Team Teaching Senior High School Workshop Outline

Part 1-4 (3-5 minutes) Part 5 (20 minutes)

1. Lesson Planning (Show Example Lesson)
   a. meet with your JTEs
   b. incorporating the textbooks
   c. original lessons (Using Modalities) (Mexican Food Lesson)
   d. Demonstrate TT
   e. keep making tests in mind
      i. can your lesson be used to make a test
      ii. using all the modalities (ways people learn)
   f. after exam games/activities

2. Interaction with Students
   a. Cross-cultural exchange
   b. Student’s English Ability (Review Eiken Chart)
      i. Eiken or ‘Step Test’ Level 1 through 5 (Level 1 or 1kyu is the highest)
      ii. 1st year high school students will usually have passed Level 3 in JHS and some will have passed pre-2nd level
      iii. Know the speaking, listening, reading, and writing ability for each level
      iv. Focus on 3kyu from JHS
      v. Pre-2kyu and 2kyu goals for SHS
   c. Use Classroom English
      i. Examples and Show Chart

3. Other Responsibilities
   a. English Speech Contest (September 21st 2013 Saturday)
   b. English Debate Contest (October 26th 2013 Saturday)
      i. Japanese government should remove the tariff on rice imports.
      ii. （日本政府は、米の関税を撤廃するべきである。）
   c. English Recitation Contest (January 25th 2014 Saturday)
   d. Judging

4. Prefectural ALT Community
   a. SHS ALT Network
   b. English Camp!
   c. Intensive English Training Seminar (August 20-21th, 2013 Tues-Wednesday)

5. Scenarios
   a. Split into pairs (11 people, 5 groups, 1 group of 3
   b. Pass out scenarios and discuss solutions
**Using Modalities**

VAKT = Visual, Auditory, Kinesthetic, Tactile

These are the four learning modalities (*ways people learn*) and since everyone learns differently, you should try to include all of these modalities in your lesson planning. Studies have also shown that multi-sensory teaching techniques can significantly increase student participation and interest to learn.

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic</th>
<th>Tactile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying colors to ideas</td>
<td>Saying/repeating it out loud</td>
<td>Clapping out the stress in words</td>
<td>Matching pictures to words</td>
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<tr>
<td>Putting things in rows or columns</td>
<td>Using pneumonic devices to aid memorization</td>
<td>Raising your hand to signal a mistake or something to go over later</td>
<td>Using flash cards, strips of papers, or a dice in your lessons</td>
</tr>
<tr>
<td>Maps</td>
<td>Interviewing and/or debate</td>
<td>ALT and JTE stand apart from each other</td>
<td>Making models or visual aids themselves</td>
</tr>
<tr>
<td>Using charts or have students make their own</td>
<td>Have one student tell the other students the activities’ goals</td>
<td>Connecting a motion to a word (works very well)</td>
<td>Playing board games</td>
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<tr>
<td>Pictures</td>
<td>Rephrasing</td>
<td>Act out a roleplay</td>
<td>Use puppets or dolls</td>
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<tr>
<td>Videos</td>
<td>Using music</td>
<td>Have students write down directions</td>
<td>Putting pictures in order</td>
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<tr>
<td>Filling in blanks in a sentence</td>
<td>Story-telling</td>
<td>Playing hot potato to help participation</td>
<td>Categorizing figures, numbers, objects</td>
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Mexican Cuisine Lesson Plan
50 minutes

**Warm Up (10 mins)**
- Introduce Mexican food to the class.
- ALT will show pictures of popular Mexican foods
If possible, ALT will bring some to class. Chips and Salsa

**Mexican Cuisine (10 mins)**
- ALT and JTE will read the dialogue and go over the meaning with the class.

**Group work (20 mins)**
- Students will describe traditional Japanese food in English.
- Each student will be assigned a food from box 1. Students with the same food will get into groups.
- Students will use descriptions from box 2 to talk about their food.

**Presentation (10 mins)**
- At the end of class students will introduce their traditional Japanese food to the class.
Mexican Cuisine

A: What's your favorite kind of food?
B: I like eating Mexican food like tacos and burritos.
    Traditional Mexican food is famous for using tortilla (トルティーヤ).
A: What is tortilla?
B: Tortilla is a kind of thin bread made of corn or flour.
    Many dishes have beans, cheese, and chili peppers.
    What about Japanese food?

Now let's talk about traditional Japanese food!
日本の伝統的な食べ物について話しましょう

A: Do you like Anpan?
B: Anpan? What's that?
A: It's a kind of bread with red bean paste in it.
    It tastes very sweet.

<table>
<thead>
<tr>
<th>Box 1</th>
<th>sushi</th>
<th>basashi</th>
<th>soba</th>
<th>okonomiyaki</th>
<th>natto</th>
<th>mochi</th>
<th>tempura</th>
<th>donburi</th>
<th>onigiri</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Do you like ________?</td>
<td></td>
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<tr>
<td>B. ________? What's that?</td>
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<tr>
<td>A. It is ___________________</td>
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<tr>
<td>It tastes ___________________</td>
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下の単語を使って、日本の伝統的な食べ物を文で説明しましょう。味も！

<table>
<thead>
<tr>
<th>Box 2</th>
<th>生：raw</th>
<th>肉：meat</th>
<th>揚げ物：deep fried food</th>
<th>おにぎり：rice ball</th>
<th>甘い：sweet</th>
<th>しょうっぱい：salty</th>
<th>納豆：fermented soybeans</th>
<th>お好み焼き：Japanese pancake</th>
</tr>
</thead>
<tbody>
<tr>
<td>薄い：thin</td>
<td>麺類：noodles</td>
<td>野菜：vegetables</td>
<td>魚肉：fish meat</td>
<td>種類：kind</td>
<td>辛い：spicy</td>
<td>さくさく：crunchy</td>
<td>おいしい：delicious</td>
<td>ベタベタ：sticky</td>
</tr>
<tr>
<td>脱い：sour</td>
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Scenarios

1. One student says he hates foreigners and refuses to listen to you. He distracts students around him and disrupts your lesson. Your JTE does very little to intervene.

2. You made an awesome, interactive, and fun lesson. Students have little to no interest in your lesson. It is 6th period and half of your students are falling asleep or not paying attention.

3. Your JTE tells you she will prepare a lesson for the class. 10 minutes before class starts, she says she wants you to lead the class but you have nothing prepared for a 50 minute class.

4. Your visiting schools are requesting you to come on more days and often fill your schedule with 6 periods of classes when you visit. They want you to come after school to make and record listening tests. Your base school is also requesting you to do the same thing and you feel overworked.

5. Your classes have been canceled for the week to prepare for exams next week. This leaves you with two weeks of no classes and a fair amount of free time.