

The background of the slide features a scenic view of a traditional Japanese castle, likely Kumamoto Castle, with its characteristic black and white architecture and multiple tiers. The castle is partially obscured by the branches of cherry blossom trees in full bloom, with delicate pink and white flowers hanging from the dark branches. The sky is a clear, pale blue. In the foreground, a wooden fence runs across the bottom left, and a dirt path leads towards the castle. The overall atmosphere is peaceful and scenic, typical of a cherry blossom festival in Japan.

JHS Activity Planning Discussion

Kumamoto Prefecture Orientation 2022

Mary Painter

Madalyn McHugh

Presentation Goals:

- Talk about useful ways to use activities for English learning
- Discuss possible scenarios/ ways to plan activities for JHS English classes
- Give advice on activity planning from past experiences
- Answer questions on how to navigate activity planning at JHS



Presentation Structure:

- Introduction
- Discussion question 1 —Breakout rooms
 - Big group discussion
- Discussion question 2 —breakout rooms
 - Big group discussion
- 10 minute break
- Discussion question 3 —breakout rooms
 - Big group discussion
- Tips from our years of teaching experience
- Activity planning scenario —brainstorming in groups
 - Big group discussion
- Question Time

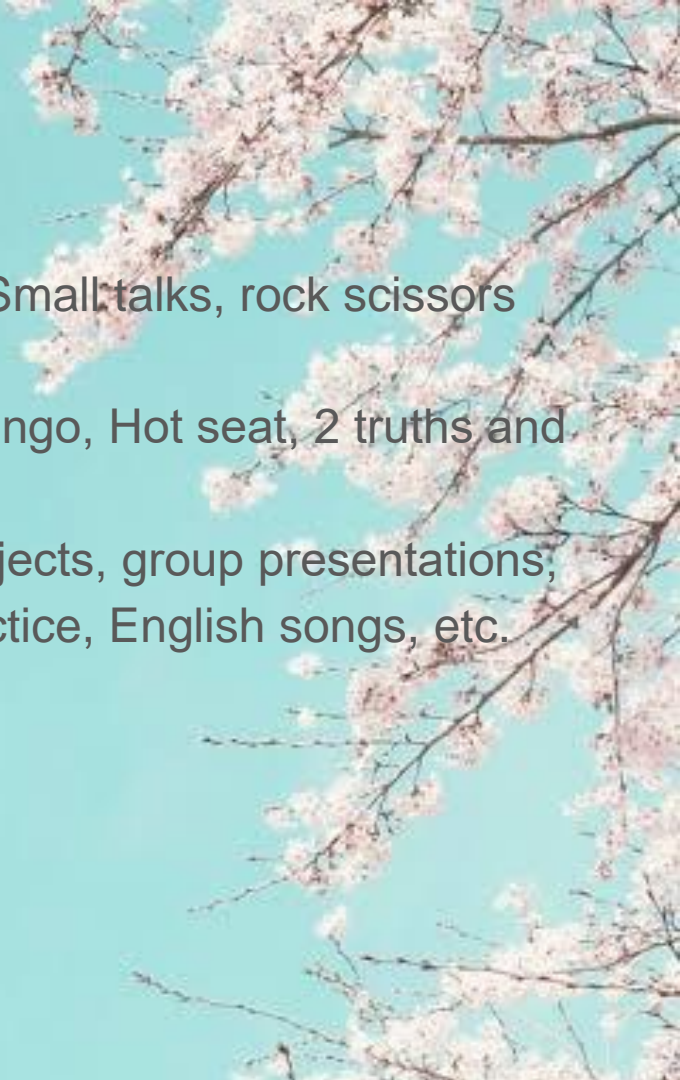


Why are activities and games important for class?

- They are great ways to break up textbook learning
- They can add real-life connections for students to understand grammar
- They can address different learning styles to ensure well-rounded English education
- Fun activities can encourage students who don't usually love English to participate in English class

Some examples of useful activities:

- Quick warm-up games: Simon says, Tatte/Yoko, Small talks, rock scissors paper taikai etc.
- Long-form games: Pictionary, “spell this” game, Bingo, Hot seat, 2 truths and 1 lie, Blind Artist, Board race, kahoot, etc.
- Long-form activities: “Who am I?” Quiz, video projects, group presentations, grammar practice worksheets, skits, dialogue practice, English songs, etc.



Discussion question 1:

What are some ways you can find inspiration for activities when you have no good ideas or are teaching grammar you haven't taught before?

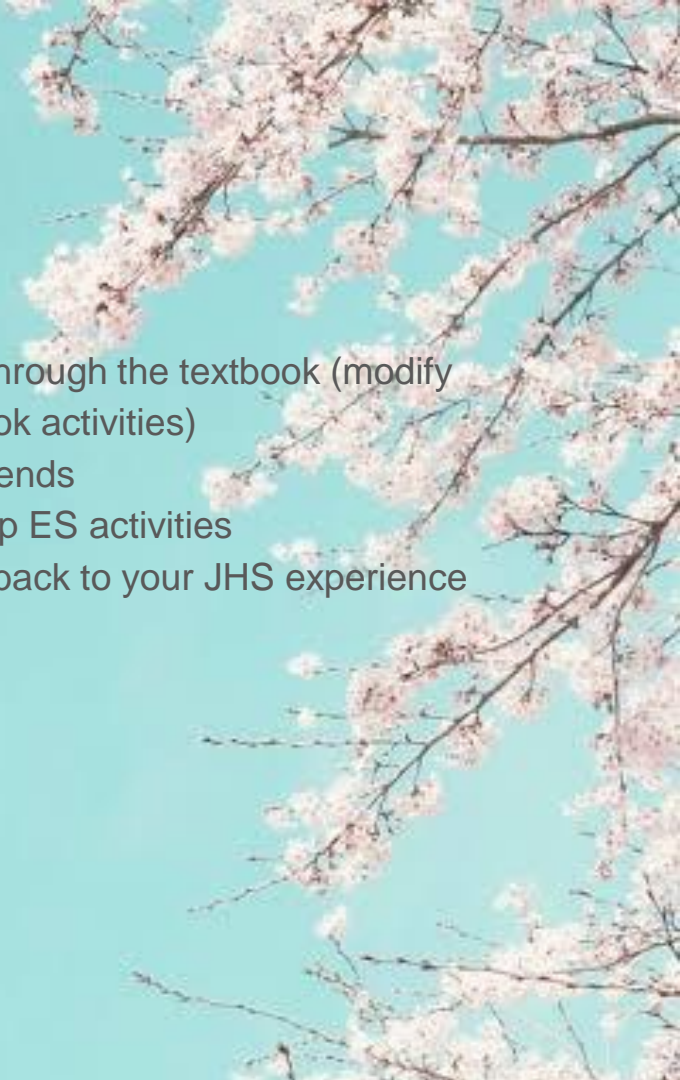
Presenter's response

Mary

- Refer to the textbook and digital supplemental material provided by the manufacturer (CD content)
- Consult with your JTE
- *JET Program Lesson-Activities Wiki!*
 - Divided by prefecture

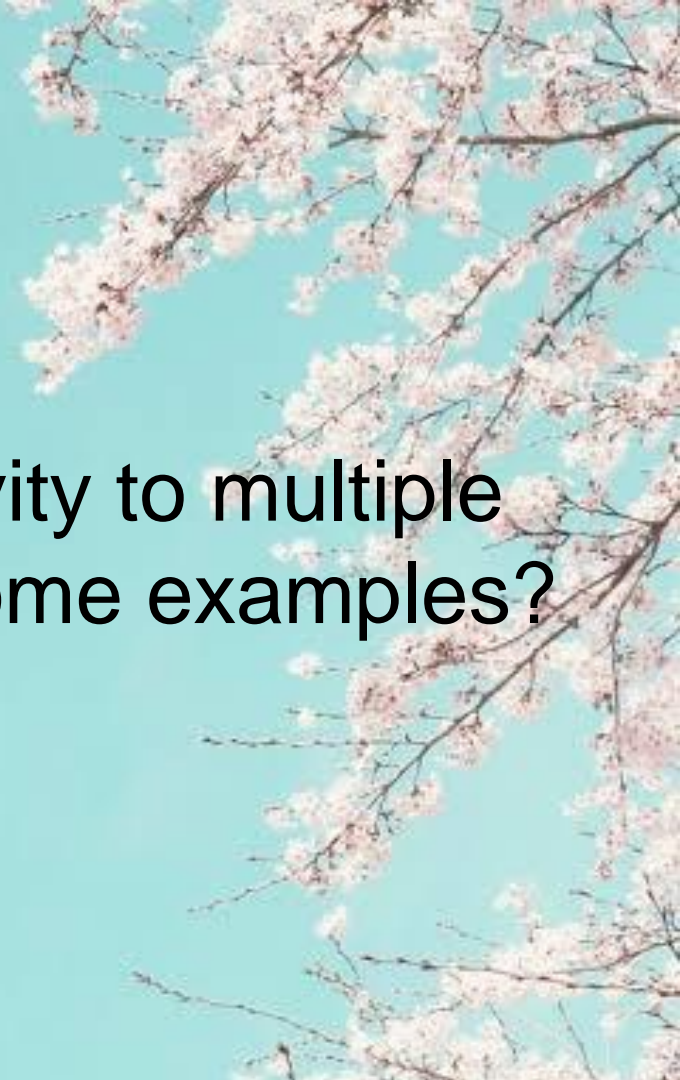
Maddy

- Look through the textbook (modify textbook activities)
- Ask friends
- Step up ES activities
- Think back to your JHS experience



Discussion question 2:

How can you cater one activity to multiple grammar points? What are some examples?



Presenter's response

Mary

- One big game that you can plug any concept into
- Jeopardy example
- Who am I? example

Maddy

- Aim for simple activities/games like bingo or pictionary
- Bingo example
- Small talk example
- Song example



Discussion question 3

How can we adjust activities in the current state of COVID 19 to keep in line with social distancing measures?

Presenter's response

Mary

- Utilize tablets, classroom technology
 - Games that previously required sharing chalk for writing on the board or an item to pass around, for example, can be played from individual tablets and submissions on Google Classroom
- If you don't have individual technology...
 - Pointing game (textbook)
 - Visual materials on blackboard

Maddy

- Singing at their desks
- Avoid whispering in games
- Share presentations on big TV vs. walking around and talking to classmates
- Check with JTE's about classroom rules during COVID spikes



Tips for effectively planning JHS activities (Maddy):

- Keep a list of activities you know work for many grammar lessons
- Use authentic materials
- Keep student's abilities in mind (students with disabilities)
- Pick a game or two and play them regularly to start class
- Make notes on what worked and what didn't for future planning



Tips for effectively planning JHS activities (Mary):

- Have a go-to list of games or activities ready any time
- Be aware of each class' general English level
 - Adjust activities a little for each type
- Use a range of modes for learning to reach students of different learning styles
 - Listening-to-drawing activities, puzzles
- Use technology when possible



Let's think through this scenario:

Your JTE comes to you in the morning and tells you they want to focus on preparing the students for their upcoming exams for today's class. You were planning on doing a Christmas lesson before winter break and already made a plan for the class. Your JTE agrees to let you go ahead with your Christmas lesson, as long as you can simultaneously review "to be" verbs with your students.

In your small groups, think of a lesson plan that can achieve both you and your JTE's goals.

Questions?

Contact us:

mchughm@seattleu.edu

maryelizapainter@gmail.com

Thank you!~

