases "What ~ do you like?" and "I like ~." On the stairs to the gym I have posted sports vocab and "What sport do you like?" on each step face. On other flights of stairs I placed numbers, numerals (first, second, etc), months, subjects, colors, and days of the week on the step faces. I plan to put up instruments outside of the music room soon as well. In one hall I placed a few flags to challenge the students' knowledge of country names in English. This is all in an attempt to immerse the students' environment in more English. The hope is that the students will take in more vocab from seeing it daily than they do from the varying amounts of studying they may or may not do. I have also put up rebus puzzles in two styles to challenge their critical thinking abilities using English. Even the first years have tried and succeeded at these puzzles."

Eugene Yu: "A few weeks before the Eiken, I spend an hour or more after school every day with test takers who want extra help. I give them copies of past tests and have them complete it, then come to the review sessions with questions. I find out which sections are difficult for them and prepare worksheets focusing on those areas. I also hold listening tests using the mp3s from past exams (available on the Eiken's website) and Nintendo DS software. Using a portable speaker, I am able to broadcast the audio so that everyone can take the listening section of the practice test together. The students also tend to have difficulty with vocabulary words, so I spend extra time making vocabulary sheets and activities. For the interview portion, I hold mock interviews over and over so that they become familiarized with the whole process. I ask all sorts of questions and different ones each time so that they are exposed to a variety of possible interview questions. I also have over twenty pictures with passages, some that I created myself, and rotate them so that during each mock exam, students will read a passage that they have never seen before, just like in the real test."

Jacinta McKenzie: "Each student is given a sheet with 6 squares on it. In these squares is the date. They have to fill these squares with the signatures of English teachers they ask questions to outside the classroom. The teacher will sign if they ask or answer a question the teacher asks. Once a sheet is completed they put the sheet in a draw to win a prize at the end of term."

Leonie Shanks: "I am in charge of an English Club consisting of around 20 members. We meet once a week every Thursday for around two hours. Activities include games that involve English, simple conversation practice, listening to music, watching movies, making crafts and helping with the display board in the LL room. In addition, I like to invite ALTs from other schools as 'special guests,' so that the students get the chance to talk to people from other countries. We also have regular parties and sometimes we cook foreign food. Recently I have also initiated a pen pal exchange with a school in the UK: the students wrote letters and compiled a cultural box consisting of omiyage, purekura, local tourist brochures, and other things that they felt reflected life in rural Japan. The project is still in the early stages, so I'm not sure how it's going to work out. However, the teacher at the exchange school and I have discussed asking the students to make video diaries about their respective lives and cultures. I really struggled to come up with an idea for what the ESS club could do for the bunkasai. In the end we did a 'graffiti and hip hop room,' in which we showed a PowerPoint presentation about graffiti from around the world, and also played hip hop music together with some information about graffiti and hip hop, in both English and Japanese. As part of this display, we put up a couple of 'graffiti boards,' and bought some post-it notes and coloured pens so that people who visited the display could add their own 'graffiti' message. To give people ideas, we asked questions such as 'what do you like to do?' and 'what is your dream for the future?' To my slight surprise, there was a good response and a lot of people from the school and community added their own message (mostly in Japanese, though!). It gave me the idea that this could probably be a more regular thing: every fortnight or month you could change the questions/messages (in English, preferably!). I haven't yet put this idea into practice, though, but I think it would be good to have something interactive like this. Since I don't set homework in my classes, I also make a monthly newsletter which includes an optional question sheet for students to fill in and return to me. In exchange, they get 3 stamps added to their 'stamp sheet' (we also use this in class - stamps are awarded for good work and class participation) and 1 student also wins a 1000 yen tosho card for Misumi. I choose the winner at random by doing a raffle. It's popular with the 1 nensei, but it doesn't really work with students higher up in the school. The newsletter generally consists of topical information about other cultures, some current affairs, some 'celebrity news', interviews with other ALTs and comic strips."

Zane Kinsey: "For my English Club, I signed them all up for an account on postcrossing.com. This website allows people to send postcards, written in English, to random people throughout the world. In return, the students receive a postcard, written in English, from some random person somewhere in the world. My students really enjoyed this project, and they even turned their received cards into an awesome display at their *bunkasai*. The only costs involved are for buying postcards and stamps (¥70 for international postcards), which is usually within a school's English Club budget."

Shikha Shivani: "With Junior high school kids I take the support of the bulletin board for the promotion of English as well as the spread of internationalization. And make the worksheets accordingly and make them search the answers from the presentation itself. The winners get some small reward. With elementary schools it becomes quite easy because of the kids' enthusiastic approach towards learning the language. We arrange a lot many small scale meetings for 15 minutes each to promote English. I get a lot many chances to interview kids officially and otherwise as well. For the promotion of internationalization, we play games, cook, make them wear dresses, etc. Even while doing the lessons we kind of keep introducing stuffs related to our country."