



JET Pre-Parture Orietation



LESSON PLANNING AS AN ALT



PLANNING LESSONS AND ACTIVITIES
FOR JAPANESE CLASSROOMS



By Michaela Duffey (Sapporo, 2017-18)

GOALS FOR YOUR LESSONS

- **ALT - Assistant Language Teacher**
 - You don't actually teach grammar
 - You aim to:
 - Expose students to native English and other cultures
 - Give students a break from "book learning"
 - You get to be the "fun" teacher
- **Your lessons should:**
 - Support what your JTE (Japanese Teacher of English) is currently teaching
 - Teach students about your or other cultures (occasionally)
 - Be fun, interactive and engaging
 - Promote speaking and using English
 - Make English more interesting for students (often a dreaded subject, focused heavily on wrote memorization)



3 MAIN VARIABLES

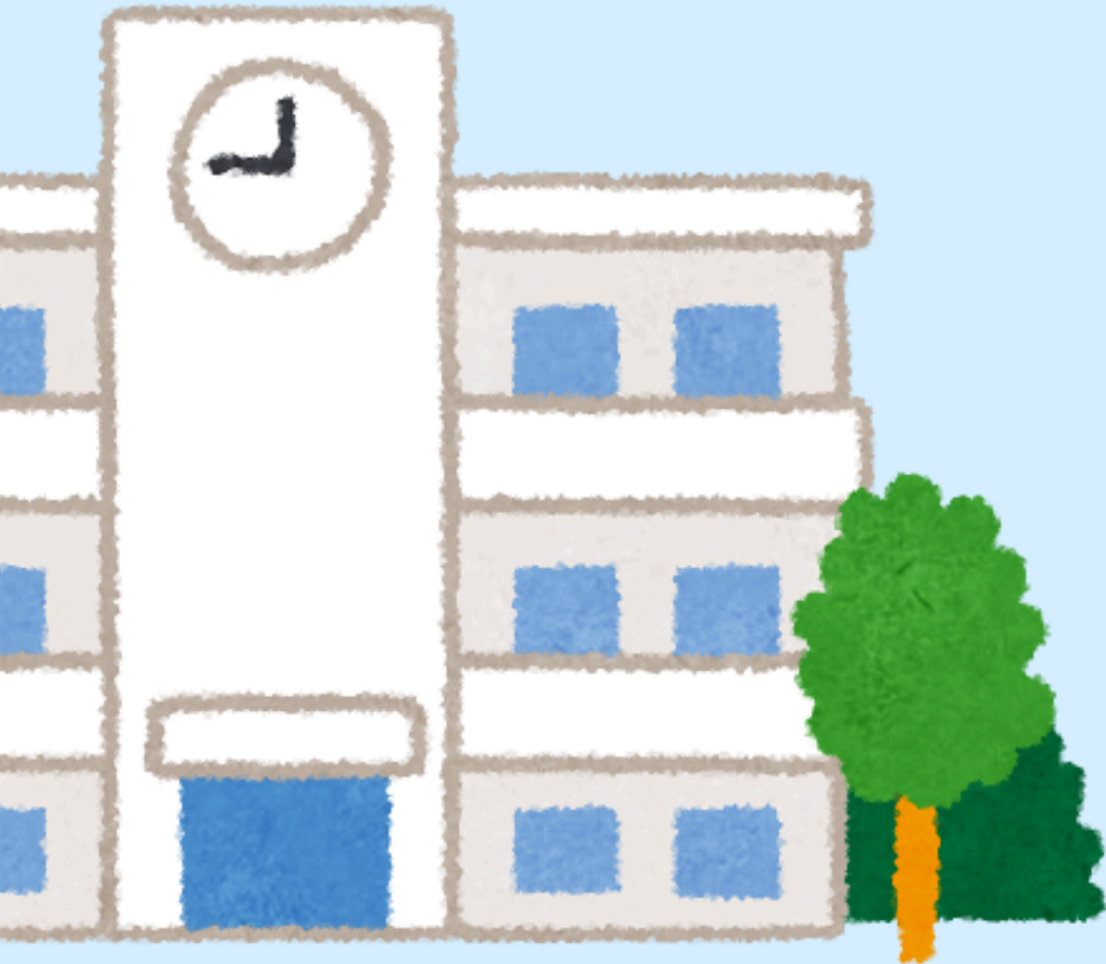
- ESID – “Every Situation Is Different”
- Japan can be as varied as America–
 - Like how teaching in rural Mississippi is vastly different from New York
 - Culture, school resources, JTE’s level of English are all different
- Your teaching experience and lesson planning will look different depending on 3 variables →
- (JTE = “Japanese Teacher of English,” aka the teachers you’re working with)

1) NUMBER OF SCHOOLS

2) GRADE LEVELS

3) JTE TEACHING STYLE

NUMBER OF SCHOOLS



- **Number of schools can vary**
 - Depends on location (big city, small/medium city, or country, known as the “inaka”)
 - Most JETs have 2-3 schools that they attend on different days
 - Big city JETs may only have 1
 - Some rural JETs may have up to 4-5
 - Sometimes “special visit” schools that are only visited once, or once a month
- **School schedule greatly varies**
 - Often have 1 “base” school, and visit others more irregularly
 - Or rotate between schools during the week
- **The amount of time spent at a school affects:**
 - Planning Time/Notice before lessons
 - How often or how much time you have to coordinate with JTEs / when you get to speak to them

GRADE LEVELS

- English is a mandatory subject in junior high and high school, and as of 2020 has become a full subject for grades 5 and 6 as well
- English levels for different grades might look something like this →



ELEMENTARY (GRADES 1-6)

- Basic vocabulary (greetings, colors, foods, classroom objects)
- Mostly songs and games
- Years 5 and 6 now start some of what used to be JHS level

JUNIOR HIGH (GRADES 7-9)

- Building complete sentences, expressing likes and abilities
- Having simple conversations
- Some more complex grammar tenses by end of 3rd year

HIGH SCHOOL (GRADES 9-12)

- More complex grammar, expressions, idioms
- Start essay writing
- Reading comprehension

JTE TEACHING STYLE

- **Japan has no official training or recommendations for JTEs on how to use their ALTs**
 - Wide scope of how ALTs are actually used
 - Longtime issue of some ALTs being treated as “human tape recorders,” just reading and pronouncing vocabulary (becoming less common now)
- **Ranges from planning for:**
 - Whole class periods (50+minutes)
 - One 10-20 minute activity, plus supporting JTE for rest of period
 - Just supporting JTE’s activities/lessons, minimal input
- **But things mostly fall in the middle:**
 - JTEs usually ask you to plan an activity that aligns with the grammar point they’re on in the textbook
- **Planning time depends on the JTE**
 - Ideally, you should meet with JTEs to discuss lessons for that week or the next week
 - But not uncommon for them to ask for an activity right before class starts if you haven’t



PLANNING SHORT ACTIVITIES

- Warm-ups (5-10 minutes)
 - Simple, easy ways to get kids thinking in English
 - Tongue twisters
 - Hangman (or more PC versions, like Crocodiles)
 - Short listening quizzes
 - Criss-cross / Tate-Yoko (a beloved favorite)
 - Shiritori
- Short Activities (10-20 minutes):
 - Be simple enough to explain in only 3-4 minutes
 - Give ample time for students to think and process (think of how long it would take you in Japanese)
- Examples
 - How many words in a minute (teams list words starting with one letter)
 - Questionnaire Bingo (Students ask each other questions to fill out their bingo sheet)
 - Find the Line - kids get cards that connect them to another person in the line and have to ask questions until they're all in perfect order



FULL-PERIOD LESSONS



- **Should get a little training on this in Japan**
 - Prefectural orientation with a skill development conference (this may not happen for a month or two, but students don't have school during August, so you probably won't be teaching right away)
- **Basic framework seen in planning sheets:**
 - Greetings (Teachers ask students how are you today?)
 - Warm up
 - Short grammar review or activity instructions
 - Activity
 - Second activity if both are short
 - Reflections or wrapping up class

EXAMPLE

Lesson plan

ALT MONTHLY MEETING
March 16, 2018

Group No (7)

Name Michaela Duffey

• **Target(SHS) or textbook(JHS)**

Book 2, Program 7

• **Aims**

- Students practice the grammar point "give" and combining it with *him/her*.
- Students are able to formulate questions and answers as well as make sentences using the grammar point on their own or with minimal help.

• **Age group**

13 to 14 years old

• **Level**

Junior High School - Second Year

• **Time**

50 Minutes

• **Materials:**

TV, computer/Powerpoint, worksheets

• **Introduction**

Students review and practice to give with indirect object pronouns him and her through in-class games. Students first practice the pronunciation of the V sound in give during the pronunciation quiz warm up. Then students practice using give in both question and sentence format. Then students have to make original sentences using give when answering questions in criss-cross.

• **Procedure**

Time / allotment	Activity
Greetings 2 Minutes	<ul style="list-style-type: none"> • Rei/Student representative starts the class • JTE and ALT greet the class, asking "how are you," "how's the weather", "what day is it," etc.
Warmer 6 minutes	<p>V/B Listening Quiz</p> <ul style="list-style-type: none"> • ALT explains and shows how to make the "V" sound, and has students try. • The JTE helps explain more difficult words/phrases. • ALT makes class repeat words in the quiz questions, emphasizing the difference between V and B. • ALT reads one of the two words of each question three times, and checks answers with the class.

Let's Listen!
B and V



Please circle one word:

- | | | | | | |
|----|-------|------|-----|------|------|
| | B | V | | B | V |
| 1. | berry | very | 4. | bow | vow |
| 2. | boat | vote | 5. | best | vest |
| 3. | ban | van | 6.r | bent | vent |

EXAMPLE

Gift Giving Bingo

You went on a trip and you bought omiyage for your friends. What will you give them?

















Word Box

a pen	a book	some senbei	a key chain	a ribbon
a postcard	some coffee	a T-shirt	a necklace	a toy
some chocolate	a magnet	some sweets	a notebook	some jam

What will you give _____?
I will give him/her _____.

Example:
What will you give Goku?
I will give *him* some chocolate.

If you and your partner will give the same omiyage, then you write an (X) in that box.
If you get 4 X's, you get Bingo!

 Goku _____	 Nobita _____	 Sponge Bob _____	 Minnie _____
 Hello Kitty _____	 Conan _____	 Sailor Moon _____	 Totoro _____
 Doraemon _____	 Pooh _____	 Snoopy _____	 Shizuka chan _____
 Pikachu _____	 Maruko chan _____	 Mickey _____	 Stitch _____

<p>Game explanation</p> <p>10 minutes</p>	<ul style="list-style-type: none"> The ALT and the JTE work together to explain the game using Powerpoint. Students get 5 minutes to write omiyage under all of the characters on their sheet.
<p>Bingo</p> <p>20 minutes</p>	<ul style="list-style-type: none"> The goal of the game is to ask and find partners who give the same omiyage to the same character. For each match they find, they can check the box, and they get bingo when they check four in a row. Students first write one omiyagi under each character, using each item only once. Then they all stand, find partners and ask them: <ul style="list-style-type: none"> What will you give _____? The partner then responds with: <ul style="list-style-type: none"> I will give him/her _____. If the omiyage are the same, the asker says, "Me too!" and then both can check off the box. But if different, the asker says, "My omiyage is different", and neither student can check off the box. In one pair, both students can ask about one character, then they must go find a new partner. Students can get stickers when they get bingo (4 in a row), and keep playing until time is up.
<p>Criss-Cross</p> <p>10 minutes</p>	<ul style="list-style-type: none"> Over 20 minutes is too long for bingo to continue, so the class can play criss-cross for the remaining time, with a batsu-game at the end to keep students motivated The ALT will call on students and give them questions with "give", such as: "what will you give your friend?" or "what will you give your mother on Mother's Day?" To keep the game more random/exciting, students don't choose directly, but choose one of two folded papers that have "row" and "column" written on them at random. After the last question, students who are still standing must do the batsu-game that the ALT or the JTE decides on.
<p>Closing</p> <p>2 minutes</p>	<ul style="list-style-type: none"> JTE summarizes what activities students did during the class: the V and B quiz, bingo, and criss-cross. Then JTE clarifies homework/announcements for the next class Nichoku/Student rep ends the class JTE and ALT say goodbye to the class



Do you _____ on _____ ?

Partner's Boats 相手の舟

	Monday	Tuesday	Wednesday	Thursday	Friday
watch TV					
clean your room					
study math					
listen to music					
read books					

My boats 私の舟

	Monday	Tuesday	Wednesday	Thursday	Friday
watch TV					
clean your room					
study math					
listen to music					
read books					

GET CREATIVE!

- **Adapt games you liked playing as a kid (or even now)**
 - Board games: Battleship, Chutes and ladders, Connect 4
 - Card games: Spoons, Crazy 8s
 - Party games: 2 Truths and a lie, Pictionary, telephone
 - Bingo
- **Group role playing or conversation/story writing activities**
 - If You Give a Moose a Muffin Story Writing (if, then, + will)
 - Camp Roleplay - writing a conversation b/w 2 campers deciding on activities (want to, like to do, looks __)
 - Mad Libs
- **Songs or speaking rhythm activities**
 - Popular songs: older "vintage" songs often work best, because they're slower
 - Kids songs: Muffin Man, Wheels on the Bus, Apples and Bananas, London Bridge (with the game)
- **Read short children's stories**
 - Dr. Suess - Hop on Pop, Green Eggs and Ham

In Groups - Let's write a short story!

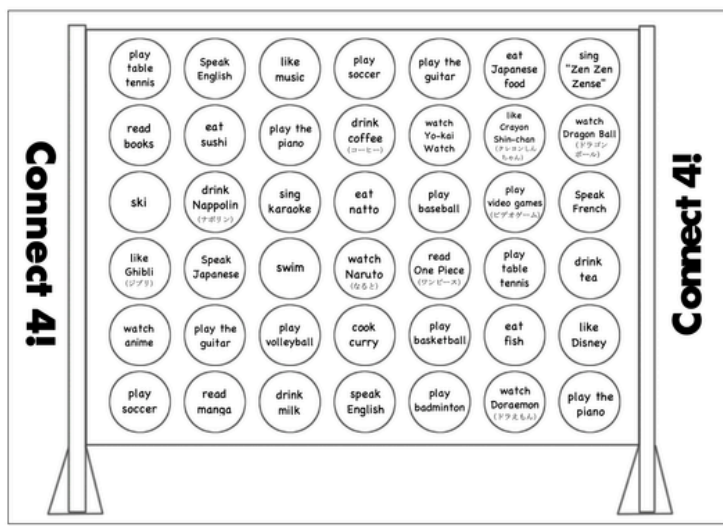
If you give a _____ a _____
 he will ask for _____
 Then he will _____
 If he _____
 he will _____
 Then he will _____
 If he _____
 he will _____
 Then he will _____

Helpful Points:

- **Want + 1) to do** (何々したい)
 2) something (ものが欲しい)
- **Ask for + (something)** (もの)
 If (present 現在系), (future 未来系), Then (future 未来系).
 If I **eat** my lunch now, I **will be** full. Then I **will not be** hungry.

Helpful Vocabulary:

Will ...	Things (ほしいもの/こと)	Verbs:
Think (about)	Some...	To Help
Remember	Milk	To shower
See	Coffee	To cook
Want	Cheese	To wash
	Butter	To clean up (掃除する)
	Syrup	To eat
	Honey	To sleep
	Soap	To go



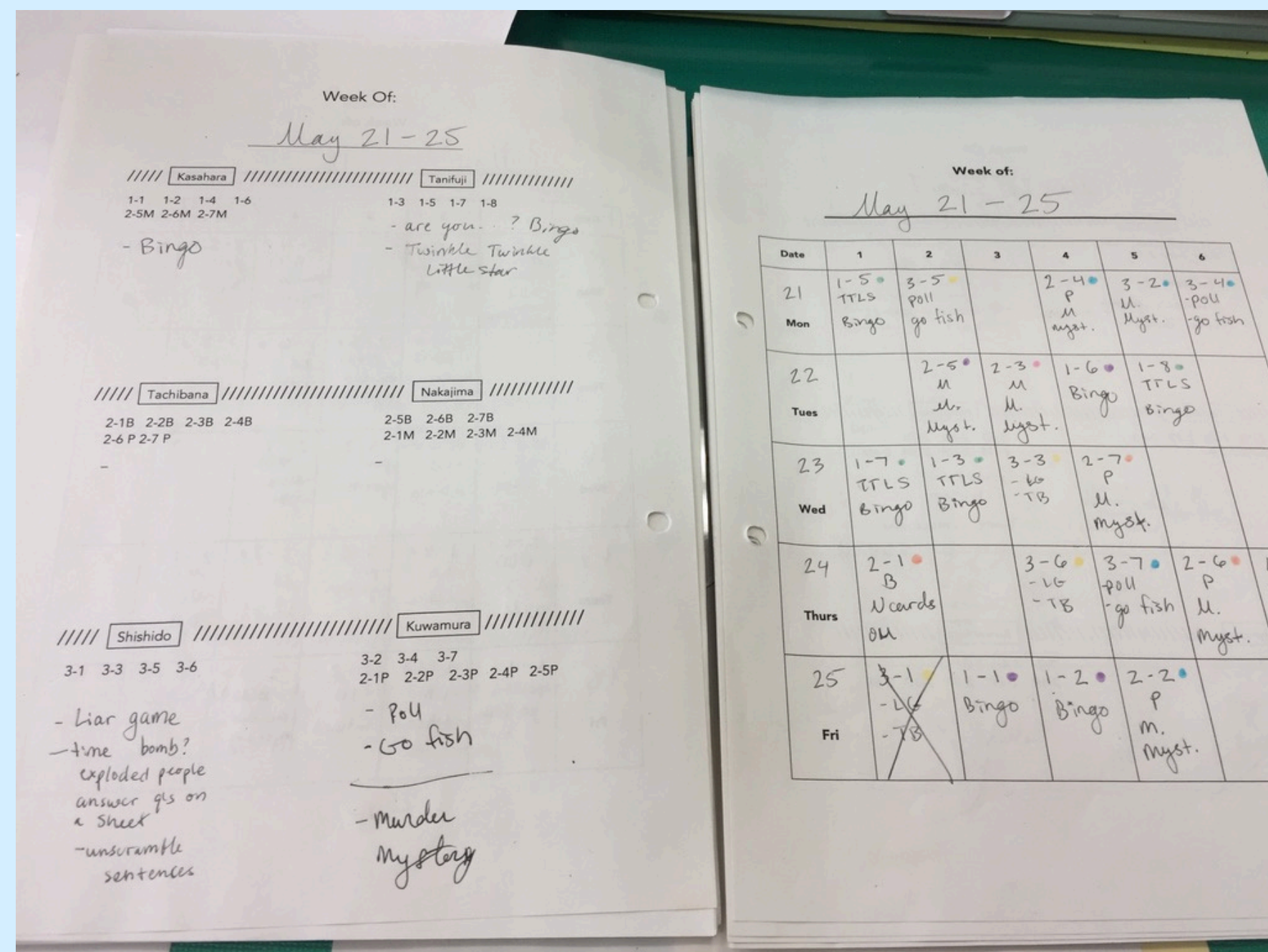
TIPS FOR LESSON PLANNING WITH YOUR JTES

- **When in doubt, ask! Don't make assumptions.**
 - Japanese culture expects you to “learn from watching” and “read the air” but this is hard for foreigners, especially 1st time teachers
- **From the start, ask/talk to your JTE about:**
 - How they taught with the previous ALT:
 - How much class time they gave them, how the ALT supported them, if there were things they wish the ALT had done differently
 - If you can try certain games/activities (showing initiative)
 - If there's any activities they've really been wanting to try but need help with, anything you can do for them



TIPS FOR LESSON PLANNING WITH YOUR JTES (CONT.)

- **Be proactive and think ahead**
 - JTEs have many other responsibilities (homeroom teacher duties, clubs, tests, grading papers) and may forget to talk and plan with you
- **Check in with JTEs regularly, ask about:**
 - where they are in the textbook
 - what grammar point they'll be on
 - where they'll be the next week
- **Make a lesson planning schedule**
 - Helps you remember who needs what, when, & when you did lessons with each class



LESSON PLANNING RESOURCES

- [JET Program Teaching Materials Collection \(2013\)](#)
- [National AJET](#)
- [ALTopedia](#)
- [Kumamoto JET Lesson Anthology](#)
- [Genki English](#)
- [Akita Wiki](#)
- [Miyagi JET ALT Resources Page](#)
- [Niigata AJET Shared Google Drive](#)
- [ShigaJET Lesson Share](#)
- [Saga JET Programme Teaching Resources](#)
- [Hyogo AJET Teaching Materials](#)
- [Miyazaki AJET Teaching Materials Collection](#)
- [Kagoshima JET Program Idea Share](#)
- [Oita JET Lesson Exchange](#)
- [AJET Regional Block Facebook Pages](#)
 - Once you know your placement, you can join these groups and ask current JETs questions
- Your predecessor
 - Ask about what kinds of activities they did, they might share them with you
- Other:
 - Clipart for presentations & worksheets: [イラスト屋 \(Irasutoya\)](#)



QUESTIONS?

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