

Games Fair

Timetable	Activity	Details	ALT
1. Greeting 2. Warm-Up 3. Main Activities 4. Review 5. Conclusion	1. Introduction to Games Fair 2. ABC Dice Race 3. What's On My Back & Don-Janken 4. Sengoku Jidai 5. Conclusion	1. Introduction to Games Fair and going over classic games, no prep, low prep, & ICT games. 2-4. See Below. 5. Review and Q&A.	Katelyn De Palmer (Asagiri Town BoE) Alice Le (Yamae Village BoE)

時間割	活動	Details	ALT
1. 挨拶 2. ウォームアップ 3. 主な活動 4. 練習 5. 終結	1. Games Fair の紹介 2. ABC Dice Race 3. What's On My Back & Don-Janken 4. Sengoku Jidai 5. 終結	1. Introduction to Games Fair and going over classic games, no prep, low prep, & ICT games. 2-4. See Below. 5. Review and Q&A.	Katelyn De Palmer (あさぎり町教育員会) レイ アリス (山江村教育員会)

ABC Dice Race – ES/JHS

- Make teams of 4 to 5 students and have them sit in a circle or around one desk. In the middle of the desk are two dice, one pencil, and one piece of paper.
- Have each group English rock-scissors-paper to decide who rolls the dice first.
- Each person rolls the dice once—if either dice is a 6, they grab the pencil and start writing the ABCs as quickly and accurately as they can. While they are writing, the other students continue to roll the dice.
- When someone rolls another 6, they grab the paper and begin writing their own ABCs (starting from the beginning underneath the previous students’).
- The game continues until the set time period runs out or someone manages to write all the way to Z.
- Increase the challenge by playing with only 1 dice or making students spell target vocabulary words (J/SHS level).
- 4, 5 人のチームを作り、チーム毎に円を作って座ります。真ん中にサイコロ1つ、鉛筆一本、紙一枚を置きます。
- 英語でじゃんけんをします。勝った人は最初にサイコロを振ります。
- みんな一回サイコロを振って、もし6の目がでたら、その人は紙と鉛筆を取って、ABCs を書きます。

その生徒が書いている間に、ほかの人はサイコロを振り続けます。

- 次の生徒がサイコロを振って6の目が出たら、書いている生徒から紙と鉛筆を取って、自分の新しいABCリストを書きます。
- このゲームは時間切れかある生徒がAからZまで時間内に書き終わったら、終了です。
- チャレンジしたいなら、二つのサイコロを置くか、その授業で習う（習った）単語を生徒に書かせてみましょう。

What's on my back?/What's this? – ES/JHS

- Choose 4 (or more) vocabulary words from chapter 6 of Hi Friends 1 and make small photocopied cards, as well as 1 large copy of each word. (Example list provided.)
- Shuffle the cards and have all the students put their heads on their desks and close their eyes. The ALT and JTE will quickly tape one random card onto each student's back and put the large vocabulary cards in each corner of the room.
- Students can open their eyes and stand up, walk around, and ask their friends, "What's on my back?" or "What is it?"
- The student being asked cannot say the direct answer, but can give a hint or gesture.
- When the asking student figures out what their card is, they can say "It's a/an ___!" If "that's right," they can go to their "team" corner and wait for the rest of their group. The first team to have everyone sit down wins.
- 教科書 Hi friends 1 のチャプター6から4（またはそれ以上の）単語を選び、各単語の大きいカードと小さいカードを準備します。（下に例あり）
- カードをシャッフルし、全生徒に机の上に手を置かせ、目を閉じさせます。急いでALTとJTEが各生徒の背中に小さいカードを1枚ずつバラバラにテープで貼り、大きなカードを部屋の各角に置きます。
- 生徒は目を開け、立って、歩き回りながらクラスメートに"What's on my back?"か"What is it?"と尋ねます。
- 尋ねられた生徒は直接答えを言わずに、ヒントやジェスチャーで説明します。
- 自分のカードが何かわかった生徒は"It's a/an ___!"と言えます。もし"that's right," だったら、自分の単語が書かれた部屋の角にある大きなカードの所へ行き、同じカードを持っている生徒全員が揃うまで待ちます。最初に全員が揃って座ったチームが勝ちです。

Don-janken (already on Kumamoto JET Wiki) – ES/JHS

- Line up the vocabulary cards in a row (on desks, the floor, or chalkboard).
- Make two lines/teams and have them face each other on either end of the cards.
- The first student of each team goes down the line saying the vocabulary word as quickly and clearly as they can, touching or pointing at the cards.
- When the teams meet, they janken in English, and the winner goes on, while the loser returns to the end of their team's line.
- This continues until the time runs out or one team reaches a certain number of points. You can shuffle the cards every few minutes if you want to challenge the students!
- 単語カードを縦または横1列に並べます。（机の上、床の上、黒板など）
- 2チームに分かれ、各チームが並んでいるカードの最初と最後に行き、向き合います。
- 各チームの最初の生徒が並んでいるカードを触りながら、または指で指しながら、順番通りに出来るだ

け早くはっきりとその単語を言って歩きます。

- 各チームの生徒が出会ったとき、英語でじゃんけんをし、勝った生徒はそのまま続け、負けた生徒は自分のチームに戻ります。
- このゲームは、時間切れか1チームがある点数に達したら終了です。チャレンジしたいなら、時々並んでるカードをシャッフルしてみましょう。

Keyword Chairs (for difficult pronunciation/listening) – NS/ES

- Go over the vocabulary so the students understand the words being said.
- Have them sit in a circle facing outward, like any musical chair game. (Number of people – 1 chair)
- Decide on the “keyword” (for example, if learning shapes, “heart.”)
- Have the students march in a circle repeating the other vocabulary words after the ALT.
- When the keyword is said, all the students sit down. Students who are out sit with the teacher, but continue to say the vocabulary words.
- If your students are able, they can play “teacher” and the other students can repeat after them.
- 最近学習した単語を確認します。
- 椅子取りゲームのように椅子を丸く並べます。(人数より椅子を一つ減らす)
- キーワードを選びます。(例えば、形を勉強したら、「heart」がキーワードです)
- 生徒達は椅子の周りを歩きながらALTの後に続いて単語を繰り返します。
- もしALTがキーワードを言ったら、みんなは素早く椅子に座ります。座れなかった生徒は先生の所へ行き座ります。そこでも単語を繰り返します。
- もしできれば、その生徒たちを「先生」にさせます。

Sengoku Jidai (for points earning games) – JHS

Need: a hex map of Japan, small castle magnets (colored magnets are okay too) enough for each team

- Assign students to teams. Usually around 5-6 teams is the max for this game. Assign numbers to students in the teams or let them assign numbers themselves. This ensures that all students in a team gets a chance to talk instead of always having the same students raise their hands.
- Have the teams rock-paper-scissors to decide who goes first. The first student chooses a prefecture. You give the standing students a question, review based or prefecture based (up to your discretion). The correct answer earns the team a castle on that prefecture.
- Demonstrate that if a prefecture is surrounded on three sides by one color/team that prefecture also turns into that team’s territory. (If you’ve ever played Go, it’s much like that.)